

Participant 1

Participant 2

Participant 3

Participant 4

Participant 5

Participant 6

Participant 7

Participant 8

Participant 9

Participant 1

Researcher

Start off, could you tell me about what you do and what you teach?

Participant 1

Sure. The course you do, a BA Photography. Well it's got two names at the moment, BA Commercial Photography but now it's going to be called BA Photography and Creative Industries. That involves managing the course, teaching, managing staff, all of those types of things.

Researcher

Lovely. Cool. And what's your role? You do teaching in the spaces in rooms?

Participant 1

Yeah.

Participant 1

So I've been here for I suppose sort of like coming up to seven years now. My journey has been from starting as a technician in the photography department, so working quite practically with students all the way through to being an associate lecturer. So coming in, working in these types of spaces, thinking about the application of photography to theory. As I developed this brand new course we thought about how we could develop a far more

practical course because the CSS survey feedback was saying that lots of students were in favor of a course or in favor of teaching that was more so like workshop orientated had far more sort of like similarity with what was happening in industry as far as like how technology was being used in the way that they understood the technology at the end of their three year journey.

Researcher

So was it more academic before?

Participant 1

Way more academic and it still is because those courses still exist. Yes, that's absolutely fine. But the discourse was brought with the attention to kind of rethink how that could be done. So yeah, that's, that's been a challenge within these spaces because whilst all of the good intentions were there to sort of create the course, resourcing for it hasn't sort of like been equivalent. And so yeah, there's some sort of like logistical challenges in trying to make that dream a realization.

Researcher

Cool, nice. So thinking of the, the last few times you've been teaching, can you talk me through a typical setup from when you arrive in a room to setting things up till you start teaching the students?

Participant 1

Till I start. So typically for my course it would involve if it's workshop orientated, which a lot of our sessions are, it will involve going to the kit room in the morning, getting some kit in before class time. So class time is generally some work.

Researcher

To what's the case, like camera gear.

Participant 1

Camera gear in an ideal world we'd be set up with so sometimes we bring down live streaming kit. And the reason why that's good is because if you're trying to teach something that's a demo and a camera, what you are trying to actively avoid is have you know, a typical class size is around like 15, 20 students. What you're trying to avoid is that lots of students trying to look behind a single camera, and it doesn't work. If you've got a live stream set up, you can HDMI the camera output into a monitor, then everyone can kind of see what's going on.

Participant 1

But that's a separate amount of kit that requires additional time for setup. And so, like, I've taught in other universities where you just have that built into the classrooms.

Researcher

Okay.

Participant 1

Leicester has it built in, Lester Montford has it built in before they got to the financial troubles.

Participant 1

So, like, yeah, that's one of those things where it's like, that could actively cut down time prepping content for that particular session, ideally making sure that there's a smooth uplink to the monitors in terms of being able to share that content. We don't do any sort of, like, hybrid work. So there's no need to sort of, like, set up online calls with any, you know, people that will get in to speak anywhere else.

Researcher

Has there been anyone asking to do that? To do hybrid?

Participant 1

Yeah, I mean, not from students, but because I think they're actively disencouraged. They're ready for stuff that they're only here for two days a week. So, like, the idea of, like, being a remote teacher on a course like this, like, specifically, I think other courses might get away with it, but, like, for a course like Cars, I think that kind of, like, desire is to be in the building.

Participant 1

But the. There are some teachers who are like, oh, but then in terms of a person I could get from America to come and do some teaching and stuff like that, it would be good. I've just. I think we had it. We had an episode where we did it once, and I was in that session and it just wasn't a good session.

Participant 1

We had in a room which is one of our computer rooms on George 6, and just the line was bad. Students couldn't hear and, you know, the speaker is not aware where they are, that it's being received in that kind of way. So the lack of sort of, like, interaction is kind of bad. I think it could be used well in particular instances that are well thought out. Like if the room is actually set up for a live stream event.

Participant 1

We used to do quite a lot of that during COVID and I was in the photography program behind an initiative called New Waves, which actually would create live streams workshops with invited guests. So it can work well. It can work really well, actually. But only the technology is supported by.

Researcher

But when you mentioned about setting up the space for your class, you said you Need a live stream kit to connect to the screen.

Researcher

Is it cables or what specifically do you need?

Participant 1

So like a vision mixer, the cables are ready to set up. So HDMI cables that most of the cameras that we have have HDMI or full HDMI inputs in there, some kind of sound mixer as well, already set up microphones, that kind of thing. If there were that dedicated rooms, especially the photography program where that was already installed, it means that none of that set up has to happen. And so like it's actually quite preventative.

Participant 1

But we'd love to do this. But actually it takes too much time to do more of it. So it happens quite a lot early on in the year to make sure students know that like that's something that we actively want to do to make their learning journey as best as it can be. But it's not something that sustainability sustainable because it just takes up too much time.

Researcher

How much more time does it take to set all that up versus just walking into the room?

Participant 1

Oh, it's at least 40 minutes.

Researcher

Oh really? Oh wow. Okay.

Participant 1

Because you know, you're considering if it's, if it's a single member of staff who's got to transport say six, seven camera kits from the kit room to our teaching space is God forbid, it's not like this in the other building.

Participant 1

But I don't know how well you know the building, but it's a nightmare if you have, like we don't, we don't teach in this space at all because it would be a nightmare to ferry the kit, especially in the rush hour time and lots of students trying to get up. But we do it in DGO free. So you have to go to the kit room in the workshop. Like luckily we've got the new lift

now which makes that faster. But you have to walk all around the building just because of the way it's been designed.

Participant 1

It's order to. So it's at least a 10 minute journey from the kit room to AR and then it's the start and you have to make two trips, one to get the live stream kit, one to get there. So.

Researcher

And you have to take multiple camera kits.

Participant 1

Yeah.

Participant 1

So if you. Depending on the size of the trolley that you've got.

Researcher

Yeah.

Participant 1

The biggest trolleys can only fit so much kit. Yeah.

Participant 1

So it's things like that that like add additional time which you know, could be time that like a lecturer or AR has to just kind of relax before the session as opposed to coming.

Researcher

In manically and then at the end of the session I Assume you have to do it all in reverse. Is that right?

Participant 1

So not great. But we do it because, you know, survey scores speak for themselves.

Participant 1

Like they're the highest in the photography program, but it's, it's a dream. It's not like something that is sustainable throughout the year. Cool.

Researcher

And then what kind of activities are you actually doing? Is it a lecture, is it group work?

Participant 1

Is it different types? So for our course again, specifically, it can be anything from sort of like camera demos to certain tasks, like photography challenges, model tests, working in the studio to sort of like experiment with lighting. Yes. Lectures in relation to guest artists coming in, doing a practical demo or speaking about industry computer sessions can include software, sort of like sessions on anything from website design, case study design, to actual software for image editing, video editing, that kind of thing.

Participant 1

So, yeah, mixed bag of different types of teaching.

Researcher

Cool. Okay, what I was going to ask you next is are there any ways that thinking about the space itself, are there any ways the spaces hinder your work, as in other things you want to do, but the layout or the furniture or anything that isn't technology, just the rooms themselves that they aren't helpful.

Participant 1

Downstairs in, in the sort of main area, more window light is important, I think, just for student comfort.

Researcher

Yeah.

Participant 1

So students work best in the, in the rooms with the most light and they, they actually, they actively complain about the rooms, I feel more like dungeons.

Researcher

So do they have to use a lot of false light?

Participant 1

Yeah, yeah.

Participant 1

For some students that can create sort of like issues with like the ability to concentrate and sort of like other things. There's a big sort of like heating problem in the building. So there are times in sort of like the summer when the heat is on and in the winter when the heat is off, like where things just haven't been regulated properly and it happens more often than

one would. So I think that like the csa, again, surveys speak to that in the feedback. Like you actively see students complaining about it within the survey feedback.

Participant 1

So I think making sure that those things have been really resolved and kind of worked out with the natural light. I think it's really important for teaching sessions. We're photography course and so when we can use a space like this to demo work, it's easier to do when there's natural light bleeding into the space than it is if it's a kind of like dungeon. I think these tape, the current tables that we've got, whilst they're collapsible and means that they can sort of like be moved around, they're not the easiest. They present challenges in doing that in a kind of expedient way.

Participant 1

So finding a kind of like solution for that. Because. Well, there are some. Well, I imagine there's sort of like many courses that are kind of like table based in terms of their approach. Not all of them are.

Researcher

Yeah.

Participant 1

So like we, we actively. If we. The session debate before has been this house up. This doesn't work for us.

Participant 1

So we have to like reset the.

Researcher

Entire room a lot. These tables were sitting after these typical.

Participant 1

Yeah. So they've got like a latch at the bottom that you can kind of twist.

Participant 1

But even. Yeah. Like the. I've just. I've just seen better design.

Participant 1

Basically. Like these. These are quite old. So the way that these stack up, they actually take up quite a lot of room.

Researcher

Yeah.

Participant 1

In terms of like. Yeah. The kind of footprint that they leave in terms of the building, I think. Yeah. Those would be like my main three things.

Participant 1

Light, how heating is managed and then. Yeah, this like furnishings.

Researcher

And then about technology. What technology do you use in the space? It's thinking of either it.

Researcher

Computers or audio. Visual stuff like screens.

Participant 1

And just behind it's literally what you see in this room. So it's a dated Mac that most people don't use. That's inside of the room because stuff issued laptops.

Participant 1

One of the. One of the biggest irritances is the. There's no access for WI fi for guests. So if someone's on a presentation that's been uploaded to, they have to hotspot and that's not something you want to encourage someone to do. So having a sort of like guest WI fi, anyone who's coming in to this kind of logo that they can use would be super helpful.

Participant 1

Just monitors that cover the wall space. I feel like in rooms that these are just. These are just old and so while there's coverage. I don't think they're the best. They're not the best in terms of display.

Participant 1

Not everyone is teaching in the way that we're teaching. Right. So I get why they're in here. But for on a photography program you want higher quality screens so that you're representing images well, representing videos. Well, if like you're trying to do a color grading session and you're trying to show like, you know what, you know, having to look back up.

Participant 1

Like there's always these. We get people that come in to do color grading sessions when computer rooms aren't available and they're like. They're always having to say, oh, it's not how it looks. On my screen that's like, you know.

Researcher

When you're saying high quality, is it the visual image?

Participant 1

The visual image, yeah. Yeah. But also just the size. You have to, you know, it might seem like, like relative, like to two people being in the room that this is big enough, but actually when it's filled with students, you kind of want it to be bigger.

Participant 1

The this system that they do where the HDMI cables are sort of like torn out, but they're kind of like fixed is problematic because with damaging with use, if the HMI cable goes. The whole cable has to be replaced before or, you know, I mean they have to kind of open up the back. And so I think a better system thinking about how HDMI connects to that for the photography program as well, having HDMI extenders, like an additional cable. We have to get them ourselves. But these are.

Participant 1

This was designed in such a way that like, I guess it would just be able to be put onto the map. So you can see that the reach is quite short. But actually if you're a lecturer, you might want for. You might want to sit amongst your class and have a HDMI cable coming out. You can do that or you might want to attach it to a camera and you don't have to be stuck there.

Participant 1

So like small. It's like little thing that's like one about.

Researcher

You mentioned before about broken cables. Is that an issue? Does it happen?

Participant 1

Yes. Could just use error. People just don't know.

Researcher

Well on that. If something breaks, how do you get help? How do you get it fixed?

Participant 1

You have to call the IT team. I think you're on the second floor of the workshop block and they're rapid.

Participant 1

Like they will sort of like come down 10, 20 minutes a daycare to do that. But it's just. It doesn't have to be an issue.

Researcher

Yeah.

Researcher

Have you used any spaces that have better systems where you haven't found broken cables and you haven't needed to call it? No, not here. Anywhere else. Like at any other university.

Participant 1

No, I think that's just general.

Participant 1

My best experience with it in the university has been messed up. Okay. But that they came off a new build. They came off wanting to this before COVID they came off. I had an experience with Coventry University where they had already made an investment in some of their buildings to make sure they could better integrate with the online systems.

Participant 1

So, you know, we use Middle. They were using canvas, that kind of thing. But lecture capture was literally from the room tied into a system on the version of Canvas where like if I press record. It knows what room I'm in, what day it is. And so, like, it can assign that to a particular.

Participant 1

Like, it was all integrated. Lester, when I started working there, had the same thing, but they also had it for assessment as well. So in that. In the same room that you're teaching, two lecturers could sit down, the same microphones, record assessments. They go straight into the Moodle platform.

Participant 1

It's just. Yeah. Things that I think they kind of, like, heard from staff that would make the teaching experience more manageable and then just spent the money in order to kind of do it.

Researcher

Well, do you use any lecture capture here of any kind?

Participant 1

Not really.

Participant 1

There's. In DGO3, there's. There's, you know, they've attempted it, so they've got like.

Participant 1

So they've got like a camera monitor, CCTV type thing installed. It's just sounds always bad. So I think the visuals sort of like the last part, like. But the. The sound has always been traditionally glad.

Participant 1

They tried to use, like. I know they've done it in some of the lecture theaters, they've just tried different solutions with different types of microphones, but they just never quite got it right in terms of, like, what they've purchased. I know that. I know they're working on that because I'm always in conversation with them, but it's, It's. They just.

Participant 1

I mean, they need. They need to go to a university where it works and sort of, like, have a conversation with the team there about, like, what's been specced up and that kind of thing. I think at the moment, they're just sort of, like, asking around and then buying it and testing it out and seeing whether it'll work. I think just go. Go to a place where it's actually just working.

Researcher

So would you say they should talk to Lester?

Participant 1

I would. It's just a difficult conversation to have.

Researcher

Of course.

Researcher

No, that makes sense.

Participant 1

Yeah.

Participant 1

Yeah. So there's, there's that when it comes to lecture, and that's a really big thing for us because if you imagine staff time that lots of students who have different learning needs are constantly asking, you know, can I get recording of the session? Those types of things, and the staff time to kind of do that independently, like, it's. It's just not within the hours, so most staff won't do it.

Researcher

And do you know of any staff who do do that, like, set up their own systems for recording or capturing?

Participant 1

Not since COVID Like, during COVID I mean, it was different because you could just Record a zoom session or recording session. But now no, like staff are too underpaid to take that. Like that's just the fair. If you consider the way that, you know, pay is sort of like allocated for the most part, your. Your fraction means that you're teaching within a session and then, you know, according to your contract, you're.

Participant 1

You're preparing content. There's nothing in the contract about having to do that additional work.

Researcher

Yeah.

Participant 1

So unless UAL costs up money for that, but no one's going to actively have the desire to do that. And if you think about the photography program, you know, it's not just myself, it's other members of the photography department who have to set up practical workshops as well.

Participant 1

So they're already doing that, which is an exhaustive process to have to then do record. And then in some cases, if the technology is there, it's just impossible to do. So if it's a practical session, like how does one go about managing lecture capture for something like that is a guest speaker session or something that's easier. And so sometimes staff don't have the answers to those questions. The computer literacy in and amongst the staff here is not great, which is why during COVID it's not to talk about this anymore.

Researcher

Yeah, of course, yeah.

Participant 1

Just a particular generation of teacher.

Researcher

Was there a steep learning curve for.

Participant 1

Many people because it's the first time they would have used, you know, anything like from online calls to online learning platforms to. Some have been even using Moodle in the way that should be used.

Participant 1

And Moodle is its own sort of beast when it comes to things. So I think for lots of staff members that was a learning curve, but students are ahead because they're already embedded and using those kind of technologies. I think that it showed up this sort of disparity between where should computer literacy were for students. I remember just, you know, being in rooms and then I was just an AI, so my role was like less senior sitting back whilst like students are showing lecturers in a room how to use things. Do you know what I mean?

Participant 1

Like embarrassing.

Researcher

So you meant you've mentioned Moodle a few times.

Participant 1

Yeah.

Researcher

You did. Was that used at Leicester as well?

Participant 1

I don't believe so. I just can't remember off the top of my head.

Researcher

That's fine.

Participant 1

Yeah. I've seen different versions.

Participant 1

Our Moodle is the cheap version of Moodle. I've seen more advanced versions of Moodle where they just. You can, I suppose you can pay for a kind of like open source version which is like Sort of like at the low end. And you can pay to have it like more customized to your own particular experience, but you can also pay for it to be far more like, you pay for the user experience to be far more intuitive. Ours is a.

Participant 1

On both ends, on the kind of like, user end, so students using it and so like navigating it, but then also on the back end, like, in terms of what a teacher can do with it. I've been part of a team that's kind of looked at this issue, the digital learning team, and I think their fear is that because of the lack of computer literacy, they don't want to open up that kind of control. Two lecturers. Because then it could just go in disarray. No sort of like things.

Participant 1

But then it's frustrating for someone like me who's like, there's so many problems I could be solving, like, and I can only do so in a limited way, or I'm having to hack the system using HTML code to do so.

Researcher

So what, you, you kind of hack Moodle yourself?

Participant 1

Yeah.

Researcher

What kind of. Do you have any examples?

Participant 1

So, like, when even bits. I'm dyslexic and so reading for me particular forms of text on a page is a challenge. And so I recognize that in my students. And so UAL has a kind of like, template about how it would like things to be presented. I see many complaints that it's not so, like, user friendly.

Participant 1

The same is true of like, the way text is presented on Moodle when it sends out emails or presents text on an actual page. So in the sort of like cold area, which most people don't know where it is, but it is available on Moodle, I just, I would just go in there and then I worked out like the very limited fonts that are available to change, how I could change the

baseline font to Hellbeck Car, all of those types of things. And then the program realized that I was getting good feedback, so they asked me to share the code with the other program, which I did.

Researcher

And what does that change? What the students see or what you.

Participant 1

See, what the students see. It's tedious because then it's the same thing. It's like I, I can see that concern because you have to know what you're doing with the code because if, if you don't, if you, if, if you, if you input it into the code, but then you try to make an adjustment in the normal text, it can mess up. And you, you just have to know what you're doing. And so like despite people having the template, it still got messed up anyway because people didn't know what they're doing.

Participant 1

So I understand the thing there, but for my courses, it's not an issue because everyone that we've had kind of knows what they're doing. And so, yeah, it's just where you'll look at the feedback. So you'll see like, oh, my experience with Moodle was horrible. The feedback came out on Monday from students. Yeah, yeah.

Participant 1

So. So in, you know, MA courses and all, like, navigate, but we never get those type of complaints. So it's just knowing that, like, there is a solvable problem. It's just it requires the technology to work more efficiently, like, than people having to hack it.

Researcher

Are there any workarounds like that that you've had to do in the physical spaces, either with the technology or with the space itself?

Participant 1

So the, like, for me, the live stream thing, you know, it's not necessarily a hack, but more so an intervention that, like, solves a problem.

Researcher

What does that let you do? Does it let you connect multiple cameras to the screen?

Participant 1

Yeah, and that. That's a godsend.

Participant 1

So, like, we use a Atom mini, which is a vision mixer, the four channel one. But, like, we bought a live stream kit that can do up to eight channels. So you could imagine that, like, in a particular classroom. Sure you could. You know, the good thing about it is that, like, I can have my camera attached to it as well as my presentation.

Participant 1

So I can be switching between, you know, hey, this is how we do exposure. This is what exposure looks like in terms of the exposure triangle. And here is it actively being displayed on a camera or if I'm doing a setup on sort of like how to film an interview from two cameras with light, and I can have both angles of the camera on. If I'm like, hey, I want you guys to demo something and I want your student camera to be tapped in. In as well as the one that I'm doing, so we can set a challenge to see who's doing it.

Participant 1

But, like, those types of things, like, are really engaging to students. And so, like, it's. It's little things like that, like. Yeah, just, you know, require. Yeah, just my background is from industry, so it's.

Participant 1

It's like, I remember when I was hired, one of the complaints when I was working on one of the other courses is that I moved too fast. I need to slow down a bit. And I was like, the only reason I moved so fast is because the industry moves quicker. So if you're trying to have your students graduate in such a way that I know we can't get close to it because the budgets are higher, but at least some semblance of what students would be doing on the outside world.

Researcher

Was that complaints from staff or from.

Participant 1

The students or from other staff that dislikes me, which was a number of kids.

Researcher

Yeah. That'd be interesting.

Participant 1

Yeah. I think I was trying to do too much on the other course that I was working on.

Participant 1

And I was fundamentally, I was trying to change the course. Like I was given control of a number of units and then they became the popular units. Students wanted more of it, but it

wasn't falling in line with what was already going on with the pedagogy. The simple solution, but then program director, which is a small one also just give me an opportunity to bring that into a brand new course that allows those courses to focus on what they were doing before. I want to sort of bring these new ideas into something new with stuff that want to kind of actually work in that kind of way.

Researcher

Well, speaking of new ideas, think about the last few spaces you've used for your teaching spaces. If you were beginning from scratch yourself, building them in terms of the space itself and the technology, what would you do? What would you put in there?

Participant 1

I'd have put better windows.

Participant 1

I was in the building a couple of weeks ago and I, you know, I was in a while. I was in one of the rooms that was said to be a daylight studio. Yes. Like, it's just a room with the windows, but it's not a daylight studio. For daylight studio, you would like in the way that that's designed.

Participant 1

You see those smaller windows, the more rectangular ones.

Researcher

Yeah.

Participant 1

Versus the bigger square ones. You would have needed like the big square windows to let in that amount of light. So like you could have this happening which can actually create for a really interesting daylight studio.

Participant 1

You know, the background is sort of like narrow enough. So I went on a photography program in terms of like the flexibility of the classes and what you can do. And I would definitely have like put something like that in.

Researcher

Okay.

Participant 1

I would definitely.

Participant 1

I was part of a sort of like initial board sort of having these kind of conversations about the new build. And I. I said that the kind of like the things that we just mentioned need to be installed. It's sad that like I work at UAL and you know, given our reputation, size of students and stuff like that, that we're just not competing with a place like this. It's just like a little bit embarrassing.

Participant 1

I Think aesthetically. I don't know what the plans are for, how rooms are going to feel and look in terms of like. But I think this is old like this, this sort of like clinical approach to the way a room should be. And you know, students are silly. They, they, they contrast their experience of this building with their visits to LCF with their visits to like Hamburg and others.

Participant 1

And so you know, the building gets on because like essentially seen as the ghetto of ual. So I think more thought about like what that interior design looks like overall, I'm sure it'll be good but like, like actually thinking about it and making sure that there's a kind of like motif to it. Those would be the starting points in terms of the furniture. Something flexible like that isn't like this in terms of seating. So it makes it easier.

Participant 1

Yeah. I can't vouch for all the programs but the photography program that it makes it easier to kind of like set up classes and have that. And I know all of these things are sort of like budget dependent.

Researcher

Yeah, budget doesn't matter. Yeah, yeah, doesn't matter to this conversation.

Participant 1

We just want to know what you.

Researcher

Needed and what you wanted.

Participant 1

Those things for sure.

Researcher

It sounds to me like you want kind of a blank canvas for the room, is that right? And you just set it up however you want.

Participant 1

Yeah. Like with like particular forms of technology already in school.

Researcher

So what would they be?

Participant 1

So again like wider screens across like one surface of a wall. I know it's going to be a challenge just because of the way that the building works and how they've done the walls, but that better sound.

Participant 1

So like most of these speakers don't work. So. Yeah, I mean I imagine that's going to be put in but like a better sound system for each of the teaching spaces and the lecture. And the lecture fitness theaters. The.

Participant 1

I don't know how the lecture theatre is going to work. There's a 100 seat capacity lecture theater which was designed at a time when one course in particular had like, like it was a crew quite a lot.

Researcher

Is this in the new building?

Participant 1

Yeah, yeah. So on the photography floor there's a.

Participant 1

Yeah. Electric theater with a capacity for 100. And there are others in, in this building. So there's like maybe like one that's a capacity of 71. That's like 121.

Participant 1

That's like smaller for about like 40 and stuff like that. But the, the courses, because of the introduction of this course, the courses are undergoing a sort of like rebalancing so realistically, they'll probably all end up at like 60, 60, 60 at some point, which means that 100 t it doesn't make sense anymore.

Participant 1

That's no one's fault.

Researcher

That's just the way things happen.

Participant 1

Yeah, yeah, yeah. So I think trying to work out what that means for that space, but also what it means for the classrooms as well.

Participant 1

Yeah.

Researcher

Okay, cool. And then we've touched on this a bit in what you've been saying, but are there any specific ways you've had to change your teaching because of the technology in the rooms? Is there anything that you wanted to do and couldn't other than the vision mix stuff? Is there anything else where you would do it a certain way but you can't?

Participant 1

Yeah, I think it's less that I can't do it because it's just that it's a reduced version of the thing that we're doing.

Researcher

Yeah.

Participant 1

So like color grading workshops or the ability to show something that's true to life is quite frustrating because of the nature of the course.

Researcher

By true to life, do you mean just color or other things?

Participant 1

Yeah, color exposure.

Participant 1

You know, there are some times when like you can see here that like how the light reflects into it. So like all of these things that kind of like disorientate the experience of seeing the work. I prefer not to have to deal with that. I think I probably attempt to do like in class spaces. I think there's a real opportunity to not just do lecture capture or sessions for.

Participant 1

For students to sort of like listen back to, but actually a real opportunity to present the kind of teaching that happens within a class to the outside world. This is something that was happening at Coventry. So because they had really good lecture capture, they could live stream their sessions. Class sessions didn't even have to be big lecture sessions in a kind of open source way to other universities and then other universities that had a simpler way of working across the the world would do the same. And it created a real spirit of collaboration.

Participant 1

This is all before COVID Yeah. And I miss being in that environment because of what you can learn from other people's sort of like approaches.

Participant 1

Like, it'd be great if something like that could happen in the context of one of the things. What's the students asked for is collaboration between the different colleges, primarily London College of Fashion and the photography department, which is its own sort of like challenge. And I think some of some of those things could help, but it requires it sort of like tacking involved. So things like that I think could Be really good again. This came out of like this, you know, this initiative that we were running during COVID where down in our photography studios.

Participant 1

We were just set up. So the live stream kit was just there in that one particular studio. Then we could invite in a particular well known photographer to come in and he'd be working, or he or they would be working alongside students and that was all being live streamed out and we would just put the link up in an open way. So we go out to the student on the photography program. But we'd have like 200 people like in a room because it's going out to other colleges as well.

Participant 1

So I think things like that can actually foster new ways to appreciate what it is that UAL has to offer. But that's not possible anymore. Studios need to be used as studios. The time takes up the kit.

Researcher

Do you have anyone who does do that?

Researcher

Are there any. Is anyone here who does try and do this kind of collaboration digitally or not?

Researcher

Okay, cool. And then my last question is thinking of everything we've talked about, is there anything in terms of not the technology or the spaces, but maybe training or extra resources or anything around that that would improve how you can use the rooms and how you can use the technology?

Researcher

It's absolutely fine if not.

Participant 1

No, I think it is. There's nothing that springs to mind straight away like my. Yeah, the level that I come in is different because of my experience as a technician.

Researcher

Yeah.

Participant 1

It just in relation to software. Like I don't know how much it's happening now because I'm just with a totally different team. But like where I was before, the smallest things in relation to hdmi stuff that people always pulling, you know, av.

Researcher

Yeah.

Participant 1

And so I, I don't know how much of that was a good use of their time and so like.

Participant 1

But I don't know how much people would subscribe to doing that kind of training either. Right. So something along those lines. But that's lovely.

Researcher

Well, this has been fantastic.

Researcher

It's been really, really helpful. Okay, all done.

Participant 1

That's it.

Researcher

Thank you very much. If there's anything that comes to mind that you, that you wanted to add, just message Jackson.

Participant 1

Okay.

Researcher

He's a point of contact. Yeah, lovely. Thank you so much. It's been really, really helpful.

Participant 2

Researcher

Okay, lovely. Started recording. So can we start off? Tell me about what you do at ual.

Participant 2

I have dual roles.

Participant 2

So I work as a lecturer, senior lecturer on the media photography program on a new course called Photography and Creative Industries.

Researcher

Okay.

Participant 2

And I also work as a technician two days a week. So I. My role is split.

Participant 2

I work as a media photography technician.

Researcher

What does that entail?

Participant 2

A wide range of things. So it involves devising workshops for the students, photography related technical workshops. So it could be in studio, it could be in relation to software, could be in relation to kind of analog printing and camera processes.

Participant 2

So kind of range of skills. I work as part of a team and then we also do kind of lots of repairs, orders and maintenance of equipment as well. So it's kind of nice. Yeah, yeah. I like.

Participant 2

Yeah, yeah. I've worked hard to reserve people trying to get me to go into cans, but I've worked myself into this position and I'm parked here for the moment. Yeah.

Researcher

So thinking about when you're doing your teaching.

Participant 2

Yes.

Researcher

Think about the last few times you were teaching over the past few weeks.

Participant 2

Yes.

Researcher

And the spaces you were using. Can you talk me through a typical setup? From when you get to a room until you start your teaching, what do you do?

