THE GLASGOW SCHOOL OF ART
Learning and Teaching Conference 2025
Diverse Learner Journeys: Supporting Students to Succeed

Contents

Joining Instructions

Date and Time of the Event
The conference will be held over two days as a blended event with Day 1 taking place on the GSA Glasgow campus on Tuesday 10 June, and Day 2 taking place online on Wednesday 11 June 2025 via Zoom.

Registration
To register for the conference simply visit the registration link. Information and joining instructions for the conference will be made available in advance of the event. Registration closes on Tuesday 3rd June 2025.

Workshops and Breakout Sessions
A number of workshops and breakout sessions are available during the event.
Workshops on Day 1 will take place at various locations across the campus.
Breakout sessions on Day 2 will be held via Zoom using Breakout Rooms. You can move between Breakout Rooms as you choose which session to attend. A short guide to navigating breakout rooms is provided in Appendix 1.

Recording the Event
Please be advised that most of the sessions at the event will be recorded to allow staff and students unable to attend the event access to sessions and resources. If you do not wish to be recorded, please advise learningandteaching@gsa.ac.uk.

Need help on the day?
If you have a query during the conference please speak with a member of the Learning and Teaching Team who will be able to help. You can contact us via the registration desk on Day One, or learningandteaching@gsa.ac.uk on Day Two. When on Zoom the chat function will also be monitored by someone in the Learning and Teaching Team.

Technical Difficulties
Should you experience any technical difficulties with the Zoom meeting or with your GSA equipment please contact the IT helpdesk for support via:

- **Phone:** 0141 566 1499 (off campus), EXT **1499**
- **Staff Email:** gsaitservicedesk@gsa.ac.uk
- **Help desk site:** https://gsaservicedesk.sysaidit.com

Information for Presenters

During conference:
Please ensure that you have consulted the Conference Programme taking note of the campus location or Breakout Room number and time of your presentation.

Workshops and Breakout rooms will be chaired, and you will be invited to speak. **Please ensure that you only speak for your allocated time (1 hour for workshops, 20 minutes for presentations, 10 minutes for practice sharing sessions)**. Chairs will give you a five-minute and one-minute reminder and ask you to stop at the end of your allocated time.
For Zoom sessions screenshare will be enabled allowing you to present any slides or resources with attendees.

If you have any questions about presenting your session, please contact the team via email learningandteaching@gsa.ac.uk.

Conference Programme
Day 1: Tuesday 10th June 2025 (GSA Glasgow campus)

09:00	**Registration (Principal Seminar Room 1, Reid Building)** Posters plus teas and coffee available
10:15	**Welcome and Housekeeping (Reid Lecture Theatre, Reid Building)** Mark Charters (he/him), Head of Learning, Teaching and Enhancement
10.30	**Keynote presentation:** **Embracing Diversity, Equity and Sustainability: Charting New Horizons for Inclusive Learning and Teaching** **(Reid Lecture Theatre, Reid Building & Livestreamed to Forres Campus)** Prof. Khadija Mohammed (she/her) (PhD, MSc, M.Ed, SFHEA), Associate Dean for Equality, Diversity and Inclusion, University of the West of Scotland.
11:15	**Panel Discussion:** **Supporting diverse learner journeys at GSA** **(Reid Lecture Theatre, Reid Building & Livestreamed to Forres campus)** Panelists: Prof. Khadija Mohammed (she/her), Associate Dean for Equality, Diversity and Inclusion, University of the West of Scotland Alicia Bickerstaff BA Hons, MDes AFHEA (they/she), Student President, Glasgow School of Art Students' Association Prof. Jimmy Stephen Cran (he/him), Head of Fashion and Textiles, Glasgow School of Art
12:15	**Lunch (Reid Cafe)**

Day 1: Tuesday 10th June 2025 (GSA Glasgow campus)

13:15	Workshops			
	Reid Lecture Theatre Reid Building	**Principal Seminar Room 1 Reid Building**	**General Seminar Room 1 Reid Building**	**Bourdon Lecture Theatre 1st Floor Bourdon Building**
	Neurodiversity-affirming practice in your learning and teaching Daisy Abbott	**Teaching Sketchbooking for Contemporary Practice** Irene Bell, Janet Kelly	**Kinecraft Group: Cameraless filmmaking workshop** Choterina Freer, Anna Davis	**Mature Students Learning Experience** Elizabeth Beidler, Alejandra Kerguelén Román
14.15	Optional activities			
	Reid Cafe	**Meet at Reid Building main entrance at 14.25pm**		
	Optional activity 1 Networking / Continuing your conversations	**Optional activity 2 Walking tour to Archives collection at the Whisky Bond**		
15.45	**Close - Day 1 Conference** **Conference evaluation:** We'd value your feedback through this link, or the QR codes around the Reid Building. - The feedback form should take less than 2 minutes to complete. - Please feel free to **submit feedback at any point over the two days,** the link will remain open and you can make multiple entries.			

Conference Themes

	Strengthening student engagement, community and belonging
	Supporting students' creative skills and capabilities for learning and practice
	Supporting student transitions in, through and out
	Empowering Staff to support student success in partnership with students

Day 2: Wednesday 11th June 2025 (Online)

Join Zoom via: https://gsa-ac-uk.zoom.us/j/91361712433?pwd=EvjDpLMb5B1SAwGzXxsgDmd36P2LBL.1
Passcode: 163725

12:45	**Welcome and Housekeeping** Mark Charters, Head of Learning, Teaching and Enhancement			
	Breakout Sessions (see Appendix 1 for guidance on navigating breakout rooms within Zoom)			
	Room 1	**Room 2**	**Room 3**	**Room 4**
13:00	**Fostering Community and Belonging in the School of Design: Forging Connections Through Third Places** Jenny Le Masurier, Amy Saunders, Thea Stevens	**Agency in Assessment: the journey and development of a submission window** Isabel Deakin	**Ally Accessibility Tool: What, Why and How** Amanda Joykin	**The Introduction of the Mature Student Network** Marjory Bond, Linda Coventry
13:30	**Sustainable Voices – longform content for insights** Michael Mersinis, Tom Gibson	**Acquiring the capacity for critique as positive, resonant encounter in art school pedagogy** Ben Greenman	**Sonic Worlds: Emotion in Sound and Experimental Film – to foster good relations between persons who share a relevant protected characteristic and persons who do not, through collaborative creativity and reflection** Jessica Argo	**Visual Language Glossary** Thomai Pnevmonidou, Scott O'Regan
14:00	**Break (30 mins)**			

