

**ual** - london college  
of fashion

**B** fashion  
business  
school

# Intervention Meeting Plan:

## Building Participation Methods and developing Dialogue in large cohort Lectures

BA (hons) Fashion Buying and Merchandising | Unit: Circular Product Development

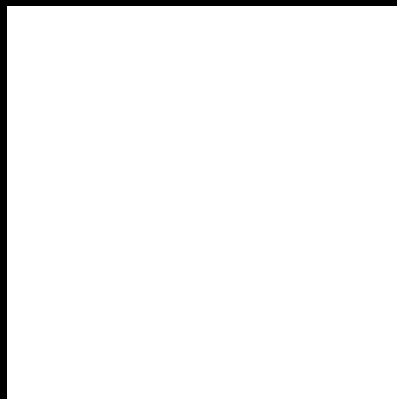
Unit Leader: James Venning

# Learning outcomes

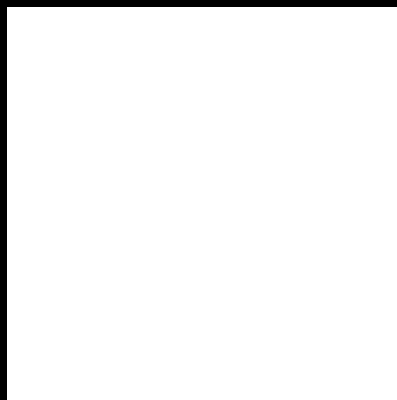
To facilitate a discussion with the Buying & Merchandising teaching team at UAL:

- To develop strategies that promote student participation.
- Develop dialogue in lectures
- Enhance inclusion throughout the course.

This intervention aims to support inclusive practices around Race, faith and disability equality.



**Evidence Base**



# Evidence Base

The need for this intervention is identified through several evidence sources as follows:

**1. Student Feedback:**

- How can we improve student experience from 61.8% base?

ActiveDashboards

ual:  
university  
of the arts  
london

NSS - Year on Year

College

London College of Fashion

▼

Department

▼

Programme

▼

Course

BA (Hons) Fashion Buying and Merch...

▼

Subject

▼

Year on Year Summary

Section	Q No	Question	Percent Agreed
			Current Year
Overall Satisfaction	0	Overall, I am satisfied with the quality of my experience at UAL	61.8

# Evidence Base

The need for this intervention is identified through several evidence sources:

## 2. Academic Research:

- Studies, such as those by Freire, (2000) 'Pedagogy of the Oppressed' and Darder (2018), 'The Student Guide to Pedagogy of the Oppressed', emphasise the importance of dialogic learning environments and the role of education in addressing social injustices.
- Further suggested Academic readings can be found on Reference slide 35.

# Evidence Base

The need for this intervention is identified through several evidence sources:

## 3. Institutional Data:

- Analysis of retention/attainment rates, continuation gaps, indicating disparities in student outcomes based on race, disability, gender and religious background.
- Cohorts of almost 100 students per year group mean inclusive practices must be a focus.

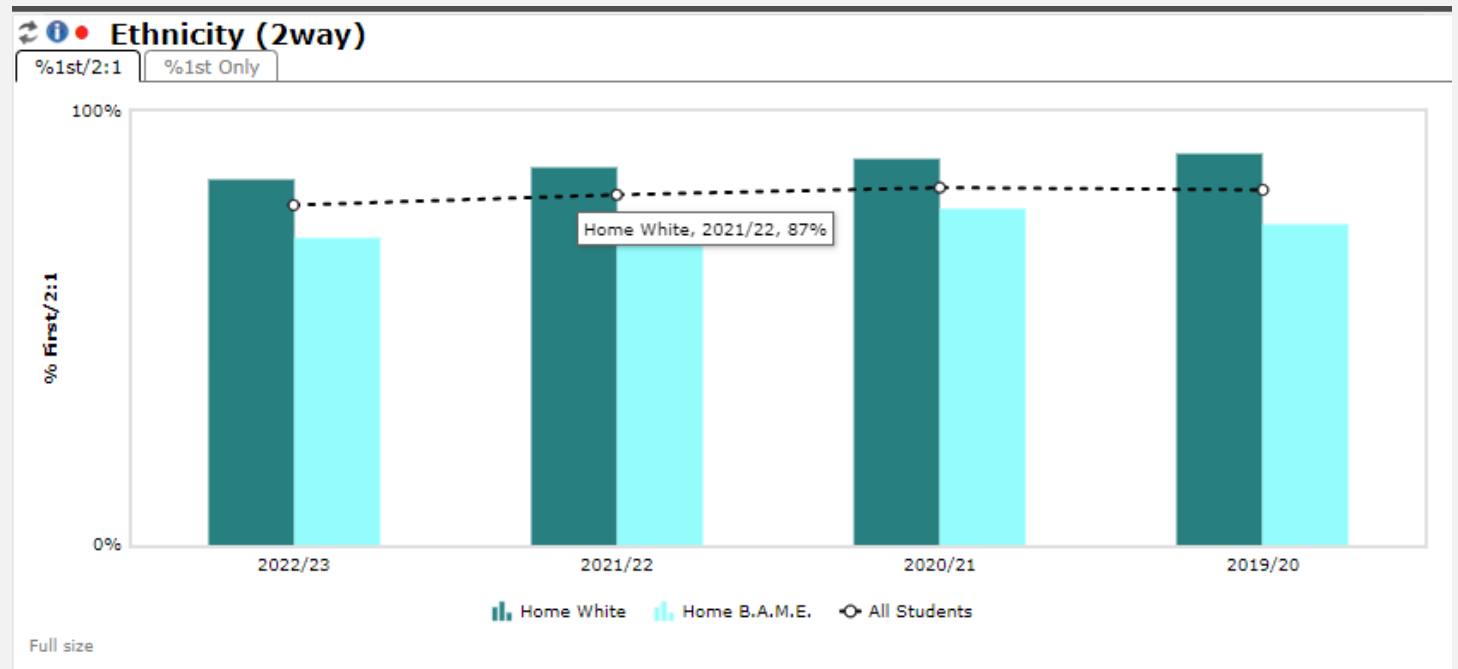
# Evidence Base

The need for this intervention is identified through several evidence sources:

## Ethnicity Attainment Data:

BAME 2021 78% dropping to 71% in 2023.