Participant 2

Right, so I come into the room, say hi to the students if they're there. I like to set up some music. I like kind of ambient, kind of nice ambience, relaxed atmosphere. So there'll be some music on. And then I will open my laptop, get my teaching materials or information ready for the student.

Participant 2

And then I want to tether into, I want to kind of plug into something which could be a projector, could be screens, and then, you know, I'm ready to kind of start the session. Start by giving the students the information or showing them a presentation, and then kind of engaging with the students in the session. So that kind of plugging into a device over the years and depending on where you are, has different levels, different degrees of success with that. Sometimes it's plug and play and it works. Sometimes it feels a bit rudimentary, feels like we're a bit behind the curve.

Participant 2

Other times, you know, you're plugging in and you're wanting to plug in and there are two kind of screens and you wanted them to kind of daisy chain. And you know what I'm seeing on my screen reflected there and there. Sometimes that works, sometimes it doesn't. So at the moment it all feels a bit makeshift. There's no kind of uniform system where you just come into A room you plug in a couple of seconds, maybe ask you for something, screen mirroring, and then it just works.

Participant 2

So you kind of figure out, okay, I'm in a tower block, it's probably going to be like this, but I'm going to need to have my adapter. If I'm down in our kind of normal teaching rooms, which are the DG spaces. I know in one, one room you've got a plug in and the two screens are going to talk to each other. And in another room I'm going to plug in to the projector, but then the projector is too big. So if I stand in front of it, you know, so that all these, you're always thinking about these adjustments, these micro adjustments.

Participant 2

And look, you know, I'm not going to complain in the bigger scheme of things, but really it will be nice to kind of just have a uniform solution for that basic plugin. Here I am, I'm ready to present. I don't want to be troubleshooting for visiting lecturers or artists in. You know, I've always got an adapter in my. Always got a kind of HDMI adapter because I know different people.

Participant 2

So in an ideal way, you know, just plug. You'd like to just plug and play.

Researcher

Okay, cool.

Participant 2

That would be the ideal. Yeah.

Researcher

And you mentioned about degrees of success.

Participant 2

Yeah.

Researcher

Does it ever just not work?

Participant 2

There's been, I mean, now, because we're kind of towards the end of the academic year and we know the spaces that we're in. We know the workarounds for most of the rooms now because we know that, for example, if I'm in one of these tower block rooms, probably going to be okay, but I better have my adapter just in case, you know, the USBC connector's not there or visiting Metro's got a slightly different thing.

Participant 2

There's a room that we teach in that, for example, has. I'll talk about a specific room. I think it's DG02. Yeah. You plug in and it has a massive projection which looks beautiful, but then you can't stand in front of it.

Participant 2

You know, it's so big that when you stand there to talk to the students, you're blocking some of the presentation. Then you have to turn the lights all the way off. There's no dimmer in there, so you turn the lights all the way off. So if it's after lunch and it's a bit warm, the learning environment's not ideal. So students might doze off and you're like, okay, I Won't use the projector.

Participant 2

So there's screens in there. So we use the screens, and that works fine. But there's two screens in there. So I'm like, perfect. One for, you know, it's not as big as the projection screen.

Participant 2

So this screen will serve the front half of the room, and this screen will serve the mid to the back part of the room. And that second screen, we just haven't been able to figure out throughout the whole time how to get it to connect. Even AV are like, I'm not quite sure. So then it's, you know, it's always a slight compromise in terms of the ideal learning environment, and just a small adjustment would make that a much more seamless and much more engaging experience for the students, I think.

Researcher

Okay, and you mostly teach in this building, or is it another place in this building?

Participant 2

Yeah, I mean, I do some stuff that's off site, but usually somewhere else. That the rabies. Pretty much straightforward. So, yeah, it's on this site, yes.

Researcher

Okay.

Researcher

And how long have you been teaching here?

Participant 2

I've been here for years. Ten years now. Yeah. Yeah.

Researcher

And before that, did you teach in other places? Was this your first?

Participant 2

I taught in other places. I taught in other institutions, yes. Okay.

Researcher

And what was the experience like there compared to here in terms of the spaces and the technology?

Participant 2

To be honest, I mean, it was a while ago, so it was okay. You know, in some senses, it's like you have a projector. You take a projector into a room and you plug in and you, you know, you make sure you've got all your bits and you plug it and you just find a decent white water projector. That's okay. When we still do that sometimes in our.

Participant 2

In our studios when we're doing technical workshops, because there is an AV embedded into the photographic studio studios. We take projectors in and we tether up and we project. So that is, you know, that's kind of the way it's worked in some other institutions and still works here to an extent. But, you know, there's lots of, you know, I do appreciate there's been lots of kind of conversations and different kind of testing of approaches to how to resolve it through for these kind of dedicated kind of lecture and teaching spaces. I just don't think we've quite nailed it yet.

Participant 2

It's just not seamless. I think with a bit more. I guess that's what we're doing, right?

Researcher

Exactly. Yeah.

Researcher

So the reason they've engaged me is they're just trying to figure out what do you need people like you? How can we build? How can they build things much better for you? Take what they've learned from here. Take issues and make them go away.

Researcher

What's the idea?

Participant 2

So there's this, you know, it's audio and it's visual. So audio is quite simple. I mean, I take. I take a wireless speaker into the classroom with me just because I've got it and I know it works and I can tether it to my Bluetooth.

Participant 2

And there's speaker systems here. As you can see, you have this. This is quite common where you've got in the corner this kind of trail of wires or this a little bit. So, you know, you could probably find it and, you know, you test it and maybe it works, maybe it doesn't. So I just eliminate it.

Participant 2

Got a little wireless speaker. Get it from the office in the morning. That goes where I go. In an ideal world, you would have a really easy Bluetooth system or some system that you could just get sound to work in conjunction with your laptop or the screen. So that's sound in terms of screens.

Participant 2

Screens versus projectors. Projectors are fine if the quality is high enough and if the lighting can accommodate, can work in balance with projection. Right. Because you need no lighting. So here, where there's lots of daylight streaming in and you try and project, then you've got to deal with the daylight.

Participant 2

So do you have appropriate blackout? If it's an internal room with no daylight, then that eliminates that. But then you've got that dark learning environment. So the projection looks great, the room is very low. But if the room's too dark for too long, then that's not good for the students as well because, you know, I have add, so just concentration, you know.

Participant 2

So I'd like. When I project, ideally I can drop the lights so they're low, or I can have lights on at the back of the room so there's still a bit of ambient light. So it's not like it doesn't signal to the brain that we're just going to have a little power nap.

Researcher

Yeah, yeah.

Participant 2

So that, you know, so projection is.

Participant 2

The success of the projection is determined by all of those kind of other learning environment factors away from just the screen. If we're going for screens, which is the most kind of, I guess, common approach, then, you know, a screen that plugs and plays is fine. If we're thinking about bigger rooms, the idea of having dual screens, so we've got one room, MGO6, where it actually works quite well because You've got a screen on the back of the wall you can plug and play. And then in the second half of the room, there's another screen that's there and, you know, oh, that screen's not on. I turn on the power.

Participant 2

Oh, and they mirror. And that just seems to be fine. So those elements, if we can just get a nice, you know, one cable solution, one for sound, one for. Most tutors now, don't really work off of desktops in rooms, so I understand the idea, but everyone's got a laptop now, so in a way, the investment that's been put. Being put into having these desktops in rooms seems a little bit old hat, to be honest, because almost everyone I know, pretty much everyone has a laptop, or even if there wasn't, you know, in kind of, you know, the rare instance where someone doesn't have a laptop or something's happened, they've got a memory stick and they'll tether into another laptop.

Participant 2

So having desktops, I don't know how useful they are when I never do it because I log in on my laptop, my stuff is there, you know, I've got PowerPoint presentations or stuff, it's got my fonts on there, so I don't move the presentation onto a remote desktop. Anyway, whenever I go anywhere and they say, oh, we've got a laptop or we've got something set up to present, I'll say, no, can I tether into my laptop? Because it's set up to present, you know, I've got all my fonts and my formatting and stuff, and I know when I plug and play from my laptop, it's going to work. So I don't actually want. Want to go into another computer or laptop.

Participant 2

I want to be able to operate my own. The other big issue, which I think has not been resolved in here, is lecture capture. That's a big thing. The ability to kind of record either the audio from the lecture or kind of have some kind of, you know, cameras or devices where you can really kind of easily and almost just as a secondary thought, right, you start the lecture, I tether up, I get everything up. Okay, should I record this lecture?

Participant 2

Let me just record it anyway. You know, one click lecture captures on and then we can go.

Researcher

Do they have that anywhere here? Is that possible?

Participant 2

They've tried it in the bigger lecture theaters and it's just mate.

Participant 2

It's just. I just. Just forget it. In an instance where, you know, you've got a. And, you know, there's one thing about the Learning environments for the student, which is obviously the priority, but there's also the kind of teaching environment for the tutor.

Participant 2

And if, you know you've got the first big lecture of a new unit or you're there with a bunch of first years, it's a new cohort, it's the first couple of weeks, you want to make a good impression with your students, right? You want to be, you know, you've worked in your presentations, you've got all of your docs in a row. So when you walk into that lecture space, the last thing you want to be doing is faffing around with wires or where's the sound? Or where's this? Or that's not working.

Participant 2

Now you're troubleshooting wires. This happened to me so many times in a lecture theatre, troubleshooting the wire. Sometimes I'll see my colleagues go in and they. I can tell they're nervous. They're going to do a big presentation and I'll just go in and try and do the troubleshooting for them.

Participant 2

So that just takes that whole additional pressure off them. Right. So there's a lot of that that goes on in the lecture theaters. And in the end, you just take the path of least resistance, which is like, just do away with all that. Can I play?

Participant 2

Can I get sound? And then if I can do that, then that's okay. The other day, there was something going electric. We were in there and it's heat. The heat was pumping out.

Participant 2

It's just so hot in there. And I was like, you know, and it wasn't even. It wasn't even students. It was like a staff presentation. And it was just such an uncomfortable environment.

Participant 2

And I had to leave, find states, say, look, the. The temperature in here is horrible. Can you guys put the fans on? Then they put the fan. So it's like all of that stuff.

Participant 2

Who wants to be dealing with all of that where you're like a bit nervous, Got to do a presentation, want to put your best foot forward. That's. You just want to. You don't be thinking about all that stuff. Do you know what I mean?

Researcher

Yeah, yeah, yeah.

Participant 2

Absolutely. Yeah. Cool.

Researcher

Well, when things do go wrong, what do you do?

Researcher

How do you get help?

Participant 2

To be honest, is a really good AV team, and I've tried to set up systems to. For support. So Danny, who previously ran av, and Richard Coles have done a really good job of kind of having, like, information really close to, say, the lecture theater, like the kind of station where you present from. And there's Usually a number that you can call or you can message them, and they come really quickly.

Participant 2

They're good.

Participant 2

Usually they're pretty good at resolving it there. And then sometimes they can't. So they'll suggest a work. Work around. But they are good in terms of their support.

Participant 2

Yeah.

Researcher

And have you found you needed to use that a lot or a little?

Participant 2

Quite often it's at the beginning, like I said, when you're like, okay, this is my teaching room for the summer, or I'm going to be using these rooms, and you don't know the kind of quirks of the systems, or you just, you know, maybe the system works really well, but you just don't

understand it because you haven't used it enough or you're new to using it in that room, then that will be usually where you'll kind of need av. So I imagine at the beginning of term, they're just like all over the place, trying to get tutors settled into their spaces and how they work. And then once that's kind of established, you understand the reason you're working.

Participant 2

It's usually okay. So, yeah, at the beginning of term, there's a couple of things. Just can't get it to connect sitting there. Students are drifting in. We're trying to figure it out.

Participant 2

We're trying to figure out, get another tutor who uses it, the space, tries to figure it out, can't figure it out. Av. And they'll be there. Like, they're really good. They're like a rapid response unit.

Participant 2

You're here already.

Researcher

Nice.

Participant 2

Yeah.

Researcher

Thinking about the last few spaces you've taught in. Not really technology at the moment.

Researcher

The spaces themselves. Is there anything about the rooms or the setup of the rooms or even the furniture that hinders you teaching? Is there anything that you would like to do and can't?

Participant 2

Basically, yes. I mean, in terms of like to do and can't.

Participant 2

I would say in the most part, no, because we're quite resourceful. We just been in the building long enough to kind of figure out workarounds. But in terms of the optimizing the learning environments, there's lots of things that need looking at. For example, even if we start here, the tower block, it's beautiful that you have all of this daylight coming in. I think that's really nice.

Participant 2

Sometimes you need to blackout that daylight. And that in an ideal world is a simple solution of pulling down blinds or if it's electric, but just being able to do that uniformly. So you can see some windows. Some blinds work here, some are Jammed. Some windows have no blinds at all.

Participant 2

So if you're trying to do something and the nature of the pressure on the spaces means that those spaces sometimes have to be quite versatile. So I might be up here with students. I may need to do a teaching a lighting demo, right. Because this is the room that we've been allocated. So maybe I'll pick up some lighting from the kit room.

Participant 2

I'll come up here and I'll come into the room and I'll be like, it's this room. There's no blackout, or there's half a bit of blackout, or where we send students out to go and shoot. They come back, okay, let's look at this stuff. And then you're showing them on the screen, but there's bright daylight streaming in. So you're trying to just.

Participant 2

Right. So it's all of these little things, the spaces that we teach. And we have two kind of quite nice rooms in terms of space.

Participant 2

But there's one room where there's a kind of like a range of issues that just make it really difficult sometimes to teach. So the first thing is that in the room that we're in, I Never remember it's DG02 or DG03. The lighting is like a constant. It's quite harsh. Students don't like it.

Participant 2

There's next to little or no daylight coming in, Right. So you're relying on the overhead lighting. It's really harsh. Students like, oh, this is giving me headaches. Like a doctor's office.

Participant 2

Right? No dimmer switch. Can't dim the light when you're projecting. That means lights off. Lights off.

Participant 2

Big, big projection screen which kind of looks nice. Again, it's so wide that you can't stand in front of it and project. But again, that lights off means it's not optimal because it's dark.

Researcher

You have people falling asleep.

Participant 2

Yeah, yeah, yeah, yeah.

Participant 2

My solution to that is to bring lighting in. So I bring in photography lights, put them in the back of the room, bounce them off the ceiling so they put a nice level of ambient light. Now the students are asking for it all the time. It brings in a level of ambient light, so the balance is kind of better. And also sometimes, like, I have students, a couple of students who suffer from migraines, and they're like, this light is too harsh, so I'll bring in lights.

Participant 2

I mean, but, you know, again, it's another thing. Just come. That's what I talk about, about being resourceful. Just the limitations of the space means you're thinking of these workarounds that are going to make it comfortable for you and the students.

Participant 2

The other thing about this room is. Yeah, there's, there's hardly any daylight and because there's been break ins, the windows basically been drilled shut. So there's no airflow. So there's no airflow coming into the room. Yeah.

Participant 2

You're doing a projection. Gets hot, right? Gets hot. And then the what, the cherry on the cake is that there's a pipe that runs the length of the room on both sides and it's a heating pipe that serves other parts of the building. The heating pipe is about that thick.

Researcher

It's like a giant radiator.

Participant 2

Yeah. So like. And it's not been boxed off, which I, I've suggested that they box that off so at least it can kind of control. So that just pumps heat into the room.

Participant 2

So no ventilation, hardly any light. Pumping in heat.

Researcher

I mean, I'm getting tired just thinking, yeah, it's making me want to have a nap.

Participant 2

I kind of feel. Because the students want engage and they're like, okay, they're really into it, but you could just see they're struggling.

Participant 2

I'm just like, guys, sorry. Like, you know, it comes up in every kind of course committee which is when the students can give feedback. They're like, the line in that room's giving me a headache. Why is it so hot in there? Why is it.

Participant 2

Yeah, you know, I've managed to liberate a Dyson fan from somewhere and I kind of put that on when it gets warm in the summer. But these are all things that it's just like, you know, know so much is talked about the student experience in a learning environment. These are basic, these are just basics. And so as a tutor you're, you're thinking, okay, these are all the things that I have to work against. Right.

Participant 2

To counterbalance, to still engage the students and you know, make it a good session and make sure they get information. And that's a challenge. That's a, that's a challenge in and of itself. Right, right. The environment should be working against you.

Participant 2

There's literally the, the environment's working against us.

Participant 2

Yeah.

Researcher

Well, you've mentioned a few workarounds there that you do.

Participant 2

Yeah.

Researcher

Is that something you have to do a lot? Working around the space and around the technology?

Participant 2

It feels like more than we should in those rooms. It's quite, it's really, I wouldn't say, I don't say extreme, but it's definitely a thing that you're, you're in those rooms. And, you know, so, you know, if it's hot, you like, you on the way into working, like, oh, it's going to be 24 degrees. I

better find a fan straight away. So I'm in there, get the fan on, pointing the fan, and the students will walk in and be like, oh, it's got a fan.

Participant 2

Right. And they'll be like, thank goodness for that. Or I'm thinking, so and so's having migraines this week. So I'm gonna get the lamps and set the lamps up first and put them at the back of the room so that, you know, there's a kind of nice ambient balance. So there are.

Participant 2

Yeah, you're. I've lost track of the question, but yes.

Researcher

What about workarounds?

Participant 2

Yeah.

Researcher

Do you feel like that you have to do a lot?

Participant 2

Yes. In a tower blocks, it can be hit or miss. Generally, you know, the students really like the daylight. They like that. It kind of makes everything feel more open, you know, because they can see out.

Participant 2

So they really like that. Sometimes the lighting control, I think these are all on dimmer switches, I think so. That is. No, they're not. Yeah, but you've got kind of separate lighting.

Participant 2

But really, in an ideal world, everything would have dimmers.

Participant 2

So that. That. Yeah, I mean, I don't know. There must be additional cost related to that. But I'm just.

Participant 2

Optimal learning environment, dimmer switches. Okay. And the blind issue with the daylight just having something. Obviously, again, cost is an implication, but in terms of optimization, being able to control the daylight in the room. So if we need to blackout or partially blackout

because we need to use the light as an ad hoc studio because there's no other space, we've had to book this room.

Participant 2

It would be great if we could do that, you know, without thinking. Right. I can't do that in the way I wanted to. So again, what's the workaround?

Researcher

Yeah.

Participant 2

Yeah, Nice.

Researcher

Thinking about the technology in the rooms, in the spaces you've mentioned a few things. You mentioned screens and projectors and things like that. Do you feel like the technology helps your teaching in the way it's currently built in the spaces you use. Do you feel like it adds to your teaching or does it make it more difficult, or is it. Neither.

Participant 2

Does it help? Well, it helps. Okay. In the most basic form, if I've got something on my laptop or you're coming in and we're having a discussion and you can project what's on your laptop to the room in whatever form that's obviously A basic. And that's super useful.

Participant 2

Right. So that, that should be like a given that you can do that. If you've got sound and you know, you know, you want to play a bit of moving image and you want to have some sound, you want that to work seamlessly. Again, my work workaround is I don't, I just take this system out of the equation. Anywhere where I can, I'll take the system out of the equation.

Participant 2

So I've just always got a Bluetooth speaker in my bag. Whenever I'm going to a session, sometimes I forget like, damn, I've got to go back and get it. Because I know if there's anything related to sound, I don't want to rely on this. I just want to be able to turn on my Bluetooth, connect it to my laptop or compare connected to the visiting speaker's laptop, position it in the room and it'll play. Shouldn't really have to do that.

Participant 2

Should have confidence that I can go to the room. So workarounds are embedded into teaching practice whenever you go into a room. Adapters for laptops. Some people have brand spanking new ones. You know, some quirky artists have an old laptop and they just don't

want to change it and it's got their stuff on it and that's fine, but they're going to have different ports.

Participant 2

So how can we accommodate that? Again, I've always got my adapter in my bag.

Participant 2

So that's, that's standard basically. Yeah, yeah, yeah, that's standard practice. Yeah, that's pretty good. Yeah.

Researcher

And then thinking about the spaces you've used, imagine if someone gave you a blank canvas and infinite amounts of money and time and said, how would you design a teaching space for ual?

Researcher

What would you put in it in terms of the layout, the furniture, the technology, anything interesting?

Participant 2

The first thing I would do is I'd deal with lighting. The lighting should be daylight balanced and should be dimmable. So that would be the first thing.

Participant 2

If you have the ability to control the front of the room and the back of the room separately as well. Bonus. So if you've got two light switches, we can have the front bank on and the back bank on. That's really nice. And then those are dimmable.

Participant 2

So that's hard work. With lighting in terms of, or seating, I would have the option to have standing desks. It is a blue sky. Right. So I would have obviously desks and desk with wheels means that you can design the room and lay out the room as you want.

Participant 2

I would Also have the ability or a selected amount of desks that could operate standing desks. Because I think that's good both for the tutors when they present and also in terms of maximizing engagement for the students so that, you know, if they want to stand and work for a bit on their laptops and, you know, you could have CT that operate at different heights. Seems like a weird thing, but I think, you know, some, some stores, some chairs that could be nice.

Participant 2

Sound would probably want sound to be kind of seamlessly embedded into the room. So whether that's ceiling mounted, kind of speakers that flush or whether they're on the wall, but just kind of. That looks quite clunky, to be honest. You know, we're at the stage where you can have sound kind of integrated into a room and then the connection to that sound should be really straightforward. So it's one wire plugged in or you've got a rock.

Participant 2

Really clear and functional Bluetooth connection system. And that sound should obviously be connected to, you know, plug and play from a laptop, play sound from YouTube and it works as if that should be a given. And then for the screen, for the kind of displays, depends on the size and layout of the room. I mean, I quite like projectors, but that's maybe just a photographer thing, but screens, if we're going for screens, then nice big screens that again, you can just plug into and it just works seamlessly. And if you have a room that's big, you have the option to have front screen and a screen in the middle of the room so that the students can all be facing the same direction.

Participant 2

But see the information. Particularly when you're teaching software, if there's one screen at the back, one screen at the front, but you've got rows and rows and rows of screen, you know, rows and loads of kind of desktops. And then students at the back of the room, you know, there's kind of, you know, the little kind of mouse and you're moving around, it can be quite small to see. So having that DJ6 is kind of moved towards solving it. Having that second screen that drops down or that's disposition there so the students can see is really, really useful.

Participant 2

So I think those would be the minimum requirements. So, yeah, light in terms of airflow I really like. I know the new building will have it. I think having fresh air circulating is really important. So I would like the ability to open windows, have fresh air circulating late.

Participant 2

If there's a system where it's kind of a central air system that can be Great. Because it means air is flowing through the building, but sometimes it just is coming through too much. The students are cold or it kind of feels a bit breezy. You know, it's like that aircon thing. Aircon doesn't work for everyone, does it?

Participant 2

Some people hate aircon.

Researcher

I. I do, yeah.

Participant 2

Some people can't stand aircon. Some people are, yeah, it's okay.

Participant 2

So I think one of the issues with a kind of centralized system is it just does what it does at a kind of standardized. In a standardized way that doesn't work for everyone. So how do you deal with the level of airflow? Can you regulate the level of airflow? You know, you can when you open a window.

Participant 2

You open a window, the air comes in, freshens up the room a bit that's a bit chilly. You close it. Right. Or you just leave a little cross. So you can kind of regulate that.

Participant 2

It's quite rudimentary. When you have these really sophisticated systems, they might be doing amazing things, you know, from an engineering point of view. But what does that mean to the student who's in the room is feeling a bit chilly and you can see them kind of with their cardigan. All of these things are less than optimal because then it takes the student away out of the competition environment. And of course, heating don't have pipes.

Participant 2

Yeah. Again, here they kind of. And I understand, like they had to do things where they had to kind of disable the ability for people to control the heating because it, you know, the. Can't remember what you call them. The valves were breaking and all that kind of stuff.

Participant 2

So you noticed you went into rooms and there were no valves on. But then it meant pumping heat for tilt throughout the building. Or it's just often in students, of course, cold. So some kind of individual temperature control and some way to control that, that kind of central kind of air flow through the building. Does it have.

Participant 2

Does it have noise implications? So if you're doing something in a room where you're working with a sound recording, you're doing like a sound workshop. Teach them how to use the mics and stuff. Is there because there's a centralized system pumping air through. I would have the ability to control that or temporarily disable.

Participant 2

It might have a half an hour window where it just kicks back in after half an hour. But a half an hour window means that you can do the sound recording bit and then the system kicks back in. You can send the students out. That would be my. I think off the bat, you mentioned.

Researcher

You like projectors you saying you prefer projectors to flat screens?

Participant 2

I guess flat screens have far better resolution. One thing that's nice about projections, sometimes the scale of it. So you can, you know, you can control the scale of a projection, can't you? So if you're in a, in a bigger space, you can kind of say, I'm going to move it further back. You can get a wide frame, you can get a really nice throw.

Participant 2

Right. So it's kind of quite impactful. Think about when you go into a big lecture thing, you have a big kind of projection screen or now they have digital screens. But just that scale can be quite nice. But obviously I know there's a range of problems that come with that, so I understand.

Participant 2

Probably screens would be the default.

Researcher

Yeah. And how does that work in terms of what you specifically teach? Are there any issues with the resolution, the quality with the color, with anything like that, in terms of screens or either just image?

Participant 2

Yeah, sometimes.

Participant 2

Sometimes projectors can kind of, you know, image quality and color temperature. So screens are far more reliable in that way. And nowadays we're at this, we're at the stage where you kind of mirror, mirror a screen and it's kind of pretty close to what is on your screen. So that generally doesn't present a huge problem. Sometimes it depends on the screen.

Participant 2

Like we've got quite old screens in this, in this DG room, so that they're kind of old screens, so they're not optimized. But it's. It's okay.

Researcher

It's fine, right?

Participant 2

Yeah.

Researcher

Cool. Yeah, that's actually everything. We've kind of whizzed through it.

Participant 2

Great.

Researcher

There's one last thing.

Researcher

Is there anything you can think of in terms of extra resources or training or extra. Anything that would improve either your use of the spaces or your students uses. Is there anything that you've. That you remember thinking, oh, I wish we had.

Participant 2

I guess it would be the.

Participant 2

I guess the other thing, Sorry, just to backtrack in terms of the optimum learning environment is the ability to record either just sound or record both sound and image for lecture capture.

Researcher

Yeah.

Participant 2

From my point of view, seeing me deliver the lecture, if that's my secondary, but it's the information that's on my, on my screen or in my PowerPoint or in my Prezi presentation, and the sound of me delivering that information, I think the ability to kind of screen record and sound record and do that in a way that's really kind of easy and that students can access that after the lecture. You know, we had to have a whole system during lockdown, obviously we went to kind of this clunky system for recording lectures and playing it back. And then there was this whole thing where you had to kind of edit it on this. Can't remember the name of the system. You have to do this editing thing to see it's all too much.

Participant 2

So just. Just like, yeah, something that would be really kind of a seamless option for screen recording and sound recording would be great. And then that kind of, you know, after you click Stop, kind of downloads it or compresses it into an MP4. One minute, your presentation is compressing and within a couple of minutes of finishing that lecture is compressed into an MP4, which we can then upload somewhere and it's there for the students. That would be great as well.

Participant 2

I think there's going to be more and more need for that and I think already some. Sometimes students miss lectures and like, you know, we upload the PowerPoint and they're like. But it's not the same as when you deliver it, though. Yeah, this doesn't translate in quite the same way. So you.

Participant 2

Then you're thinking either you've got to embed loads. One tutor was saying to me, what we need to do is put way more information into the presentations, whereas before the whole thing was like, make it visually dynamic, you know, bullet points and summaries, and then we deliver that. But if the student's not in there, or if they're an international student and they're struggling to kind of understand the phrases I'm using or the speed with which I talk, and they want to play that back at their own pace, they've got to do it on their phones or shouldn't have to do that for the fees they're paying. Put that in there. They're paying a lot of money.

Participant 2

Sorry.

Researcher

No, no, no, that was great. That was really useful.

Participant 2

Okay.

Researcher

That's everything from me.

Researcher

Anything you want to ask or anything to add?

Participant 2

No. Yeah, I guess it would be great. I guess the other thing is it would be great if the information that we're giving you, I guess you're getting a real spread.

Researcher

Yeah.

Participant 2

Actually feels like when we enter a space or we, you know, whether it's space here or a new space, it feels like some of that stuff has been applied.

Participant 2

You know, it doesn't have to be my opinion, maybe, and everything goes to projectors, like, whatever. But if it felt like, okay, they've taken account of the lighting or they're thinking about the learning environment and. And how seamless it is to connect sound or record. It'd be great to see these things actually translated because too often we get experts in who capture information and good at analyzing and presenting it. It just seems to disappear into the ether and they just do random shit anyway.

Participant 2

Well, what I.

Researcher

What I can say is it feel like I said I don't work here, but it feels like the people I'm working with are actually committed to being a lot more user focused than they have been in the past. It definitely feels that way. So let's hope so.

Participant 2

Yeah.

Participant 2

Let's hope so. Yeah. Thank you.

Researcher

Thanks. Thanks so much.

Researcher

It's really, really helpful.