	Room 1	Room 2	Room 3	Room 4
14:30	**Student engagement – from doing more to doing meaningfully** Mafalda Moreira, Aditi Choorakkad-Sunil, Alejandra Kerguelen Roman	**The Constellation of Opportunities. A Case Study on links between L&T, Research and Impact** Albert Fuster Marti	**Centering Lived Experience: Film as Sketchbook and Relational Pedagogy in Inclusive Design Education** Emily Ford-Halliday, Edinburgh College of Art	**Skills Mapping Project Reflection** John Ayers
				Shared Spaces: Co-Creating the Library for Student Creativity Freya Mckinty, Charlotte Dunn
15:00	**Detour from the Studio: Novelty and Walking as an Approach to Decentre Studio Learning** Digger Nutter	**The Midpoint – a most European Approach thinking through formative moments in UG education** Michael Mersinis	**Regenerative Leadership Design: Transforming Future Skills Education Through Digital Learning** Charlie Kleboe-Rogers, Hakan Gunduz	**Supporting Diverse Student Profiles and Transitions Towards Independent Practice** Janet Kelly
15:30	**Closing remarks & reflections**			
15.45	**End of conference** **Conference evaluation:** We'd value your feedback through this link, or the QR codes around the Reid Building. ○ The feedback form should take <2 mins to complete ○ Please feel free to **submit feedback at any point over the two days,** the link will remain open and you can make multiple entries			

Conference Themes

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Day One - Keynote Lecture

Embracing Diversity, Equity and Sustainability: Charting New Horizons for Inclusive Learning and Teaching

Presenter: Professor Khadija Mohammed (she/her)
Associate Dean for Equality, Diversity and Inclusion, University of the West of Scotland (UWS)

Location: Reid Lecture Theatre, Reid Building

Biography:

Khadija is Associate Dean for Equality, Diversity, Inclusion at the University of the West of Scotland. Khadija is a sector leader on racial equity and anti-racism education. Her research centres on the lived experiences of Black and Minority Ethnic Teachers in Scotland with a focus on acknowledging, nurturing and celebrating their diverse identities. Khadija is the co-founder and Chair of the Scottish Association of Minority Ethnic Educators (SAMEE) which offers support and mentorship to minority ethnic educators and communities accessing education services. She received the Herald's Higher Education Outstanding Contribution from a Staff Member Award in 2022 and received the Impact in Education Award at the South Asian Business Awards 2023. Khadija led the Advance HE 'Tackling Racism on Campus' Project which led to all Scottish Universities and Colleges endorse a declaration committing to anti-racist practice. Khadija was the first BME educator to be elected as the Convenor of the General Teaching Council for Scotland 2020-24 (GTCS) and she currently chairs the Scottish Government Anti-Racism in Education Programme Board (AREP).

Abstract:

This keynote will explore our understanding of diversity and the complexity of identity and experience. We need to unpack diversity in terms of the richness of the human experience and explore diverse identities, backgrounds, and perspectives of individuals within the learning community. To ensure that everyone has equitable access to learning opportunities, we require to address systemic inequalities. An inclusive curriculum means reframing the way we think to cultivate an understanding and self-awareness about our own positionality in the world and academia, and by extension, how this impacts upon what we teach and how we teach it.

This session will also explore how we navigate diverse spaces and create inclusive environments through embracing rich diverse cultures and fostering global awareness beyond borders. A

curriculum which integrates environmental sustainability principles and promote behaviours which are eco-conscious.

So, how do we embrace change in the teaching and learning journey and adapt to this new environment? To charter these new horizons, we need strategic commitment and shared leadership; we need a climate which values diverse communities; we require innovation in teaching and learning – in short, we require to build a future where there is excellence in equity.

Day One - Panel Discussion

Supporting diverse learner journeys at GSA

Location: Reid Lecture Theatre, Reid Building

Panelists:
- o Prof. Khadija Mohammed (she/her), Associate Dean for Equality, Diversity and Inclusion, University of the West of Scotland
- o Alicia Bickerstaff (they/she), Student President, Glasgow School of Art Students' Association
- o Prof. Jimmy Stephen Cran (he/him), Head of Fashion and Textiles, Glasgow School of Art

Abstract
This panel discussion will explore how we support diverse learner journeys at GSA, both now and in the future.

Panellists will discuss questions that focus around:
- o Responding to the diversity of our student body
- o Involving students in making our learning and teaching inclusive through partnership
- o Enriching the wider student experience through valuing ideas that diverse individuals bring

Questions will be informed by a new Scottish sector resource from sparqs called Scotland's Ambition for Student Partnership, which includes a 'Diversity of Student Voices' as one of eight features of practice.

Day One - Workshops

Neurodiversity-affirming practice in your learning and teaching
Theme: Strengthening Student Engagement, community and belonging

Presenter: Daisy Abbott, Research Developer, School of Innovation and Technology, d.abbott@gsa.ac.uk

Location: Reid Lecture Theatre, Reid Building

Abstract
Purpose/takeaways

1. Reframe neurodiversity away from 'deficit' model and instead as "beneficial forms of diversity" [1, p. 53]
2. Explore benefits and challenges faced by neurodivergent individuals
3. Consider game-based approaches as a method
4. Action points to increase inclusivity

Research Context

Over 15% of the UK's population are neurodivergent; increasing numbers of students in Higher Education disclose a learning difference or disability [2]. To support neurodiversity-affirming practice, self-determination is recommended [1], [3], [4]. "While one may instinctively infer the pre-eminence of an andragogical model in the context of neurodiversity-affirming practice [in HE], it is important to understand that a complex synthesis of several approaches may, in fact, result in a more inclusive classroom environment" [4, p. 1909]. Heutagogical approaches focus on maximal learner control, increased flexibility, creativity, and personalisation, all important for neurodiversity-affirming education. [4], [5] There is increasing interest in game-based approaches to support learners' attention and executive functioning [6]. Furthermore, it is widely accepted that inclusive approaches benefit all students. Neurotypical groups are far from homogenous and benefit from the increased flexibility, accessibility, and social inclusion that result from creating educational pathways suitable for atypical learning needs [7], [8].

