'Learning Places'
Supporting learning through places and pedagogies which promote belonging, inclusion and equity

Louise O'Boyle
Ulster University
@louoboyle
Context
Moving in an evolving sector

- Data led climate
- Technology
- Government
- Need for sustainable sector
- Funding
- Economy
- Engagement
- Restructuring
Student Voice

Authenticity of their experience
Engagement at all stages
Inclusion of all learners

How do you ensure / plan / create this environment?

(Kealey et al, 2014; Bovil, 2011)
The need to change perceptions and behaviours

(O'Boyle, 2014; Stickdorn et al, 2010)
Environments which socially & academically involve students in their learning
What is important? Do we know? or Do we just think we know?
Week One Session Activity

Constructive Criticism

I'm a failure 😞
So how do we help our students make that change - take the leap
Greater Belfast Development

Timeline - 2013, 2018

Learning Landscape Transition Project

Image: O'Boyle 2015
LEARNING PLACES

What's involved?

Active Learning Studio

Drawing Assigned

Space V Place

Network Events
Key areas of investigation

- The role of the learner as an active agent in their learning experience: their requirements, expectations and goals.
- The role of the teacher versus ‘an expert facilitator of learning’ (Race, 2011). How to ensure all learners are active participants in the learning environment.
- The role of pedagogic thinking in teaching practice: how do the theories of learning we hold as individuals and as a society shape our practices.
- The role of learning spaces and the contexts in which learning happens: discussion of elements, construction, structure and impact.
- The role of institutions in ensuring inclusivity and equality for all learners.
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The role of the teacher versus ‘an expert facilitator of learning’ (Race, 2011). How to ensure all learners are active participants in the learning environment.

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The role of institutions in ensuring inclusivity and equality for all learners.
Project Design

Pedagogy → Space → Technology

Layered approach

Active role of stakeholders - who are they?

Data Collection
Baseline surveys (digital literacy & self-efficacy), Focus Groups, Surveys (semester 1: weeks 6, 12 and semester 2: weeks 6, 12)

Building a patchwork narrative of writing skills and knowledge
Layered approach
Active role of stakeholders - who are they?

Image - Xooang Choi (http://www.thisiscolossal.com/2011/05/choi-xooang/)
Data Collection

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Building a patchwork narrative of writing skills and knowledge
#FouWeds

Technology

Space

Collective & Individual

Images: Caoimhe McEneaney 2015
A vital / core perspective

Images: Caoimhe McEneaney 2015
#FouWeds Week 5

Reflections on today's learning

Ailbhe Na Scannail
I now understand that when considering a piece, after my initial response, I must look further into the subject and context in which the piece is based in order to truly understand its intended message.

Laurence O’Sullivan
Today was especially useful as I enjoyed being able to share my ideas with the group. Sharing our opinions enabled us to listen to different ideas and we ended up learning something new and benefiting from another perspective. I found it interesting and it held my interest a lot more, my confidence was also boosted and the group was positive about everyone's individual opinions rather than negative.

Athina Stathou
The session was useful for me as it allowed me to recognize a piece of artwork in a different way that I normally would.

Kathleen Court
I found today's session useful as we all learnt from each other by giving different opinions and ideas on what's the best way to work for example for the library task every group got to talk about what they did and what they could have done better to improve upon their work which allowed everyone to receive different ideas on how to improve their work if they were to complete the task again. I also learnt in today's session that everyone views every piece of art work in a different way making some of us like pieces of work and other dislike them.

Cosimo Walsh
What I've learnt today was that the main reason we research other artists is to learn. It's a resource that can inspire you and help you improve. It has encouraged me to research the area I am interested in, to further my knowledge and to help me understand exactly what the artist is trying to achieve.

Phil Wood
I have learnt that I need to look at artist work and not just take my initial reaction. I need to back up my thoughts and take this all into my work. I feel like I need to look up more artists to inspire me through the year as when I was in the session today I was so interested in the paintings that looked like photographs, this has made me want to look up these works.

Today also, made me think of what I want to represent in my work throughout the year and sometimes I will need to push myself outside my comfort zone not just holding myself on the border line. I like the idea of others analysing my work at times just to see what they think and they will inspire me and give me ideas just like the class today about artists.

#FouWeds Week 4

Library Visit

by Louise O'Boyle 2 months ago 130 Views

Gemma Montgomery @gemmaO
2 months ago
@louboyle library challenge is top banter #fouweds pic.twitter.com/gBR4AmDTB1E

Sharon Canning @TheScanning
2 months ago
@louboyle #FouWeds having fun in the library researching some sixties fashion.

Emma Stockton @emmastockton
2 months ago
@louboyle #FouWeds Full Circle Apollo photography by Larry Fink

Images: O'Boyle 2015, 2016
Fundamental to this project was my belief that all of the activities should build and foster a sense of belonging for all students.
Summary of Wednesday class Foundation; week 1

Sent: Wednesday, 23 September 2015 18:12
To: lm.oboyle@ulster.ac.uk

From this session I have learnt a lot about the other people in my class, and what they want to achieve in comparison to what I myself want to achieve. I discovered that I share the habit of listening to music when working on a piece and that others feel they also need to be more confident in their work. I have gone through most of my education believing that I am untalented and that I am undeserving of my place on Art courses. However, I now find that almost every group mentioned that they were worried about not being good enough and of being inadequate.

Yours,

[Signature]
@louoboyle I found in today's session I need to plan to motivate myself to work. I also realised I'm too hard on myself & need to stress less.
The presentations were all very thought provoking. It was great to get an insight into everyone's different thought processes. Some were very refined in their research whereas others had a very reflective approach and asked questions throughout. The questions asked brought up topics and thoughts that caused me to think and they also introduced me to possible questions to ask for my research. This I think was very helpful. I was also introduced to various artists and designers, some of which will be so useful to incorporate their work into my own research. Next, I will begin to bring together the notes from the last 2 sessions with my own research and then start to progress by answering the questions asked.

Overall during the presentations I learnt a lot about each individual, how they approached the task, the topic and their own views. Many finding aspects of themselves they didn't know existed, I know I discovered some themes that I never thought id be able to talk about with passion.

The desire to impress and educate ourselves and others was apparent through many of the presentations, they wanted to leave the audience in awe and wanting to chew more away at their topics. Some were very well spoken and seemed to breeze through where others made very admiral attempts and always picked themselves up after a stumble.

Some views I agreed with, and others not so much. It's important to respect all views, although the sessions were lengthy, a Q&A would have sparked some debates, which I feel is a necessary tool for growth and to gather a deeper understanding of topics we may feel we are fully educated about.

But through everyone's attempt in self exploration I was able to learn more about myself, and some very important points were touched upon. Questions which stopped you in your tracks, quotes that made you think and artists that you wished you could listen about longer.
Self

A little book of support to help through times of reflection, evaluation and motivation
It asks the reader to consider three vital areas: self-reflection, self-evaluation, and self-motivation. The intention is to stimulate the mind with probing questions. This book is not only to make its reader think, but take action.

Am I **constantly** looking to develop my practice?

Emma Jones
Project Activities Archive
Self Publication

#FouWeds 2015/16
Key findings content

Results to date

Implications for future work

Additional workshops to increase digital literacy

collaboration

Evaluations

accessibility

Confidence & Competence

Fundamental to this project was my belief that all of the activities should build and foster a sense of belonging for all students.
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