

Student Dean Forum Term: LCC Media School, Term 1, 2024-25			
Date & Time: 4.12.24 15:00 – 16:30	UAL Staff: Steve Cross	Arts SU Officer: N/A	Arts SU Staff: Natalie Nakkas – Education Quality Coordinator
Number of students in attendance: 6			

### **Action Log for School Dean and Students' Union**

Actions for School Dean	Update on Progress	Response to students
<b>Community:</b> <ul style="list-style-type: none"> <li>- Dean to give feedback to Course Leaders about how each course views community.</li> <li>- Dean to continue to speak with Course Leaders to find further ways for students to collaborate across Media School.</li> </ul>		
<b>Teaching and Learning:</b> Dean to give feedback to Course Leaders to celebrate how students feel valued.		
<b>Introductory Unit:</b> Dean to pass feedback onto Journalism Course Leader about introductory unit needing to be more student-led.		
<b>Industry-Experience and Teaching:</b> <ul style="list-style-type: none"> <li>- Dean to pass feedback onto BA Advertising Course Leader about increased opportunity for career development.</li> <li>- Dean to give students feedback on progress from discussions/meetings with Digital Team about students accessing more digital space support.</li> </ul>		

Actions for Students' Union	Update on Progress	Response to students

**Minutes**

**Discussion points submitted by Deans**

<b>Agenda point 1:</b>	<b>Students' experience of community:</b> on their course, Programme or in the College or University. How can we improve community building? What works and what doesn't?
<b>Intro / Context:</b>	Acknowledgement and thanks to Reps for their contribution and for volunteering their time to gather feedback and raise in key meetings, forums and committees. Dean wanted to clarify how to improve the concept of community within Media School at LCC.
<b>Feedback:</b>	<ul style="list-style-type: none"> <li>- Yr 1 Journalism: community is felt strongly due to the course having a small cohort. Positive feedback given to course leaders/tutors who set a welcome activity to get to know LCC's facilities/building and to better know the cohort.</li> <li>- Yr 1 Commerical Photography: Course Leader/tutors organising trips e.g. galleries help built sense of community. Rep added lots of networking opportunities given for cohort – meeting curators, models. Rep added within the course there is a culture of helping one another through project work – tutors encourage students to network within and outside of the course.</li> <li>- MA PR Reps reported that within the course people are not connected e.g. not aware of each other's name. Suggestion: more socials to be offered for course peers to get to know one another.</li> <li>- BA Advertising: Acknowledgement that as it is a bigger course, can be harder to connect but as Y3 students they feel connected to course/LCC. Reps signposted and celebrated units shared with PR/Media courses, commenting how these built community effectively within Media School as they got to know students outside of their course.</li> <li>- Media School Rep agreed – collaborative units were well received by students. Suggested further events which promote cross-collaborations across Media School.</li> </ul>
<b>Reply/Update:</b>	<ul style="list-style-type: none"> <li>- Dean acknowledges BA journalism has a sense of community, and this has been curated through Course Leaders/tutors reviewing welcome events and culture within the course to ensure students feel seen and heard.</li> <li>- Dean acknowledged that within MA course more challenging to instil a sense of community with a 1-year course. Dean asked whether rep knew about Darkroom social for MA students. Rep responded that as it was optional it wasn't well attended.</li> <li>- Dean is trying to find more ways to collaborate across courses in Media School and is in discussion with course leaders.</li> </ul>
<b>ACTION</b>	- Dean to give feedback to Course Leaders about how each course views community.