References

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2. G. Pigato, 'Contributing to an inclusive education for neurodivergent students: sharing reflections, practices, and experiences', FEMS Microbiol. Lett., vol. 371, p. fnae046, Jan. 2024, doi: 10.1093/femsle/fnae046.
3. P. Dwyer, E. Mineo, K. Mifsud, C. Lindholm, A. Gurba, and T. C. Waisman, 'Building Neurodiversity-Inclusive Postsecondary Campuses: Recommendations for Leaders in Higher Education', Autism Adulthood, p. aut.2021.0042, Sep. 2022, doi: 10.1089/aut.2021.0042.
4. Z. L. Friedman and D. Nash-Luckenbach, 'Has the time come for Heutagogy? Supporting neurodivergent learners in higher education', High. Educ., vol. 87, no. 6, pp. 1905–1920, Jun. 2024, doi: 10.1007/s10734-023-01097-7.
5. A. M. Vasquez, 'Perspectives, Strategies, and Propositions for Cultivating Inclusive Educational Environments: Teaching for Neurodiversity and Creative Learning', in Handbook of Research on Challenging Deficit Thinking for Exceptional Education Improvement, IGI Global, 2022, pp. 144–178. doi: 10.4018/978-1-7998-8860-4.ch007.

6. C. A. Stamatis, C. Mercaldi, and S. H. Kollins, 'A Single-Arm Pivotal Trial to Assess the Efficacy of Akl-T01, a Novel Digital Intervention for Attention, in Adults Diagnosed With ADHD', J. Am. Acad. Child Adolesc. Psychiatry, vol. 62, no. 10, p. S318, Oct. 2023, doi: 10.1016/j.jaac.2023.09.510.
7. H. C. Orndorf, M. Waterman, D. Lange, D. Kavin, S. C. Johnston, and K. P. Jenkins, 'Opening the Pathway: An Example of Universal Design for Learning as a Guide to Inclusive Teaching Practices', CBE—Life Sci. Educ., vol. 21, no. 2, p. ar28, Jun. 2022, doi: 10.1187/cbe.21-09-0239.
8. K. Rebecchi, 'Towards Inclusive Higher Education for Neuroatypical Students: a critical review', Jan. 19, 2024, OSF. doi: 10.35542/osf.io/vx5gr.

Teaching Sketchbooking for Contemporary Practice

Theme: Supporting students creative skills and capabilities for learning and practice

Presenters: Irene Bell, Programme Leader, Product Design i.bell@gsa.ac.uk and Janet Kelly, Lecturer, Product Design (j.kelly@gsa.ac.uk)

Location: Principal Seminar Room 1, Reid Building

Abstract

Sketchbooks have long been an intrinsic part of visual creative practice, working not just as a place to visualise ideas, but as an extension of the practitioner's mind. In Product Design we value sketchbooking as a way to capture stream of consciousness and creative exploration, interrogate ideas and as a way to document process, amongst other things. However, with the advent of digital technologies, accelerated by remote working in the pandemic, many students are now struggling with the nature of analogue sketch-booking and do not always see the function and value of working in this way. In this workshop we will explore the issue of how to teach sketch booking for contemporary art, design, and architecture studies, including attempting to define the ongoing value of the practice, discussing strategies to reconcile analogue and digital ways of working, as well as sharing ideas from a disciplinary perspective. We will also share some of the initiatives we have introduced in the Product Design Programme to encourage use of sketchbooks, including the "narrated sketchbook' as an assessed course deliverable. The intention of this workshop is to open up discussion and support staff across the institution to help students develop and evolve strong sketchbooking skills relevant to contemporary practice.

Participants of the workshop are encouraged to bring along exemplary and interesting pieces of their student's sketchbooking work to share at the session.

Kinecraft Group: Cameraless filmmaking workshop

Theme: Supporting students creative skills and capabilities for learning and practice

Presenters: Choterina Freer, Academic and Learning Coordinator, GSASA c.freer@gsa.ac.uk and Anna Davis, MLitt Fine Art Practice, a.davis@gsa.ac.uk

Location: General Seminar Room 1, Reid Building

Abstract
In this workshop we will combine an information session with a practical hands-on activity, based on the research and workshops we have been conducting as part of the Student Partnership Fund.

We will begin with a brief overview of Norman McLaren's time at GSA in the 1930s, focusing on the work he created as part of the GSA Kinecraft Society. Participants will receive printed copies of McLaren's booklet on Cameraless Animation (https://www3.nfb.ca/archives_mclaren/items/58.pdf); and we will screen a selection of McLaren's short cameraless films, to demonstrate how he applied these techniques throughout his career.

Materials such as old film stock, pens, ink, Letraset transfers, and more will be provided for participants to create their own cameraless films by working directly onto the film.

Participants will gain insight into Norman McLaren's filmmaking practice, his time at GSA, and the Kinecraft Society he was part of. They will also explore how McLaren's legacy continues to inform GSA students' collaborative, cross-disciplinary artistic practices today. Additionally, participants will acquire practical skills in cameraless filmmaking, a sustainable and cost-effective art form that can be made as part of an individual practice or with a group.

The finished film strips will be displayed as artifacts and projected on a 16mm projector during the Kinecraft Group exhibition, taking place the week of June 16th at the Students' Association.

We will send some photos separately of a cameraless workshop we have run this week for context.

Mature Students Learning Experience
Theme: Supporting student transitions in, through and out

Presenters: Elizabeth Beidler, Widening Participation & Articulation Manager, e.beidler@gsa.ac.uk and Alejandra Kerguelén Román, Student Consultant on Diverse Learner Journeys, a.kerguelen@gsa.ac.uk

Location: Bourdon Lecture Theatre, Bourdon Building

Abstract
For the last three months, we have been working on gaining an understanding of the Undergraduate Mature Students' experience and their journey to, through, and out of GSA. The goal has been to identify how they feel supported, when support is needed, how they adapt to the undergraduate experience as mature students, the main opportunities and strengths they have identified along the way, among other aspects.