Compare to White 89% 2021 to 85% 2023



Source: UAL Active dashboards.arts.ac.uk (2024)

# Evidence Base

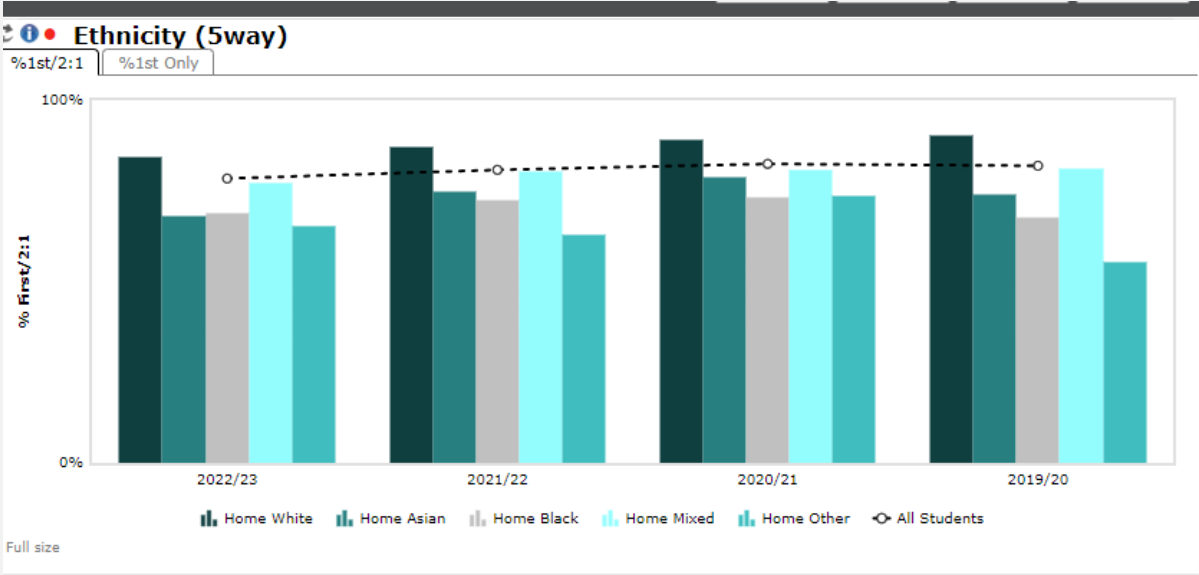
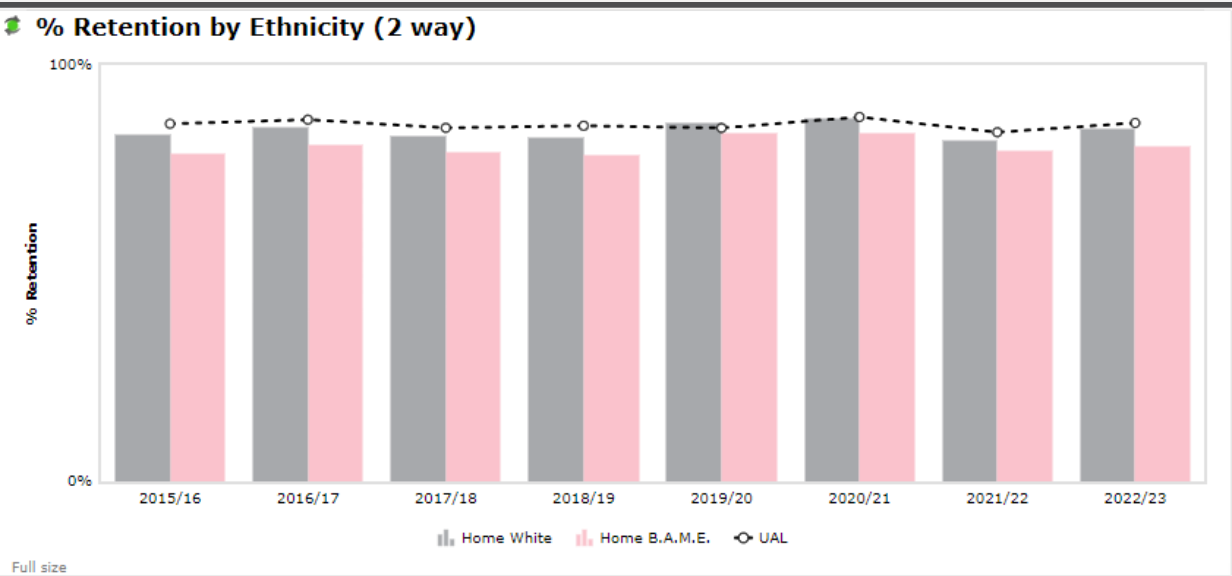
The need for this intervention is identified through several evidence sources:

## Ethnicity Retainment Data:

BAME 2021 84% dropping to 81% in 2023.

Compare to White 87% 2021 to 85% 2023

And similar disparity trend with Home students of ethnicity



Source: UAL Active dashboards.arts.ac.uk (2024)