	- Dean to continue to speak with Course Leaders to find further ways for students to collaborate across Media School.
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<b>Agenda point 2:</b>	<p><b>What do students understand by an excellent teaching and learning experience?</b> What are the key ingredients of a successful class/workshop/seminar/tutorial? What are the key attributes of an excellent teacher?</p> <p>Dean broke down this agenda point into specific questions covering:</p> <ul style="list-style-type: none"> <li>- Reps invited to discuss what makes effective teaching</li> <li>- Reps asked to consider what learning is and how they experience it</li> <li>- Reps feedback on teaching experiences within classes</li> </ul>
<b>Intro / Context:</b>	<p>The feedback below is specifically about Dean’s question on...  How do you experience learning?  How do students receive independent learning expectations?</p>
<b>Feedback:</b>	<ul style="list-style-type: none"> <li>- Y1 Journalism Rep: Course given 2 contact days which consists of 10am to 5pm including lectures which are 2/3 hours long. Course peers are given short breaks, but students experience cognitive overload. What helped break it up was ‘chunking’ e.g. students exposed to new learning then a task is given to practice the given skill. Students report that it helps cement learning rather than moving on to something else.</li> <li>- Y1 Commerical Photography took for students to get into a rhythm of project research, planning and execution. Students appreciate the mixture of teaching e.g. external speakers, skill practice in small groups. Students gave positive feedback on library services, e.g. the range of magazines and books, the expertise and help of library technicians. Suggestion: library technicians to signpost students with learning need to alternatives to books like podcast etc.</li> <li>- MA PR Rep – Students are happy with the self-directed learning. Students appreciate a balance of teacher-led learning and self-study through resources. Course Reps in Course Committee raised that they found limited resources for their course in the library. Course Leader had replied it was linked with budget.</li> <li>- BA Advertising Reps – appreciate when tutors empower students to be more self-directed. Students in Y1 are overwhelmed but by Y3 they are used to independent study. Reps appreciated Library technicians and the support they give. Reps added not all students are aware of the support that the library provides. Suggestion: more shoutouts in lectures about services on offer.</li> </ul>
<b>Reply/Update:</b>	<ul style="list-style-type: none"> <li>- Dean acknowledges positive feedback for library technicians. Dean clarifies that library services work with students with learning needs and signpost them appropriately to resources. Dean also said library services can signpost to resources/books across UAL colleges.</li> </ul>
<b>ACTION</b>	- N/A

<b>Agenda point 3:</b>	<p><b>What do students understand by an excellent teaching and learning experience?</b> Honest, transparent in communication (Y3 Advertising) flowery language is a barrier. Teachers who are prepared and challenging when chaotic. Dean broke down this agenda point into specific questions covering:</p> <ul style="list-style-type: none"> <li>- Reps invited to discuss what makes effective teaching</li> <li>- Reps asked to consider what learning is and how they experience it</li> <li>- Reps feedback on teaching experiences within classes</li> </ul>
<b>Intro / Context:</b>	<ul style="list-style-type: none"> <li>- Dean wanted more clarity on What makes a good teacher?</li> </ul>
<b>Feedback:</b>	<ul style="list-style-type: none"> <li>- Y3 Advertising Rep feels that effective teaching prepares students for the industry that is directly related to the course. A course should provide professional and creative development as well as essay writing skills. Reps celebrated their Course Leader for being open to change and actively listening to student feedback.</li> <li>- Y1 Commerical Photography Rep – due to small class feels personal. Tutors after classes give their time to answer questions. Rep comments this makes classmates feel they get extra value, input for project work. Rep says tutors provide informal opportunities after classes to connect and engage.</li> <li>- Y1 Journalism Rep – course peers feel that both lectures and seminars are personal. Teachers bring personal touches by giving examples of their identity, previous career, current projects to make it more memorable for students to engage in.</li> </ul>
<b>Reply/Update:</b>	<ul style="list-style-type: none"> <li>- Dean celebrates the engagement of tutors outlined in feedback and reiterates that tutors understand what they are talking about and consider of how they communicate with students to make them feel valued.</li> <li>- Dean gives context to Commerical Photography – new course offered 23-24. It had very positive results from Student Survey.</li> <li>- Dean summarised that good teaching is personalised, making students feel valued and that every individual matters. Dean added successful teaching involves industry focused and skills development.</li> </ul>
<b>ACTION</b>	<ul style="list-style-type: none"> <li>- Dean to give feedback to Course Leaders to celebrate how students feel valued.</li> </ul>