Participant 2

Okay, great. Best of luck. You got a few more to do.

Researcher

Quite a few.

Participant 2

Yeah.

Researcher

10 total.

Participant 2

So make sure you get a break.

Researcher

Enjoy the rest of your day. Cheers.

Participant 3

Researcher

I'm just starting the recording now. So can we start by you telling me what you do, what your job is?

Participant 3

Absolutely. So I'm the. I'm Jeremy Williams.

Participant 3

I'm the course leader for MA documentary film. And we have a. We have about 30 students each year and they study for 15 months to get their MA. And so we tend to use the rooms, sort of our audio visual needs are both for, so the conventional lectures, but also for screenings and crits, you know. So we'll often have, you know, we often sort of take a small cinema, NRGO 6, for example, we're in a lot, and we use that really to either show films and clips or we use that to show the work of students during crits, you know.

Participant 3

So we'll probably do a couple of days where we'll watch 30 students were, you know, 18, 15. 15 to 18 students work a day in those environments. So that's kind of, I suppose, our predominant use of the AV rooms. And then sometimes, of course, because of competition for space, we can't always get necessarily in the best places for us. So then we come up against rooms which are a bit of a compromise, but which have also got better, you know.

Participant 3

So, you know, and I would say that we have also a bit of workshop. So I suppose our delivery is a combination of technical workshops where the students learn the craft skills of making documentary. So that means we need reasonably wide space with some natural light. Could be a studio, but ideally with a bit of daylight where they can try the kit out. So we'll then.

Participant 3

And when we do workshops, we tend to have half a group size where we're talking more about 15 students in a space. And we will have some. The way that we run the workshops, we always try. And we use DG09 a lot at the moment. And so DG09 is actually.

Participant 3

That's a pretty ugly room. It's actually quite a good space for us because it's got daylight coming in, it's quite wide, and there's some audio visual. You know, there's like a screen on the wall. It's not projector specific, it's an LCD screen. It's a bit.

Participant 3

Doesn't always. I mean, it gives a lovely picture, but the audio doesn't really work that well. It seems that you need to keep switching it on and off to get it to work properly. So that's a bit frustrating. But we tend, even with the workshops, we'll often play some clips so the students can see, you know, some examples from what we're going to look at in the workshop typically, or at least if not, if not actually play some clips.

Participant 3

We'll certainly have some slides with some, you know, different stills of say interview compositions or how this actuality scene might have been covered in documentary broken down into, you know, into images. So I would say we obviously we don't. Yeah. In every setting we would have the requirement for playing something on a screen, you know, to the audience in that room with sound and vision, you know, and, and then it's, it's just often it's the reliability of, you know, which is the issue. Sometimes it's, you know, you get it set, go away for five minutes and something that sounds like working or just powers itself off, whatever it is, you know.

Participant 3

So it's just consistency sometimes is a bit of an issue in the different rooms. But anyway, moving on. So in a way that. So we've got a workshop requirement and then we've got a more conventional kind of lecture requirement, you know, so typical lecture really where you might show scenes from a film but it'd be mostly slides and then prints really. I think that's.

Participant 3

And then, and then the other thing that we do which is really important for the course is and actually works generally speaking pretty well is that when we get to the end of the degree, all of our students make a 20 minute film. So we've got about 30 films to screen. And so at the moment what we do in the last term is we book out LTA on sort of Wednesday evenings and Thursday evenings in their last part of term where they, four students show in like a mini film festival. Four students will show their film each night. So we can give every student like a moment in the sun.

Participant 3

That's prior to the grad shows because the grad shows we, you know, we've got so many films you couldn't really watch them all. So we tend, for the grad shows we tend to do a, like a clip show. So we'll do it, we'll take a three minute clip from everyone's film, put it into one reel, press play and watch that 90 minutes, you know. But we really want. The students had the satisfaction of inviting their own audience and friends and people who were involved in the film, plus tutors and other colleagues to watch their film, you know, in a cinema space.

Participant 3

So that, that tends to work well in Ita. It's got a few issues Ita but generally we've been able to, you know, Alex and that are really good at helping us get things working properly.

Researcher

Who's Alex, is he the support team or Collison?

Participant 3

I think yeah, he's from the AV unit will be very helpful. And there's another woman whose name I can't remember who's also been very helpful and they're very available and usually if we have any issues, they.

Participant 3

And they're normally just simple things like, you know, sometimes things are a little bit fiddly. You know, if you're screening from your laptop, you might. You'll need to make sure that your, your monitor is. Is also at 4k as well as the. You know, it's just a few things that you might need to wish we've become from making a.

Participant 3

Through repetition. But actually, I think the challenge all of the courses probably face, same as me, is that it's not always me delivering the sessions. You know, sometimes it's an AI who might come in for their sessions four times a year or something. So then it's, you know, we tend to chaperone them a little bit. But I think that's often where I get the issues, you know, with how does this work, what buttons do I press, what is not working?

Participant 3

You know, and that's usually because they're not in every way doing it.

Researcher

Yeah, lovely. Really helpful. Yeah. So what, what kind of teaching activities do you do?

Researcher

Is it lectures? Is it seminars? What kind of things?

Participant 3

So what we'll do. Yes, so we'll have conventional lectures and seminars, if you like, where.

Participant 3

Because our film. Because we're making, you know, we're basically. It's a theory and practice course. So they'll look at the history of documentary and you know, ethics and methodologies of documentary alongside really working towards their own 20 minute film, which is what they make as their main output and a little reflective piece on that. So that's their output, that's their ultimate output.

Participant 3

Other units along the way. So the conventional lectures would be, you know, literally the set of slides and some clips, you know, that we play either embedded in the presentations or separately from files that we play bring in and play off of drive or download onto the desktop in advance of the session, you know, for the more conventional teaching or if we're doing the crit sessions, you know, we'd encourage the students to. Well, at the moment now, because we've got this element system which is quite helpful to us, which is a kind of broad software, you know, it's like a platform where you can, you know, host all your media. We often get them to upload there and then we can pull them onto the desktop because the things play a bit better when they play from. From the desktop and from Elements directly.

Participant 3

So that's the other way that we can use the lectures for crits to look at their work and play their films and sort of give them feedback in a sort of session. And then in the workshop sessions. Yeah, we would literally be. We would. You know, for example, the workshops I might run might be about shooting actuality.

Participant 3

So shooting observational actuality. How do you cover a scene happening in front of you without changing what's going on? You know, so we'll look at. We'll play a scene on the. You know, on the screen, on the av.

Participant 3

We'll look at that. We then look at some slides about how they've broken that down. And then we'll give them some simple exercises to do in the workshop, you know, where they'll set the cameras up and they'll shoot each other doing playing cards or doing some activity where there's motion. And they've got to think about how they're going to construct it, a scene out of that. And that would be the workshop.

Participant 3

So there'll be a little bit of show at the front, and then they go off and do something, and then we'll play back often through the camera to see what their rushes are like through the av.

Researcher

Yeah.

Participant 3

So, Zach, I'm just realizing my battery's a bit low. I might have to just.

Researcher

Okay, no problem.

Participant 3

Keep fire away. In the meantime, I think I've got a bit of time on about 10%. I'm all right. Yeah.

Researcher

Okay, cool.

Researcher

So this is all really useful and interesting.

Participant 3

Yes.

Researcher

So think about the spaces that you use, like the actual teaching or the presentation spaces. Yeah. And think about the last few times you were in there.

Researcher

Were. Are there any hacks that you have to use? Any workarounds? Anything that you regularly have to do that feels like you shouldn't need to.

Participant 3

Yes, I think they. And then particularly to each of the rooms, really, sometimes it's getting in the door, you know, because there's a lot of the doors have got strange codes on them. So you've got to, you know, you've got to make sure that you're across the door codes. So that's a bit of a faff in, certainly in the tower block. But actually, once you're in the room, from an AV point of view, I would say yes, I think.

Participant 3

I think, for example, in MLG06 that we use really the most, and a lot of my other, you know, colleagues do, too. You know, that that works Generally, well, we've had a few issues with. It's a big 4K projector in there and which is a nice image and actually it's been thick. There's been a lot of work going on into making that work there. So it's got a sort of.

Participant 3

It doesn't shut down and get overheat as much as it used to, but there are just little glitches there that, you know, obviously things, just simple things like, you know, if you're, if you're playing, if you're using, if you're not playing through your laptop, but you're playing through the actual desktop, then that can go to sleep if it doesn't feel like it's being played. So if you're actually watching a film, it might not think you're interacting with the computer. So it will go into sleep mode if you're not careful at a certain point. So that can happen. Occasionally we get the projector going to sleep mode because it doesn't feel like it's been interacted with in a particular way, which is understandable because they've obviously got these shut offs or you know, energy saving.

Participant 3

But actually sometimes you're sitting there trying to get through the film and you'll get these messages coming in. There's a lot of issues, or has been a lot of issues in the past using different HDMI's and getting, you know, getting the HDMI connections so that they work well. I find that actually using the, you know, rather than going in directly with the hdmi, typically in any given room it's better to go through the adapter that gives you a smaller little kind of cable that goes into the computer. So you've got the adapter for the hdmi. So you're not, your HDMI is not wobbling around so that, that kind of can be helpful in getting better use of your own laptop.

Participant 3

Yeah, you know, but then there's some things I've still not really figured out and you know, because occasionally you got the second screen, the mirroring issue. So there's usually some other, you know, you always need a good 15 minutes ideally before anyone else comes in to make sure everything's working properly because there's bounds. I mean, sometimes it works nicely, but you know, first of all you got to get the picture up. Then you've got to make sure the sounds are working properly. You know, nine times out of ten they work okay, but often they don't initially, you know, so, so often the question is, why can't I, why am I not seeing the screen I need, or, you know, why.

Participant 3

Why can't I hear anything? Those are typical problems, but, you know, they're usually solvable. But, you know.

Researcher

But when you say typical problems, like, how often do you think that kind of problem happens? Is it a daily occurrence?

Researcher

Is it something that affects every class or a lot less?

Participant 3

It used to be. I think it would affect almost all the classes. I think it's a little bit more like, you know, one in three, you know, I think, you know, if you're in there a lot, you know, I think if usually there's something to resolve, it's not. I wouldn't say it's 100% of the time.

Participant 3

You go in there, switch the computer on, everything's running smoothly. It seems to be something to resolve because other people are using the kit and they sometimes change the settings or they move the wires around or something. That can be an issue. It's much better. Generally, in our area where we work out of.

Participant 3

In the mlg, in the media block, it's much more of a lottery. In the tower block, I think I found that that's where you are at the moment, is a bit of a lottery. Yeah.

Researcher

So thinking about when you use these spaces and use the technology, are there any ways that you would like to teach but you can't because you're restricted by the room or the technology or the furniture? Is there anything that you've wanted to do but just can't?

Participant 3

It took a long time to get some decent Blackout blinds in T301, so that you've got. See behind you got some decent blackout blinds, but they look rather nice. It would be great to get them in some of the other rooms. So that. That can be an issue if you're using a room.

Participant 3

I mean, typically, I wouldn't really want to teach in the tower block for a number of reasons, really. It's quite noisy, it gets quite hot. And we've had issues in the past where the blackout

lines have been either damaged or not insufficient. So you can't really see, even see the screen particularly well. So that T301 is a bit.

Participant 3

Can be a bit of a disaster. I think the other things that can happen is in this. Again, it's not really anyone's fault, is that, you know, I would say a lot recently I've gone into both GG01 and T301, and the room's just like been mangled by whoever's been in it before. So you spend 10 minutes getting the room back to how you want to set it up, which is fair enough.

Researcher

And is that just in terms of the furniture and the layout?

Participant 3

That's in terms of the furniture and the layout. But in terms of the av, I think it would more be if someone's been fiddling with the settings. But the other sort of thing that often happens is that in the tower block at least, is that sometimes, if you're going to play through your laptop the audio, you obviously need to make sure that the sort of audio jack is plugged into your computer as well through the headphone socket. Otherwise you won't get any audio out of the speaker. So it's little things like that.

Participant 3

When they go in, it's like, why is there any sound? Is we've got to get to take the audio out of the headphone jack in the desktop to put it in your laptop to get the audio to come out. So. So a few things like that. Most of them, I consult most of them, but I think occasionally we get ones where everything's sort of set and we still don't know any audio.

Participant 3

So sometimes that's just maybe they're not on the right setting in the menu for sound. But it's. Sometimes it isn't. Sometimes it's just switch everything off and there it goes. Works next time, you know.

Researcher

Well, before you mentioned about getting support. How do you get support when you need issues? What do you have to do?

Participant 3

Well, there's usually a telephone number. If someone's not pinched, the little kind of guys, there's usually a telephone number.

Participant 3

And more often than not, you can get, you know, it used to be the case that I would be. Not at all. But I do detect that there's been a lot of improvement in av. And I kind of, you know, they really. There's somebody there like Mr.

Participant 3

Ben almost immediately. It's extraordinary. So generally that has really improved a lot in the years, even in the six years I've been there. You know, when I was first there, I'd ring the numbers, no one asked to read any of it, and then you bring the general number, we're back tomorrow, sort of thing. But now, now people are pretty good and arrive quite promptly or can actually help you on the phone sometimes, you know, So I certainly improved.

Participant 3

But that's what I would do is ring the little card number to say, look, I'm in this room. Can you help me? I've done everything that I think I should have done, and that's not fixed it. And usually they come and do something in about two minutes flat. That fixes it.

Researcher

That's good to hear.

Researcher

So in terms of understanding how to use the spaces, thinking more of the technology now than the rooms themselves, do you feel like you understand how you. How to use the systems and how to use the rooms, or do you feel like you need a lot of support?

Participant 3

I think we've learned how to use them, I don't think, really, you know, because you tend to just, you know, I've been teaching for 10 years and it's been, you know, it's just, you know, you're figuring these things out over the years, really. So I think. I think that's.

Participant 3

We probably don't really know quite what some of these setups are capable of, but we tend to use it because we know that's the way that it works for us. That's the sort of workaround default that we use. So I think there is, for example, some much better software available now to allow us to film, to screen, to do screenings, like a more professional sort of evening at a festival. I think there's this sort of software that's on some of these computers, which I just need to be around and have the time to be inducted on it to. So to see how we could use that, because I think that would help us have a more seamless.

Participant 3

When we do these screens at the end of the year, I'm sort of hunched in the corner over the computer making sure everything goes well. And that's partly because the film's not necessarily that well mixed. So I've got to, you know, I've got to vary the audio. So that can be

an issue. Specifically, you know, if you've got a screening where I would say lta, LTB and ltc, they've got these, you know, digital plus and minuses for audio.

Participant 3

And you can't really see where you are anywhere with it other than how it's delivering it in the room. Whereas in MLG06, you've got a dial which shows you where you are. So you can control audio much more easily if you. If you're watching a piece where the audio is not mixed that well so you can sort of ride it a bit in the.

Researcher

In the screen.

Participant 3

Much more difficult to do that in lta. You know, you've got to get your phone out with the light because you can't see it. You know, it's real fiddle. There might be a better way of doing it, but I think, you know, that's the problem is that we're not necessarily watching stuff all the time which is nicely mixed and consistent. Often we're not watching student work, which is all over the shop.

Participant 3

You know, one bit's really loud but the next bit's too quiet, you know, so you've got to control that yourself a bit. Really?

Researcher

Yeah. Okay. It's interesting no one else has mentioned that.

Researcher

So that's what, that's a very specific issue, isn't it? That hasn't been dealt with.

Participant 3

No. And I think, you know, it is interesting on those machines. I mean, you basically just have to keep, you know, if you sense it's going a bit low, you just kind of hit the button, you know, to press.

Participant 3

It doesn't show you how, where you are, you know, it might do on the. If you're playing through the desktop, it might show you, but it doesn't necessarily show you if you're playing through the laptop and you've got the desktop screen off, you know, and I think sometimes I tend to play more through my laptop just because I've got more familiarity with that interface. So I can, you know, I can load all the files up on my desktop and they're ready to go. The other major thing I would say, and this is a real big and important thing and it's

probably really a film related thing, is that, is that one of the major issues is films playing in sync. So where you know that the film is actually playing in sync.

Participant 3

So you know that the file that the picture and the lip sync in it are matched so that, you know, there's no delay in terms of the picture going off and the sound being slightly either ahead or behind. The lip sync's usually behind. But sometimes in LTA and LTB depending on what you know. Peculiarly that's quite important to sort of fix were some sort of years where LTA was out of sync, where you know, if you played through the computer because of the wiring, the picture was ahead of the sound by not much, by a few frames. But actually it's hugely irritating if you're watching documentary, you know.

Participant 3

Whereas sometimes if you played it through the computer, your own laptop, it would be closer to sync. So sometimes you work out which.

Researcher

You.

Participant 3

Sometimes you check both you check, well, let's see what it's playing from the desktop. And then if that was out of sync, you try a laptop and if that was better, you play on your laptop, you know, so that's more for.

Participant 3

Well, that's really for anything to be honest. And that partly is just, I suppose the wiring, you know, that is having it. So your sound isn't having to travel through so much more wiring to get to the speakers to play than your picture. I guess I don't know how that works in technical terms, but that's one of the big issues I think is things playing in sync and being like the experience you'd expect in the cinema.

Researcher

And is that something you notice often less.

Participant 3

It is a problem and something I always check for. It's something we always check for occasionally it's the students work is out of sync but. But that's most of the time it isn't that issue. So, you know, that is enough to quickly move.

Researcher

Yeah, yeah, of course, yeah, yeah.

Participant 3

Hang on there. So I was going to quickly. I'll be tea.

Researcher

Yeah, no problem.

Researcher

It.

Participant 3

There you go. That's been unplugged in.

Researcher

Lovely. Yeah. We always, always hate it when you're into single digits and you're watching them tick down.

Researcher

This is really, really interesting. So. Excuse me. So what technology do you regularly interact with? You've mentioned projectors for the showing of things.

Researcher

What about when you're in other situations where you're not necessarily showing films? What else do you interact with in terms of technology inside the university?

Participant 3

Well, I know that my colleagues would interact differently because, you know, we do also teaching in a couple of the. Of the rooms where they are more edit facilities really like there's WG28A and NRG05. So they're rooms with, you know, 20 or 30, I think 24 and 29 computer terminals where each student has their own editing terminal. And then you've got a screen which also show the timeline of the tutor during the edit session. So that they'd be, you know, that would they be using different sorts of software premiere pros to show students and tech that sort of stuff.

Participant 3

So that'd be. I don't do that. So I don't have that interaction. But in terms of other tech, I mean, suppose it's, you know, it would be more our own. You know, the camera kit that we have that we use in the sessions, really that'd be the other area of a technology that we encounter.

Participant 3

But in an AV sense, I don't know what else could there be? Have I missed anything?

Researcher

I mean, I don't know. I don't work here, so I'm not.

Participant 3

I'm not sure there is this.

Participant 3

The. The attendance monitoring system which is tied to the. Tied to the timetable which is quite gated. But also, you know, it's a bit kind of owners sensitive in a way. So.

Participant 3

So that's quite good. So the students have to sort of, you know, tap in to the room that they should be in. That ties into the timetable to register their attendance. You know, we nominally have some sort of way of overriding that system, but typically we just can't. It's just we don't have the time.

Participant 3

We've got too many things to do. Students late or if, you know, sometimes that kit's not working, you know, and that can play havoc with somebody. To international students who quite quickly get these sort of rather terrifying letters about how they're going to be sort of sent back home if they don't improve their attendance. But that's the only other way in which I can see that technology. We encounter technology other than, you know, a projector or a computer screen, really, or a desktop, you know, in the corner.

Researcher

Cool. So imagine someone gave you unlimited budget and time and no restrictions and said design as a teaching space for ual. What would you do in terms of space? Lighting, furniture, technology, everything in terms of how you teach what you do?

Participant 3

Well, I think one of our anxieties slightly again to the new building, which wasn't.

Participant 3

I mean, I must say I came away thinking that the balance in. Anyway, the balance that Jackson showed us in the floors that we're going to be teaching on is actually going to be slightly better than it is in the current building. So I think we're moving to two dedicated spaces where there are 30 terminals for editing, which is good. And I suppose soundproofing is an issue in the smaller spaces where you might want to be showing the film. And next door they're teaching something else.

Participant 3

So that's going to be. And I think that's also. Jackson said they want to handle on that. So that'll be helpful because some of the tower block rooms are subdivided in a way that isn't practical if you're going to show something. So quite often, you know, we've been told to turn one of the music down and turn the videos down because they're disturbing the teaching next door.

Participant 3

But in terms of. So I think. I think our anxiety is that, as I understand. Understand it, I think there's only going to be one raped lecture theater in the new building and the others are all kind of. They're all sort of on a level.

Participant 3

And so I suppose it's a bit of a concern that at the moment we've got 1, 2, 3, 4 spaces that are kind of you could consider as cinemas in one way or another. You know, you've got LTA, LTB LTC and MLG06. Those are three. Three venues that have got, to some extent, great seating and feel like a cinema. And I think we're only getting one of those.

Participant 3

So I can. I can see that, you know, we're going to be, you know, given our need to screen all these films in the evening, you know, when they. When the students finish and that the clip shows, when we do the show, people's crits, you know, it's nice to be in a cinema setting. So I think it's having. Having enough choice of venue that means that we're not all wanting to book out.

Participant 3

You know, the advantage of the moment is that we've got potentially three or four different places we can use as a cinema effectively, whereas I don't think that's quite the same. I might have misunderstood it, but I don't think that's quite the experience that we've got coming up. Also, I think the new. I mean, it sounds really good for Jackson saying is they've got these new panel displays rather than projectors, which sounds exciting, interesting to see how they are because actually the 4k projectors work very well, but I guess they do have problems with overheating and noise and all the rest of it warming up and all that stuff.

Researcher

Yeah.

Participant 3

So maybe that's great if that's going to be an advantage. But I'm a bit concerned that in terms of the sort of cinema venue, you know, the undergrads, ma film and us will all be competing for the cinema space. If there's anyone that's got rain seats, I don't know what

solution to that is, but anyway, I suppose that's. So I think it's having definitely enough dedicated kind of cinema space, as well as having enough dedicated editing space, which I think we're getting, but also having enough workshop space where we've got potential mix of daylight. I mean, it doesn't matter if we have them, but daylight is quite handy because our students are often or not shooting in ordinary conditions.

Participant 3

They're not typically lighting in a studio, unlike some of the undergrad courses or matv that want a studio environment. We don't want a studio environment. We want to be out in the real world making our film. So In a sense, DG09, which is this very unattractive room in the lower ground for the design block they should have very unloved, is actually quite useful for us because it's got daylight coming in. We can black it out if we need to, but it's quite good.

Participant 3

It's got a broad. It's a big enough space so you can have four or five groups of students setting up their own initial kind of interview or actuality or area within that space. So that's quite handy, you know, equally, we can send them outside to do some things, but. But actually some things is easier to do inside, really. And also we're going to lose the sort of footprint that we've got outside of the university, which is quite handy at the moment for sending them outside to do TVs.

Participant 3

And although actually they're much narrower kind of coast outside the building that they can, you know, they can wander around and shoot, so we don't want them getting run over. So in a way, you know. But actually there's more internal exterior lights space too, so that, you know, they could go shoot around the building in a weird way, you know, so. But we'll lose the opportunity then going outside and shooting above the building, the trees. Not worst of it.

Researcher

Yeah, yeah, lovely. Well, look, this has been really interesting. That's. That's everything I wanted to ask you.

Participant 3

Okay.

Researcher

Anything you want to ask, Anything that's come to mind or I've missed or I should be asking about.

Participant 3

No, I think. I think it's just in this move to new building is. I think everyone, almost all the people who teach in my course are all like, are there going to be enough cinemas? I think Jackson said there really is only one that's got great seating.

Participant 3

So I think there is a bit of a concern about. About. Are we all going to be fighting over the sort of cinema space? That is a concern. Apart from that, I think generally.

Participant 3

No, I mean, the new space folks love me, you know, we're redesigning our course slightly, which won't affect how we use the rooms. I think anything that means things are more integrated and generally more reliable. I'm quite excited by this possibility. We've got these big sort of, you know, 4K LCD screens that work much better. That sounds good.

Participant 3

You know, I do like the projectors, but they. There are issues with them.

Researcher

Yeah.

Participant 3

So.

Researcher

Yeah, well, look, that's great.

Researcher

Thank you so much. This is really, really helpful.

Participant 3

No problem. All right, thank you. How many days you doing this?

Researcher

Two days, today and tomorrow. So we're going through about 10 people, so it's going to be very useful.

Participant 3

Excellent. All right, well, nice to meet you too.

Researcher

Yeah, you too.

Researcher

Enjoy the rest of your day.

Participant 3

Cheers, thank you. Bye bye.

Researcher

Tired.

Participant 4

Researcher

Okay, just started the recording. So can we start by just telling me what you do here?

Participant 4

Sure. So I'm a lecturer in music production and that primarily is classroom based teaching, but sometimes that's in other spaces, more specialist spaces. But generally it's in a computer room, probably between 20 and 25 computers.

Participant 4

So the possibility for individual work, but also sometimes masquerading spaces which are kind of small lecture theatres as well.

Researcher

And is it mostly a group of students sitting at a computer with logic or something open and you.

Participant 4

Yeah, a lot of that is exactly that. Yeah. Individual workstations, each student working individually.

Participant 4

We tried to break that model quite a bit with collaborative work, but I would say probably the majority is that kind of format, for sure. Nice.

Researcher

That's really good. And then can you tell me on a typical day, thinking back to times you've been doing that teaching in the past few weeks, from getting to a room until the moment you start teaching, what happens? What do you have?

Researcher

What do you do? Talk me through your process.

Participant 4

I normally like to get to the room quite early because there's always a fair amount of stuff to set up. The first thing I want to do is I plug my laptop into the system so that there's an audio system and a projector. So both of those need to be connected and make sure that they work. Switch on the mixing bear, switch on the speakers, then I switch on all of the computers that the students are going to use because I find it disruptive hearing the startup sounds during the class. And I just check that there's all of the equipment that each student needs on the computer.

Participant 4

So that'll be headphone, headphones, the audio interface, a small MIDI keyboard and things like that. So I just go around the room and do that kind of check. Plus then I'll also spend a bit of time making sure that I've got the materials I need for anybody that has any accessibility needs so that they're in the room as well and available. And then probably the final thing that I'll do is make sure I got a board marker, because these are easy to forget. Indeed.

Participant 4

So, yeah, that's. But that generally takes me, yeah, about 20 minutes, I'd say, before the start of the class. In rooms where there's no computers, much simpler, obviously. And other specialists spaces, probably looking at about the same amount of setup time, simply because if there is a problem with the technology, then it needs to. You've got to have a bit of time to try to troubleshoot that and sort that out before you get to the start of the class.

Participant 4

Don't tend to like starting the class by doing something that's tech based rather than greeting people and starting to create the space for them to learn.

Researcher

Yeah. And you mentioned teaching in spaces without computers. What kind of teaching do you do there? Is it more like a lecture in that kind of environment?

Participant 4

I suppose it's more of a seminar because they are spaces which we use to develop the research aspects of the course. So students will bring work and we'll discuss it or we'll

introduce the topic and then kind of workshop responses to it. So I think very little of what I do would be the kind of archetypical lecture format. Although there are moments, of course, in every class we show a little bit like that.

Researcher

Yeah.

Participant 4

Okay.

Researcher

And thinking about the spaces you normally teach in, do you feel like the technology works? Would you say it does its job for what you need as a teacher?

Participant 4

I mean, the answer is always going to be yes and no.

Researcher

I think let's take them separately. What's the yes and what's the no?

Participant 4

So it's representative of the ways in which people work in the industry. So access to all of the software that they need is on the computers and it's very easy to access.

Participant 4

Yeah, I think that it would be wrong to not say that because I think we're very lucky to have access to kind of up to date Macs with up to date software that is representative of the kind of equipment that they might have in studios or at home. And I think as soon as we fall behind that kind of that line, then a lot of the value of the course goes because it looks like we're working on archaic kind of computer. So that works very nicely.

Researcher

And is it comparable? Like if I went to a production studio down the road, would the equipment I sit at be similar to what people are trading on here?

Participant 4

Yeah, yeah. I think the differences that you'd find would be that the software that you can buy from third party providers is going to differ from place to place. And I think that UAR has got a pretty good range of this stuff available for students to use. So although it might not be

exactly the same or similar kind of areas, I think that it's representatively quite standard. So I think in terms of a digital audio workstation that kind of set up, I think it's pretty standard.

Participant 4

And access to things like Pro Tools, enabled to Live and Logic, as you said. So there's a fair amount of flexibility I think within those setups. So yeah, yeah, I think that's very positive. Let's do the nos. Anytime that you multiply technology by a number of people, then you get a logarithmically more complex amount of issues, which is I think unavoidable and not something unnecessarily put at the feet of the technology that we use.