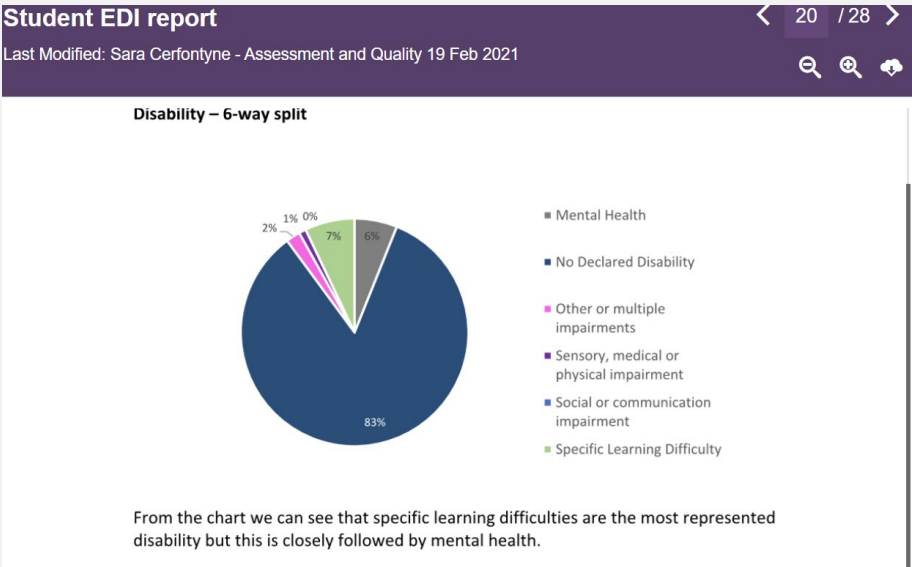
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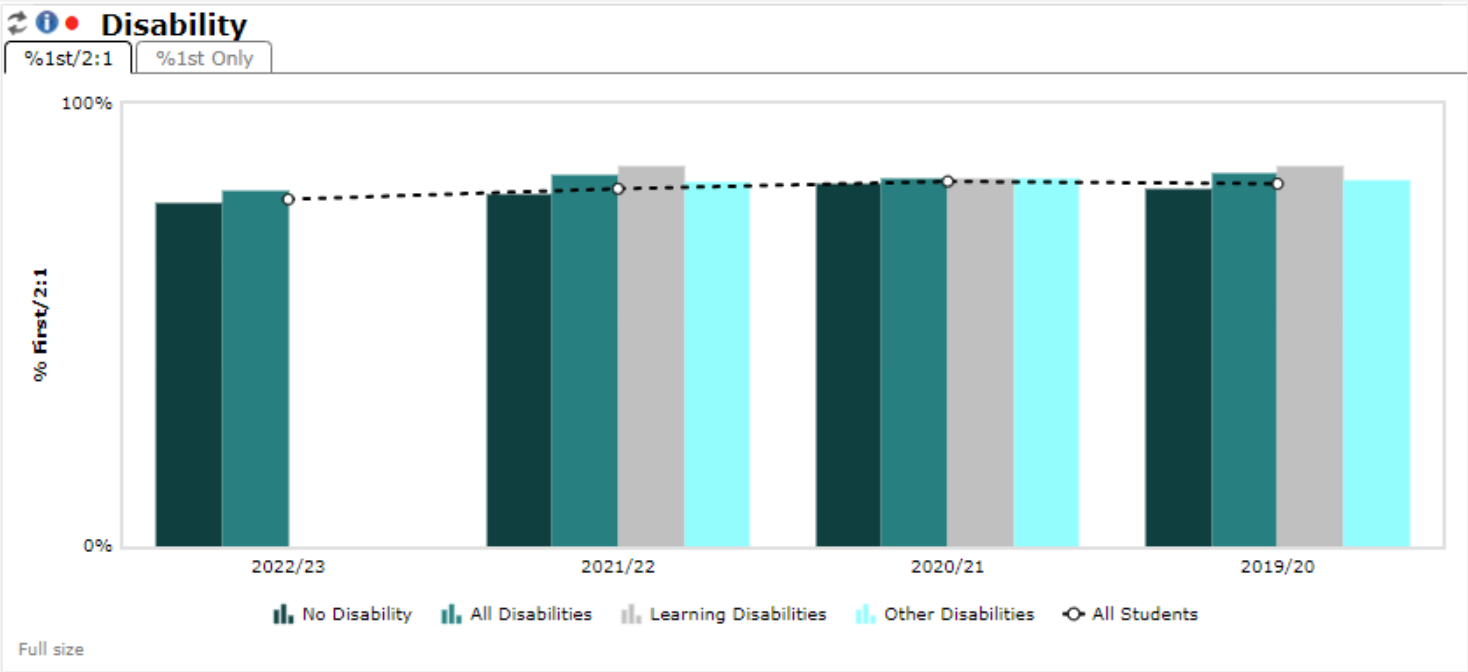
## Disability Attainment Data:

All disabilities 2022 84% dropping to 80% in 2023.

Compare to no disability 80% 2022 to 78% 2023 relatively level.



(Source: EDI Report UAL canvas.arts.ac.uk)



Source: UAL Active dashboards.arts.ac.uk (2024)

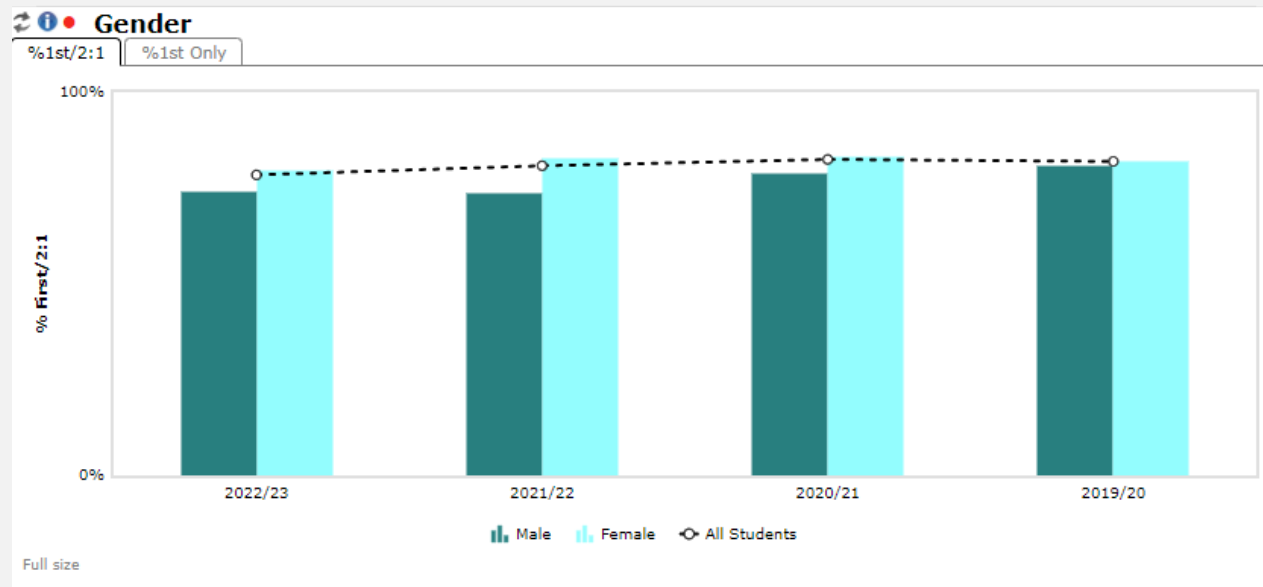
# Evidence Base

The need for this intervention is identified through several evidence sources:

## Gender Attainment Data:

Female 2022 83% dropping to 80% in 2023.