As a design engagement tool and resource, we've been co-creating a journey map that portrays and explores the complex experience of balancing life and student responsibilities as mature students. We hope that by the end of the project, we will have a valuable artifact that can be used by future students to see the multiple paths available to them at GSA, along with the support offered. It will also serve as an internal resource for GSA to identify potential future solutions and signposting.

At the Learning & Teaching Conference, we would like to share the process of our project and present the Journey Map we've co-created so far with students and staff. This will allow us to further enhance it through input and participation from diverse voices. In doing so, by the end of the session, we hope to have an even more complete version of the Journey Map that will become a useful and valuable resource for both current and future mature students, as well as GSA staff.

Day Two - Breakout Sessions

Fostering Community and Belonging in the School of Design: Forging Connections Through Third Places

Theme: Strengthening Student Engagement, community and belonging

Presenters: Jenny Le Masurier, PGT School Officer, School of Design, and student MDes Interior Design j.lmasurier1@student.gsa.ac.uk; Amy Saunders, UG School Officer, School of Design, and student BA (Hons) Communication Design a.saunders@gsa.ac.uk; and Dr Thea Stevens, Academic Development Lead & Academic Coordinator: Interdisciplinarity, School of Design t.stevens@gsa.ac.uk

Location: Breakout Room 1

Abstract
This presentation explores the concept of 'third place' (Oldenburg, 1989) in fostering community and belonging within the framework and activities of a partnership project between the School Officers and Academic Development Lead in GSA's School of Design. We discuss our investigation and reflections on enhancing shared spaces in a multi-disciplinary design school towards recommendations and actions on how to expand and build upon community and belonging, with our framing inspired by the GSA Graduate Attributes and the sparqs Student Learning Experience model.

We focus on two student-led forum events and how we used them as a space of exploration and evaluation through the potential application of 'third place' to the educational context: not curriculum, nor outside life per se, but a space in between that's relational where community-building and enhancement conversations can co-exist alongside and beyond more formal structures. We present insights on how such student-led and student-informed community events can help explore the importance of connections in open, authentic, and purposeful ways, and the positives and challenges of such 'third places' in promoting trusting, supportive, and collaborative relationships.

Participants will learn about our findings and reflections towards a report providing an initial framework of recommendations for future School Officers in Design to build upon, analyse, and take forwards in partnership with the staff they work with. Our key findings highlight the importance of student-informed and student-led spaces and intentional 'places' for agency and conversational interactions across creative disciplines and between students and staff, enhancing connection, community, and belonging.

Agency in Assessment: the journey and development of a submission window

Theme: Supporting student transitions in, through and out

Presenter: Isabel Deakin, PG Programme Leader, Mackintosh School of Architecture, i.deakin@gsa.ac.uk

Location: Breakout Room 2

Abstract

In Session 2023-34, the Mackintosh School of Architecture, MSA, piloted a Submission Window for summative assessment within all courses and all years, to recognise the challenges that students were facing at times of assessment.

In recent academic sessions, MSA had seen a significant increase in the number of students submitting extension requests. While this initially was predominantly in graduating years and thought to be connected to the impact of COVID, this increase was sustained across session 2022-23 and grew to involve all levels and programmes.

MSA piloted a 'Submission Window' which applied to all summative assessments within the school. The Submission Window was designed to provide students with a set period of time by which to submit assessments allowing students agency to submit work a 5day period. This approach supported equality, diversity and inclusion, providing agency and flexibility for students at the point of assessment.

The success of the Submission Window pilot was analysed and feedback from students was collated. Students felt the Submission Window removed pressure, anxiety and allowed for anonymity and a sense of fairness at submission time. They also felt it supported students to stagger their workload, was helpful for time management and supported students with other responsibilities like working or carrying commitments.

This presentation will look at the journey to develop and implement the Submission Window. How it was measured and what impact this has had on the students experience of assessment.

Ally Accessibility Tool: What, Why and How
Theme: Strengthening Student engagement, community and belonging

Presenter: Amanda Joykin, Senior Learning Technology Officer, Learning Technology, a.joykin@gsa.ac.uk

Location: Breakout Room 3

Abstract

Amanda Joykin, Senior Learning Technology Officer (Accessibility) will describe GSA's adoption of the accessibility tool Ally and student uptake of the alternative formats for resources to date. She will share the overall accessibility score of GSA's Canvas and give evidence of staff engagement with Ally, where they have already fixed many hundreds of resources. The presentation will cover examples of GSA resource fixes, and the improvements staff can make to their courses with Ally guidance.

Attendees will gain insights into how Ally makes it easy for staff to identify and fix accessibility issues (and why it is important to do so!). The session will also give staff knowledge of how and why students access a range of alternative formats from eBooks to audio versions of course content using this tool. Attendees are encouraged to come with questions.

The Introduction of the Mature Student Network
Theme: Strengthening student engagement, community and belonging

Presenters: Marjory Bond, Mental Health and Wellbeing Adviser, Student Support Department m.bond@gsa.ac.uk, and Linda Coventry, Mental Health and Wellbeing Adviser, Student Support l.coventry@gsa.ac.uk

Location: Breakout Room 4

Abstract
This practice sharing presentation examines the development of a Mature Student Network within GSA. The network aims to reduce isolation, foster an improved sense of community and inclusion for students returning to study.

Within the Mental Health Team, isolation and loneliness are regular themes that arise for many students that present to the service, including mature students. Due to this, the Mental Health Advisers were keen to support those students to make connections with others in the school and the Mature Student Network was introduced as a way of supporting this sense of belonging.

Mature students can often face complex barriers when returning to higher education. They are often at a disadvantage due to under representation. The experience of balancing the competing demands of families, caring and work commitments with study can be challenging. It is anticipated that the development of a mature student network will help to combat social isolation, offering students a space for meaningful engagement and interpersonal connection. Students can forge bonds of solidarity and mutual support, enriching their sense of community, belonging and resilience.

The network remains in fledgling stages of development, initial sessions have been facilitated by Mental Health and Wellbeing Advisers to raise awareness and promote student engagement. Subsequent meetings have been collaborative, students have taken ownership of developing a social media group, developing posters and identifying possible social venues for future gatherings.