Participant 4

But there are some things, like sharing data is difficult and by data I mean files. So for obvious reasons, for security, things like Bluetooth are switched off. But the ability to airdrop stuff between computers is just so much easier than the current system that we have, which is to upload things to Moodle and then download things from Moodle. And there's this whole process is clunky and I think that works not particularly great. Wi fi is a real issue.

Participant 4

It just doesn't seem to work for 50% of the time I'm in my classroom because I use a lot of interactive online virtual whiteboards again to help people contribute. When that goes down, that's debilitating. And I think probably there are other issues in terms of, yeah, we have specialist technicians to look after the software, but they're separate from it. And when you have two contrasting authorities, this leads to issues. And I think that that's not again anybody's fault.

Participant 4

There are different concerns that people have here and different ideas, but it's often it causes problems.

Researcher

Well, how do you get help? You walk into a room, there's a problem, what do you do next?

Participant 4

What happens if it's something that I can't fix myself? Then I go to the specialist technician.

Participant 4

So I'll probably send them a teams message or I send them, send them a text depending. And then if they're available, they'll come up and help me. If I think that I can get around it, which is most of the time, then I'll just try to find a solution on the fly that's going to not disrupt what's going on. So I think the problems with these things again is that our specialist technicians are in a different part of the building. It's not like they're next door.

Participant 4

And so, you know, a problem could be a 15 minute problem and it could be quite simple. So I think there is attention there as well. I think that's about how the groups are organized together.

Researcher

When you say specialist, are they a support team dedicated to your part?

Participant 4

To music?

Participant 4

Music production particularly? Yeah, there are sound arts technicians. We're also part of our department, but because we're not the sound arts course, even though they're closer, they.

Researcher

Yeah, different cost center Indeed, yeah.

Participant 4

Yeah.

Participant 4

Different jurisdiction.

Researcher

Everything's politics.

Participant 4

Right.

Participant 4

So I think that generally it works well, but I think that scaling stuff up is the problem and the intermittent use of WI fi is a problem. Some of the problems cannot be solved on the. On the fly. The two things I said about the IT as well. But then I think there was a final thing I wanted to say, which was I have had some issues where there's been compatibility issues between different computers which should be working the same, but somehow don't work the same.

Researcher

Compatibility by moving files between them.

Participant 4

Moving files, yeah. So if I'm sharing a particular file, then maybe one computer will decide to open it and the other one decides that it's impossible to open it. And so there are some of those issues which feels, let's just say, I don't have 100% trust in it and I always have a backup solution for these things because it feels a bit more unknown.

Researcher

Okay, and do you find both supports, like your specialist support and the other support?

Researcher

Does it work? Does the support system fix things when you need them fixed?

Participant 4

Yeah, I think so. I mean, some of the fixes can't be done in class, and so they'll have to happen after class, but generally the next week when I'm in there, they'll be done. So, yeah, I don't think that that's ever an issue. I think that speed and immediacy, again, these are hard things to require every single time. And so I think it would be unreasonable to expect that from other people.

Participant 4

But I think, again, that comes down to your knowledge of the space where you know, the. Perhaps the dangers might arise where the dangers are so that you can form backups for those eventualities.

Researcher

You mentioned using Moodle before. Do you use Moodle for your whole course or is it just used for uploading and sharing files?

Participant 4

Not for the whole course.

Researcher

And how do you find that as a piece of software to rely on to kind of arrange everything?

Participant 4

Yeah, I think that is pretty reliable. There are quirks to it that I've found over the years. So, for instance, if I want to share a logic file with people, then I need to format it in a particular way and put it up as a compressed file and all of these things. Otherwise it doesn't work.

Participant 4

And that was a process of trial and experiment, so there was some of that stuff. But yeah, I think generally it does what it needs to do. It's not flash and fancy. I like that about it. It does a very utilitarian job.

Participant 4

Good.

Researcher

And thinking about the spaces the rooms themselves.

Participant 4

So.

Researcher

So not so much the technology, but think about the rooms you use most regularly. So you know most.

Researcher

Do you feel like the space. And by that I'm including the room, the lighting, the furniture, the windows, everything else that isn't technology. Do you feel like it helps you, improves your teaching, hinders your teaching, or neither?

Participant 4

It's not good.

Researcher

Okay, in what ways?

Participant 4

Soundproofing, light, air, the arrangement of the desks, the. I think even things like how the door works for people coming in late.

Researcher

But the signing in process or just the physical door?

Participant 4

Just like the physical door, maybe. I'm particularly sensitive to this.

Participant 4

Perhaps my example of not wanting the computers to be switched on during the time during the class. But students come in the door slamming, having to try to wrestle some of the doors because sometimes you have to tap in to open the door. Sometimes it's just open. And so there's a fair amount. Small things like this are just when lateness happens, which is quite frequent, if I have to be honest.

Participant 4

It's an event when someone arrives and it doesn't need to be an event. But I think that out of all of the other things I said, that's probably the one that's the lowest problem on the list. And that's also a user interaction problem, lameness, rather than necessarily a door problem.

Researcher

Well, if that's low down on the list, what's one of the highest things?

Participant 4

The room is set out like a Victorian education system in Rose.

Participant 4

Yeah. And I just didn't think in 2025 that this was the way that we would be teaching, but here we are, and I don't really understand that.

Researcher

What would you prefer?

Participant 4

I think something around the edge which de-centers the position of the lecturer, which enables easy access to everybody.

Participant 4

That really separates out the moment where people are looking at their computer, but also looking at you. I think that these things are really important and they're the kind of the areas that I would really like to see change in the new building. Yeah. For the reasons I said. Nice.

Researcher

Okay, that's good. And then moving on from the room, the technology itself, what you've mentioned a few problems and issues. What do you find to be the most common issues that you have? What are the things that really, really niggle at you that keep happening again and again? Or are there any.

Participant 4

I mean, it has to be WI fi. It means that everything that I do has to be offline if I want it to work. And I just. Yeah, yeah. I think it's.

Participant 4

It's got to be that it just increases my preparation time for lectures by a fair amount of hours.

Researcher

And do all the machines rely on WI fi? There aren't wired connections to the student terminals or anything.

Participant 4

To be fair, I'm not sure about that. I was thinking mainly about the WI fi on my laptop.

Researcher

Okay.

Participant 4

There have been issues with students that haven't been able to download the things I put onto Moodle as well. At those points, it is like, that's insurmountable.

Researcher

Yeah, I can imagine.

Participant 4

So, yeah, I think that that's probably mainly the issue. I think the other one that probably comes up a fair bit is soundproofing.

Participant 4

If you have a class of 25 people, making sure that the people at the back of the room are able to hear what you play at a reasonable volume requires, you know, reasonable volume. And there is a recording studio right next door to my classroom. And it's not been only one time that someone's come in to politely inquire whether I could stop making so much noise. Which the answer is no. It's what we're here for.

Participant 4

It's to listen. So there are those kind of tensions that I think exists. And so I would hope also that that was not something that would be a thing in the new building.

Researcher

Yes, you'd hope so.

Participant 4

Great.

Researcher

So let's move on to. You've mentioned a few of these, and I asked a little about it before, but what hacks do you have to put in place? What are the workarounds that you have to use all the time?

Participant 4

Yeah, I guess the offline thing is important. So if I'm playing music, then I need to.

Participant 4

I need to find an offline copy, which often requires recording an offline copy from something that takes some time, although I haven't done it. One of the things which I've been meaning to do for the last three years is to get a USB stick with all the files I need for that course that I can use. In the moments where Moodle is hardly inaccessible and in moments where equipment doesn't work, which I have to say is fairly infrequent, then changing tasks to become more collaborative has been one of the kind of workarounds.

Researcher

And. Excuse me, what changes do you feel you've had to make? I asked about the technology. What changes do you feel you've had to make because of furniture, because of the space, because of the layout or anything like that? Or, to ask the question a slightly different way, how would you teach differently if you could change the space?

Researcher

Or would you?

Participant 4

I would. I would You've heard my gripe about the kind of Victorian.

Researcher

Victorian, yeah, yeah.

Participant 4

But I think that, as well as everything else I've said, is it encourages an individual learning journey.

Participant 4

And trying to develop group discussion is relatively impossible because how do you organize those groups apart from that? Pairs? And I think that pairs for some topics aren't enough people to be able to fully engage with the complexity of particular questions. You need four or five people. And to move people around would require the space to formulate new groups within that space, which I don't have.

Participant 4

But also, again, it's disruptive. And so I don't think that my teaching at UAL has been the same as teaching at other institutions, primarily because of that. And I think that that is not the way that I would choose to teach. It's just been a response to the environment I'm teaching.

Researcher

You mentioned other institutions there.

Researcher

Are there other places that you've taught where you found either the spaces or the technology to be better for you as a teacher?

Participant 4

I mean.

Participant 4

Yeah.

Researcher

And if so, in what ways were they better?

Participant 4

So the room layouts were all different. The spaces were very clear in terms of what kind of learning activity it was, whether it was lecture, seminar or workshop.

Participant 4

And yeah, I suppose that I had, in other places, more confidence that it was all going to do what I wanted it to do the first time.

Participant 4

Yeah, I suppose I haven't had that realization until you asked me that question, but I think that's true, too.

Researcher

Okay, so it sounds like you're saying that you don't have a lot of faith in the technology here. Is that fair in the reliability of the technology?

Participant 4

I think a lot of that stems from WI Fi.

Participant 4

Yeah. I think I've encountered more problems which I've had to ask other people to fix than I have had at other institutions. And I think if I were a betting man, I would say that's because of the tension that exists between having an IT department that oversees all of the computers and then people who are trying to make the computers work for them. Specialism. And I think that that is part of the issue.

Researcher

Have there been specific times where you've needed one person or the other to fix an issue and they just couldn't because they weren't on the right team?

Participant 4

No, they're really good at talking to each other. And then, you know, like I say that this is attention that exists, but my interactions with both sets of people has always been excellent. Very, very helpful, very prompt, very responsive. Like, I have no concerns about that.

Participant 4

But I think that the arising of these issues happens pretty much every time that you need software updated. And it sounds like you're familiar with logic. So you know how often that these updates come along. And if they come along, then that has a consequent effect on the way that the machine operates. And so there's those things which are, Yeah, I would say probably more frequent as a result.

Researcher

That's why you leave updates off. It's the only way around it.

Participant 4

Right.

Researcher

So thinking about both you and your students using these spaces together as a group or collaboratively, is there anything that isn't just changing the technology? Is there anything else that could improve how you could use the spaces, training or extra resources or anything along those lines? Is there anything that. That's jumping out as. I wish we had this as well.

Researcher

Anything that's missing in the whole process.

Researcher

It's fine if there isn't anything.

Participant 4

I suppose one of the.

Participant 4

I feel like the ability to contribute as a class to a virtual learning space could be easier.

Researcher

What do you mean by that? Do you mean like live, like streaming type, video conferencing?
Or do you mean some other way?

Participant 4

Whatever the interface is.

Researcher

Yeah.

Participant 4

So whether it's Miro or Padlet or any of these other possible platforms, it's always a bit of a faff to get that working. And I think that the ability to streamline this thing so it's more synthesized into the way that we use that classroom and conceptualise the space for both the teacher and the students, I think would break down the separation between those two things. At the moment, it feels very much like virtual learning spaces are for outside of the classroom. And that, I think, could be something that could be improved.

Researcher

Okay.

Participant 4

I'm not sure how. I don't have the answer.

Researcher

So. You don't.

Researcher

You're not talking specifically about, like, remote or hybrid learning. You're talking about collaboration within the space.

Participant 4

Yeah. Okay.

Participant 4

Yeah. So I think that that would come through, even including sharing files, but the ability to put up questions from students and to utilize an online space, which kind of extends to the possibilities in the classroom, I think would be really a great way to go. Nice. All right.

Researcher

And then imagine thinking about all the things we've been discussing, all the different issues and the problems you've had and suggestions you've had for making things better.

Researcher

If someone gave you unlimited money and time and no limitations, what space would you design for your teaching? What would it look like? What would be in it? What would the technology be? What would the furniture be?

Participant 4

Suppose it would be Circular.

Participant 4

I think that projecting onto a whiteboard would go. And it would be from the teaching computer something that goes onto the students computers immediately, which is also kind of interactive space where the slides become possible to be amended or questions asked by students onto that so that you can kind of utilize that space. I think the room would be relatively large to enable people to move around and to form groups, probably through using wheelie chairs so that the space can be kind of traversed.

Participant 4

That's not the most imaginative answer.

Researcher

Doesn't need to be. Just needs to be what you think you'd want and what you need.

Participant 4

You said unlimited money. I feel probably go a little bit wilder.

Researcher

You can also have an elephant up the corner if you want it. It's fine.

Participant 4

I'm not sure that would help me. But yeah, I think, I think those things would be. Would be great.

Participant 4

Maybe the other thing that's useful is. Yeah, this is something which I have thought about the ability to form connections between different computers within the space. Okay. So for instance, at the moment we use audio interfaces that have two outputs. So two students can share one computer, listen to the same thing.

Participant 4

But for instance, it would be so much easier if. And again, I'm not sure how this would happen, but say I was like, we all need to listen to this student's work. So just switch over to Channel 6 on your headphones or whatever and it's looped in and then that project file appears on everybody's computer and then we look through and can talk through it. I think that kind of fluidity between the possibilities of how the computers are linked together would really bring a more community and collaborative feel to these spaces. So, yeah, not the answer, but it's.

Researcher

Your version of an app.

Researcher

That's it. That's everything I wanted to go through. You've been, you've been really helpful. You've given really interesting answers. I have a lot to think about.

Researcher

What happens now is with what you've given me. I was talking to lots of other academics as well. We'll put it all together and then I'll go back to the people building the spaces and say, this is what we've learned. This is what people need, blah, blah, blah. And then it's in their hands what they do.

Participant 4

Okay.

Researcher

If you have any more questions, speak to Jackson. He's organizing everything.

Participant 4

Will do.

Researcher

Lovely.

Researcher

Well, thank you very much. Thank you.

Participant 4

Thanks for your time.

Researcher

Enjoy the rest of your day.

Participant 4

Thank you.

Researcher

What are you doing next?

Participant 4

Well, it's the third year showcase for our students today at the OQ in Islington.

Participant 5

Researcher

There we go. Okay, we're recording now. Okay, so like I said, that's just to get a transcript.

Participant 5

Exactly.

Researcher

So can you start off by telling me what you do here?

Participant 5

So I teach three days a week here, split across MA Publishing and BA Magazine Journalism. Publishing. However, I also teach a bit on the design school as well as an associate lecturer, so I kind of see other workspaces as well. So.

Researcher

But is that all based here?

Participant 5

It's all based here, but in different parts of the building.

Researcher

Okay, nice. And how long you been here?

Participant 5

Five years as permanent and then probably as long again as a kind of sessional lecturer.

Researcher

And did you teach anywhere else before any other institutions or anything?

Participant 5

St Martin's also UCA Farnham. I've done a bit University of East London as well.

Researcher

Where'd UCA Farnham.

Researcher

Is it in Farnham?

Participant 5

In Farnham, yes. It's an old kind of, kind of parochial art and craft kind of school, really, that's become kind of grown into university.

Researcher

Okay, Never heard of that one.

Participant 5

Nice.

Researcher

So can you think about the last few times you were teaching and the spaces you were in? Can you talk me through a typical setup from when you arrive in the morning until you start teaching, if there is such things?

Participant 5

It varies a bit, but usually we try and have part of the session that's in front of computers, so kind of practical work can be done there. But also I like to have a space away from the computer so students can actually be thinking without just staring at screen. So they can actually be kind of generating ideas.

Participant 5

And some of our rooms are set up in that way, so some have kind of computers that kind of pop down, although they feel less successful than if you have kind of completely separate, dedicated.

Researcher

What do you mean by pop down?

Participant 5

Well, so they kind of press down.

Researcher

And disappear into the desk.

Participant 5

Yeah, I think it was kind of trialed.

Participant 5

I don't know that it's been rolled out any further, but in one of our rooms we've got that and it just feels like it's a pain. It's not ideal because things break or mice and stuff go missing. And so actually having a room, having a space somewhere, either way, you can reconfigure tables and you just have some desks that you can pull away from the wall or somewhere permanent at the back of the room, side of the room, whatever, where people can go and just think about tasks, work on kind of sketching out ideas and stuff and responding to kind of some of the things we've talked about without worrying about learning software and logging in and all that kind of stuff is really useful now.

Researcher

So your students don't bring their own computers, they use one.

Participant 5

Some do, however, because they aren't necessarily design students.

Participant 5

They will have a device that may or may not have things like Adobe indesign on. And if they have their own computers it means they. We're assuming they have. I know we've got cheap access to cheap Adobe subscriptions, but it seems to have their own Adobe subscription, whereas college computers all have it. So we have to kind of at the moment we have to accommodate that.

Participant 5

Now I don't know if that's going to be the same in the new building or not, but having that mix of spaces is really valuable because we do practical stuff without computers as well as with computers.

Researcher

What kind of practical things do you do?

Participant 5

So it will be kind of activities that may be kind of. I mean, for example, I teach kind of typography and grids and we start off by doing that kind of responding to lecture by using kind of cut out sheets of paper and stuff and moving about on a grid is a piece of paper. So they can understand that before worrying about how to do it in indesign which becomes much more restrictive for them because they're limited by their software skills.

Participant 5

And so it's kind of these sort of analog activities to think about the sort of taught session before then going and applying that in a kind of more industry standard software commercial kind of way. So that mix of space is really useful. What I've found though increasingly in one of the rooms anyway because that's basically at the back of quite a long room, you can't see the screens from that. That point. So actually if you're trying to refresh your memory and trying to have instructions up somewhere, it's quite difficult for them to kind of access that without getting out their laptops and looking at it there, which defeats the kind of purpose.

Participant 5

So I think just being mindful of access certainly to the big screens for different uses of the room. So it's not kind of just accessible from the one at the front or whatever.

Researcher

What do you tend to use the screens for?

Participant 5

Screens. So screens will be for lectures, sometimes for student participation through uploading their work to Padlets.

Participant 5

So you might use it for reviews. It's much more participatory. Even our lectures are fairly participatory. So they'll be looking at it while we're kind of delivering. But there's usually a reasonable chunk of a teaching session will be kind of delivered from a Big screen.

Participant 5

And students sometimes want to follow along on their own computers or devices so they can make notes. That's fine. But you kind of want a focal point so that their attention's on you and what you're kind of teaching rather than scrolling through to the last slide in the deck. So, yeah, that's kind of generally how I would teach. I think other people in the department would have different approaches.

Participant 5

I'm the only designer across those courses, so they'll have slightly different perspective, I think. One thing I've noticed is not so much within our school, but certainly moving to other courses. We've got different IT setups for different screens and kind of cables always go missing. And not quite knowing how to get through some of the systems seems slightly.

Researcher

When you say it setups, do you mean physically in the room or do you mean software?

Participant 5

Sometimes physically in the room. So sometimes it's kind of a big portable screen that you wheel out. Sometimes it's kind of fixed to the wall. Sometimes it seems like it gets very confusing because they've got a team set up as well. I guess we can do remote online access or lectures, but that seems sometimes quite difficult to bypass.

Participant 5

It's meant to just be able to plug in and out, but doesn't always work. So that can be quite disruptive just trying to set up to start with. Similarly, I think we're just used to it now, but kind of because people bring their own laptops and plug those in. So unplug the main teaching computer because there's one computer set up to the big screens. Usually that can be quite challenging as well because bits go missing.

Participant 5

That's probably always going to be a challenge, frankly, with wires and cables. So, yeah, we've got kind of one of our spaces is sort of one really big classroom. So. And you can have a dividing wall and that generally works along as you can find the people that have the key to.

Researcher

So you split the room into two.

Participant 5

Separate rooms Sometimes, yeah. Depending on whether or not the cohort is split into two parts on. At some point in. On both the bas and actually our MA Publishing and MA Journalism will have strands going in when we're in the new building. So we may have to divide groups up in that way, whether we have two physically separate rooms or.

Participant 5

I don't. I don't quite know what the setup is. So it may be that there aren't any dividers and it is always booking physically separate spaces. In which case. And maybe that's not so much of an issue.

Participant 5

Yeah, yeah.

Researcher

And Then from when you get in, in the morning, what's your. Do you have a process you try to do always the same setup or is it different in different.

Participant 5

It's sometimes different, but usually I'll be in kind of at least half an hour before particularly if I'm mixing stuff. So it's not purely me delivering from a screen and setting up an activity if there's stuff I need prepared to get the space ready.

Participant 5

For example, if we're going off screens particularly and preparing all that kind of. If I have to print stuff out, I don't have to print stuff out that often, but making sure kind of all that's possible because usually the photocopies about paper toner, so you have to go to the library or whatever it happens to be. So just building in a bit more extra time from that. But usually, I mean, I've got. We're in a.

Participant 5

An open plan office, but that's just opposite or next to some of the. Most of the teaching spaces. So actually that saves a lot of time. And often I'll be bringing in kind of boxes of materials that we've got kind of precariously piled up in the office at the moment, but kind of big archive boxes of kind of physical publications as a way of.

Participant 5

Again, as a kind of teaching aid, encouraging students to kind of analyze these physically rather than just the examples I'm showing on screen.

Participant 5

And yeah, all that just takes a bit of time, kind of lugging it through and setting all that up as you plan it.

Researcher

Cool. That's really interesting.

Researcher

When. When you're setting things up, if there's a problem or if you need help, how do you get help? What do you do?

Participant 5

Well, we have technicians, although it's not always clear when they're in or we can't find them necessarily.

Researcher

How do you contact them?

Participant 5

Well, they've got an email on their. On their door and we email them. I don't know, perhaps members of staff have their phone numbers as well. I'm not saying that inaccessible. I'm just trying to think.

Participant 5

Often I'm kind of asked by colleagues to try and figure things out and some things I can. But otherwise you have to ring it.

Researcher

So are you a technician as well?

Participant 5

Well. Well, what?

Participant 5

Kind of accidentally. Yeah, but, but yeah. So you kind of. You just end up having to ring it and if you can't get through to anyone, usually can, but they often raise it as a job and it takes time. So you kind of have to think on your feet and try and find a workaround really.

Participant 5

Which is perhaps why you get some of the kind of mixed setups and people unplugging things and plugging other things in.

Researcher

Do you have any workarounds that you have to use in different spaces?

Participant 5

Yeah.

Researcher

Anything you've had to develop yourself?

Participant 5

I mean, yeah, just kind of when.

Participant 5

Because we haven't got it here. But on some of the big screens, they have kind of a companion where you can turn the screens on or link them up with other screens in the room. And increasingly they kind of fall apart after about six months of use. And it seems like either they're not fixed or they're too complicated to fix. And so it ends up going around, actually.

Participant 5

You have to just go around the room making sure that you turn them on manually. And often that works. But again, not if you're splitting a room in two, because sometimes you've got someone else's person in the other half of the room stuff on your screens. I can't remember what the workaround is for that. I haven't had too much of that actually, recently.

Participant 5

I think in the past we've physically had to plug in long HDMI cables to the screen to bypass just to get around the system completely. So it's a bit of a pain that kind of. If you're doing that and you haven't quite realized that before the class starts and you're fumbling around for sort of 10, 15 minutes, students are getting a bit restless. It looks kind of unprofessional and you sort of lose momentum. But I think some of that probably happens to an extent anywhere.

Participant 5

But I guess if we're sitting out a new building, then it's. If we could avoid. Minimize as much of this as possible. Fantastic. Yeah, lovely.

Researcher

That's great.

Researcher

Move on. When you come into a room, which. Which equipment do you regularly use? So, like, if maybe this isn't a great example, there's a screen in here, There's a computer and things. What do you tend to use the most in your teaching?

Participant 5

Screen in the computer? Definitely.

Researcher

Do you ever bring your own devices as well and connect those phones or anything?

Participant 5

Occasionally. So this is a UAL laptop, so we'll sometimes use that.

Participant 5

I'll very occasionally bring my own laptop from home in and certainly visiting lecturers will often do that. I only do that because I've got particular software that I help develop that we can't get licenses for beyond my own machine. So is that design software? So it's a plugin for InDesign, but design software, and that's Kind of to do with coding and stuff. So occasionally I'll need to bring a separate machine in.

Participant 5

But yeah, visiting lecturers will certainly need to plug their own machines in. Occasionally they can send you stuff in advance or it's just a kind of a link we can bring up on the computer. But more often than not, it's kind of their own stuff that they're allowed to show but they're not allowed to.

Researcher

Make accessible Anyway, what's the process like when you bring someone external in? Does it work.

Participant 5

In terms of.

Researcher

In terms of getting them into the building, in terms of connecting their. Them to the Internet, connecting them to the screen?

Participant 5

I mean, mostly it works. Getting them in, I mean, that's kind of.

Participant 5

We just have to make sure we've put that on the kind of college calendar in advance. But now I know the process, that's fine. I think it's. Getting the process explained to you initially is a bit. Seems a bit confusing and even kind of.

Participant 5

My line manager wasn't entirely sure at one point years ago. Now I think that may have been because it may have changed slightly after Covid. I'm not sure. So getting them in the building I think is generally fine with the system we've got. Setting them up again, because we don't quite know what machine they've got if they're on a Mac or PC.

Participant 5

I have no idea about PCs. So Mac stuff I can definitely cope with. And so that can sometimes be a challenge. And again, there's a lot of kind of fiddling about trying to make that work, but usually it's possible. If there's lots of kind of interactive bits and pieces and you need sound and video and stuff, then that can become a challenge.

Participant 5

Or patching people in from outside if they're doing an online lecture can be difficult, but I think that's probably more their end than our end. So. Yeah.

Researcher

Have you done that many times, the bringing external people in over video?

Participant 5

Not too much, but if they're kind of international or if we've not got a huge amount of money, then that's often the kind of way we'll do it.

Participant 5

But I haven't done it much for mine. It's usually you occasionally get people in and they. They're in the physical space because you want them to do an activity and you get more engagement if they're in the room with the students and then.

Researcher

Thinking, moving off the technology for a while. The spaces themselves, like the rooms you use, think about the exact rooms.

Researcher

Do you feel like the rooms help Your teaching or hinder it or neither. In terms of the layout, the furniture, the lighting, everything.

Participant 5

I don't know.

Researcher

I mean.

Participant 5

It'S one of those things you kind of get used to. But. Yeah, I think lighting, the fact that the lighting's inconsistent throughout or between different rooms. Between different rooms or bulbs just go. And then it takes a good few months for anyone to replace it.

Participant 5

So you're kind of presenting in darkness sometimes and then the rest of the room where the students are is lit up. Feels a bit strange. And it's not great for trying to explain kind of color and stuff like that, where you kind of ideally want to be looking at something considering. So you can all be looking at the same thing.

Participant 5

So that. That can be a challenge. I think some of the rooms just very. I think, I guess where we've got cabling underneath and we've perhaps put some sort of board over the top, it's just very squeaky. If you're walking around and you kind of notice it increasingly, it's just kind of.

Researcher

But while you're teaching.

Participant 5

Yes. You're moving around the room to try and kind of keep everyone engaged. Yeah, just a lot of squeakiness. And you kind of become very conscious of that.

Participant 5

And I think the students are as well, but it's kind of no way around it. So. Yeah. I'm not sure quite why that's the case or not, but so there's that.

Participant 5

I think just sometimes the temperature of the rooms can be vastly different from one side of the building to another, even in the same block. Block. And I appreciate that because of the

position of the sun and stuff, but it just. You're not quite sure if you're gonna have to have your coats on or if you're going to be in T shirt. And that becomes very difficult for students if they don't even want to take their coats off.

Participant 5

And so just some sort of. I would imagine it being a new building. There is more consistency with kind of how the temperature is kind of sent through the building and stuff and kind of air systems and stuff will control that a bit better.

Participant 5

Having said that, I've also taught you CSM building, and that's not been ideal in some respects.

Researcher

How new is that building?

Participant 5

How new is that building?

Researcher

Ten years, maybe you'd think it'd be better than 60s.

Participant 5

Yeah.

Participant 5

But it's just kind of the open bits, they have an open front bit to it. And so you've got a lot of kind of outside air coming in and then just get other bits where there's no air coming in at all and no access to windows in a lot of the buildings. It's all kind of. Yeah, it's a bit strange. So I'm hoping we don't have the same issues with the new building, but we'll see.

Participant 5

We'll see.

Researcher

Are there any ways that you can think of that you've had to change your teaching because of either the technology or the rooms? It's fine if not.

Participant 5

Yeah, I mean, it's difficult because you're just used to it. So you know, it's quite difficult when.

Researcher

You've been here for a while.

Participant 5

Yeah, yeah.

Researcher

Well, let's change the question. Would you want to do your teaching differently than you do now, but there are things stopping you doing it? It's kind of the same question, but thinking of it from the other direction.

Participant 5

So. Yes. So I think from my point of view, I think because it often feels like a. Kind of. Feels kind of officey because we've got kind of carpet tiles on the floor and stuff, we don't have it all through the building, but in the media block we do.

Participant 5

For whatever reason that might be great, but for when you want students to be a little bit more risk taking, when it can be, it's much less precious. We're not. We're doing an activity. It doesn't. You're not being assessed on it or whatever.