Compare to no Male 74% 2022 level at 74% 2023.



Source: UAL Active dashboards.arts.ac.uk (2024)

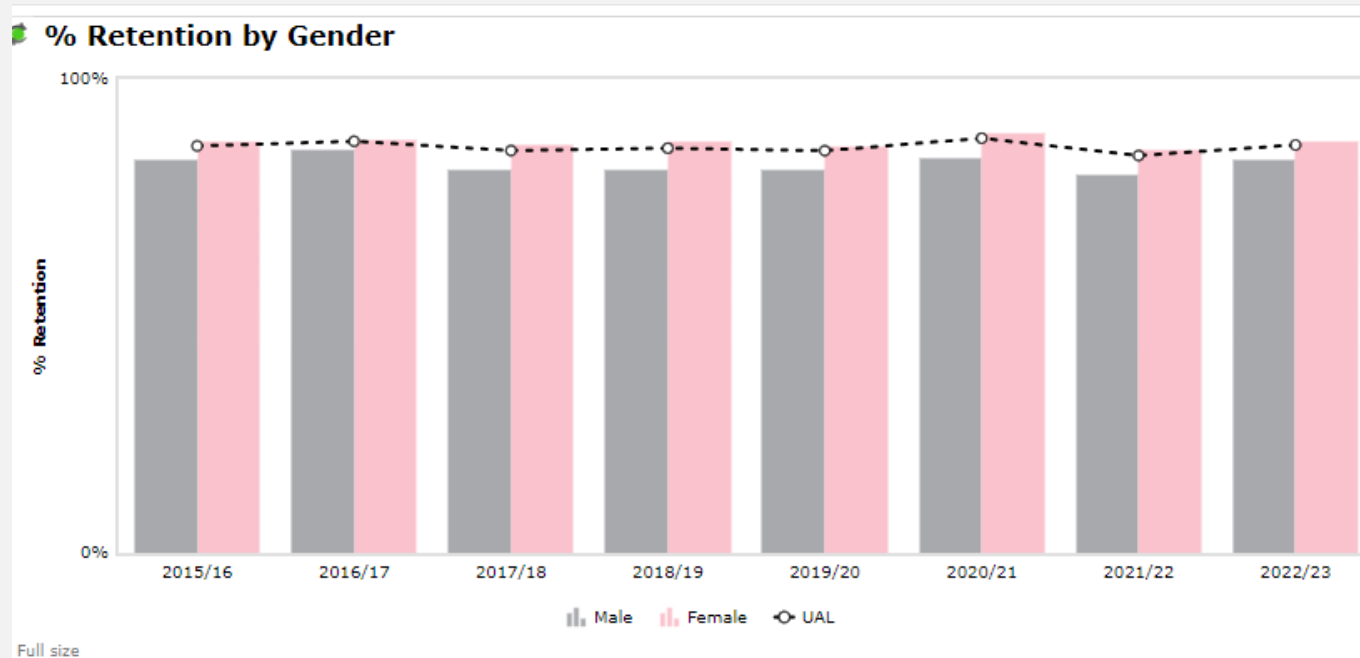
# Evidence Base

The need for this intervention is identified through several evidence sources:

## Gender Retention Data:

Female 2021 89% dropping to 87% in 2023.

Compare to no Male 84% 2022 more level at 83% 2023 but disparity to Female.

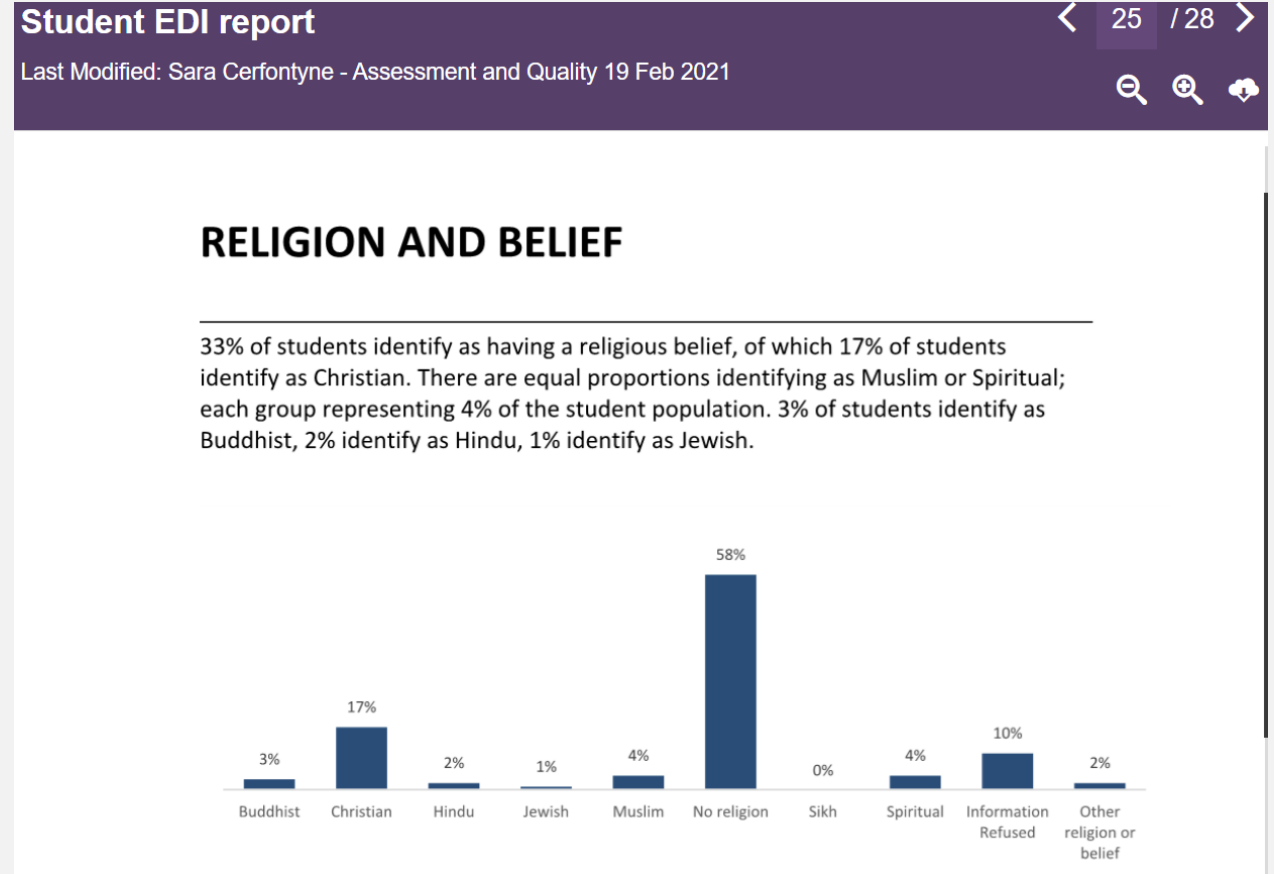


Source: UAL Active dashboards.arts.ac.uk (2024)

