Searching for Home
PG Cert Academic Practice

Ravin Raori

Contents

Introduction

My background:
Lecturer in Narrative Media Design, BA Graphic and Media
Freelance Creative Producer

About:
Investigating the role of community and belonging as a key aspect
of student experience.

Project Rationale:
Reflecting on my own experiences of having lived in 3 cities, and been a student in multiple contexts, I've always been searching for home in some ways. As a student, whenever I felt displaced, my happiest memories ones from studio and in-class activities; particularly ones where I felt engaged with the task I was doing and the people I was doing them with including our tutors and lecturers.

Increasingly, I am thinking social justice is in the little things. It has to simple. It has to be small and granular. The more I try to complicate it, the more it slips away from me.

In thinking about belonging and community, little things can be moments and/or experiences, factors or influences, workshops or classroom activities that enable students to connect, deepening their bonds with each other and with us.

If at the end of this I can look back at my project as a series of experiments (successful and failed) that contribute as a toolkit/means for reflecting on what it means to create belonging in a HE context, I will be happy.

From Blog Post on Belonging, Ravin Raori

Key Terms

Themes
Belonging
Friendship
Community
Critical Friendship
Studio Environment
Safe spaces
Practical Wisdom
Collective Experience

Methods
Naturalistic Inquiry
Observation
Focus Groups
Ethnography
Field Notes
Documentation
Participation

Documentation Tools
Miro
Padlet
Photography
Videography

Interventions
Object Based Learning
Group Work
Co-authoring
Field Experiments
Spatial Arrangements

Intervention 1

About:
Exploring the impact of group work in an external environment.

Key Findings:
-Unexpectedness of being outdoors as an icebreaker
-Easier to talk about complex social issues
-Engaging through fun and play
-Collective experience

Challenges/Limitations
-Accessibility
-Power Dynamics

Intervention 2

About:
Using Object Based learning to foster dialogue.