Participant 5

Want them to make a bit more of a mess. So you want it to be a bit more inviting.

Researcher

Does it feel a bit clinical?

Participant 5

It feels a bit clinical. The walls, you can't really put anything on the walls because of just.

Participant 5

It's more what they're made out of and the texture and stuff that kind of doesn't allow for that. And it's kind of. It was a bit more. I mean, one good thing, the problems with the building with St. Martin's means that they put up a load of OSB board to divide them into classrooms because they didn't have that.

Participant 5

But that means that people feel happy to kind of stick stuff up on it within the classroom. I appreciate in communal spaces, the college want to control that a bit more. I get that, that's fine. But I think in the classrooms actually having work they've done the previous week or

work that other groups have done or even just better ways of displaying work that kind of previous years have done will be really useful that you can perhaps flick through. But also we've got big shelving so we can do all that.

Participant 5

But it kind of is just becomes a dumping Ground that students don't really respect that much. So if there was a way of kind of having a display system that could also be almost like a vitrine that you can actually get access to sometimes and hand stuff out would be fantastic. I think just something that feels a bit more in some ways like kind of old school kind of art school, really old fashioned art school. Because we want students to kind of learn something. We want them to try things.

Participant 5

There's no one way of doing things in an increasingly fragmented industries across all creative industries, frankly. And the publishing media landscape. You want students to kind of feel like this is a place where they can try stuff out and it's not. I'm pressured. I'm on a computer, so I'm here to do an office Y job or in rows of computers and that's it.

Participant 5

So I kind of want to get away from that a little bit. I know that's not always possible if we're providing computers and stuff. Having them in rows is the best way of teaching them software. But just making sure that the rest of the space doesn't. It feels like a more welcoming space to the students and it feels like a place where they can get inspired from by being surrounded by work on the walls or whatever it is.

Participant 5

And it's not all kind of. I think it can feel like it's just too difficult to do sometimes from a staff point of view and we're all exhausted anyway. So it's like. It's like, oh, we'll do it in the summer. We never get around to kind of.

Researcher

To do what? To make the space a bit.

Participant 5

I don't know, we haven't even got to the point make it feel nicer to. We've got loads of kind of magazines. I've even bought in some of my kind of own collection of magazines to add.

Participant 5

So students have got them to look at. But it is like by the end of the year or halfway through the year in fact it ends up a bit of a kind of a mishmash. So no one can find what they want and so they don't really use it to look in any meaningful way. So kind of getting a sense of order to shelving and stuff will be fantastic and some way of just making it easy for us even

to just blue tack stuff onto walls or pin stuff up on walls in a slightly ad hoc way. So it doesn't mean we aren't spending hours kind of getting a spirit level out or a laser line or whatever to line stuff up and have to get frames and estates.

Participant 5

People involved would be great because it's just kind of concrete at a moment. It's like, well, we can put a bit of blue tack up there but it's going to peel off by the end of the session. And so as a result the spaces get a little bit more kind of trashed around the edges as well because you can't neatly stick work up and have it knowing that you come back to it.

Researcher

Yeah, I mean we can see in here.

Participant 5

Yeah, that was a blue tack everywhere.

Participant 5

So yeah, I'm not sure. I don't know what the oval system is for that, how you can make it kind of flexible. But I think from my point of view there may be people that say no, we want it more office Y. But I don't think the outside world works in offices so much anymore anyway. So I think kind of you want it to be somewhere where students want to come into because they've got full time jobs, most of them as well.

Participant 5

So yeah. So the pressure for them coming in when. Well, and the ba.

Researcher

Oh, and the BA as well.

Participant 5

Oh, wow.

Participant 5

Just because it's so expensive to be in London, really. And so I think anything that can make the classroom spaces. I'm also aware we've got more open plan spaces. Anything that can make those feel more welcoming, more like students actually want to spend a day coming in whether they got class or not. If they've got spare time to do some work and to be inspired by it would be great.

Researcher

Or something. You mentioned before you said about teaching in rows computers. Have you tried any spaces that are differently laid out than that?

Participant 5

I have, but that's. But they haven't got any computers in.

Participant 5

So that relies on students bringing their own computers or bringing computers from the library. However, I mean that had its own problem because you bring a computer from the library, it's not charged or hasn't got the right software. Yeah, your login doesn't work on that system and so I have no problem with that as a kind of a central resource. But you also have to assume that you haven't got a load of other classes wanting those laptops as well. But that.

Participant 5

But it can work. Often those rooms have a combination of walls, screens on the wall and screens that you can roll out and you can kind of position them as you want, position the tables as you want. That works well, I think generally. So yeah, I like flexibility in rooms. I know not everyone does.

Participant 5

I know that can add to the setup time as well because all the breaking down time if you have a kind of set plan you have to put the room back to at the end of the day.

Participant 5

But, yeah, I kind of like the idea of some flexibility anyway, because I think, actually, again, it's about putting the students in a slightly different setting so they're thinking slightly differently. We can approach it slightly differently rather than, this is my space. I always sit here. I always look at the screen there or whatever they're doing. By varying the space, it gives you a huge amount of kind of potential in terms of the way you run activities.

Participant 5

Especially because we'd like to do more where you're kind of flipping the classroom. So it's not you teaching as much as actually getting the students to teach based on what they've learned the previous week or based on what they've been exploring. And actually by doing that, getting signed up in front of class feels quite intimidating for them still. We do do that a bit, but it's not always great. So actually being able to rearrange a room in a way that kind of allows for them to do that, but in a more comfortable setting for them where it feels a bit more equal and not kind of it's a.

Participant 5

We're all staring at you about to deliver something. It's fine for us, honestly, but we're used to it. But as students, especially if you want people to kind of do that in year one, then that's. That's difficult. Particularly if they have kind of ISIS so study agreements.

Participant 5

That means they've got various issues around, kind of anxiety or whatever. And you want actually how can we make the space feel like they feel a bit more empowered to do that and a bit more comfortable to do that in. We've been out and students have done presentations in external. In office settings, kind of Penguin Random House. And actually it was a very informal setting.

Researcher

Did that work better?

Participant 5

It works, right? Yeah. Even the students that we thought would have been quite intimidated and felt a bit intimidated, they were still able to do it. Kind of students said, oh, I don't think I can do it.

Participant 5

I'll just stand there with the other person in my group could do it. They kind of pitched in. They felt more at ease despite being surrounded by actually quite a lot of Penguin Random House people. And this was a BA actually. So kind of that was really interesting to see how actually just changing the perception.

Participant 5

So we moved from a boardroom into this open space, actually, and it worked much better because we had done the previous kind of developmental presentation five weeks before in a boardroom. And the students Were kind of like, oh, God, I feel I've got to change who I am. I want to suddenly become a kind of an officey business person, like I've seen on, on the TV or whatever it's like. But that's not really what we're after. We just want you to present your ideas.

Participant 5

And so, yeah, I think that the space has a huge role to play in that. I think there's a balance to get between it being kind of comfortable and accommodating and being too relaxed. So they all just sit on sofas for the whole time and I've been placed where they've got beanbags and it's like, well, what's. I don't currently have beanbags in the teaching space because it's too relaxed. It's like, maybe there's room for that sort of thing in the more open space plan areas where we want to work.

Participant 5

And I know the library has kind of done a lot in making spaces more kind of comfortable for different types of learners and spaces where you can just go and have a break a bit or play a board game for a bit or whatever. And I'm sure hopefully there'll be space for that kind of thing in the building. But I think, yeah, in the teaching spaces it's getting that balance between we've still got formally teach stuff. We've got to be able to reconfigure the rooms ideally, but also we've got to welcome students in without it feeling. I'm just going to sit here and have a nice time and not really engage.

Researcher

I've worked in offices full of beanbags. No one sits on them really. No one uses them. They sit there, they look nice. No one ever actually uses them.

Researcher

They're just decoration, basically.

Participant 5

Well, I think also you get to a certain age, it's like, it's just going to be embarrassing trying to get up for me, rolling about, getting up and down.

Researcher

How would you feel about your. Your computer lab style setup? How would you feel if it was in the round? Imagine a room like this, but instead of in rows, they were around the edges and you were in the middle. Would you be able to teach in that setup?

Participant 5

Potentially, I think again, the difficulty is what, what they can see. So if there's a shared screen that they can see in some way, or if we have to deliver it so it's a tiny bit on their screen that pops up. I don't know. I think that could potentially work.

Participant 5

Yeah, I think that could potentially work because often I'm kind of talking them through it, so long as they're at that stage. Actually, I'm verbalizing it so I can direct them on their screen, even if they have to kind of keep occasionally looking at the corner of their eye at the screen if they need to see what I'm doing.

Researcher

So what are you doing? Are you walking through InDesign step by step and they're copying?

Participant 5

Sometimes I'll be kind of.

Participant 5

Usually do it, but doing it in kind of a small chunk. So it might be. If we're looking at grids, it'll be, this is how we set up a grid, or if you've already created a document, this is how we can add a grid to it. This is how we can make your elements fit the grid, etc. These are the things to be thinking about.

Participant 5

Take them through that, show them a few different tools, then set them a kind of specific task in relation to that and then allow them to kind of explore the tools a bit more and bring their own content in so it becomes much more their own thing. Rather than me simply saying, I'm going to show you how to use these tools. Because I certainly. I don't learn software in that way. And so it's much more about, here are some, here are some tools, here's kind of where things are in InDesign or Photoshop, Illustrator, whatever we're using.

Participant 5

And it's a way of just kind of helping them find purpose in it. So it's like, oh, I can see I want to do this, how do I do that? So they ask me or I say, well, look, think about the tools I've already shown you and how you might do that with those. So, yeah, I'm not kind of against the idea of it being in the round at all. I think in some ways that could work nicely because actually it puts less emphasis on the computers rather than being kind of front and center all the time.

Researcher

Can you see any problems with that setup in terms of your teaching? Not the technology or anything, just only.

Participant 5

In terms of if they need to kind of kind of face you. But I suppose if we can just change the teaching so that there aren't. It's much more kind of devised that, okay, well, they're going to be around the communal tables here and we're talking about principles or whatever, or we've got tasks like that, then we can send them to the computers and so long as they can somehow hear me fine and in some way see what I'm doing, at least in parts.

Participant 5

I mean, I feel I don't know if everyone feels confident kind of verbally directing people around the screen and I don't know, I think some students may want to turn around, but I guess they can do that. If they're on their laptops or whatever, they can do that. But I think you'll still want a few dotted big screens so they can somehow see it or I don't know, I don't know how you'll do that, but some way so they could also see me if they needed to. Yeah, but maybe that's done in screen, I don't know. Or maybe that makes it more complicated.

Participant 5

I don't know. We've then got to set up it recording or not necessarily recording, but it at least go through teams or collaborate or something to kind of share that. But. But maybe that's a good thing. I mean our students are accessing their.

Participant 5

The resources in their own time sometimes if they can't attend or want to watch things back. So I mean if that's made simple for staff then that wouldn't necessarily be bad thing. I think having that.

Researcher

So you're talking about lecture capture now?

Participant 5

Yeah, yeah, it's that.

Participant 5

I mean I don't think all lectures need to be captured particularly I think most of us make our lectures so that students can actually get the gist of it through going back through the slides. We obviously do expand on it but. And we want to encourage them to come in as much as possible. But I think stuff like software, I think that could be potentially useful. I mean until the technology stopped working on my laptop and my laptop only, I was doing a lot of mini kind of software videos and then uploading those and making them available of kind of basics in InDesign, Illustrator, Photoshop, etc, kind of 5, 10 minute videos of just these are the basic tools and obviously we direct students to external stuff, YouTube, LinkedIn, etc.

Participant 5

But if I'm doing it, I can tailor it to specifically what I want them to think about rather than everything else. And I can do it in a way that gets them to be bringing their ideas into it rather than just kind of copying what someone else is doing. Which I mean I. For previous jobs I've been on kind of Adobe certified training and I find it an awful way of learning. It just doesn't suit me at all.

Researcher

Is that webinars.

Participant 5

So that's actually been in person that I've done it, but I just. Just the way that they kind of talk you through it and I'll show you everything and these are all the Things you can do. Well, great. But I just.

Participant 5

I have a specific things I want to do and then I'll figure out what else I can do later. And I think that's kind of how I try and do it with our students. So breaking it down. So I think lecture capture or the option of lecture capture could be really useful if made easy or even if it's just helps with live delivery. If the room was configured in a particular way where that made it easier.

Researcher

Have you used any lecture capture here or anywhere else?

Participant 5

A bit here, but that's more. I don't know if I've done that in the classroom so much. I've done it kind of online. When we have to teach online through the pandemic and stuff, and we've got Collaborate Ultra, which we do that on.

Participant 5

I think some people might use teams a bit for that as well. Although once it's captured, I don't really know where it goes. It's stored in teams for a bit and then who knows. So yeah, I think building some lecture capturing or yeah, live video could be useful. But again it's that balance between it not becoming an online course, which I think we're kind of conscious of.

Researcher

Or do your students access any resources through Moodle?

Participant 5

Yeah, yeah. So that's where we store most of our. So they can access the videos I've recorded through Moodle, they can access all our teaching materials. So we upload kind of lecture slides, tasks, reading lists, etc.

Participant 5

We use Padlet a lot as well, so. And we link to that. So Padlet, it's kind of a shared.

Participant 5

Well, you can basically post stuff to it. So we often use it for reviewing their work or quitting their work. So they'll upload their work to that and we can add comments underneath so that even if people can't attend or people that feel uncomfortable about getting feedback in person or giving feedback in person, we can kind of collectively add notes underneath, add comments, but also use it as a way for them to upload kind of inspiration. If I set a task and ask them to go and find examples of interesting layouts using a grid or whatever it might be, they can kind of upload it and we can start to analyze that in class. So that can all be linked through Moodle.

Participant 5

But that's a separate kind of software that has in. But yeah, Moodle is used as our kind of link to everything really.

Researcher

And what's your experience of using that as a. On your side of it?

Participant 5

I mean, it's got a lot better I mean, the last couple of years it's got infinitely better. I think the kind of. I think most of us certainly on the courses I teach on are completely used to all the accessibility checks that built into that now makes our prep a lot longer, but we're kind of used to it. I know some people still use the let's store everything in OneDrive to bypass accessibility checks on Moodle and other courses. But I think Moodle overall works kind of quite well.

Participant 5

I think some of the original setting up of it can be tricky and having to find kind of endless images to put on all the tiles we create is a pain. But day to day working of it for me anyway, I think it's mostly great because students have access if they're enrolled, they have access to everything. We can hide stuff. If we need to hide stuff we can make available in advance. I don't know if many use it in advance, but certainly they're learning agreements.

Participant 5

Some of them want access to materials in advance so they can access it through that they can download materials in different formats. Apparently I've not checked this, but that's why we do the accessibility. So I think Moodle works largely well. So long as it's online, we aren't having IT problems, which I mean we seem to have had less recently as far as I can remember. So.

Researcher

Yeah, okay, that's really good. This has been really interesting. I've got one more question for you. Outside of technology in the space, is there anything else that would make your life as a teacher easier? So whether that's training or something else that you could bring in or add in, it's fine if not.

Participant 5

Yeah, I mean, one thing that I think we need, I need to look into more is getting more software training for the students. But I know digital space and stuff can do that. So I need to look at how we do that a bit more.

Researcher

Digital space, that's something internal.

Participant 5

That's something internal.

Participant 5

So that's like an old fashioned computer. I mean in some ways, but people. There are workshops people can do or they can go in and get kind of support on software outside of the classroom. They can sign up to kind of I think Adobe certified courses and stuff now as well, which is great. So we can integrate more of that.

Participant 5

I think in terms of being aware of how the courses are going to change. I mean both the BA and MA are going through really validation at the moment. But the ma, we're looking to have a specific design and publishing pathway. But I'm aware workshop space. So this is practical.

Participant 5

Workshops like book arts, print and finishing, etc. Are going to be more limited in a new building. So one thing I have been thinking about, and we've started buying more some of the basic book arts equipment so they can do that outside of the workshops, would be to have in some of these more communal spaces, even just two kind of these workshop kind of desks which are higher, which you can sit on a high stool, standouts and ideally a kind of lock drawers that we could supervise because of sharp implements in there or whatever. But if ma, particularly MA students really, I'm thinking rather than the bas, want to do stuff and can't get access, well, actually we don't want to discourage that by. Well, look, workshops always foil.

Participant 5

You're never going to get in there. You'll have to just staple it by hand if we've got some of the materials. And I know the workshop block does have kind of PDFs and videos talking them through it. And if we could just give them a space where they can work on that outside of classroom times, but that doesn't just feel like we're sticking you in a corner on a standard desk, then I think that could be really good because I think we're trying to grow that part of the ma, the kind of design and production pathway. So I think if we can take pressure off other departments without it being a huge extra cost.

Participant 5

I mean, I'm not proposing we have a load of printing equipment or anything, but things like table where they can do kind of whether it's book arts or whether it's other kind of finishing processes without a load of extra equipment other than stuff you can kind of fit easily in the drawer and lockdowns.

Researcher

What book art is that?

Participant 5

So that's finishing a book. So that's different types of binding and stuff like that. And there are some things that we'll never be able to do unsupervised without all their equipment.

Participant 5

And I appreciate that and we certainly don't want to take away from their kind of expertise anyway. But there are other things. And I've kind of trialed one of the workshops, although using the print finishing space because we couldn't get all our students into book arts early on enough and they were like panicking a bit. So like, okay, well, look, I'm going to take you through some very basic binding, show you some of the other equipment in other rooms that you can use without supervision. And this is some of the stuff we have in the office.

Participant 5

But you have to come and ask us for that because they shot stuff, we kind of have to supervise it. We can't just let them wander off with this.

Researcher

Yeah.

Participant 5

And so if there's just a way of kind of making that a bit more easy, that would be great. I think in terms of.

Participant 5

We've got plenty of storage in our. In the office at the moment, but it's all the IKEA kind of Kallax square storage, which is fine, but we do have sometimes big sheets of paper that we want. No, exactly four for activities. And also increasingly I'm kind of gathering together kind of archive boxes of print production materials that I use in lectures and stuff like that so people can understand what I'm talking about. And that is just kind of piled on filing cabinets at the moment.

Participant 5

So kind of like not sure what you call it, but almost industrial, cheap industrial storage, like warehouses and stuff would do the job fine. It's kind of flexible and it would store the stuff we could keep them in.

Researcher

You basically mean just big cupboards, Is.

Participant 5

That what it could be? I mean it could be big cupboards, but we've got some big cups and still can't shut the doors because the flavor's too big.

Participant 5

So almost like plan chests maybe, but also like the stuff you would find in. In more. I mean, I don't know, it's sort of stuff you can buy in Screix where it's kind of metal poles and then. Yeah, it's around it and you know what you mean. Yeah.

Participant 5

And it's kind of fairly cheap, it's fairly robust. Okay. It may not look brilliant, but actually it's quite unfussy. And so if it doesn't need locking up stuff going there. But we can keep stuff in order.

Participant 5

We can store larger things or just things of a different size really because we have got quite a big archive now of particularly MA publishing student work. And it's really useful to see because they can see all the different processes that people have used inspired by that and stuff. So yeah, I mean obviously it's not all physical. We do lots of digital stuff as well. But in terms of kind of needs around that, I think just a bit more flexibility in terms of what we can store probably as well as, like I say, desks where students can.

Participant 5

If we are encouraging students to kind of use teaching non teaching spaces, there's communal spaces outside the classroom stuff a bit, then setting them up for slightly different purposes. They're not just going to always be on their laptops using it. And again, these could be. I am busy sort of to just kind of two higher desks against the wall. You can have some kind of instructional stuff about basic book, book binding or whatever or what materials available.

Participant 5

And then some lockable kind of almost like a busily multi drawer thing with the tools in which can either be kept there, I suppose, or still kept in the office. But ideally there, even though it's lockable, we keep the keys. But yeah, I don't know. I think the other courses, I mean a lot of people are very digital, so I know journalism and I think you're talking to people from journalism about kind of newsroom setups and stuff. So yeah, I mean we, our students, I think it's only a recent addition.

Participant 5

We've got our technicians set up more of a kind of photographic studio. I tend to get our students to use a big photography studios down in the basement just because they can do

more things. But it's great that we've got some of those kind of facilities available. I think perhaps that's helped me start thinking about what other things are feasible that we could provide for the students in a kind of space without it eating into a load of teaching space or only being accessible when some other teaching group isn't in there. So how we can use these kind of communal areas more and encourage that independence in our students, which I think we want to do, but I don't think the university or the college building is necessarily set up for that at the moment.

Researcher

This has been really interesting.

Participant 5

Hopefully you can pick out something useful.

Researcher

Really useful, all of it. If you have any other questions or anything, just contact Jackson. He's the one in charge of all this.

Researcher

But this has been great. Thank you very much.

Participant 5

Thank you.

Researcher

What are you doing for the rest of your day?

Participant 5

Not teaching, I think. I'm about to do assessments, but that's fine.

Researcher

Enjoy the rest of your day.

Participant 6

Researcher

So thank you for taking part in the research. Can you tell me what you do and what your job is here?

Participant 6

Sure. So currently I'm the interim program director for the Graphic Design Communication program.

Researcher

Okay.

Participant 6

So that's within the design school. So it's a role where I work with four courses which are all graphic design focused. So there's about 600 students overall in the program, probably about 330 members of staff. The biggest constituent is probably the BA Graphic Media Design. They have about 150 students per year.

Participant 6

And then we have three MA courses, one in Graphic Media Design, one in Design for Data Visualization and one in Design for Visual Communication. I previously worked as the course leader on the MA Design for Data Visualization and prior to that a lecturer on the MA Design for Visual Communication. Although at the time it was a PG cert dip. So. But yeah, like officially my role is the course leader for Design for Data Visualization, but I'm doing an interim role which I've been doing for a year or coming up for a year in August as the program director, kind of supporting those teams.

Researcher

And as the director, do you still do in person teaching or are you now much more kind of the boss?

Participant 6

Essentially, officially, contractually, I do 110 hours of teaching a year. So for me, because I was like coming out of doing the MA design visualization is a 15 month course. So when I finished, the students who I'd worked with for a year still had a turn to go. So I continued to work with them for that term.

Participant 6

So I almost did all my teaching on that. So now.

Participant 6

But then I do these, they're called Critical Forum talks. So that's like a weekly talk open to all the students across the design school. So it's kind of loosely teaching, kind of contributes towards that. But yeah, for the year ahead I'll be thinking about where do those hours.

Researcher

Sit and what those forum talks you did, what kind of environment are they in?

Researcher

Are they in like a, like a formal teaching environment or is it a lecture theatre?

Participant 6

No, it's like it's in one of the studio spaces, like a large studio space on the sixth floor. And the intention is slightly to keep it kind of informal, but I think for next year we will take it down to the lecture theatre. Because what I'd like to do is expand it beyond the programme to the other two programmes in the design school. Anyone in the institution, because I think it's just, just they're really great speakers and I think it would be nice to broaden, you know, the sort of broaden the audience really.

Participant 6

So yeah, we're going to go more lecture theatre for next year but for the minute they're a bit more casual.

Researcher

That's great. Sounds like you've got a lot of experience here. How long have you been at UAL?

Participant 6

I think about 10 years.

Participant 6

Nine or 10 years probably, yeah.

Researcher

Did you teach in other places before?

Participant 6

No.

Researcher

Your first teacher.

Participant 6

Exactly.

Researcher

What did you do before? If that's okay to ask.

Participant 6

I worked as a graphic designer but before that I was a student here. So very like, you know, spent your life.

Researcher

What was.

Researcher

Were you at CSM before or where?

Participant 6

No, no, I studied here.

Researcher

Okay, cool. So like I said, we're interested in about the teaching spaces. So I know you don't do as much teaching now, but it sounds like you've got a lot of experience.

Researcher

So can you think back to the last few times you were teaching in either a lecture theatre or a room like this or any kind of teaching environment and talk me through if there's a typical process you'd follow from when you arrive in the morning until you start your teaching?

Participant 6

Yes. So I do think we have a system at the moment of base runs which I do think is very desirable.

Researcher

Okay, what's that system? I don't know that.

Participant 6

So as in each course has a base role.

Researcher

Oh, okay.

Participant 6

And then all of their sessions predominantly are in there and no one else is timetable to use that space.

Researcher

Okay. So you kind of own the room.

Participant 6

You own the room. And the advantageous thing about that is obviously we, you know, we're delivering full time courses but much of the practice or much of the kind of delivery or the activity is self directed. So then to me to have a space that students can come to and do that self directed study, really, really valuable. The other thing, you know what some of the key metrics that we've measured on in the Postgraduate Tool Experience Survey, the css, the nss, those are the things that the university is really focused on and we're reporting against constantly. And one of the things in there is around community.

Participant 6

You know, I think those base rooms have a real impact on fostering that community and those communities of practice. And obviously we are moving away from that model.

Researcher

Is it going to be different in the new space?

Participant 6

So we're more. It's basically the spaces in the new build are, most of them are kind of larger.

Participant 6

So you'll have a 60 capacity room which two courses will be will use as their base room. That's currently the idea. And you know, I Mean, I guess you could say, well, the same arguments applied. That's even better for community because you'll be. But what it does is it removes that self directed study space.

Participant 6

In my view. I think there would be other, you know, people would. Maybe there are more arguably what are termed common spaces for people to work in, in a self directed way. But to me, I do really like the idea that students know where they're timetabled and when they know that they can go to that room and things will be largely as they left them and they can catch up with their friends and put on their music and do their thing.

Researcher

More like a common room as well.

Participant 6

Yeah, yeah. And I just think, you know, those third spaces socially are really important. You know, where people can go that aren't work, they're not home. You know, we should be providing those spaces because I think that's where the kind of synchronicity, synchronicity of like creative practice happens in those informal spaces. I think that's where the really interesting kind of collaborations or concept development or those kind of incidental conversations happen.

Participant 6

And I think if we go too hard on the, like, we've got to, you know, utilize the resource of the rooms every minute of the day. And I know that's probably, I'm sure no one's saying that, but sometimes it feels like there's the, like we should be more efficient. There's a drive for efficiency. But I think that slightly misunderstands the nature of creative practice where I think the kind of, the incidental and the kind of more marginal spaces and the kind of liminal areas are really, really important for kind of experimentation, exploration and connecting with different people and practices and allowing that space for kind of expansion and exploration beyond, you know, the taught sessions. Because, you know, we've designed the courses to depend on so much subject.

Participant 6

I think it's really important that we support that.

Researcher

But what kind of activities happen? You mentioned, like the liminal spaces around learning. What happens? What do the students do in those?

Participant 6

So they'll just be making essentially. So with the workshops, they're obviously excellent facilities, but they're fairly limited in their opening time. So, you know, they're pretty kind of 9 to 5ish.

Researcher

They're quite formal spaces that need booking as well.

Participant 6

Yeah, I think most of them really try to be very open and accessible and people can come in and chat about their projects or book time, you know, but they do tend to be a bit like, you know, they're close to lunch, for example.

Participant 6

So a lot of students are doing work that just takes quite a lot of making and they can do some of that in the workshops, but often they'll be bringing artifacts back to do the like, real quick craft position working or, you know, they're working on their laptops. They might go down to the digital space, might be the technician to be like, oh, don't know how to do this in cinema 4D or digital, whatever it is. But then they'll be coming back to the studio to kind of, you know, be creating that animation in full and working alongside their peers and getting that kind of peer to peer advice and support and feedback, which is again, something like, pedagogically we're always like peer to peer, but they need space to come together, the peers.

Researcher

Yeah, yeah, yeah, yeah, yeah.

Participant 6

And it can't always be in timetable sessions.

Participant 6

Obviously we do, you know, build that kind of activity in. We're very, I think within the design school there's very little like lectures. Often what tutors will be doing is they will do like 20 minute presentation and then it will be workshop activity, it will be tasks, group work. But I still think, you know, you need that sort of rumination time. It can't all be like, you know, you've given me this prompt in this, you know, context and I know I've got the idea and it's fully formed and it's there.

Participant 6

You know, our whole practice is around kind of iteration, experimentation, exploration, the reflection and evaluation on that making. And that takes space and time, I think.

Researcher

So these kind of like self guided activities, the base rooms that you have for each course, do you feel like the rooms as they are, foster those kind of activities or do they hinder them? Or know by the space I mean the space itself, the lighting, the furniture, everything about the room.

Participant 6

Yeah, I think, you know, it sort of depends. I think the course teams do make an effort and I think, you know, the technical or the kind of. Jackson's team, the sort of like buildings team are really supportive.

Participant 6

Like if you go to Jackson, you're like, oh, I'd really like a sofa. He will more often than not get you a sofa. But the tension maybe sometimes is like the size, the group size. Often they are kind of quite at capacity for the group. So if you start putting in a load of sofas.

Researcher

So the group is quite busy.