# Evidence Base

The need for this intervention is identified through several evidence sources:

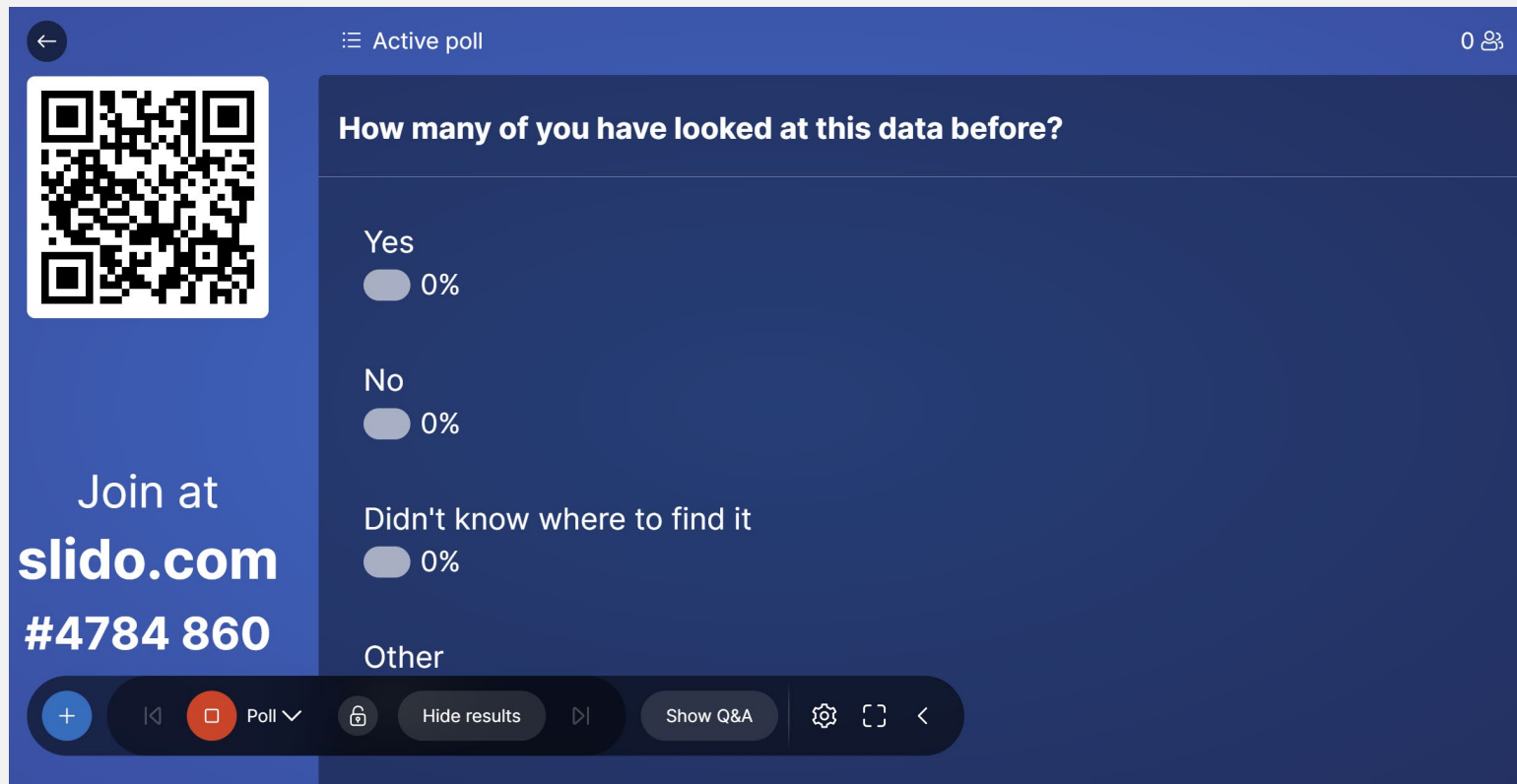
**Faith:** Wide range of Religion and Belief must be considered in our approach to teaching B&M



(Source: EDI Report UAL canvas.arts.ac.uk)

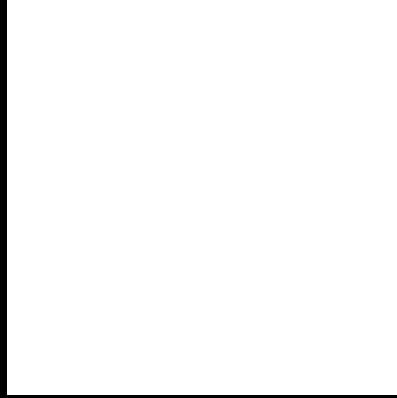
# Anonymous Poll on this data evidence – Using Slido

- How many of you have looked at this data before?
- Quick anonymous poll to see if we are using this data effectively already.