#### Discussion points submitted by Students

<b>Agenda point 1:</b>	<b>Journalism: Introductory Unit – wasn't specific to journalism.</b>
<b>Intro / Context:</b>	Y1 Journalism Rep reported: students were happy with the Welcome events by Journalism. Rep commented that introduction offered to course wasn't student led.
<b>Feedback:</b>	<ul style="list-style-type: none"> <li>- Yr 1 Journalism Rep reported: Introductory Unit led through panels weren't student-led and felt like lecturers were talking at students resulting in low student engagement.</li> </ul>
<b>Reply/Update:</b>	<ul style="list-style-type: none"> <li>- Dean explained that the introductory unit is being reviewed. Dean commented that it must strike the balance between covering a lot e.g.</li> </ul>

	facilities as well as course specifics. it has a lot to cover e.g. the college / facilities
<b>ACTION</b>	- Dean to pass feedback onto Journalism Course Leader

<b>Agenda point 2:</b>	<b>Industry Experience &amp; Teaching (Advertising)</b>
<b>Intro / Context:</b>	Y3 Advertising Reps reported: students want more industry-specific experience, industry talks and career development within the course.
<b>Feedback:</b>	<ul style="list-style-type: none"> <li>- School Rep reports: Consultations with Course Leader resulted in Y1 and Y2 students being happy with course content and structure.</li> <li>- Y3 Advertising Reps report that students don't feel confident with certain digital software expected of them to use within project work. Suggestion: Abode workshops offered to students.</li> <li>- Y3 Advertising Reps commented that course peers want more transferable skills for the working world. Students want to be signposted to different avenues within Advertising e.g. inhouse versus agency.</li> <li>- Y3 Reps celebrated creative units offered in Y2 and want more workshop time to develop creative and professional skills.</li> <li>- Y3 Reps expressed that students feel anxious about final project due to the skill expected of them and course peers don't feel lectures/seminars always prepare them in these skills.</li> <li>- Y3 Reps summarised course peers need (a) more industry specific teaching (b) to feel their prior learning is appropriate to the level of work expected of them.</li> </ul>
<b>Reply/Update:</b>	<ul style="list-style-type: none"> <li>- Dean acknowledged the reps feedback on wanting more industry specific skill development.</li> <li>- Dean is speaking with Digital Team to ensure students have more digital space experience.</li> </ul>
<b>ACTION</b>	<ul style="list-style-type: none"> <li>- Dean to pass feedback onto BA Advertising Course Leader about more industry-specific development within Y3 Advertising.</li> <li>- Dean to give feedback progress from discussions/meetings with Digital Team about students accessing more digital space support.</li> </ul>

**AOB – Any Other Business**

<b>Agenda Point</b>	<b>Dean asked how much of their positive learning experience is down to the individual tutors/lecturers/Course Leaders</b>
<b>Intro/Context</b>	<b>Following on from discussion on teaching and learning (agenda points submitted by Deans)</b>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>- MA Public Relations Rep – students find teaching staff engaging. Students celebrate Course Leader for planning in guest speakers from industry.</li> <li>- Y1 Commercial Photography Rep: students appreciate exposure to teachers' studios/gallery spaces. Students are inspired by teaching staff.</li> <li>- Y3 Advertising Reps: as expressed in agenda point before, students want more exposure to career development. Support in understanding the different avenues within advertising.</li> </ul>

<b>Reply/Update</b>	Dean said teaching staff have experience of that industry to make it more meaningful for students e.g. Journalism – lecturers have been journalists. Dean to speak to Advertising Course Leader about feedback shared by BA Advertising Reps.
<b>Action</b>	Dean to speak to Advertising Course Leader about feedback shared by BA Advertising Reps.

Student reps signposted to send any additional feedback to [course reps@su.arts.ac.uk](mailto:course reps@su.arts.ac.uk)