Key Findings:
-Unexpected discoveries
-Shared memories
-Diverse perspectives

Challenges/Limitations
-Cultural Difference
-Invisible Pedagogy (Bernstein, 1975)
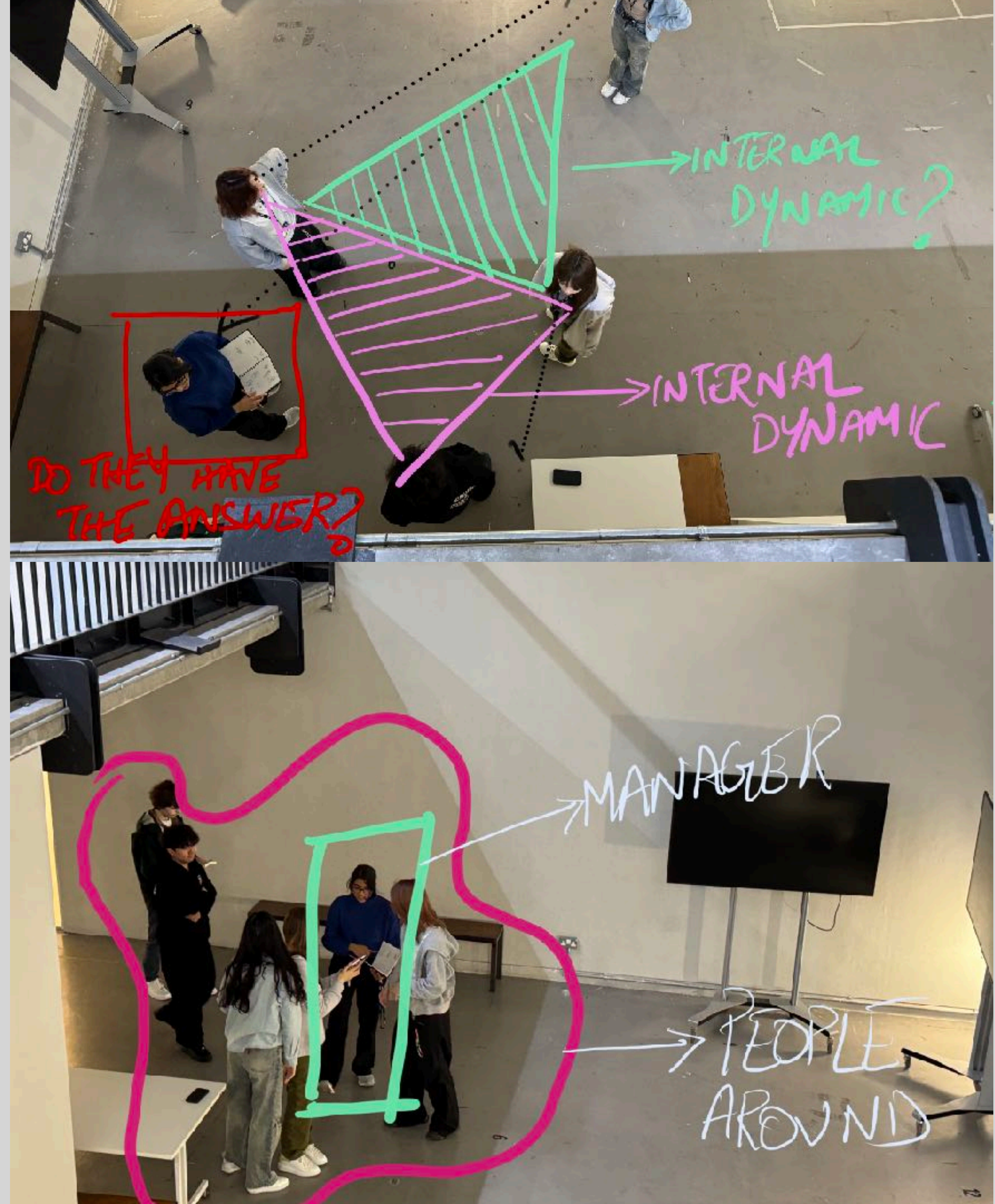-Clarity around task

Intervention 3

About:
Assigning Roles in Group Work

Key Findings:
-Everyone can contribute
-Deeper sense of purpose
-Embracing play
-Positive Disruption

Challenges/Limitations
-Student confidence
-Internal Dynamics of the group

Intervention 4

About:
Relationship between community and learning new skills

Key Findings:
-Pushes one to communicate and collaborate
-Collective ownership
-Learning together

Challenges/Limitations
-Time
-Clarity of communication

Student 1: "I found the idea of combining the objects of other people into one quite intriguing, especially when you take specific parts of objects. This idea is actually could serve as a foundation for my SDP project where I wanted to explore 3d modeling. Taking random things and combining them into one. Perhaps if there had been better communication, the outcome could've been a bit more complex but overall I liked this project."

Student 2: "I think making an object with someone else on a programme I've never used was extremely helpful. I also don't have too much background in 3D making but my group mate knew a little bit more than I did so it worked quite well. I think in general this practice works really well on activities that students don't have much background in as it pushes us to communicate and help each other; possibly learning quicker like how I did. I also like working with another person because it allowed me to see other ways of combining the 2 objects."

Student 3: "This was a good learning experience this was my first time using rhino it was a bit tricky to figure things out. However everyone else was in a similar situation and we had to learn together. I felt that the experience was good as we all had different object and we came up with some good sketches. I felt this session helped me to get an idea of what kind of things I could make with rhino."

Student 4: "The session was overwhelming and useful. The software itself is fairly difficult, but the instructions and explanations are clear and simple to follow. I definitely envision myself honing my 3D modelling skills and exploring additional applications in the future."