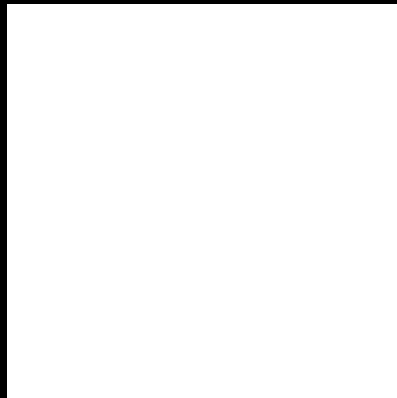


Slido Link

<https://app.sli.do/event/vP94dAS8rg74Lgh93P2eTQ>



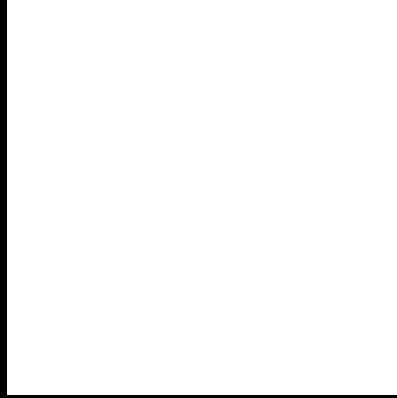
# **Supporting Inclusive Practices**



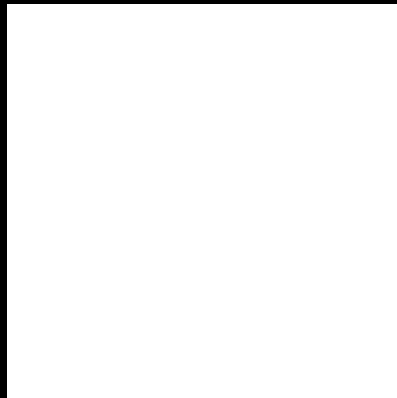
# Supporting Inclusive Practices

This intervention aims to support Racial, Faith and Disability inclusive practices by:

- Developing strategies to encourage active participation from all students, including those from marginalised backgrounds.
- Incorporating faith and disability considerations into teaching practices.
- Emphasising the use of respectful and inclusive language.



# **Discussion on Current Practices**

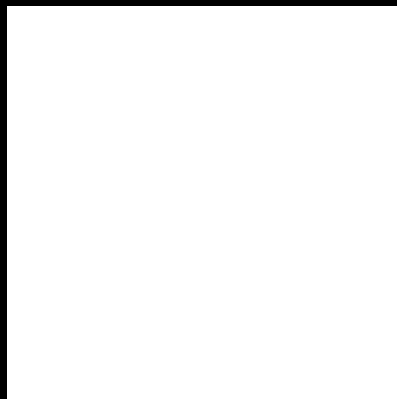




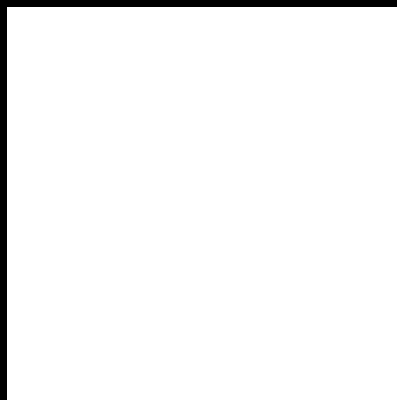
# Discussion on Current Practices

Take 20 minutes as a group to:

1. What current participation methods do we actively use?
2. How effective is each one?
3. What experiences and challenges have you had?



# **Brainstorming Session**



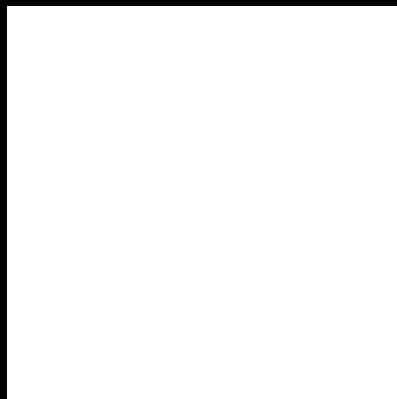
# Brainstorming Session

Take 30 minutes in groups of 3 to consider additional strategies we could implement:

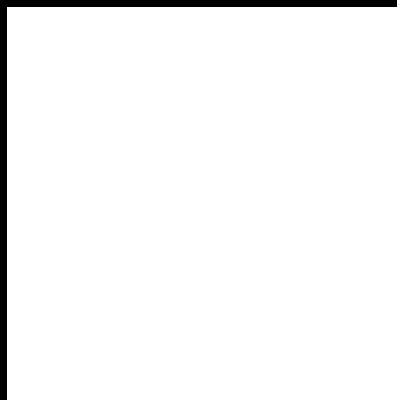
1. Consider anti-racist practices, faith, and disability inclusion that we can apply to our B&M Course.
2. Add your ideas to the Padlet Page or send give your ideas to [j.venning@arts.ac.uk](mailto:j.venning@arts.ac.uk) and I will add them.
3. How could we implement them?

PADLET:

<https://artslondon.padlet.org/jvenning1/intervention-inclusive-practices-new-strategy-brainstorm-con-j87p45jfcyy50y5r>



# **Introducing New Strategies**



# Culturally Responsive Teaching

**Strategy:** Adapt teaching methods to be culturally relevant and responsive to the diverse backgrounds of students.

**Cultural References:** Incorporate cultural references and examples that resonate with the diverse student body. Use the Faith Clash diary to build an inclusive timetable

<https://canvas.arts.ac.uk/sites/explore/SitePage/193365/religious-and-cultural-observances-clash-diary>

**Community Building:** Create a classroom environment that values and respects cultural differences. Use collaborative learning to build a sense of community.

**Reflective Teaching:** Encourage self-reflection among students and lecturers about their cultural identities and biases.

**Source:** Gay, G. (2018). **Culturally Responsive Teaching: Theory, Research, and Practice**. Teachers College Press.

# Active Learning Techniques

**Strategy:** Use active learning techniques to increase student participation and engagement.

**Think-Pair-Share:** Pose a question, allow students to think individually, discuss with a partner, and then share with the larger group.

**Case-Based Learning:** Use real-life cases related to Buying & Merchandising to develop problem-solving and critical thinking.

**Interactive Polling:** Utilise tools like Poll Everywhere, Slido, Mentimeter to conduct live polls during lectures, encouraging real-time feedback and engagement.

**Source:** Prince, M. (2004). Does Active Learning Work? A Review of the Research. **Journal of Engineering Education**, 93(3), 223-231.

# Flipped Classroom Model

**Strategy:** Implement a flipped classroom model where students review lecture materials before class, allowing in-class time for interactive activities.

**Pre-Class Assignments:** Provide videos, readings, and quizzes that students complete before class.

**In-Class Activities:** Use class time for discussions, group work, and hands-on projects to deepen understanding.

**Accessibility:** Ensure pre-class materials are accessible to all students, including those with disabilities and those observing religious practices.