It is hoped that over time, this network will become an established community base for current and future mature students at GSA.

Creative Connections Mentoring Scheme
Theme: Supporting student transitions in, through and out

Presenter: Alicia Bickerstaff, Student President, GSASA, a.bickerstaff@gsa.ac.uk

Location: Breakout Room 4

Abstract
The purpose of the poster is to share information about the Creative Connections mentoring scheme, which I launched this year through the GSASA to help connect incoming students and current students. This scheme aimed to help students transition into GSA by allowing them to connect with students outside of their immediate social and study circle and meet other students they otherwise may not come across in their daily lives. It also aimed to address the key challenges of isolation and cross-school connection that have been voiced by numerous student reps. For the scheme, I hired a student designer to create promotional material and wrote a brief, I then released sign-ups during Freshers week. Over 200 students initially signed up for the programme. I developed training for the mentors and then ran a social event to connect students and shared contact emails so that they

could connect with one another throughout the year. This scheme was especially popular with international students who wanted to develop connections with students from Glasgow. I want to present this work to help build connections with staff across GSA and see if there is a way for this program to continue next year after my term as Sabbatical Officer has finished, as students expressed overwhelming interest in taking part.

Sustainable Voices – longform content for insights
Theme: Strengthening student engagement, community and belonging

Presenters: Michael Mersinis, Lecturer, School of Fine Art, Fine Art Photography Department, m.mersinis@gsa.ac.uk and Tom Gibson Graduating Student, School of Fine Art, Fine Art Photography Department t.gibson@gsa.ac.uk

Location: Breakout Room 1

Abstract
The paper will consider the long-form content as a counter-proposal to the dominant form of social media. Through the generous support of the Learning and Teaching Department at The Glasgow School of Art, a series of podcasts were recorded that consider the open interview methodology and the long form content in delivery. 'Sustainable Voices', developed in a framework of the Student Partnership Programme, considers how climate literacy, sustainable art practices, and environmental challenges affecting the creative industry are thought through. The paper will reflect on the experience of making the first series of podcasts, and will examine how long-form content encourages thinking critically, synthesising information, developing a deeper understanding and allowing the formulation of a nuanced and advanced position to take place. Very relevant in recent conversations of consumption of information and content and effect in mental health and skill acquisition, the paper considers the longform as a potential antidote to delivery, one that improves retention and understanding and one that ultimately aids to develop both focus and a lifelong learning mindset. The paper will also consider how the long-form interview as such is a way to elicit knowledge in a more gentle and conversational way, and how this allows for expended understandings to occur with regards to subject matters that is not only expansive, but also presents itself to be not only a 'wicked problem' (Rittel and Weber) but also a 'complex one' (Hawkings and James).

Acquiring the capacity for critique as positive, resonant encounter in art school pedagogy
Theme: Supporting student transitions in, through and out

Presenter: Ben Greenman, Fine Art Critical Studies b.greenman@gsa.ac.uk

Location: Breakout Room 2

Abstract
This paper will consider the complex and multi-layered ways in which students encounter critical thinking and learn to find agency through critical discourses. Firstly, it considers what criticality can mean in art school pedagogy by examining Allan deSouza argument in his 2018 book How Art Can Be Thought in which studio group critique is regarded as 'a primary mode of art pedagogy.' As an

embodied, sensory and participatory 'practice of thinking together,' deSouza praises the breadth of engagement that it requires of students in their 'movement between fields' of art history and critical discourses as well as the 'flexibility' necessary in 'being able to adapt language from different sources.' Then, secondly, extending his capacious re-formulation of criticality to considers its relationship to subjectivity and time.

This paper focuses on the student's encounter with existing bodies of knowledge, theories, methods, and acquired perspectives, taking what is implicit in critique and considering it as an encounter with what comes to mediate student's subjective histories. Accepting deSouza's contention that critique analytically uncovers genealogies of the present in order to release potentialities for social change, this paper argues that this critical manoeuvre requires an affective temporal 'disjuncture' between the student and existing knowledge such that its value, significance and purpose is not fully bounded in its immediate reception. As Lisa Baraitser asserts 'acts of 'beginning' are taken up … intergenerationally' and for this reason it will be considered how an orientation and critical agency only emerges through its resonant repetitions in the subjective present.

Sonic Worlds: Emotion in Sound and Experimental Film – to foster good relations between persons who share a relevant protected characteristic and persons who do not, through collaborative creativity and reflection
Theme: Strengthening student engagement, community and belonging

Presenter: Dr. Jessica Argo, Programme Leader, BDes Sound for Moving Image at SIT, j.argo@gsa.ac.uk

Location: Breakout Room 3

Abstract
An analysis of the launch of innovative Undergraduate Cross-Programme, Cross-Year group School of Innovation and Technology Electives, focusing on the playful collaborations within "Sonic Worlds: Emotion in Sound and Experimental Film" elective (between groups of Product Design, Immersive Systems Design (3DModelling/Games and VR) and Sound for Moving Image students in Years 2 and 3.This was a project that drew students from lots of different world cultures and students from Year 2 and Year 3, across Programmes in the SIT UG population - there are methods and themes around emotional intelligence, with emotions from diverse knowledges communities to be interpreted through collaborative creativity. This presentation will draw out the features around teaching delivery, inclusive learning sessions, and coursework assessment structure that specifically enact principles of the 2024 Equality Impact Assessments drawn up for the GSA's Common Academic Framework (fostering good relations between persons who share a relevant protected characteristic and persons who do not). There will be an explanation of the behind-the-scenes collaborative work between PLs and lecturers across SIT to devise the SIT Electives, as well as highlights of results from the students' excellent, emotion inducing audio visual work (as well as their critical reflections).

Visual Language Glossary
Theme: Strengthening student engagement, community and belonging

Presenters: Thomai Pnevmonidou, Programme Leader MDes Interior Design
t.pnevmonidou@gsa.ac.uk and Scott O'Regan McGowan, Learning Support & Development Tutor
s.mcgowan@gsa.ac.uk

Location: Breakout Room 4

Abstract
The VL/G project examines inclusivity in teaching, focusing on communication challenges within a diverse postgraduate cohort. Linguistic and cultural differences can hinder engagement, so we designed an initiative to enhance peer connections and foster meaningful learning experiences. Through an open brief and guided discussions, students actively filled knowledge gaps and developed a shared understanding.