Participant 6

Exactly. And you just, you know, you want to use it to do a variety of different things. So when you get in a load of furniture, sometimes it can be a bit tricky to then have the flexibility and the space to, you know, do a range of different activities. But I do think, like D112, which is the database space.

Participant 6

It's a lovely big room for the size of the course. Amazing. And we had like, lovely kind of those, you know, those Ikea like box shelves, the Kallax ones, so students can have their own sort of locker space where they can leave their work and know it's going to be there. You'd have kind of loads of different. Just materials just knocking about that people can kind of use in workshops but just use independently things, you know, just like pens, paper, wood.

Participant 6

We did quite a lot of physicalisation work on that course, so that was quite important. And then there was like a kind of like more so fertile type area for, you know, people eating their lunch or chatting and.

Researcher

And do the students treat them in this way as like. Like I said, like a common room area?

Participant 6

Like, it totally varies and sometimes it can really vary from year to year.

Participant 6

Some groups just really go in for that and some less so. But I think as well, on the BA Graphic Media Design, that really large course, they've done a very successful piece of work around establishing that sixth floor space where we have the Critical Forum talks. You know, they've put a lot into kind of sort of, again, the shelves, loads of publications, you know, making it feel not like this, not that there's anything wrong with this for a teaching space, but I think for more of a softer space to spend time in, you need it to feel a bit more kind of loved and have a sense of identity and kind of. It's got lovely posters of kind of graphic design projects and it's got like a guillotine and it's got a little book press so you can do little pieces of work.

Researcher

Is there a tension between these two uses, between, like the more common room use and the teaching use?

Participant 6

Sometimes I have to get really thoughtful every week with Critical Forum because there are people like working in the space and I'm always going around being like, you're welcome to stay, but you have to be silent. And then they're never silent. And then I have to go around and say, like, we're gonna have to leave now. So there is a little bit of that, but I don't think. Not in a problematic or disruptive way.

Participant 6

You know, like, I think, yeah, sometimes it does feel a bit like trying to make all these spaces be all things to all people, unfortunately. I do think, like, that's probably going to be more. When we have more sharing of spaces in the new build, because where people might just be like, oh, I'd quite like to just stay and eat my lunch with my classmates who'll be like, no, no, we've got another course coming in. Got to clear the space.

Researcher

Yeah, I guess if it's not your space all the time, it's just not your space, is it?

Researcher

Okay. And then thinking about when you do do, when you were doing teaching, when you do do teaching now, do you feel like the spaces as they've been built in the past, the specific ones you've used, do you feel like they've been built in a way that enhances your teaching or detracts from it or neither.

Researcher

And I mean both the physical space and the technology in the space.

Participant 6

Yeah, yeah. I think we haven't always had the greatest AV approach to av, I would say. I think, you know, especially coming out of COVID and during, you know, during COVID you're like, well, that's totally unforeseeable. But post Covid, there was still quite a lot of, you know, hybrid delivery, or what do we call it, asynchronous delivery.

Participant 6

And I just think there was never really enough support. It was basically tusit's just working out and doing as they thought and. And I think we've never even really quite nailed it. So again, that room, The Datavis room D112, it's a great room. It's got a lovely kit, and it's got one of those, like, integrated teams systems with the big screen.

Researcher

Yeah.

Participant 6

But unfortunately the. In the installation, the camera is here. So if you're having a session with someone who's on the screen, everyone is looking over there at the screen, but the person who's on the screen can only see the backs of their heads. It's really disorientating.

Participant 6

You're like, I want to talk to you. But you're like, this is crazy. Like, why has this happened? And the camera, you know, it's a really fantastic system. Like, the camera will do that thing where it will find the person who's talking, and it has, like, one of those microphones that you can, like, throw around the room.

Participant 6

You know, it's a really great setup, but sometimes there's just like something like that where you're like, that is a bit of a limitation of this because it's a little bit awkward to use this and doesn't feel like it's really, for some, facilitating that. Because that was the bonus of COVID is we sort of were like, yeah, cool. We could do a collaborative project with something in the US. Not a problem. But I feel like we still haven't quite got that right. You know, it feels like surely this should be so easy.

Participant 6

But I feel like we. You're still kind of rocking up to a room. And this is the other thing about bass rumors, because sometimes when you have two cohorts still in, you know, like that thing, if it's a 15 month course.

Researcher

Yeah, yeah, there's a crossover.

Participant 6

So then sometimes in that time you would book spaces like this.

Participant 6

And if you did that, you would definitely want to be there 15 minutes early because you would know that the AV setup is probably not going to be quite as you expected and there would just be something. And I know that's the nature of, you know, people using things. It will. But I do think that is another risk of not having basements is the thing of people arriving, they're rushing, that something isn't working. So they're going to unplug everything, you know, having a disaster and then leaving the spaces in a way that's not workable for the next person either.

Participant 6

Do you know what I mean? But when it's your room, you know it and you look after it and you make sure the students don't pull out the thing and go away with the HDMI cable because you own the space and you know you're going to have to be using it. Well, what do you do when you.

Researcher

Get to a room and there's an issue? What do you do?

Researcher

What happens next?

Participant 6

You can contact AV support and the AV support team are very good and very nice and etc. But it does rely on you having got there 15 minutes early and then happening to be available and ready to race up to the tower block and not on something else. And I just feel like surely it can't be this hard. Do you know what I mean?

Participant 6

But I haven't really been delivering like that for the last year. Maybe it's the case that it has really improved. Like this setup looks very good. But even on the fifth floor, when I do the critical forum, every time, well, not every time, but you know, it will be the thing that the USB C connector is there that weekend, the next one there, and then suddenly, you know, and it's like that kind of stuff that you're like. But you know, the AV team, I've requested like a microphone for those and they've just supplied it.

Participant 6

Like they bring it up every week. They're like absolutely fantastic. But I don't know why. Simultaneously it does feel like a bit of a. Like.

Participant 6

Oh, like tomorrow I've got to deliver something in the lecture bid to, like, host a panel, and I'm like, I'll be there half an hour early. Because I just know every time I've done that, there has been a bit of an issue.

Researcher

It sounds like you don't have much trust in the technology. Is that fair?

Participant 6

Yeah, maybe I'm just not very good at using it, but I do think, like, every room that you go into, it will be slightly different.

Participant 6

Okay, how does the sound work in here? Do I need to connect it via a port here, or does it just come through? You know, it's all a little bit different.

Researcher

Well, my background's in UX design and research, and one of our mantras is there's no such thing as user error. So when you just said, I might not be good at it, it doesn't matter.

Researcher

No one's good or bad at anything. The system is good or bad. So it's about how it's built and designed. It's never about the person using it.

Participant 6

Oh, thanks.

Participant 6

I feel much better.

Participant 6

Yeah. So maybe, you know, I don't know. I think other colleagues might say very differently in terms of their experience of that, but I do think it's a risk of moving away from base rooms.

Researcher

Just about the level of care. People will take over the space. Is that what you mean?

Participant 6

Yeah, exactly.

Researcher

That seems pretty natural to me.

Researcher

So, yeah, this is all really interesting. One specific question I've got in here is, when you. When you were teaching, when you were using spaces, did you have workarounds and hacks that you had to put in place to make things work? Whether it's the spaces or the technology, Were the things you just had to do that you didn't feel like you should need to?

Participant 6

Mmm.

Researcher

It's fine if there aren't any.

Participant 6

I don't know if there are, really.

Participant 6

I don't think so. Like.

Participant 6

No, not really.

Researcher

That's fair.

Participant 6

Nothing comes to mind. Yeah. Yeah.

Researcher

And I'm thinking about again, when you were delivering teaching or the forum or anything where you're interacting with students, if someone said to you, money isn't an issue, time, there are no limitations, what would you want as a teaching space? What would be in it? What would it look like? What shape would it be? What furniture, what technology?

Researcher

What would be your ideal?

Participant 6

That's a very good question. I've probably got, like, quite loud.

Researcher

It doesn't matter. Whatever facilitates your teaching and learning.

Participant 6

Yeah, I do think, like, I really Believe we're a design school. There's a lot of people with very good judgment in the building. I do think some of these rooms, they look and feel like kind of uncared for office spaces. Do you know what I mean? Like, what's going on with that whiteboard?

Participant 6

Like, it's not very lovely. It feels like we've got it from a corporate supply company. The same with that kind of, you know, I don't think we have to spend, like, millions of pounds on, like, super, you know, I don't know, like crazy. But I just feel like sometimes the judgment is like, you know, you look at the canteen, it's like every chair is a different color. And, you know, then there's all these purple things.

Participant 6

And same with our office, which is sort of brand new this year, been kitted out now, is like literally cubicles, and they're like bright like fluorescent green and blue. And it is just like, no one would choose to put this in their home. No one would. Why would you think that this is conducive to. And, you know, it was kind of designed as sort of like a quiet working space.

Participant 6

But I think even in that context, I think you could find some furniture that like, you know, these chairs aren't so bad, but I think we have also have nicer chairs. So the older version of these chairs have like a kind of steel leg thing and a black kind of thinner. I just think, like, it seems all a bit random. Like, it's lots of different things because going on and I really think, like, if we care about design, why don't we, you know, think about everything? You know, we.

Participant 6

It's as easy to make something poorly designed as it is to make it well designed. In my view, if you're good at design, it doesn't cost, it shouldn't cost more. And I think we should be, you know, demanding a bit more of ourselves and saying, like, you know, there's just subtle judgment things that I think things are done in a little bit of an ad hoc way. And then we end up with spaces that do feel a bit like, you know, like a kind of like, failing startup would be renting this office space. Do you know what I mean?

Researcher

Basic and clinical.

Participant 6

It doesn't. This doesn't feel like, oh, someone here has got some good judgment.

Researcher

It's not really inspirational, is it?

Participant 6

So I think, you know, there's like a kind of cleanness, which I think, for example, I really love the wayfinding and the signage in this building, which was designed by Dominic Lipper.

Participant 6

From Pentagram, like, fantastic designer. And it, like, has been. Been there long time, you know, since I was a student, and it's really stood the test of time. We don't need to replace that because it's excellent. But what we're doing now is people are just putting stickers over it and do it.

Participant 6

You know, it's like, oh, I don't think it would be so exorbitantly expensive or unfeasible to just. Why don't we just maintain these things that they've been designed as a system to. You know, let's just.

Researcher

This is what we're talking to people.

Participant 6

About all day long.

Participant 6

Why don't we just do it ourselves? You know, that would be kind of.

Researcher

Like practice what you preach.

Participant 6

Yeah, exactly, exactly. And I think, you know, I just think there's a lot of money being spent on things which are not particularly aesthetically engaging and we should buy less and buy better.

Participant 6

Don't you see? We need enough chairs for everyone to sit on.

Researcher

I was surprised. These didn't look comfortable at all, but they're surprisingly nice to sit on.

Participant 6

These chairs are pretty good, I have to say.

Researcher

I mean, they do look bog in basement, but they're comfortable. Bog in place.

Participant 6

Yeah, yeah. But, you know, at Camberwell, for example, they have these lovely tables that are like. They're round tables, which I think are very nice, and they fold down like that.

Researcher

So, you know, they're stackable.

Participant 6

Exactly. Whereas these tables, you can flip them, but they're quite hard to store because that bottom bit is never.

Researcher

Do you know what I mean?

Participant 6

So then you end up with this quite clunky, like that's always sticking out and da, da, da.

Participant 6

Whereas these tables, they're literally, when they're folded down, they're this and that space and you just. And then it's like, you know. Whereas I think when you. If you were to fold, put these things away, it always looks like there's a stack of furniture in the corner. Do you know what I mean?

Participant 6

Like, that's the thing, we know this about these spaces, that we want them to be flexible. So then I think we should get furniture that actually is genuinely flexible.

Researcher

And so, I mean, your ideal space had been the space would be less fixed. So you're saying you want things to be flexible and movable.

Participant 6

Yes, exactly.

Researcher

But still comfortable.

Participant 6

Yeah, I think it's really important to be almost changing the layout of your room for every fashion. So depending what you're doing, you know, is it like your horseshoe, like, of chairs for presentations or is it kind of, do you want them all, everyone sitting around one big table or kind of doing small. I think that is really important. That is something that I think the people have got right in terms of our spaces do do that.

Participant 6

You know, there's no, like very little like really fixed furniture that you can't possibly move. And. And yeah, I mean, I do like, I'm not so keen on these carpets, but I do like the flooring where it's the like kind of laminate with the circles on. Yeah, that's pretty cool. Like, what a good choice.

Participant 6

I think there's a lot of things that kind of practically don't work. So we have some spaces where the big rooms and then we have room dividers. But if you use the room dividers, the people in one half actually can't get out without going through the other half. And the sound barrier isn't really what doesn't really work. And you know, it's like, okay, like, yeah, in principle that's great.

Participant 6

But actually, practically, often you find like, okay, but actually we can't use that. It's just not feasible. Or then the mechanism breaks or, you know, people aren't allowed to use the mechanism themselves. They have to go and get estates to do it for them. And then they're like, you know, it's all a bit tricky.

Researcher

Is that a common problem over the divisible rooms?

Participant 6

Well, it used to be more so because then they changed one of the divisible rooms into non divisible because they blocked off one of the exits, I believe. So it's actually, yeah, less of a problem I think now because they did a bit of an adjustment to those spaces. But yeah, I feel like it's just not. Whenever you come to a space and you're like, something's broken, you're never surprised.

Participant 6

Do you know what I mean? There is that thing of like your expectation will definitely be that not all of these blinds will work.

Researcher

So would you say the space is a bit unloved?

Participant 6

Yeah, absolutely. And not all the windows will open.

Participant 6

It'll be boiling hot in the summer. It'll be freezing cold in the winter. Where are they going to put the heating on? Not yet. Would you like some radiators?

Participant 6

Well, no, not really. I just quite like the building to be warm enough for the students to not have to wear their coats.

Participant 6

I'm being really negative. There are a lot of positives as well. Like I would say, you know, the spaces do work well and they are well furnished, but I think it often takes the course leader to really advocate for that. So the course leader has to say, you know, I think we need. And really drive it and be the.

Participant 6

It doesn't feel like there's someone who's being like, this is our ambition for these spaces. And this is, you know, really what we want you to be. And who's going to kind of, you know, be walking around and being like, all right, looks a bit like. Do you know what I mean? Who has that kind of designerly eye and will be kind of just, yeah, kind of advocating for really best practice in design and just making simple choices and improvements to constantly kind of refresh and, you know, care for the space and which.

Participant 6

I think there's a tendency that things feel like corporate spaces. They're treated like corporate spaces and like, they're not corporate spaces. You know, like, it's a. It's a, you know, technical college, like an art and design college. It's like it should.

Participant 6

It should embody those kind of principles, I feel. And it does in some ways, but I think some ways it doesn't.

Researcher

Doesn't. In a room like this, doesn't.

Participant 6

A room like this doesn't really even say the canteen.

Participant 6

But I'm like, come on. That is like a big. That's a big kind of window, you know, that's a big showcase. That's quite a statement area. And it's, like, so disjointed, you know, it's got.

Participant 6

It's got kind of five different things going on in it. And it's all in there. And it's like. And it just feels a bit like. Like it looks crazy.

Participant 6

Do you know what I mean?

Researcher

Like, it does a bit. Yeah. Looks like.

Participant 6

Okay, there's like these areas with that seating type thing and that funny thing with all the pillows on.

Participant 6

And then you've got the kind of bonkettes, but you. And then you've got the chairs and they're all quite intense. Colour, quite a lot different. It's just like, that's not, you know, anything we would advocate in the making of the students that. Those types of, you know.

Participant 6

So why would we have it in our painting? That's what I feel. But, you know, your opinions may vary, I'm sure. Like, some people might love that and find that really effective and, you know, there might be a lot of thinking and planning that's gone into those in a way. You know, I'm not an interior designer or, like.

Participant 6

But it does seem a little mystifying to me.

Researcher

Look, this has been really, really useful for me and for the project.

Researcher

Well, the next stage will be all these interviews. I'm going to collate everything and then send it back to Gary and Jackson. So I'm sure they'll be sharing something back to. To you and the people involved. I hope they will.

Participant 6

Anyway, I quite like not to be directly attributed. Is that okay?

Researcher

Yeah, of course. Yeah, yeah, yeah.

Participant 6

So I know Jackson does work really hard.

Researcher

Yeah.

Participant 6

And he might feel a bit like, sadly, that I don't think the country.

Researcher

No, no, no. Your name isn't used anywhere at all. There won't be any link back to you.

Researcher

Everything will be general about what people say. So there shouldn't be anything going back to ual. So this person said this thing and there's moaning about. Don't worry about that at all. Don't worry.

Researcher

We don't work in that way. Cool. Right.

Participant 6

Would you like to come and look at the sixth floor?

Researcher

Yeah, that'd be great.

Participant 6

Yeah, let's do that.

Researcher

Let me just let this finish and.

Participant 6

We can check if there's a USB C.

Participant 7

Researcher

Lovely. So can we start by just telling me what you do here?

Participant 7

Yes, I'm the course leader for the ma, Design for Social Innovation and Sustainable Futures. So it's a 15 month MA and we've got about 50 students with us at the moment.

Researcher

How long have you been doing that?

Participant 7

The course and me are like 6 years old.

Researcher

Did you set the course up?

Participant 7

No, I came at the very. So it was kind of validated and then I came, I don't know, like two weeks before the course started. I've been like with it ever since.

Participant 7

Yeah.

Researcher

And you, you teach the course as well?

Participant 7

I do teach on the course, but we have a team, there's five of us, so we kind of. Yeah, it's a shared effort.

Researcher

And how much teaching you do in a week?

Participant 7

Me personally? At the course.

Researcher

You personally?

Participant 7

Oh, it really varies. Yeah, we sort of share it between us.

Participant 7

I would say, I would say like. Yes, six. Six hours. Six to sort of. Yeah, six hours maybe teaching.

Participant 7

And then obviously I have a lot of student contact time, so we do a lot of tutorials and like a additional work. But yeah, it's shared across the team.

Researcher

And then what kind of spaces do you teach in?

Participant 7

So we have a space on the third floor, W317, so it's kind of a long studio space and we predominantly use that. It's quite, it's quite hard to fit everyone because it's 50 students, but we do.

Researcher

Do you have the whole cohort in one room at a time?

Participant 7

We do, yes. We tend to teach each other one group, although I think we've shifted things a bit because 50 is quite a lot in one room. So we've what we. So we've got that as a base where the students can have half work and keep work and all of that and do work.

Participant 7

But we often, we often like book rooms like this if we're doing tutorials or workshops where we need to split the group up. So we might ask timetabling to like book of another couple of

rooms on days where we need to do other things because like lots of workshops happening at once in the room is too much.

Researcher

Yeah, I can imagine.

Participant 7

Yeah. So it's a room that works for like single delivery and then quiet work in, but as soon as it becomes active it becomes a bit too much.

Participant 7

So yeah, we've been doing a lot more of that this year because we've never had 50 students before.

Researcher

So what activities happen in that space when you're teaching?

Participant 7

A range of things. We're quite practical, I think in how we teach. So we do.

Participant 7

There's an aspect of it which is transmissive. Is that the right word? Like standing and like, sharing stuff.

Researcher

I got what you meant.

Participant 7

Yeah.

Participant 7

Standing and sharing stuff and then students taking notes. There's a bit of that. But then we do do a lot of active work. So like workshops, like working things out in groups, like group sessions, group tutorials. We do, like, tangible workshops.

Participant 7

So like quite creative things where materials are being used and explored in different ways. So it's quite. It can be quite messy, creative, explorative. So you do need sort of a studio space to kind of host that.

Participant 7

But yeah, we do find that that also becomes quite noisy for a lot of students. I think if we had half the size, it would work. But like, with a lot of students, we do. We try and spread out. And we've also got students with like, loads of different, like neurodiversity and different disabilities and things that make it maybe harder for them to be in an intense space.

Participant 7

So we. Sometimes we have to take students to, like, quiet rooms or like, do smaller tutorials. Yeah. So there's a lot of that that we have to do as well.

Researcher

And thinking about either that space or any other spaces that you use regularly when you arrive, before you're starting to teach. Could you talk me through. Do you have a process that you go through from getting there until you start teaching?

Participant 7

Yeah. So it depends on the nature of the day, of the session.

Participant 7

I often go in early at night, do a cleanup. So that happens because. Just like sorting and tidying. But actually I've spoken to the students. We've spoken to the students and they are being a bit more.

Participant 7

They're taking a bit more responsibility for the room now, which is really nice. So doing a bit of a, like, clean down at the end of the day, which is really good. But I might go in and like, wipe the tables and just make sure everything is cool. And then it depends on what we're doing. But we do need.

Participant 7

And this is where, you know, there's a lot of furniture in the room because there's so many students. So we kind of are a bit stuck with the structure of how it works. So that maybe three big tables and everyone's sitting around tables. But it's like everyone's like this far apart from each other. It's very close.

Participant 7

So sometimes it makes more sense not to have tables because we're just listening and we're just listening to each other. So we don't need laptops and stuff. So sometimes we might then spend a bit of time pushing all the tables out of the way and. But sometimes we want people to sit in a circle, so it's like working out how to do that. So there's not a huge amount of

flexibility in the furniture if, you know, because they're quite big tables and they're quite hard to disappear.

Participant 7

So I think, yeah, we do a bit of that. And then sometimes we even do, like, performance workshops or like, sort of more somatic learnings. So it's. We want to be on the floor, sitting on the floor, sitting on a circle in the floor, are using the floor as well. And that becomes difficult with all the furniture.

Participant 7

So there's like loads of different ways that we use the space. Yeah. More than maybe another ma, because we don't, like. We don't sit in a row and look at the screen a lot. So we're quite flexible with how we use the space.

Researcher

Do you ever do that style of sitting?

Participant 7

Yeah, we do sometimes. Yeah. Yeah, we do sometimes. But I think we.

Participant 7

Yeah, like maybe every week there might be, like a lecture and there's a bit of sitting and note taking and all of that. But then there's quite active sessions as well every week.

Researcher

And sticking with that room. It sounds like you use it a lot.

Participant 7

Yeah, we do.

Researcher

Do you feel like the room. So the physical space, the furniture and the technology as well. Do you feel like it helps your teaching or hinders it or. No, either.

Participant 7

The technology super hinders it because the.

Participant 7

The space itself is quite long. So it's like.

Participant 7

So it's like this sort of shape and the door is here, and then there's a screen here and the student. Because we've got so many students, there's.

Researcher

Just one screen in the center.

Participant 7

Well, originally there was. There's two, but this one doesn't work.

Participant 7

It's never worked. So then we have slide T at the start to sort us out with two screens. Here, here and here. But they don't. They now don't work.

Participant 7

So yesterday I had a class where all I had was this. And so people here can't really see people here. So it's really difficult. So I need more support from it, I think, or AV or whatever it is. I don't know.

Researcher

Yeah.

Participant 7

But. Yeah, it just doesn't. It would work better, obviously, if there was, like, something. If hear that everyone see in the same way. But it is what it is and we make it work.

Participant 7

But I do need to contact av because it's.

Researcher

Yeah, it's not working when you need support with things like that. Do you know how to get it?

Participant 7

Sort of. I think there is.

Participant 7

Yeah, I think there is an email that we, like, my colleague actually helped last 10 because I was like, no, first time when we have two Greek students and it's just the room is new, the

students are new, the it is not working and I've got like 76 students to look after. So one of my colleagues was like, don't worry, let me sort out the it. I was like, thank God. So he went and spoke to the team and got them in and I think had to be a bit forceful to, like, be prioritised because we were really struggling with the room. But I think they're good.

Participant 7

I think they're really great when they're in. But it's like.

Researcher

Yeah, but when you say that about struggling, struggling one time or is this like a bigger thing than getting everything working?

Participant 7

I think right now nothing's working again, so it's like, gab's off. So.

Participant 7

So now I have to, like, sort it out myself. So I do need. It's been on my mind because this. Obviously we had a big problem, so I need to. I do need to then re.

Participant 7

Re engage and re. Ask for some support. So I don't know why they're not working.

Researcher

So is that really similar to this one?

Participant 7

No, it's like.

Participant 7

It's narrower.

Researcher

Yeah.

Participant 7

And longer. Yeah, I would say so. Yeah.

Participant 7

And the screen is like that size, but imagine it's like longer. So it's quite hard to see that from here.

Researcher

Yeah.

Participant 7

So it'd work if we had less. If we had students just clustering here, it kind of would work, but. Yeah, because we have so many and they sit around the table and these spaces are much smaller. So a chair is here and a chair is here. So it's.

Participant 7

Everyone's like, up again. So if you need to go to the toilet here, you have to get like five people to get out of your way. Like, it's quite.

Researcher

Oh, wow. It's that tight.

Participant 7

Yeah, it's really tight. When everyone's in, it's really tight. Yeah. So it's not ideal. And the students do complain that we try and, like, make it work.

Participant 7

Also, we can't open a lot of the windows, so when it's hot, it's really hot. Yeah.

Researcher

Have you taught in any other spaces either at ue hour or somewhere else?

Participant 7

Class started. We taught in kind of the name of the room.

Participant 7

It was on the second floor. It was the wrong. Without any windows. And we only had 20 students, but that had no windows and no, like, ventilation. So obviously that was tough.

Participant 7

I mean, the building is tough, right?

Researcher

It's like.

Participant 7

And then the course got bigger, so I think they moved us to another room. I can't remember the name of it. And actually, I really like this room because it's.

Participant 7

It's like. It's got windows, it's got storage space, and we can make a mess in it. And it feels nice, you know, it feels like you can kind of own it. I do like that. It just feels difficult when you're.

Participant 7

When you've got so many students. But I'm hoping that that's a blip. And I'm hoping that we'll stick to about 40 students next year, but we'll see 50 students. It's too much. Yeah.

Participant 7

They just gave us ridiculous targets last year because they were worried about numbers and stuff. Not for us, but. Well, that's what it means. Like the bread basket for some other mas. Yeah.

Participant 7

Anyway. Cool. That's really interesting.

Researcher

So what. What technology do you use regularly in your teachers?

Participant 7

So I think we.

Participant 7

What? Yeah, so what we use a lot is like, just plugging in, laptop plugging in, sharing video sharing, presentations.

Participant 7

They would be the main things. I think what we probably do need is like a better sound system or something, so that. Because when students are presenting work, they might be. They might have a quieter voice. And in a.

Participant 7

In a big, big, long room, if you're speaking here, it's impossible to hear you. So I've been trying to see if we can get a mic or something we can just give. So that there's a bit more. Yeah, it's a bit easier to engage with each other's voices, so we might need that. And, like, I think we borrow, like, student speakers all the time.

Researcher

Oh, really?

Participant 7

Yeah. If we want to put something on.

Researcher

And we can't hear it by a little bulletin speaker.

Participant 7

Yeah.

Participant 7

So we probably need something like that for the course, for the room or something to make it easier. So, like, sound and mics and things like that to make it a bit easier for students?

Researcher

Well, just on that, like, that's a workaround, Right. Or a rubber speaker.

Participant 7

Yeah.

Researcher

Are there any other workarounds that you. That you regularly use either in the. In technology or in the space? And what I mean by workaround is something you have to do and you don't think you should need to.

Participant 7

Yeah, that's a good question.

Participant 7

I think students have brought their own fans in.

Researcher

Oh, really?

Participant 7

Yeah, because it's so hot.

Researcher

Plug in?

Participant 7

Yeah, yeah.

Participant 7

It gets really hot and then they kind of share the fan. They like take 10 and yeah, I guess there's curtains. So they like shut it. They shut the curtains when it gets too hot, so it's really dark. So I guess those are like workarounds.

Participant 7

Yeah, absolutely. In terms of technology, I mean, yesterday we just said put the screen. We've put the slides on the middle, so just like, if you can't see the screen, look at them on your laptop. So I guess that was a workaround, which is fine. But it's.

Participant 7

Yeah, you don't want to be looking at a room full of laptops trying to think what else we do. I mean, we often, like I said, we like adjust the furniture and the space quite a lot. So there's a lot of like.

Participant 7

Yeah, like accessing the floor, which I think is interesting because I think when you design a classroom, you don't think about the floor. You know what I mean? Like in primary schools you'd think, well, let's. The floor is part. Oh, yeah.

Participant 7

You know what I mean? Whereas in second university, because we're big. Yeah, we're big, we just sit on chairs. Whereas actually we use the floor quite a lot and we might do like some stretching or some yoga or we might do things like that. Or like there's one student that does dance, so sometimes she does like dance warm ups with us.

Participant 7

So like, there's a need for like a bit of openness as well to the learning space, which is interesting. So flexibility, I think is the key. Really.

Researcher

Yeah.

Participant 7

And whatever that looks like in the furniture.

Participant 7

I don't know.

Researcher

Interesting. No one else has mentioned before, so.

Participant 7

I know. Well, this is it.

Participant 7

I do think it's interesting because we. Yeah, I think it's. We try and activate like the whole body and the learning experience. Just sitting and using a chair and using a table doesn't always soothe, so it's quite. That's an important learning process for our students.

Participant 7

I think so, yeah. The floor. I don't know what that means in your research, but, like understanding that that is also a space.