**Source:** Bergmann, J., & Sams, A. (2012). **Flip Your Classroom: Reach Every Student in Every Class Every Day.** International Society for Technology in Education.

# Mindful and Respectful Language

**Strategy:** Promote the use of inclusive and respectful language in the classroom.

**Language Workshops:** Conduct workshops on the importance of inclusive language and its impact on creating a welcoming environment.

**Pronoun Use:** Encourage the use of correct pronouns and names, respecting each student's identity.

**Communication Norms:** Establish classroom norms that promote respectful dialogue and discourage microaggressions.

**Source:** Arao, B., & Clemens, K. (2013). **From Safe Spaces to Brave Spaces: A New Way to Frame Dialogue Around Diversity and Social Justice**. In Landreman, L. M. (Ed.), **The Art of Effective Facilitation: Reflections from Social Justice Educators**. Stylus Publishing.



# Accessible Technology and Tools

**Strategy:** Integrate technology that enhances accessibility and inclusion.

**Screen Readers:** Ensure that all digital content is compatible with screen readers for visually impaired students.

**Speech-to-Text Software:** Provide software that converts spoken language into text for students with hearing impairments.

**Anonymous participation tools:** Miro & Padlet (see following slide)

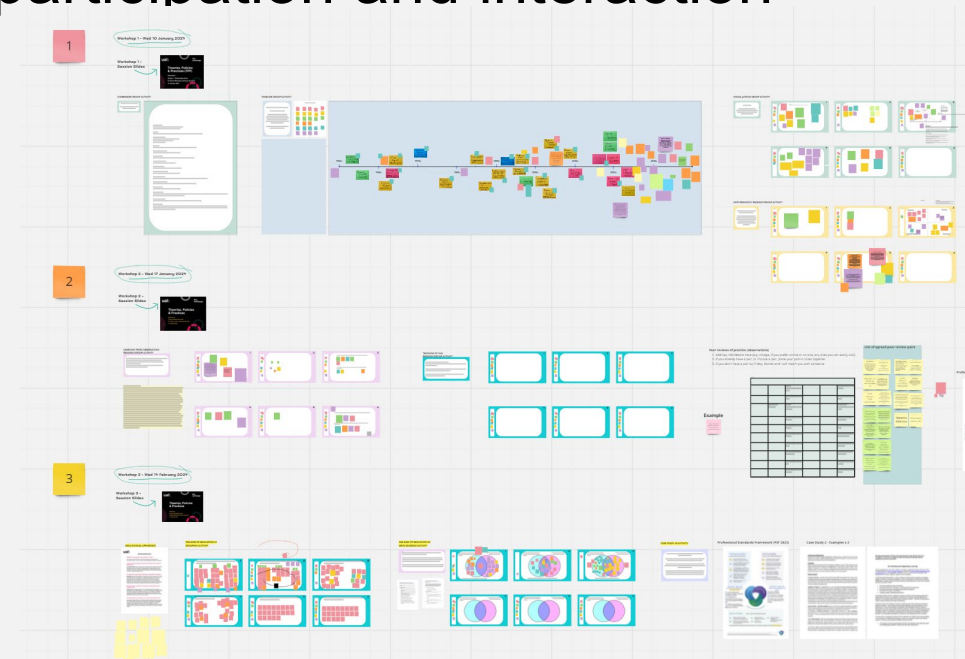
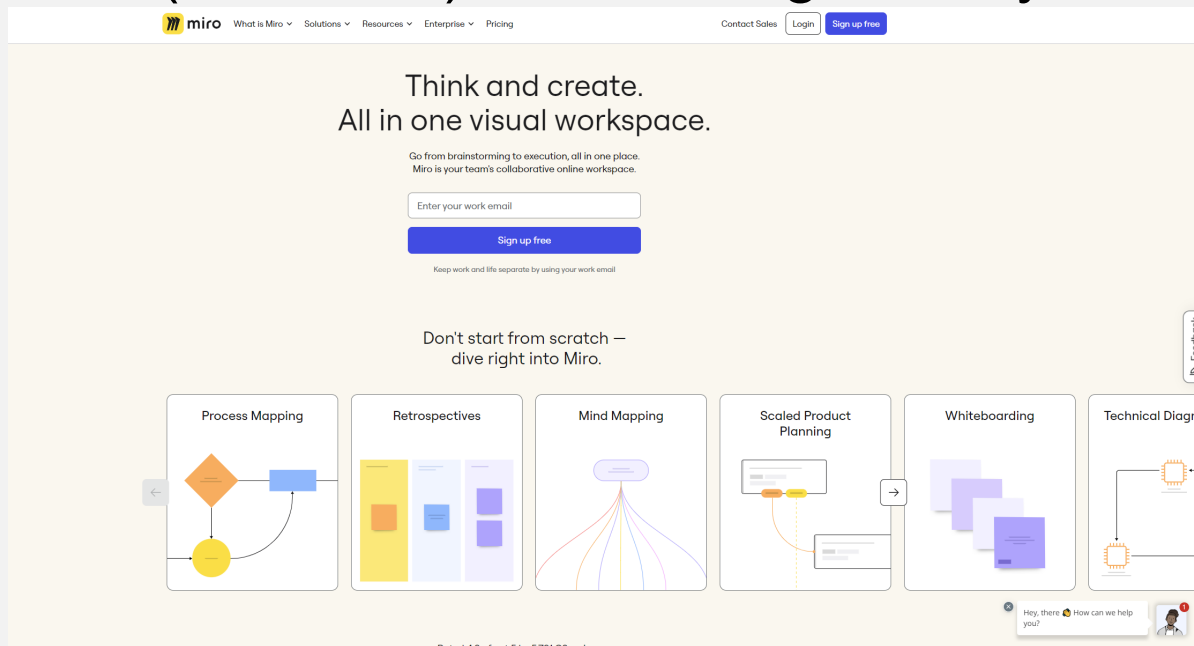
Further UAL resources found here <https://www.arts.ac.uk/students/assistive-technology>

**Source:** Burgstahler, S. (2015). **Universal Design in Higher Education: From Principles to Practice**. Harvard Education Press.