Rather than following a prescribed bibliography, participants curated their own, enriching the programme's reading list with personally significant texts. The project sparked enthusiastic conversations on cultural pride, shaped by student ownership of the visualisation process, staff insights, and a well-defined purpose. It facilitated dialogue on values, identity, and global citizenship, reinforcing a sense of belonging.

By creating opportunities to recognise and integrate international students' knowledge, the project encouraged deeper connections between first languages and English. We were interested in the transition students make from the cultural reference points of value from their place of residence to the connections and values we communicate at GSA. Our early findings indicate meaningful linguistic and cultural associations, contributing to a more inclusive academic environment.

Connective Projects – Skills journey connecting briefs and mixing pedagogy practice as framework towards an independent learner ready for employment in the creative sector
Theme: Strengthening student engagement, community and belonging

Presenter: Natalie Adamson-Wain, Education Director for Design, Edinburgh University,
nadamson@exseed.ed.ac.uk

Location: Breakout Room 4

Abstract
This is a presentation that shows a combination of connected projects that has been collated and developed to give students an understanding of the key skills and process of techniques both practical and digital to a realised outcome that gives insight into the demands of a textile design Professional. Using a trio of briefs students are able to share their own heritage through imagery in design alongside building key skills in digital print, screen printing and Pattern cutting techniques as well as being able to present a finalised idea encompassing all these elements across 3 project briefs.

The importance of the multiple use of pedagogical approaches across Inquiry based learning, flipped classroom and student-centered learning in combination work alongside learning skills across textile sectors and embody all the aspects towards a final outcome matching the evolving demands and standards and skills of creative industry practice. In university now when employ ability and

externality are core to development of course structures, connective projects can become a key framework to build across interdisciplinary teaching in combination with class and online learning and encourage community and belonging.

Student engagement – from doing more to doing meaningfully

Theme: Strengthening student engagement, community and belonging

Presenters: Mafalda Moreira, Academic Development Lead SIT, m.moreira@gsa.ac.uk, Alejandra Kerguelen, School Officer SIT, A.Kerguelen@gsa.ac.uk, and Aditi Choorakkad-Sunil, School Officer SIT, A.Choorakkad-Sunil@gsa.ac.uk

Location: Breakout Room 1

Abstract
Student engagement in Higher Education is a popular topic among student bodies, academic teams and academic management groups. Empirical and anecdotal evidence illustrate a common goal to create thriving communities. Student and staff communities can be framed as a form of partnership, and we argue that engagement is foundational to actions aimed at building partnership, community and belonging (in our particular context). According to the Quality Assurance Agency for Higher Education "[e]ffective student engagement involves creating an environment where students are motivated, feel a sense of belonging, and can participate in their learning process." (QAA, 2024: 8). Alongside this definition, however, we would like to consider that student engagement is multifaceted and complex (Trowler, Allan, Bryk and Din 2021), asking for localised conversations grounded in contextual practices, and discussions and frameworks from specialised literature. This presentation is based on our experience and observations, and informed by studies on belonging in creative Higher Education (Bunting and Hill 2021), the model of Engagement Interface by Trowler et al. (2021), and foundations of Critical Pedagogy found in the work of Paulo Freire (1970, 1993) and bell hooks (1994). We do not have the answers. Instead, we seek to provoke (or seed) a dialogue and reflections for action on student engagement that shift from a reactive approach of "doing more" into a considered approach of "doing differently and meaningfully".

The Constellation of Opportunities. A Case Study on links between L&T, Research and Impact

Theme: Supporting student transitions in, through and out

Presenter: Albert Fuster Marti, Academic Lead H&I Campus, The School of Innovation and Technology, a.fuster@gsa.ac.uk

Location: Breakout Room 2

Abstract
Students' expectations when enrolling a PGT programme are constantly changing, due to economic and social contexts, amid an increasing offer, in a global stage. When planning and implementing these programmes, academic teams need to carefully acknowledge these changes and link them as closely as possible to the students' current expectations and future aims. This paper presents the Constellation of Opportunities, a project developed at the School of Innovation and Technology,

GSA, which aims to explore the boundaries of learning experience, while strengthening the links between L&T, Research and Impact in Stage 3 MDes Design Innovation.

The project designs a multi-layered soil of knowledge, media, and connections, defined by faculty and researchers, offered to students. This allows the students to develop and grow their Master Research Project in a strong field, with cutting-edge methods, and with relevant companies, institutions, communities and research centres. After several iterations of the project, previously in the BA programmes at Elisava, Barcelona, and now in the MDes programme at GSA, the paper aims to demonstrate the main outcomes of the project: consistency to the students framing of the context, continuity to the school's research and impact threads, and quality and relevance to the interactions with external stakeholders.

As part of a place-based and research-led framework for design and art schools, the Constellation of Opportunities explores how to achieve the strongest and highest quality, relevance, and potential future connections for students' final Master's outcomes, while fostering the increasing potential of educational institutions as agents of change.

Centering Lived Experience: Film as Sketchbook and Relational Pedagogy in Inclusive Design Education

Theme: Supporting students creative skills and capabilities for learning and practice

Presenter: Emily Ford-Halliday, Lecturer in Design for Change, Equalities Diversity and Inclusion Disability Working Group Lead, University of Edinburgh, Emily.Ford-Halliday@ed.ac.uk

Location: Breakout Room 3

Abstract
How can design education support students to develop creative skills and capabilities that are socially engaged, critically reflective, and ethically grounded? This session introduces Design for Inclusive Change, a project in which students form one-to-one collaborations with disabled individuals to explore inclusive design through the medium of film.

Film is used not as a final outcome, but as a sketchbook—a method for research, reflection and creative inquiry. Students learn to approach filmmaking as a design process: noticing, questioning, documenting and staying with complexity. Through time spent in conversation and observation, they build close, reciprocal relationships with their collaborators. These films become powerful tools for relational research and design thinking—capturing lived experience, challenging assumptions, and enabling students to 'see through another's eyes'.