Researcher

Well, like I said, we're interested in everything. And this isn't about you in any way, it's just about the spaces and the university generally.

Researcher

So there's no wrong answers. There's nothing you can say that is right or wrong. It's just what happens, what is there?

Participant 7

I think the agility and the flexibility is important. Sorry.

Participant 7

Another thing as well, that there's also this sort of the different tones of Learning. So like sometimes you need to have a private conversation, for example, with a student. And it's really hard to find space to do that here. And I'm guessing in the new building it will be

different because there's more informal spaces you can kind of occupy. But like there is something about just being able to pop into another little room or pop into a space and have like, there's really limited access to that.

Participant 7

And that's quite hard sometimes when a student has a real crisis or like there's something really important you need to discuss but you don't want anyone else to hear. And that happens quite frequently. And I can't be phoning, timetabling and be like, can you book me a room like in the next five minutes? So it's like finding you're like walking around the corridors. I think this room's big, you know, so it might be that there's something important about quiet, private space that doesn't.

Participant 7

Isn't. Yeah, that is just available and, but purposeful. Something like, I don't know. Or is bookable more easily, like on an app. I can quickly just be like, oh yeah, it's free, let's go.

Researcher

How do you book spaces now? Do you have to go into some.

Participant 7

Any other way? Which might be my failure. But like I just emailed Jo in the timetable in the team and that's what all the team do. And just like, this is what we need, this is what we needed. This is how many students.

Participant 7

And then Jo finds us a space. And often it's like in the tower block or somewhere. It's just wherever the space can be from, which is fine. But obviously that puts a lot of pressure on like one individual in one. It doesn't feel very efficient.

Researcher

Yeah.

Participant 7

So I wonder if there's like a, like literally, literally something we can just see. Like here are the. These are the tones of the spaces and types of spaces. Okay, that won't work for 2 o' clock tomorrow.

Participant 7

Let's just book that one in or something so that you have a bit more flex? I don't know.

Researcher

But yeah, really interesting thinking about the technology in the spaces. I think I know the answer to this already. But do you feel like it's helps your teaching or doesn't help it specifically, like the screens, your computer, the software, everything that's not the room itself?

Participant 7

Yeah, definitely. Yeah, really helps. Yeah, it really helps. So we often, like, we might leave something on a screen while the workshop's happening, for example, they can go back and check, you know, this is, I don't know, the pointers or the prompts or the questions or something. So, like, the screen really, really helps.

Participant 7

And then you might have like a Miro board that all the students are adding to and you can put it on the screen so they can see, you know, we can all see together the collective work. Like, the screen is really important in lots of different ways. And then, yeah, obviously our laptops are really important too. So, like, we might. Like yesterday we had.

Participant 7

There was two of us teaching, one of us plugged in to show the screen and then the other one with their laptop is like updating the Moodle or something, sharing the resources on the teams chat or whatever it is, and like shifting a couple of slides around, you know, whilst, you know, so there's like. Yeah, it's really important, I think, to have access to those things and be adaptable.

Researcher

You mentioned Moodle there. How do you find it from your side as a. As a tutor?

Participant 7

I find Moodle, yeah. Yeah. I mean, I haven't got much experience with other systems, so, like, for me, that's just the system. It's, like, harder for me to critique maybe, but I find it useful.

Researcher

How about comparing it to just everything else you use digitally?

Researcher

Do you find it easy to use?

Participant 7

Do you find it difficult to use? I find it easy to use, yeah. I find it easy to use. I don't know whether the students.

Participant 7

I have to, like, do a lot of, like. I don't know if it's just our students or just me, but, like, I'll update the middle and they would see. So then I tell them I've updated the mood, so then they go, you know, it's just like, how many times do you, like. Do you know what I mean? Like, how many points of reference?

Participant 7

And then they'll ask me a question, so, what's going on in the 18th? And I'm like, have you checked the Moodle? Oh, no, sorry, I forgot. So it's like, there's a lot of, like, triangulation, maybe of comms. I don't know, it might just be like working with students and I guess different students have different relationships, so that's that.

Researcher

And is that the main digital way you communicate with. Through.

Participant 7

We have a Discord channel, which is like, we have one for the course and then we have, like, channels for, like, each unit. So when there's, like, quick bits of comms around each unit, we put it on there. So we might be like, right, we've updated the Moodle here.

Participant 7

Here's a link for what's happening tomorrow. So we use both Moodle and Discord. They're the main things. We tend not to email our students that much unless it's like a really official piece of information.

Researcher

Why do you think that is?

Researcher

Why do you not use email? But you do use Discord, it's just easier.

Participant 7

And it's also easy for us not to clock up our inbox. But I think, yeah, the email is not as. It just works completely differently.

Participant 7

So I'm disappointed. You've got. They can message you quickly, just as an individual. So it's like, sorry, I'm gonna be late, the bus is running late. Fine.

Participant 7

I don't want that on my emails. Do you know what I mean? So it's like. It works a bit like teams, but it's a little bit easier to use. And then we have.

Participant 7

Yeah, just like, channels. So you can also have, like. If you've got a tutor group, you can have a tutor group channel. So like I said. Oh, I was mentioning this resource.

Participant 7

Here it is. So. So it's just an easier way to organise your communication with the students. We find it easier anyway. But I don't think all the courses do it.

Participant 7

I think some courses might use splac, maybe. I think services. I might use splac, and then I think other courses might use teams.

Researcher

And is all of your teaching in person or is there any hybrid teaching or remote?

Participant 7

We do all of it in person immediately.

Participant 7

And then we might do some of the tutorials, for example, we might do online, if that suits the team better. It depends on kind of what the team need, really, in that instance. And sometimes, I guess. Yeah, no, so it's all really. And then language support, I think, is always online, as far as I know that we don't know if there's something like that.

Researcher

What's language support?

Participant 7

They have a class every week. Whether they go or not, I don't know. But, like, they're offered a class every week in language support, so anyone that doesn't bother with English as their language, they can just get a little bit of additional help. But I think that's.

Participant 7

That tends to be online on Tuesdays. But, yeah, we don't really have online classes, but we do in the first term, I think, to make. Because we've got two cohorts and only one room and three units happening all at the same time in three days a week.

Participant 7

The jigsaw means that sometimes we probably do need to do a bit of online stuff with some of the groups. So maybe some of the tutorials are online to save the space for the other groups. We do a bit of that, but we tend to do, yeah, most of our teachings physically.

Researcher

And do you record any of your teaching in any way?

Participant 7

Not.

Participant 7

We used to obviously during and after Covid, but no, we don't really now. I mean we have some requests from students who are like traveling or not in to like see if they can patch in. But it's really hard to do both things. But sometimes students might have a video link open and be showing the other student the room and that's fine like yeah, if you're happy to do it. But like I remember after Covid we had a lot of hybrid.

Participant 7

It had to be on line and it also had to be physical. And yeah, it was. It's really hard to get both experiences right. So we don't, we don't do much recording. I think we could do better at like, like using Moodle to have some.

Participant 7

Is it asynchronous? What's the word for like?

Researcher

That's one, one, one phrase people use in asynchronous teaching.

Participant 7

The word for like when you've already done. Done it and they just access it online.

Researcher

Recorded. I don't think so.

Participant 7

We could, I think we could. We used to do that. We'd like pre record a video or have a little, you know, drive set up with some tools, whatever.

Participant 7

And then that could be a session they can engage with in their own time. I mean that's the way.

Researcher

Is there a reason you stopped doing that or that you don't.

Participant 7

Fine. I think, yeah, like, I think there's a lot for us to do and I guess it's like when you're designing a session for a space, you don't want to design it twice.

Participant 7

But I think with a bit. And also our curriculums like with like it's quite a particular course. So it's like very agile and responsive for the students. And so we don't. It's not as sort of the structure of it isn't quite as like solid maybe.

Participant 7

You know, we're not always teaching the same thing. Every year it shifts and it and it and it depends on who's in and what seems to matter to the students and all of that. So yeah, we don't. But yeah, we could do. I think we could do like term one could have like ten little bite sized like pre records or something to help scaffold their experience a bit better so that when we're in class we, we don't have to be Doing all of the delivery.

Researcher

We could be, you know, if anyone does do that.

Participant 7

I don't know. I don't know.

Participant 7

Yeah, I have no idea, actually. I mean, we used to do it a lot.

Researcher

Yeah. When you did it a lot, was it just on a laptop or was it in a space?

Participant 7

Yeah, yeah, yeah, yeah, Just on a laptop.

Participant 7

I think they tried Panopto or something. There was like training around, like different software you could use or different ways you could do it. But I mean, I had enough to do, so,

like, I could. Like, it doesn't come naturally to me, that stuff. So I just make, you know, I'm a workaround kind of person.

Researcher

Yeah, I think everyone is to a degree.

Researcher

Lovely. That's. That's actually most of the things I wanted to ask you about. We've kind of whizzed through it. Couple more things.

Researcher

One is, apart from changes in the technology in the rooms, is there anything else about your role that you think could be improved, that you could be given or get that would improve your ability to teach? So it could be training, it could be resources, it could be equipment. Is there anything that you think is missing?

Participant 7

Yeah.

Researcher

At times there isn't. It says no problem.

Participant 7

And I mean, yeah, I do think, like, maybe, just maybe a bit more, slightly more agency maybe on, like how we navigate space so that those smaller workshops or those tutorials or those things we can more easily just facilitate without having to engage the whole timetable in departments. And maybe we understand our. We understand when certain spaces are available a little bit more. Yeah, you know, it's not, it's. It's.

Participant 7

It's not very transparent, I don't find. So maybe there's a sort of system which could be developed which would really help us, I think. So we are understanding, like, as a collective, of course, leaders, like how our different spaces are used because, for example, on Mondays our space would be used by students, but very informally. We don't teach on Mondays. So if someone needed, someone from another course, needed like a quick space for a little workshop or something, they would be entitled to use it.

Participant 7

They could walk in and that's fine. But yeah, I guess eight, probably we didn't get. I guess, yeah, it happens through. Just walking through a door and being like, oh, that room's normally free on Wednesday, let's do that. You know what I mean?

Researcher

But they can't actually check if it is really.

Participant 7

It's really hard. I mean, there is obviously a way I could just like ask during time to think, but it doesn't feel like, they're really. That's fair to me. But that might be because they might be using the system, trying to think quails.

Participant 7

I think there is something really important and it might. Again, it might be unique to our course, but we are quite like a makey course. So it feels like if we were like, this space is fine to come teach, leave, but this, that wouldn't work for us because, like, it works sometimes, but then we're making stuff, we're engaging. There's just students stay after the class to kind of finish and keep working. And they do a lot of, like, peer sessions where they connect and share their practices and put things up on the wall and do prints together.

Participant 7

So, like, having a studio really matters to us, if you know what I mean?

Researcher

A dedicated space.

Participant 7

Definitely. Yeah, definitely. And it really makes a difference to the pedagogy of the course because the students can own it then.

Participant 7

So they. How we support them in, like, creating their own reading groups, for example, and like, you know, having. They don't need us in the room to lead all of their learning. So, like, they use this space is also a teacher for them, I suppose. Also, like.

Participant 7

Yeah. A facilitator of their learning, I suppose. So it feels really important to us. And I would be really sad if we couldn't have that. I think it would shift a lot of the culture.

Researcher

Of the culture.

Researcher

And then my last question, Everything you've told me has been really useful. My last question is, imagine there were no limitations, money or time or anything. And someone said, you can build your own space for teaching.

Participant 7

Yeah.

Researcher

What would it look like?

Researcher

What would be in it?

Participant 7

Oh, nice question. Okay, so it would be a beautiful big studio with lots of materials, lots of making things. Wet paints, like, things that are, like, can be really brought into, like, the making and the thinking and the prototyping. So, like a working studio space.

Researcher

And.

Participant 7

Space for everyone to work. So like, ample room for that to be okay. And then also space for us to sit in a circle on the floor and meditate. So they'd be like, yeah.

Participant 7

And technology that worked, but wasn't too intrusive. Like a kind of. Oh, that's handy, that's green. Look, have a look at that. And it just connected.

Participant 7

And I didn't have to constantly be like, does anyone know how to make this screen work? And a sound system so we could hear each other?

Researcher

Then what about the aesthetics of the room? What would that be like?

Participant 7

Just like, I think, yeah, like free.

Participant 7

Like, creative. Like, students work up on the wall, like I'd like the students keep their work visible so they start the course and you know, they can see their projects, they can look at each other's projects. They can then take it down into term and change it. Like the students feel like it's their space to work things out. So their research that they develop, they could make the mapping out on the wall.

Participant 7

We do a lot of that, like collective mapping. And actually this space we've got now doesn't have a huge amount of wall space because it's so Windows E. So like we do miss like that just being able to like put stuff up and connect things together and like we create like shared visions and we create shared maps for our ideas and. And often that has to just be like on the window, you know, we can put it on the window and it sort of falls off.

Researcher

Yeah.

Participant 7

So it'd be nice for a space where the bats to could live and stay a little bit. Not permanent forever, but like a kind of semi permanent. So it's kind of always being exhibited and explored. Like a space like this again, it's like what's happened in this room? You've got no idea.

Participant 7

I mean, there's like some tiny evidence, but that's there. Do you know what I mean? And I think that again, that works for some courses and that's fine, but for us it's where we teach like climatic practice. So we're like looking at like ways of what is. What are the tools for claptic practice, how do we visualize how, how we're thinking together and all of that stuff so we wouldn't need.

Participant 7

Yeah, we need a space that enabled that visualization and like that we didn't have to take it down at the end of the day.

Researcher

This is great just filming you here. Thank you so much.

Participant 7

I don't know if my vision will be accommodated, but I guess it's good to share.

Researcher

Yeah, absolutely. Well, that's great.

Researcher

Thank you. That's everything. If you'll.

Participant 8

Researcher

Ok, I just started recording.

Participant 8

Okay.

Researcher

Can you start by telling me what you do?

Participant 8

So I am a course leader for an undergraduate course in the courses graphic band.

Participant 8

And.

Researcher

Do you do in person teaching as part of the course?

Participant 8

Yeah, it's all in person now. I can sense the camera. I'll turn into a normal person. No, no, no, it's fine.

Participant 8

I just talk like a normal person in a second. Just give me a moment. Let me at least move it back a bit.

Researcher

You seem quite close. There you go.

Participant 8

Yes, it's all in person. So as soon as the COVID bans were lifted, we just bought everything.

Participant 8

Okay.

Researcher

And how many hours a week do you spend with students.

Participant 8

Across all three years? Well, we have teaching every day apart from Wednesday afternoons, which is as a UAR policy it's free for sports activities.

Researcher

That's what I'm saying.

Participant 8

It is still the same and often we need that Wednesday afternoon and we're not allowed it. But yeah.

Participant 8

So every day the students are. But students depending on what year they might be in. Two usually three times a week.

Researcher

And where do you do most due to each?

Participant 8

Just across there.

Participant 8

Sorry, just.

Participant 8

So I've got studio in this building. So because I have a really high number of students some years we have very students.

Participant 8

So a few years ago the studio wall was not there and it was extended out into. Then how we do it again, much bigger space. And now it's awesome.

Researcher

What's good about it? You seem to really like it.

Participant 8

I love it because it's been. Because it's been my. My mission to not have scruffy studio. So when I first started teaching 10 years ago when I was an associate lecturer and I used to go into the space with willing to speak piles of, you know, old projects and litter and cups. And every time I went into the studio you'd have to kind of just do a bit of clearing before.

Participant 8

So it was a horrible. They were often horrible spaces to teach in and horrible spaces for the students because. Just scruffy and.

Researcher

What'S different? I know. What do you do to differentiate?

Participant 8

I have.

Participant 8

So we've got. I mean it's taking a bit of time to kind of get it to this voice point. But we've got a sofa area for students to. As they get to the breakout area, a lot of students have neurodiversities or they get anxious and with, you know, 15 to 70 students in a room, it's quite an intense space.

Participant 8

That's. That's how they like it. We used to have them split between two different rooms and they think that they just.

Participant 8

So then there's a safe sofa in there is a sort of breakout area. We've got shelvings and we've got projects on display and we've got books in there. And then you've got the cabinet with like a little library resources and just. We've got our making area. All things that we've added in that amounts.

Participant 8

We've got printer that we bought so students don't have to wait and queue up for the. You know, the one.

Participant 8

They can just do it in the room and they can be a bit more experimental stuff because.

Participant 8

So it's nice. It's a nice space. We've painted one of the walls painted as a magnetic flatboard and we've got four screens all around the room. So no matter which angle the students sit in, they can see a screen. See this.

Participant 8

And how.

Researcher

How generally do people sit? How do you make a room out for.

Participant 8

They just in sort of bust the tables of maybe 8. 8 students.

Participant 8

But sometimes you get some best friends that may ever climb in, which is insane. But yeah. Clusters of tables.

Researcher

And did you set it up that way or is that how the students.

Participant 8

Are sort of trying.

Participant 8

And then sometimes we. If we have a guest lecturer we clear all the tables to the side and we just have sort of raised chambers or we've done workshop activities and we've just presentation skills and so that were cleared at the holly space out so that students could just stand. Stand up.

Researcher

So it sounds like the space is quite weak and difficult.

Participant 8

Yeah.

Researcher

Is from when you arrive, say in the morning before you're about to start teaching.

Participant 8

Yeah.

Researcher

Do you have. Do you have a general process that you go through for arriving until your teaching starts?

Participant 8

Depending on.

Participant 8

So I've got a team of six council staff plus associate lecturers and every one does it. So I will normally arrive into the office. There's a shared staff office. I'll go in there first.

Participant 8

Sometimes it's an intent. Just got to get some work done before the early lecture starts. Other times it's a little bit more sociable.

Participant 8

And then I will normally go up to studio. If it's a morning session, go up about 9:45, 10 to just make sure the room's okay.

Participant 8

If there's. The way our timetable works at the moment is our lessons are totally back to them. So one class finishes at 2 and next class starts at 2. So there's no in between.

Participant 8

It does work because everyone is the same. We're all the same cause. And we all care about each other and no one wants to sort of overstay their level because they know that their colleagues are coming in to teach. But it does occasionally mean that cohort.

Researcher

Community.

Participant 8

If they want to get something a little bit different, other members of staff will just turn on 30 seconds before teaching styles because they've got family commitments or dropping kids off at school or whatever. So.

Researcher

Technology, if you turn up last minute, are there any issues that occur?

Participant 8

Sometimes just tech issues, plugging things in and then some bizarre reason.

Researcher

How do you fix this?

Participant 8

Sometimes it's me, I'll just say to somebody else or if it's a bigger problem.

Researcher

And are they responsive?

Participant 8

Yeah, pretty much.

Researcher

Yeah.

Participant 8

Yeah.

Participant 8

Then the last time I can think of where we were really stuck was two years ago. You know, if there's a problem, someone internally to sort of.

Researcher

And do you have any long term issues with your space? It could be anything. It could be the technology, it could be the furniture, anything that you want to fix.

Participant 8

The biggest thing is, I mean, it's an awesome room, but across one entire wall with windows and the. It's amazing to have the light. Much rather have students things and daylight things in the sky. But sometimes it gets really hot when the blinds don't work and students then can't see their screens properly or when the heating comes on and it's intensely hot or overheating off and it's in intensely hot. So it's usually sort of the weather outside.

Researcher

And does that have a big impact on your ability to teach?

Participant 8

Well, at the moment, one of my staff members is very heavily pregnant. She's in her third trimester. And like earlier on this year when the weather was really like super unusually hot. Yeah.

Participant 8

It was really difficult for her to search for fans that they had to put to our boss and weigh into work and go get coffee because part of her health and safety is that.

Participant 8

Yeah. And then there are some students that if it gets too hot, they just, they just get a bit flaky. We can't listen to the lecture because, you know.

Participant 8

Yeah. So most of the time that's fine. But there are these moments where.

Researcher

Thinking about your room as a whole, including everything. So the technology, the furniture, the, the gen, you feel like it adds to your teaching or takes anything away from it or mine.

Participant 8

I think the space that we have created adds to it only because we have worked so hard to make a good space. So as I said, we've got black balls which have student kind of workshop sessions and talk their Thoughts on there?

Participant 8

We stick work up on the walls, we have posters that we've created. So we barely deliberately gone out create a space that students want to be in. Because one of the big things a few years ago was students coming into uni as soon as their class is finished, they leave the building.

Participant 8

And so there's a big effort to try and keep students in this space because if they're in the space and they're collaborating and working with each other, it's just nicer. It's a nicer experience all around.

Researcher

So do you try and make it more like a common room?

Participant 8

I suppose so, yeah. I suppose so.

Participant 8

You know.

Researcher

Does it work? Do they use it that way?

Participant 8

Yes, because we have a lot of students. Yeah, they'll.

Participant 8

I mean obviously there is a party and the back to about year one and then you two come in so they have to leave. But actually what we usually say to them is if you want to stay and use the makeu area or then sit on the sofa, look at some books whilst a different cohort's coming, you can do that. And then we have found that there's only really going studio is there's usually some people in teachers.

Participant 8

It feels like they're. It's their part of lcc, you know, it's theirs.

Researcher

So thinking of your daily teaching routine, the space you're in and anything else you use, any other places you go, have you had to develop any workarounds by hack I mean something you do that you feel like you shouldn't need to, whether it's with technology, furniture or anything.

Participant 8

I think the thing that's probably the trickiest is. So for instance, if we. When we have first years in and we're doing tours of the building and showing them more facilities, you can't take that many students around in lunga. We did it one year, it's just hell.

Researcher

And this is what I've seen today.

Researcher

Big groups of people at college age in reception. Are they doing tours?

Participant 8

I don't think there's an open day, but there might be something of outreach. They're quite young.

Participant 8

Yeah, there's outreach that's going on anyway. Yeah. Yes. So you saying some sort of tour. We end up having to bigger mission to take smaller groups of students.

Participant 8

I'm sure if my team is sitting here they would have a million examples of stuff, but they just can't.

Researcher

Anything you can think of?

Participant 8

I have a very open policy about food in the studio. So if someone wants to bring their lunch in and eat because we have sessions from 10, 3, 2. We just say just bring your food throughout the whole session. Which is absolutely fine because if it's what keeps them going, I've got no problem with that.

Participant 8

But some maybe heard of environments as they.

Researcher

Thinking of technology specifically. You said there are screens.in around your routine. What other technology do you use? So presumably put presentations on.

Participant 8

Yeah.

Participant 8

So there's four screens that sort of like a compass. And then we all have our work laptops. Some staff, the associate lecturers have their own personal laptops. And on the whole you just work in an adapter. You just plug it in.

Participant 8

In the olden days, every single. And I've started because it didn't pronounce straight to the screens, which is bad. But now editing just has it just. How does it work most of the time? Sometimes the.

Participant 8

Like I said, the screens are a bit glitchy and you know, if you're on HDMI one instead of two.

Researcher

And are you. Are you as a user responsible for that? It doesn't magically work. You have to manually switch things, make sure.

Participant 8

Sometimes I think sometimes if other people use space, they not surprise something, but they f around with stuff and do something.

Participant 8

We pull the cable out and put it in a different thing and then we come in. Sometimes.

Researcher

Some of the people use your space.

Participant 8

Yeah. If they.

Researcher

Serve on the.

Participant 8

Other so they just look at the timetable.

Researcher

Coordinating.

Participant 8

Usually he or she'll usually run in and say, is it okay if we put a so and so session in?

Participant 8

Sometimes I say no because I know that something's happening in the room even if it's not.

Researcher

Can you think of any ways you have to change your teaching because of the space or because of the technology?

Participant 8

Yeah. The trickiest thing is when the wall was removed in the building and we set over the desks, we discovered that if we're at one end of the.

Researcher

Room.

Participant 8

The acquisitions are room for students.

Participant 8

So the room for fun. They can see the stuff but they can't actually hear us. And it's quite a big room. So some of the more the louder members of the staff will just talk really loudly. But sometimes we get quite quiet.

Participant 8

Some of the people.

Researcher

You really need.

Participant 8

To talk about it because if they're just a quiet person. So we. So we then moved from the end of the room to the side of the room. And then we found that when you're in the middle with students on both sides of you, it becomes quite difficult to.

Participant 8

You're constantly either looking left or right and then therefore you've got the back of Your head to half the room, which isn't that nice.

Researcher

Yeah, I can imagine.

Participant 8

Whereas when you're at sort of one end and you're facing everyone, you're looking at everyone the whole time, but then have the ring.

Researcher

And when are you teaching?

Participant 8

Yeah, some fine. It's a really tricky one because for a lot of students, they. English is their second language.

Participant 8

So have the presentations besides, in advance, have their screen open, they can follow the slides and read it as we're talking in a class. And then the old students do live translation and that really helps. This translation is not great, but it's better.

Participant 8

So some students have their laptop, say some, obviously sometimes when laptops are open and messages are pinging in and they get a bit distracted. So some members of staff will be quite strict and say, laptops closed. Just concentrate, listen to me. Which is fine for the sort of the students that can follow lecture, but for the majority.

Participant 8

So there's always a balance between students being able to follow along, look at slides on their screen, translations, but not distracted. And then we have the students that, you know, they laugh their phones out, that you also see students scrolling through stuff, shopping. Rita had a student just recently who got a bit bullied and she just actually took.

Participant 8

We didn't stop the lecture, but then afterwards I kind of said, right, don't forget. There is some etiquette of, you know.

Researcher

That was quite extreme.

Participant 8

Yeah. I think they. I think there's so much. I mean, apart from the phone, there's so much addiction to phones and social media that it's really difficult. As soon as they put the phone away, their anxiety levels go off because they don't feel connected to anything, that the opposite of what we would hope would happen, where they just become very focused and engaged.

Participant 8

So that probably is one of the tricky things because depending on the person that's teaching or delivering a lecture, some can find it really. It really minds them up. If everyone's topic they call the lecturers don't like it.

Researcher

Like in meetings, everyone's staring at the screen and you're trying to talk similar thing.

Participant 8

Yeah, yeah, they can understand it. I mean, it's just.

Researcher

That's most of what I want. It's been really useful. A lot of questions. One is, apart from changes to the technology, or is there anything else that would help to improve your teaching? Maybe some extra resources or training or anything that the university could give you that would just help you and your students be better?

Researcher

Anything at all?

Participant 8

I'm sure I can think of stuff.

Participant 8

I do think that UAF is actually brilliant in terms of the training available. There's loads of stuff constantly, if anything, there's so much available, it becomes difficult to choose what you're going to do and then find the time to do it.

Participant 8

What I have found is that when there is training on a particular topic and we do it as a course, we really start to know the results. The input is better because we form the same training collectively, together as a group, and we can discuss different ways of doing things. And that actually does work better, as opposed to individuals signing up and doing something. And when that happens, you just get one person with a different way of teaching or doing the same thing, and then they have to try and explain the benefits of this different way of doing something to the rest of the teaching team.

Researcher

It's better when it's more like I can insert a scroll away, but we each will do the same training.

Participant 8

Yeah, yeah.

Researcher

And then the last thing I wanted to ask, imagine your detail object inside with no restrictions and someone says, design your studio.

Participant 8

What would it look like?

Researcher

What would be in it? Would the aesthetics be like.

Researcher

What would technology be?

Participant 8

The aesthetics would be. I'll definitely have the parquet floor.

Researcher

Is that what you've got?

Participant 8

We've got parquet floor in the.

Participant 8

No, not in our actual studio, but around the building.

Researcher

I am.

Participant 8

And I think the parquet floor holds the history of this building and it holds the. It's all of the footsteps of all of the. Whether they're like famous people from the past or, you know, recent graduates, they've all.

Researcher

When was the 60s?

Participant 8

So I think the new buildings are amazing. Potential to be amazing, but they also have potential to be. You need to put stuff in. So I like modern space, but I like modern space with a bit of.

Researcher

Something.

Participant 8

Yeah. Character in there.

Participant 8

So if money was new after that, I would bring in a sutter knock.

Participant 8

But actually, no, having said that, I'm about to say people disagree with me, but actually, when I talk to my staff, we age from, you know, nearly retiring all the way through to, you know, people in their mid-20s. And the general sort of vibe in terms of interiors is happening. Eclectic kind of things. When stuff gets too slick and modern, it becomes quite an uncreative space. So when we.

Participant 8

When we're trying to encourage creativity, if the space is just too bland, the students, because they need a mirror extra to.

Participant 8

They need somewhere to lounge and, you know, just chill out.

Researcher

And what about the furniture itself, your lounging furniture? You also want formal kitchen furniture as well. So you do Want desks.

Participant 8

We need desks.

Participant 8

When you put them in a trust together there's always someone sitting where the. It's really annoying. And then they've always got. They've always got their bags with them. It's nowhere to of this stuff.

Participant 8

So it becomes. It does become a bit of a park and safety issue because as we're walking through the space there's bags. No one's going to use the lockers. So everyone says well don't worry because we've got lockers. No one wants to f around putting their stuff in their locker because they're going to forget all the things that they need.