# Accessible Technology and Tools

**Strategy:** Integrate technology that enhances accessibility and inclusion.

Miro (Miro.com) to encourage anonymous participation and interaction



# Universal Design for Learning (UDL) Principles

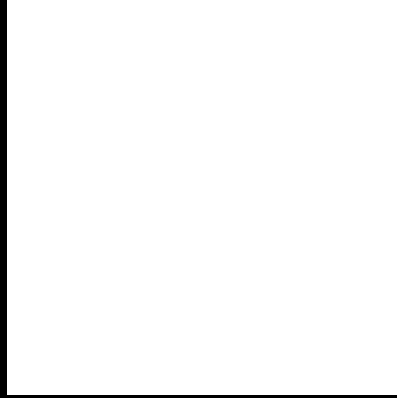
**Strategy:** Implement UDL principles to create flexible learning environments that can accommodate individual learning differences.

**Multiple Means of Representation:** Can we provide information in multiple formats (e.g., visual, auditory, text) to ensure all students can access content.

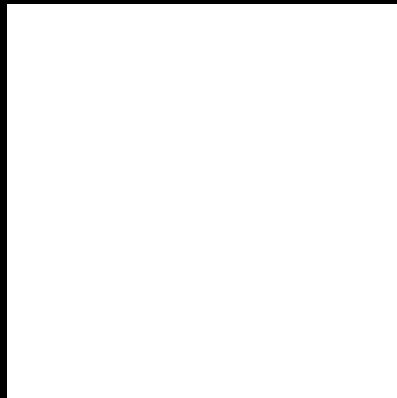
**Multiple Means of Action and Expression:** Allow students to demonstrate their knowledge in various ways (e.g., written essays, video presentations, group projects, exams, etc).

**Multiple Means of Engagement:** Use varied methods to engage students, considering their interests, backgrounds, and abilities.

**Source:** Meyer, A., Rose, D. H., & Gordon, D. (2014). **Universal Design for Learning: Theory and Practice**. CAST Professional Publishing.



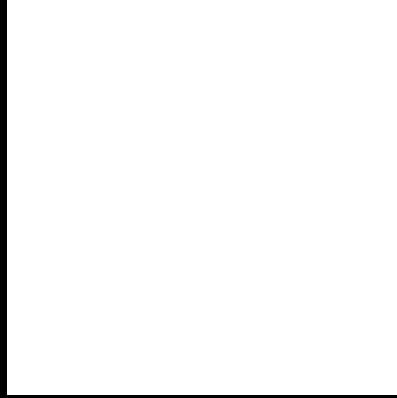
# **Developing an Action Plan**



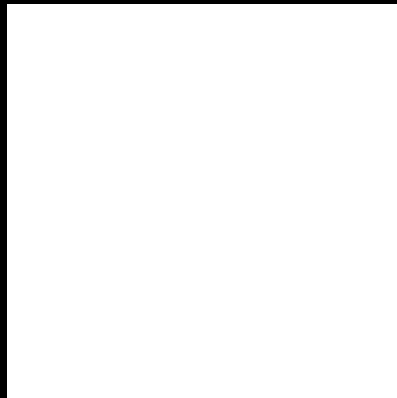
# Developing an Action Plan

As a group we will now:

1. Review the ideas generated
2. Decide who will do what for which Strategy
3. Agree timelines for each.



# Measuring Success



# Potential Barriers

- **Tool Accessibility:** Ensure that tools like Padlet and Miro are accessible to all students. Provide alternatives where necessary.
- **Commitment from Colleagues:** Continue to develop a culture of continuous improvement and mutual support. Consider professional development opportunities to assist any colleagues that may need help to implement new strategies.
- **Ongoing Evaluation:** Establish a system for regular review and feedback, ensuring that the strategies remain effective and inclusive.

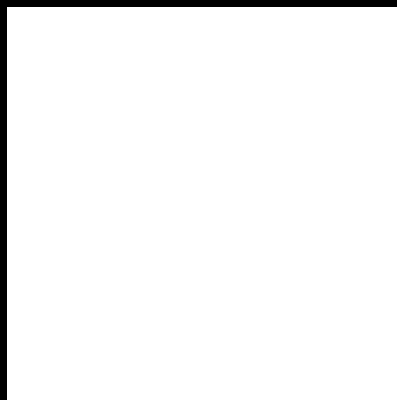
# Measuring Success

- **Retention and Attainment Rates:** Monitoring improvements in these metrics as indicators of successful intervention.
- **Student Feedback:** More Regular surveys and focus groups to gather student input on participation and inclusivity.
- **NSS Data:** Analysing trends in NSS data related to student satisfaction and perceived inclusivity. Improving overall satisfaction.
- **Teaching team:** to meet at start and finish of each Semester to monitor progress and improvements.





## **Conclusions and next steps**



# Conclusions and next steps

1. Summary of key points and action items.
2. This will only work with your ongoing commitment to inclusive practices.
3. Please model open communication and support among colleagues moving forward so we can deliver the same to our students.

*By implementing this intervention, we aim to create a more inclusive and engaging learning environment for all students in the Buying & Merchandising degree at UAL. Through collaborative efforts and a commitment to continuous improvement, we can address the diverse needs of our student body and promote social justice in our teaching practices.*

# References

Arao, B., & Clemens, K. (2013). **From Safe Spaces to Brave Spaces: A New Way to Frame Dialogue Around Diversity and Social Justice**. In Landreman, L. M. (Ed.), **The Art of Effective Facilitation: Reflections from Social Justice Educators**. Stylus Publishing.

Bergmann, J., & Sams, A. (2012). **Flip Your Classroom: Reach Every Student in Every Class Every Day**. International Society for Technology in Education.

Bonwell, C. C., & Eison, J. A. (1991). **Active Learning: Creating Excitement in the Classroom**. ASHE-ERIC Higher Education Reports.

Burgstahler, S. (2015). **Universal Design in Higher Education: From Principles to Practice**. Harvard Education Press.

Darder, A. (2018). **The Student Guide to Pedagogy of the Oppressed**.

Freire, P. (2000). **Pedagogy of the Oppressed**. Continuum.

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Gibbs, G., & Simpson, C. (2004). **Conditions under which assessment supports students' learning**. Learning and Teaching in Higher Education, (1), 3-31.

Meyer, A., Rose, D. H., & Gordon, D. (2014). **Universal Design for Learning: Theory and Practice**. CAST Professional Publishing.

Prince, M. (2004). Does Active Learning Work? A Review of the Research. **Journal of Engineering Education**, 93(3), 223-231.

# Any Questions?

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**Thank you**

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