The session will share how this pedagogical model builds students' creative and critical capacities across multiple domains—visual storytelling, collaborative practice, research ethics, and socially responsive design. These skills are further developed through the co-design of tangible design interventions grounded in the collaborator's goals, agency and knowledge.

Informed by design justice principles, the approach reframes inclusive design education as an embodied and transformative learning practice. Participants will leave with insights into how creative media can be used to support inclusive pedagogy, deepen student engagement, and prepare students to practice design with care, confidence, and responsibility.

Skills Mapping Project Reflection

Theme: Supporting students creative skills and capabilities for learning and practice

Presenter: John Ayers, Head of Technical Support Department, j.ayers@gsa.ac.uk

Location: Breakout Room 4

Abstract

This session will provide an overview of the progress made in the TSD Skills Mapping project. In response to comments showing that some students don't recognise the skills that they have learned over their studies, we set out to see how we could capture the technical skill delivery, ways in which students can explore and develop their practice, and find ways to represent this skill journey visually. Through exploratory workshops with programmes across the school, we have prototyped workshops that help us explore these questions in a collaborative environment and, along the way, explore how Technical staff can work with Academic staff to co-create curriculum.

Shared Spaces: Co-Creating the Library for Student Creativity

Theme: Strengthening student engagement, community and belonging

Presenters: Freya Mckinty, Painting & Printmaking, F.Mckinty1@student.gsa.ac.uk and Charlotte Dunn, Assistant Librarian, C.Dunn@gsa.ac.uk

Location: Breakout Room 4

Abstract

This session will be led by Painting and Printmaking student Freya Mckinty and Assistant Librarian Charlotte Dunn. They will share recent improvements to the GSA Library's exhibition space which was achieved through funding from the Student Partnership Group. The project aimed to reimagine the library's small exhibition area as a flexible, student-led space for showcasing creative work.

By collaborating with our student partner, the library aimed to ensure that the student voice was at the heart of the design and implementation process, creating an inclusive environment that reflects the diverse practices across all schools at GSA. Key objectives for the project were to engage students in space design to reimagine the layout, functionality, and aesthetics of the exhibition area, and to encourage student-led exhibitions by creating a flexible and inviting space for students to showcase their creations.

Participants attending this session will gain insights into the practicalities of transforming the library space. We will also discuss strategies for student co-curation, approaches to sustaining student involvement through ongoing exhibitions, and Freya will share her experience of working with the library team. Throughout the session, we hope to demonstrate the value of co-curation and shared ownership in strengthening student engagement and belonging, how the library can support students' creative skills, and how we can support student success through partnership.

Detour from the Studio: Novelty and Walking as an Approach to Decentre Studio Learning

Theme: Strengthening student engagement, community and belonging

Presenter: Digger Nutter, Lecturer, Learning and Teaching, d.nutter@gsa.ac.uk

Location: Breakout Room 1

Abstract

This session explores the potential of paired walking as a learning tool in art and design education. Based on a small-scale case study involving Year 3 Interior Design students, it investigates how outdoor walks away from the studio promote meaningful discussions, shape project development, and encourage new ways of engaging with space. Drawing from collaborative learning theories, art walking practices, and musical walking scores, the study examines how learners navigate and recognize the value of this 'decentered' learning experience.

Participants in this session will gain insights into the complexities of moving learning beyond traditional settings, considering how changes in environment influence knowledge construction. The discussion will highlight findings from the study, including the interaction between expectation and experience in non-traditional learning environments and the potential cognitive shifts that can occur. Additionally, the session will explore how the unfamiliarity of decentered learning can challenge students' ability to recognize learning moments and impact their participation.

By attending this session, participants will acquire practical strategies for integrating novelty into their own teaching practices while helping students recognize and value experiential learning. The session aims to spark conversations about alternative pedagogies, encouraging educators to rethink how space, movement, and dialogue can enhance engagement and critical thinking in studio-based education.

The Midpoint – a most European Approach thinking through formative moments in UG education

Theme: Supporting students creative skills and capabilities for learning and practice

Presenter: Michael Mersinis, Lecturer, School of Fine Art, Fine Art Photography, m.mersinis@gsa.ac.uk

Location: Breakout Room 2

Abstract

The end of the second year in an undergraduate (UG) degree represents a critical formative stage in a student's academic and personal development. This period is often marked by significant transitions that shape their final year of study and future career pathways. With recent deployment of the Common academic Framework, there is an opportunity to consider how the European model of Fine Art Education can consider the end of the Second Year as a particularly poignant moment in the educational journey. The paper considers how the concept of the 'Zwischenpruefung' can be rethought and what the challenges and rewards can be. By examining the development of a series of workshops that lead to the preparation of a year show the paper examines how academic specialization, the move to 'mastery' of a subject, independent thinking and critical thinking can not only be addressed, but led to a sharper focus through educational activities that consider work that

is not in progress, but resolved. Contrary to developmental or continuous activities, the concept of 'finitude' is examined with regards to relevance and engagement and is considered vis-à-vis ideas of continuous development. The paper draws from varied source material, Q. Meillassoux's ideas in particular as well as more established ideas on the progression and attainment of accomplishment and consider the midpoint as formative point in education, but also one for transitions and future directions.

Regenerative Leadership Design: Transforming Future Skills Education Through Digital Learning

Theme: Empowering staff to support student success in partnership with students

Presenters: Charlie Kleboe-Rogers, Lecturer in Design Innovation & Service Design, c.kleboe-rogers@gsa.ac.uk and Hakan Gunduz, Senior Learning Designer, h.gunduz@gsa.ac.uk

Location: Breakout Room 3

Abstract
As the demand for adaptable, future-ready skills grows, how can we create learning experiences that are both engaging and transformative? This presentation explores Future Skills: Regenerative Leadership Design—a pioneering approach that equips learners with creative, critical, and leadership skills for an evolving world. We will showcase how our course, delivered through Learnworlds, an advanced digital learning platform for CPD, fosters dynamic, experiential learning.

A key focus will be our collaboration with the Scottish Prison Service, where we initially delivered in-person teaching in June 2024 and later developed online content to extend access and impact. This case study illustrates how regenerative leadership principles can support diverse learners in complex environments and how digital delivery can enhance accessibility, engagement, and long-term learning outcomes.