Participant 8

So that when we say have you remembered to bring your customer your star piece of they have stuff depending on what year they're in they was this if money's no object question.

Participant 8

Oh, if money is no object. I would have. If money was no object I would have interior designers to come in that each course to understand the course and sort of divide the cause what teaching is trying to instill in students in order to spoke every space you wouldn't.

Researcher

Want to do it.

Participant 8

You want to specify.

Researcher

The course to specify the.

Participant 8

I think the course could specify it but it depends on you know interior design. If that's profession they are professional doing that as opposed to, you know I'm a graphic designer and I have a view on stuff I can make my home look nice but I don't know if it was out there and available as someone working in the creative industry and I say that because I'm a trustee of an art gallery and the. It's an amazing part when the building is being built and designed and conceptual the architect created the interior for and it feels like an architect's vision not their own. So people don't stay in that space as long as we would like them to because it's.

Participant 8

I love actors, my dad is an actor but they're not always the best.

Participant 8

So that's why I kind of think with the studio's best if any is no object.

Researcher

However how would you want it to work and how would you want it to aid your teaching?

Participant 8

There was a studio that had the acoustic between speakers if something comes in feeling the standing film. If you moved around let's say students online and they were watching the

camera would chap as the lecture moves around space so that they were all means just able to see the place and speak.

Participant 8

That was actually brilliant. Where I was working home and there was a break time session and I could hear the private sensations.

Participant 8

Luckily they Weren't slapping off courses.

Researcher

They didn't do private conversation.

Participant 8

And that just felt. It was like.

Researcher

You do hybrid teaching or online teaching.

Participant 8

I mean, it happens sometimes. We have some students that provide.

Participant 8

We have done that. And Harriet is now a year three leader. When she was in year two, she did what she described as a fifth classroom. So she would perform some common lectures in advance, give that to students with the pre watch so that when it ends, the classroom, instead of sitting statically and listening to a lecture, much more of a discussion.

Participant 8

Which is a really good way of doing it if you can guarantee that the students will actually watch it. But actually I think when we've done it, you can see, you can see.

Researcher

Is that through.

Researcher

And what I would like to use from your side, not from the student side, from you. As a course leader, as a shooter, how is.

Participant 8

Is we've got to the point where we know exactly as a course, how we use it, but format we have or how we put content on. We use the tile system, we use graphics. So we use graphics and systems, signage, visual signage to help students navigate.

Participant 8

So for us, we use the same system across all units, all years, so that students know exactly if it's badly put together, it just becomes just a mountain because we.

Participant 8

So on the whole, it's okay. I just. The other day I discovered some links that I don't even know. I could access the assessment tool directly from Moodle. Suddenly I'm like, there's loads of stuff that it does for.

Participant 8

There's so much.

Participant 8

It's like a microwave that, you know, all you want to do is, you know, eat up your food or defrost your food. But.

Researcher

When you said about the difference in your course on the other course, you think that was down to the system or do you think it was down to the people setting it up?

Researcher

This is great.

Researcher

Really, really useful.

Participant 8

Okay, thank you.

Researcher

What happens now is I'm going to create all this, do a thematic themes of different people and it will all be passed on.

Participant 9

Participant 9

I think the issue for us is probably sound.

Participant 8

Okay.

Participant 9

Yeah, yeah. Because we've got loads of screens, tons of screens. It's fine.

Participant 9

I mean, obviously because of our space, because we work in room 302 and 302A predominantly.

Participant 8

What kind of room is it?

Participant 9

Well, a room not dissimilar to. Probably not as high, but there'd be a room on the cinema, probably slight walk of events. So a lot of times we'll have a divider.

Participant 9

So it depends if you're working. If the year group split in two, for instance, then we'll have the divide one and give you a two and three as well. But sometimes when I'm teaching, if I'm doing stuff, if I'm doing something like. Correct, right. The divider's open and it's bizarre because optically it looks like it's longer than double sized, if you know what I mean.

Participant 9

There's a student right down there and there's two desks. But the main guest that controls everything at the top, you know, the 302 side. To be honest, I'm just trying to paint the pictures. Yeah. And so it's more to do with the fact that, you know, if you're operating stuff and showing stuff, it's probably the top end, but this guy's down at the bottom end and they, you know, you shout, you're literally shouting to them all the time.

Participant 9

So by the end, the end, you try to project your foot all the time. So I don't like three hours of projecting your voice. I mean I can project my voice no problem. But maintaining that, I mean obviously you're not talking constantly for three hours. But even so.

Participant 9

So it's almost like, you know, from a practical point of view, soundly dressed could be like your microphone could be.

Participant 8

Like speakers, as in like an actor speaking to a person at the back.

Participant 9

Of auditorium constantly and also know it. And they're not going to watch the play.

Participant 9

That's the other thing. So that you know, because they're down there and you're doing something and something that's going to come up further down the line that you weren't listening.

Participant 8

Well, how big is your cohort? How many people are you speaking to at any one time?

Participant 9

If it's the whole, if it's the whole year, the whole year group, it's.

Participant 8

About 50, 50 students and you have them all in one room together.

Participant 9

Yeah. So if you're a long room like this and it's rows, so there's. Because it's all max, basically so it's rows of max. And it's better than it used to be because the desk.

Participant 9

When I first started, I've been three years. It was three years tomorrow I started. So the desk used to be higher and it was really hard to see people because the screens were up. You'd be like, this is what's answering.

Participant 8

So your room's only like a computer level setup?

Participant 9

Yeah, pretty much. Yeah.

Participant 8

Yeah.

Participant 9

Because that's what they do, animation. So they all have the door system stuff.

Participant 8

Is that what you teach, like digital animation?

Participant 9

Yeah, yeah, yeah. I work in animation, so I should say at the beginning.

Participant 9

Yeah. So. So, you know, I'll bar be doing stuff like create writing, script stuff. I'll be doing editing, you know, that kind of thing. So.

Participant 9

And then I'll be using them in screen. But then I'll get. Then I won't be getting used max, because if we're doing like an editing workshop, I'll begin edit each other's stuff, you know, trying to see me a different eye and loosen them up so they're not pressures and things, you know. So it's a real mix with the great writing. There's a lot.

Participant 9

There's probably a lot more talking in a way. And that's when voice projection has to really, it's fine if you feel good and you're all right. But you know, I don't get cold that much. But the odd time you might. And that's when it was tricky.

Participant 9

Except you could just sort of talk at normal level. That would really help in terms of if the sound side of it was improved, I guess.

Participant 8

And how does that layout work for you? Like the computer lab styles? Do you like it?

Participant 8

Do you not like it?

Participant 9

I've got used to it, I think. I mean, to be honest with you, from a. From a writing point of view, I don't really need the land set up, you know, you're there for me. I mean, there was.

Participant 9

I think in my second year, first year, second year, I sort of jumped across. I changed the room block into one of the rooms up in the town block, but one of the big ones at the top. And that probably worked better. Well, it did work better because there was. There was nowhere to hide.

Participant 9

So. And they. They had to be. That's technology. Whereas like with the lab setup, you know, they'll always be thinking that they'll be trying to finish their films.

Participant 9

So they're constantly. Even when you're talking to them about stuff, they say to them, taking away from the film, concentrate on this it's going to help you as well because it'll take you away from the film and then you can come back to it. Even an hour can give you a fresh perspective, you know, Also, the longer you work constantly on something without a break, the tighter you get more stuff, mistakes you'll make as well. So.

Participant 8

But does it work when you tell them to take an error if they're sat there at the computer?

Participant 8

No.

Participant 9

Well, I mean, you know, if, if I had my industry head on. Yeah. Because I'm, you know, I'm three days a week. I've worked in film animation for 30 years.

Participant 9

So if, if I had my other head on, then work what color?

Participant 9

And that's fair enough, it's cool. But it's just frustrating because you just want. You want. Because you're going to be trying to help them. You know, it's like stuff that we cover at that point can really help them further down the line.

Participant 9

And yeah, all of them, it's their choice, though. That's the way I see it. You know, you address it, but it's their choice really. Lots of them are raised when I do it. It's really powerful.

Participant 9

Just the ones, the usual suspects that always happens. And you be like, oh, well, you know, I'll be. We'll be picking through this in two months. It's fine. So thought.

Participant 8

So is there a technical prep for you? Like you come in in the morning between getting in and starting teaching. Is there like a typical thing you go through, like a process?

Participant 9

Yeah. So basically everything's ready.

Participant 9

So all I have to do is we use Moodle. So I don't know if you've had the pleasure of using Moodle. Yeah. So the labyrinth. And it's like.

Participant 9

But it's cool because I have everything uploaded anywhere on there. But also then it's uploading so that the students then can access it afterwards too. So it's all ready to go. But also there's some students, for whatever reason may not be able to make it. So I always have it uploaded and I have it in a way that would be easy for them to look at the presentation and follow it.

Participant 8

So when they come into the class, things are ready. They log into Moodle to do the class itself?

Participant 9

No, they don't have to log into Moodle if they don't want to. So I do. So we've got like four big screens in the space, so one on each end, two sides.

Participant 9

This is quite split the presentation, everything took up on there. And then if I'm showing any kind of like clips, you know, to sort of underline what I'm talking about. Then they can watch on those screens. No one can't see the screen basically, you know, like the big screens. But then of course, then, yeah, if they want, they can log into media if they wish and they can have the presentation in front of them too.

Participant 9

But just that try and get into use bigger screens for that. There's a lot of construction, practical stuff that we're doing. So again, using the sketchbooks and get them off, away from the keyboard in a way, even though eventually that's what they're going to use, but it's to get them to sort of loosen up and think about things in a different way. It's almost like trying to get to use a different part of the brain. And then they can go back and do whatever they need to do, you know, build carrying some files or whatever, sort of make our digital sort of version and it's fine.

Participant 9

So I just try and get them, steer them away from the. But it's really difficult. Like I said, there's the microphone.

Participant 9

Yeah, don't do this.

Participant 8

Yeah, if it's there, you do it.

Participant 9

Exactly. As soon as you say don't do it, you know, so. But I don't know, say that like a Coruscant sort.

Participant 9

I sort of give them a prompt before session. Say bring your sketchbooks, bring pencils, pens, whatever it is you use, draw with, you know, do that to get into drawers, whether it's prototrian, get into draw as well. So there's all kinds of stuff tricks there and I'd say 75% successful that it works, but it's obviously the 25%, you know, going back to.

Participant 8

Well, how do you find using from yourself experience per asset as the person inputting is going to try and use it?

Participant 9

It's actually fine.

Participant 9

No, I think, I think it was just that first year, honestly, I think it was the first year when I was here and I was literally like. Like, what the hell, A little bit. Because it just felt like a library. And also there'd be some times where my use of it would be a bit more, not as constant. So it's one of those things where, you know, suddenly six weeks or four weeks, you've got to read how long did that again?

Participant 9

And it'd be like you have to really sort of dig into that, find out how to do it again. Yeah. Whereas now, because I've been here for three years, I'm used to using it now, so it's okay.

Participant 8

Do you think it's. Do you think you find it easier because you're used to it or has it changed in some way?

Participant 9

It probably changed. I mean, it kind of changes every year to some degree, doesn't it? I think there seems to be a big jump in my first year from when I first started that summer. There was a big update about two years ago. Yeah, that's right.

Participant 9

It was a big update on it and then that changed. I can't remember specifically what it was, you know, but it just seemed that maybe, maybe it was easier after the update, but it was. Yeah, I just think it's like anything, it's just you have to keep using stuff for it to become more familiar and then. Yeah, nano cycles. Okay.

Participant 9

Whereas when I first started it three years ago, I never used moogles before. I was just like, what, so this is awareness? Well, you know, so once, once you get used to it, it's okay.

Participant 8

So, so you said most of your clusters or you use the uni built computer and put it up on the screens.

Participant 9

Does it work?

Participant 8

Does the technology work on.

Participant 9

That's, that's, that's a good question as well. Yeah, I mean, I'd say without throwing any of the bus.

Participant 8

So like I said, so like I said at the start, there are no brighter moments.

Participant 9

Say anything you want.

Participant 8

It doesn't matter at all to me. I don't work for you, mate.

Participant 9

I don't care. Yeah, yeah. It's like it's hit and miss.

Participant 9

So a lot of times it's fine. But there's other times when it doesn't work sound as well. That's always the classic. So like. Yeah, it's always when you have to do something specific and really, really sound.

Participant 9

Depends who's been on it before. They've messed around with the setup. You're just coming in, you might be dropped. My son at school or whatever and I'm in a rush and then I come in set, you know, I've just not checked something. I should have checked it.

Participant 9

And then you go to do it, you go to play something, you know, but it's the way it is. But then sometimes it's not. Sometimes it is literally something's just not working.

Participant 8

What happens then? What you do?

Participant 9

We've got tech, we've got. Got some text next. We're really good. So our animation texts are in the office. So if I'm really stalked, then I'll just also have some time quickly as opposed to me fumbling around with wires and you know what I mean?

Participant 9

Because also sometimes I might be in a bit of a God, you know.

Participant 8

So you don't use like the general help desk. Use your.

Participant 9

General help desk is only if it's something like the tower block. It's how that's probably the worst. You might know this from other people. I don't know. That's.

Participant 9

Yeah, it's how. I mean, obviously it was built at the time and I mean, it's loads of things about that. Hilarious. Like all the PowerPoints are right at the front of the front of every. You know, stuff like that.

Participant 9

So there's all these sort of antiquarian kind of like light outs and stuff. But also it's like sound as well and stuff like that. Things are just. Just won't work, you know, when you need them to work, you know, that's a classic. And then that's where the general they'll be that the AV guys, not specifically our tech, but the actual AV helmet will come sort something out if it's really bad.

Participant 9

It has actually. That has a side that has actually improved slightly.

Participant 8

The support side.

Participant 9

Not support side, just the.

Participant 8

Oh, the tower side.

Participant 9

Yeah, the tower side, actually. Yeah. The sports side's always been. Always been good. I've always thought they've always come and sorted stuff out when needed, you know, but yeah, the tower.

Participant 9

But I've noticed that's actually improved slightly, you know, compared to like three years ago, but still hit miss. It's a. It's part. But yeah, it's like a bit of a. You never know what you're going to get until you arrive.

Participant 9

And then obviously it depends on what's been used in space, you know, so you come into the space and there'll be like tables, there'll be chairs stacked up. There'll be tables all over the

place, which is fine. You always think, I don't need the space in the middle. But then for you it's like, you know, I've got whatever students come in, like with 25 students, but they need somewhere to sit and we need to be able to see the screen. You try not to set it up like an orthodox classroom at the same time.

Participant 9

So I'm talking. They have to be able to watch the screen. Almost like set up a cinema in a way from what we're going to be doing. They're doing film presentations. Everyone's got to be able to see.

Participant 9

And also all the stuff to, you know, they want to put a laptop in front of them or they want to do any kind of response stuff, you know, they'll need tables in front of them as well. So. Yeah, so there's a lot of that happens as well. Where you end up doing the town lot. A lot of you have to get an extra room to do so because you don't know what you're going to get.

Participant 8

Is it because it's unreliable? Basically, Is it you have to get an A because it isn't reliable?

Participant 9

Yeah, because you just don't know what, what's. What's been happening. You know, it's kind of like.

Participant 9

It's quite fluid space really in terms of like, you know, the day before it could have been life drawing, for instance, you know, which is fine, good. But because we just have a finite amount of space and that's just that it adds to your prep time. So not only doing your setup or, you know, finding stuff, making children's up and running before students get everything actually more difficult layout of the space. What's happened, you know, where. Where are the tables?

Participant 9

Where are the tables? You know, that kind of thing. So it just depends, you know, I mean, even last week we had a. We had a workshop. It was the final sort of second year presentations.

Participant 9

And this is a big gear group. Me and the Pathway, they were split. We have a group each, but they couldn't get into their room because the door was locked. And then we asked them and it was like, it's usually open but someone's locked the door. So we reckon, you know, I know down to estates because sometimes there's someone there that I know but, you know.

Participant 8

Visually give me just a front desk. Yeah, yeah, yeah.

Participant 9

And I'm like, listen, we've got a problem. We've got like 25 students and we can't get into the room. They didn't know what the key was.

Participant 9

And I was like laughing, going, well, there must be a key because it's locked, you know, someone's locked it. So. And it was just. So. Yeah, so that's part of the whole, you know, eventually it was a lot.

Participant 9

So I didn't even see. I heard them. But you know, but it was just one of those situations where it was just like, course. So, you know, so you never know.

Participant 8

Sometimes what you're gonna get is most your teaching in person.

Participant 8

Is all your teaching in person.

Participant 9

Mostly. Yeah. Apart from depends on the unit. One unit Professional Futures, which we've just come to the end of.

Participant 9

And that's a lot of student preference. Professional practice in second professional thesis and third year. A lot of that will tend to.

Participant 8

Be online with the second things by online, do you mean live teaching, recorded videos?

Participant 9

No, it'd be live and it's recorded.

Participant 9

So your records like drink library. So if you do. Yeah. You'll deliver something in a material and then that. That's not really done in the classroom.

Participant 9

So people look at if they want to subject themselves to. Because it's kind of like, you know, that's the thing with online teaching. It's just very. And interactions. Yeah.

Participant 9

Pretty. I mean, it's just you. I mean, sometimes there's times when I actually found myself in a room here, actually not at home, and I'd be on my own. I'd be ruining silence and I'd be thinking, why?

Participant 8

Why was this Covid?

Participant 8

Or was it just.

Participant 9

No, this is after. This is like two. Two years ago. You know, it was just funny.

Participant 9

It's just a quirk of the booking system that I was actually booked in, but yet the session was online. So I was like. And literally it was like a room the size of the tower block. I was like there. Just like.

Participant 8

Just me and a laptop.

Participant 9

Yeah, just me and a laptop. And it also was really funny as well, because I've noticed that as well. Like, because I did il stuff. What.

Participant 9

Not here. And it was that around Covid, people still wouldn't turn the cameras on. And that's really, you know, that's diminished. So now it's like people just have chat. You know, it'd be like, so you asked a question and it's just like silence.

Participant 9

And it'll just be like you're basically talking to yourself. You know, it feels like you are. And then they'll just be like, yeah, it's great. You know, they'd be real enthusiasm. But it's just all in chat and you just be like, this is the way it is.

Participant 9

So, yeah, it's a bit cub. Most of it's session in person. Most of the sessions will do is in person. It's just that for that union, there'll be like three sessions and it'll be online and it'll be pretty much unique. You just hear yourself talk.

Participant 9

That's it.

Participant 8

Through a blank screen.

Participant 9

Yeah, yeah. I mean, well, you can see yourself, unfortunately.

Participant 8

And then it's even worse.

Participant 9

I know you can see yourself in the corner, you know, but. But then you've got the chat open and it's the X blank screen and it's just literally no one turning cameras on. So it's just all, you know, like, great. Yeah, that's really cool. Any questions?

Participant 9

And then there'll be a Question. No one thinks to turn the mic on. This would be a lot quicker.

Participant 8

Do you know of anyone who insists people be on camera?

Participant 9

I used to.

Participant 9

I used to totally exist on it back in the day, just from a point of view being. Imagine set scenario for that. So imagine this world production, and you're working remotely, and I'm your director. How do you think that's going to go down if you just. You don't turn your camera on?

Participant 9

You know, you wouldn't do that. You'd need to be present. So I used to do that. You know, that was my stick. That was my thing.

Participant 9

And then eventually I just thought, you know, it's also up to them. But I do tell them, you won't be able to do this in industry, you know, if you're working remotely, if you're having a meeting, production meeting, well, one year now, you kind of be there. But even if you are up at work in remote, you'd have to have a hair on and you need to be able to, because it wouldn't be on. So it's just difficult because obviously some students, it depends on what's going on. Do they have anxiety?

Participant 9

There's all that sighting that comes in. So you have to be sensitive to all that too. So I kind of just, you know, I leave it as an option for them now. But even, you know, during COVID there was a thing where, you know, there'd be some student accommodations somewhere in the room, and I hadn't seen anyone for ages, and they would turn the camera on straight away because they wanted to.

Participant 8

Interact with someone lonely, I guess.

Participant 9

Yeah, yeah, yeah, yeah, exactly. You know, they'd be like the studio, like from Portugal, with anxiety. And they're in a room which is like white walls, you know, and it just be like. So that. That's what I really noticed at that time, that people definitely want to take the cameras off.

Participant 9

Whereas over time, that's become less of a thing now. It's just. Yeah, it's just difficult to sort of. You don't sound like some sort of Manasse preacher, like John the Baptist. I mean, it's just like, you know, just.

Participant 9

You just have to accept stuff and just let it, let it go.

Participant 8

Thinking about your space, you normally use your room, which room did you say was?

Participant 9

I'm in the media room.

Participant 8

Okay.

Participant 9

It's on the third floor. It's room 302.

Participant 9

302.

Participant 8

So thinking of those rooms, are they the ones you normally use?

Participant 9

Yeah, yeah, they're the ones that I normally use. Yeah. Occasionally we use the electricity, which is a shame that we don't use them all.

Participant 9

But because of the confidence, it's just really hard to put Most lecturers, there's loads of horses like film us and it's just like. Yeah. So like for presentations, isn't it? Because we did have a peer group, our presentations were intellect.

Participant 9

But this year I think we've had one session with the surgery because you.

Participant 8

Just can't book them. Really busy.

Participant 9

Yeah. So yeah, you have to book them like almost like in the summer, the previous summer for the year.

Participant 9

And I don't do the timetable. So it's like that must be that my colleague at the timetable. It's. It's amazing. I can't, you know, the fact that she just juggle it all and does it and then still.

Participant 9

But still has to kind of know when we might want to like spit and then, you know, she could actually try and book it. But it might already, you know, gone. Someone else might just take it and sometimes, I mean, you know, it just depends on the demand really as well. But that was like pretty much being commander all the time, I think. So it's tricky.

Participant 9

So, yeah, so I'm predominantly on 302, 302 11. But there's loads of up spaces as well around. That's what I'm saying.

Participant 8

Well, those room threw two in. Think of the room, not the technology, but the space itself.

Participant 8

So the furniture, the aesthetics, the lighting, the windows, all of the stuff like makes up the fabric of the room. If you had to pick, would you say it helps your teaching? It doesn't help your teaching or nothing?

Participant 9

I'm not earning. I think it's neutral. Most probably it's like, you know, I'd say everything's in place to help, you know, that I need really.

Participant 8

Well, how about the same question for the technology?

Participant 9

Yeah, technology, definitely.

Participant 9

Because it's all up to date max. You know, we're going to do some editing. Everything's hooked up with Adobe, you know, Premiere Pro. The stuff that we use if they're animating the harmony. So everything.

Participant 9

So from that side of it, it's really good on that side. I mean, aesthetically or acoustically or whatever. Obviously more things to improve, but at the same time. So it's a mix, it's a mix up. There's definitely things you can improve because other things are absolutely good which are already in place.

Participant 8

What would you improve aesthetically?

Participant 9

Just. It's just one of those where light maybe sometimes I think it's tricky because we're Animators, we like dark. I like dark, you know, but sometimes, you know, I might be. The old

studio yesterday was a good example where people wanted to be back to the look at the screens because they were working.

Participant 9

And then one student would come in and just turn on the main strip line, you know, and some students don't want that. But she doesn't think to ask because that's just the way she is. So it's fine. But it's one of those where, you know, if there were like little lamps by each workstation, for instance, so if someone wanted was doing something that wasn't quite always green, basically just needed a light source so you couldn't spotlight it, but you had a lamp or something by each source so that the answer was there because then it would stop then at the need for someone to come in and just turn on the whole light and change things for students. It does change things.

Participant 9

So yeah. So stuff like that I think as well. So Sam, probably that side, that lighting side as well, I think.

Participant 9

Yeah.

Participant 8

We touched on this a little bit before, but are there any hacks that you've developed that you use either on the technology or space or anything? By a hack, I mean something that you do that you don't think you should need to like a workaround. It's fine if you're on tenant, no problem.

Participant 9

Not really, no, because I'm not. I mean 3oC 302A doesn't change that much at all.

Participant 9

It's kind of the same all the time.

Participant 8

Is that because it's mostly your course user?

Participant 9

Yeah, yeah, yeah. Whereas I think Tau block and anyone uses all different kind of purposes. So.

Participant 9

So you never know what you're going to get. So my hack would be to get a new and just be ready to shuffle some stuff around. Which sounds really boring, but it is. Well, it's what I was thinking.

Participant 8

It works.

Participant 9

Yeah. If it works, you just get any movie, sort stuff out. That's cool. Whereas. Yeah.

Participant 9

302. 302 bay. I don't really need that. It's that simple. Ready to go.

Participant 9

And also, you know, the rig. Rig. Well, you know, we've got this phone. So yeah. So again, what you can see on the hack will be just to get it early, have everything up and running and also check.

Participant 9

Check everything that's really upset about sound and stuff. Like so I get in early and I check everything, make sure play. So they'll come in and I'll be playing trailers to like, you know, the Godfather or something, you know, or a City just to keep it worse and stuff. So yeah, so that's the last. It's just getting learning, get set up, making sure things are right.

Participant 8

I imagine that there are no limitations. Money, some time, it's all fine. How would you design a space for your teaching? What shape would it be? What technology, what furniture?

Participant 8

Everything.

Participant 9

I mean, obviously, I mean, I'd have two different spaces. So the setup that we've got now.

Participant 8

Classroom and computer lab.

Participant 9

Yeah, because we need that. So that's from a production point of view and then practical sub editing point of view as well. But then I have more of a workshop space which is more open plan. You've got better light, you know, if that's possible.

Participant 9

You know, it's more like. It's more flexible. So be like, actually be like moderately. Do you know what I mean? In terms of like a space that's not necessarily just desk.

Participant 9

Like, you know, you might have an open space. So if you're doing anything like where there's acting, performance and stuff. So you get more of a flexible kind of workshop area as well. We don't both, whereas like, I think we don't really have that. So it means we're very much locked into 302, 302A.

Participant 9

Unless we're in the town block for a presentation. And even then it's not there somewhere where it's not somewhere where I don't have to go. It's kind of moved us around. It sounds like a luxury, but that'd be really cool. So more of a workshop, sort of.

Participant 8

And you're the computer lab setup with the robots. Does that work for you or would you like that same configuration. People sat at computers but in a different way.

Participant 9

I think the way it's set up is fine. It doesn't, you know, it doesn't bother. It doesn't bother me that much.

Participant 9

For instance, if we have the worst osmosis, then I would say. I would say I want to do this like correct writing stuff in there. Some people are away from the computer. Yeah, yeah. And then.

Participant 9

And then, you know. But then if we're doing editing, then you need to be. You have to be on the computers because that's what they're going to use for the practical workshop you're going to do. So it depends on what it is it be. I.

Participant 9

I kind of. Yeah. To have the flexibility. Really cool to be able to say it was just a total watching.

Participant 9

My needs are quite amazing. You know, I'm not really hardcore. I need this tech or this whatever, but screens Sound and flexibility as well. So it's still like, even the workshop space, there could still be screen. There's still a screens there.

Participant 9

Because if you want to show something, do you know what I mean, Then that flexibility is there too. So we can see something not, you know, sort of illustrate what I'm talking about. So.

Participant 8

Do you think a computer lab would work in the railroad if the desks were around you when you're in the centre?

Participant 9

Yeah, I think so.

Participant 9

That would be like. Because at the moment it's roads if you have a bigger space. But then the only trouble is a lot of it is like, I mean, there will be some students who got back to you, but at the same time it's like, that's the thing that in the summer's going to have their factor. A lot of people mark that back.

Participant 8

To you, you know, I was thinking facing you.

Participant 9

Yeah, yeah, yeah. All right. Yeah, yeah. So that, that, that could work, you know.

Participant 9

Yeah. If you were sort of like kind of in the sort of setting out.

Participant 8

But given what you teach, you'd still be able to do it in that space.

Participant 9

Yeah, yeah, yeah. Because you might have a flexibility there as well.

Participant 8

And do you think that might solve your problem with people being kind of blocked behind their computers?

Participant 9

Yeah, because then you can tell them to turn around or whatever. Yeah, it depends on the layout where they sat, you know. But yeah, you know, you could force them to sit on the other side of the desk. So, you know, so the desk is big enough, you know, they can sit this size, you know, and then the flexibility is changing around as well, you know, because obviously it might be a practical thing they need to do.

Participant 9

So whether it was like submit, you know, they're building some sound and then they need to bring it into Chrome Pro or something, then that could be cool as well. So, yeah, so there's different sort of different ways of hacking, hacking that space to get there to maybe not be as like, you know, I don't know. I'm not so plugged into the computer or away from that, which is funny because obviously that's what he needs to create stuff. But it's good to get away from it for here for a little bit.

Participant 8

Well, that's everything for me.

Participant 8

Thank you very much.

Participant 9

Let me just shut this off.

Participant 8

That was really useful. I hope so. Really, really useful.

Participant 9

Oh, yeah, Cool. Yeah.

Participant 8

What I'm going to do now is I'll collate all this. No one's going to know what you said.