We will discuss:

- How Regenerative Leadership Design supports student creativity, resilience, and real-world problem-solving.
- The pedagogical approach behind our digital course, blending interactive content, reflective practice, and community-building.
- The role of Learnworlds in enabling personalised, scalable, and inclusive professional learning.

This session will offer valuable insights into designing flexible and impactful digital learning experiences that empower lifelong learners.

Supporting Diverse Student Profiles and Transitions Towards Independent Practice

Theme: Supporting student transitions in, through and out

Presenter: Janet Kelly, Lecturer, Product Design j.kelly@gsa.ac.uk

Location: Breakout Room 4

Abstract

With increased student numbers and an ever-evolving career landscape within our sector, the importance of developing graduates with diverse profiles has been a priority for the Product Design programme at GSA for many years. At the same time, we have found giving students increased ownership over their educational experience as they move through the programme has helped them to develop the autonomy needed to transition into final year and beyond. In this presentation I will show how the introduction of a partly self-directed project in third year which is supported by industry and graduate involvement, and then the introduction of elective courses in years two and three, has supported both the diversification of profiles and the personal development of students as they move through the programme. I will discuss how this has impacted graduate profiles and attributes, improving agility and helping graduates become more comfortable with uncertainty in preparation to go out and work in potentially unknown and emerging areas of design, where they are increasingly moving quickly into more senior and strategic roles. I will then conclude by reflecting on how this has in turn evolved the subject of Product Design as we teach it in the department.

Posters & Artefacts

Student Partnership at the Glasgow School of Art: a Collection of Case Studies
Theme: Empowering staff to support student success in partnership with students

Presenter(s): Ingrid Bols, Enhancement and Student Partnership Coordinator, Learning and Teaching, i.bols@gsa.ac.uk and Yuchen Liu, Student Consultant Student Voice, Learning and Teaching, y.liu@gsa.ac.uk

Abstract:
This collection of posters presents a range of case studies of staff-student partnership at the Glasgow School of Art. Since implementing its first Student Partnership Agreement in 2022/23, the GSA set a strategic ambition towards a culture of authentic partnership and co-creation. These posters show what this approach means in practice with activities supported by the Student Partnership Project Fund and projects run by Schools and Professional Support Departments.

Formative Feedback in Art School: Understanding Experiences, Perceptions, and the Role of Shared Assessment Literacy
Theme: Empowering staff to support student success in partnership with students

Presenter(s): Maisie Wills, Student Consultant, Learning and Teaching m.wills@gsa.ac.uk and Digger Nutter, Lecture, Learning and Teaching, d.nutter@gsa.ac.uk

Abstract:
Formative assessment is a crucial yet often misunderstood component of art school education. Unlike summative assessment, formative assessment is integrated into the creative process and plays a significant role in learning through studio critiques, tutorials, and works in progress. However, research and student consultations at the Glasgow School of Art have shown that many students, particularly those new to art school, struggle to recognise the role and value of formative assessment.

This poster introduces and addresses these challenges by sharing early findings from work undertaken by Maisie Wills, a student consultant. This initiative aims to facilitate further collaboration between students and staff at GSA, helping students actively engage with feedback while supporting staff in implementing effective formative assessment strategies within their teaching. Based on interviews, research, and insights from the A+F Student Consultant role, this poster offers insight on fostering shared assessment literacy.

The Dance

Presenter(s): Iona Taylor, Concept, Filming, Editing – Interior Design Student, I.taylor@students.gsa.ac.uk, and Anthony Coffield, Concept and Music – Interior Design Lecturer, a.coffield@gsa.ac.uk

Abstract:
"The Dance" is a short film created as part of the Student Partnership Project by Anthony Coffield and Iona Taylor. Together, they are exploring accessibility within the Reid Building at Glasgow School

of Art. Over the past three years, Iona has navigated and adapted to various challenges within the building as a wheelchair user, confronting barriers that persist despite existing accommodations.

The film seeks to provide insight into the lived experiences of individuals with disabilities, experiences that often go unnoticed by those who do not face them firsthand. Through movement and dance, Iona shows the freedom she can experience in her wheelchair, contrasting the restrictions imposed by inaccessible spaces. By illustrating the difficulties of navigating seemingly simple elements like doors, lifts, and ramps.

The film invites you to reconsider the impact of accessibility and inaccessibility. And to question whether a building has truly been made to be accessible for all.

Notice the Unseen

Presenter(s): Özlem Gezgin, Lecturer, School of Design, o.gezgin@gsa.ac.uk

Abstract:
Navigating higher education can be quietly overwhelming. Many students carry invisible burdens such as anxiety, self-doubt, isolation, that go unnoticed in everyday academic life. Although support services are available, barriers such as stigma, uncertainty, or reluctance to speak up often prevent students from seeking help. Some find informal support in peers or communities, while others become disengaged, impacting their well-being and academic progress.

Tutors are often students' most regular point of contact, yet they may feel unequipped to recognise or respond to signs of mental distress. Existing resources like online modules or occasional workshops offer limited practical application and are not embedded into staff development consistently.

This poster advocates for accessible, mandatory mental health training for academic staff to notice the unseen. Therefore, we can develop active listening, empathy, and awareness of professional boundaries.
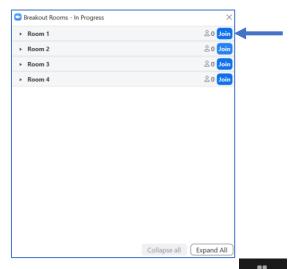
Appendix 1: Navigating Breakout Rooms

Join Zoom via: https://gsa-ac-uk.zoom.us/j/91361712433?pwd=EvjDpLMb5B1SAwGzXxsgDmd36P2LBL.1
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- Please ensure that you have consulted the Conference Programme to identify which breakout sessions you wish to attend in advance of the conference.

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- To join a breakout room simply click the join button to the right-hand side of the room number in the Breakout Room menu.

- To change Breakout Room, click the "Breakout Room" button ▦ Breakout Rooms on the bottom menu, this may be located in the "More" section ⋯ More depending on the size of your Zoom window. Clicking this button will pop up the Breakout Room menu.

- To change room simply click the join button to the right or the room number to which you would like to join. Then click "Yes".

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