Student 5: "It was a great experience to collaborate with other students in this task just to see how we can all create a variation of designs based on the same objects. Using new software together put us on the right path to understand its potential together and learning our limitations within at this stage.
This starting point helped us as a group understand different ways of thinking and we optimised our approach to creating a 3D form."
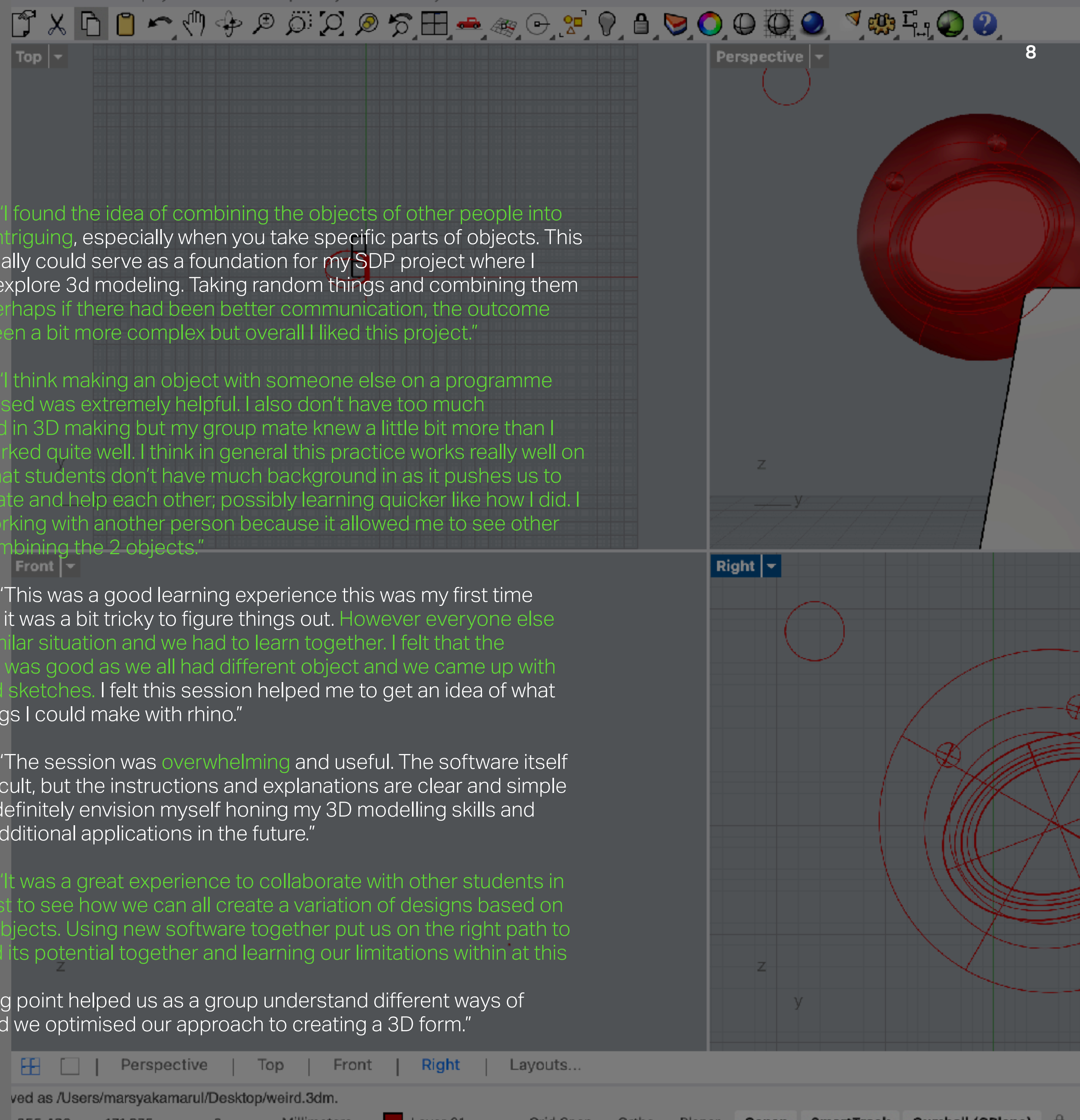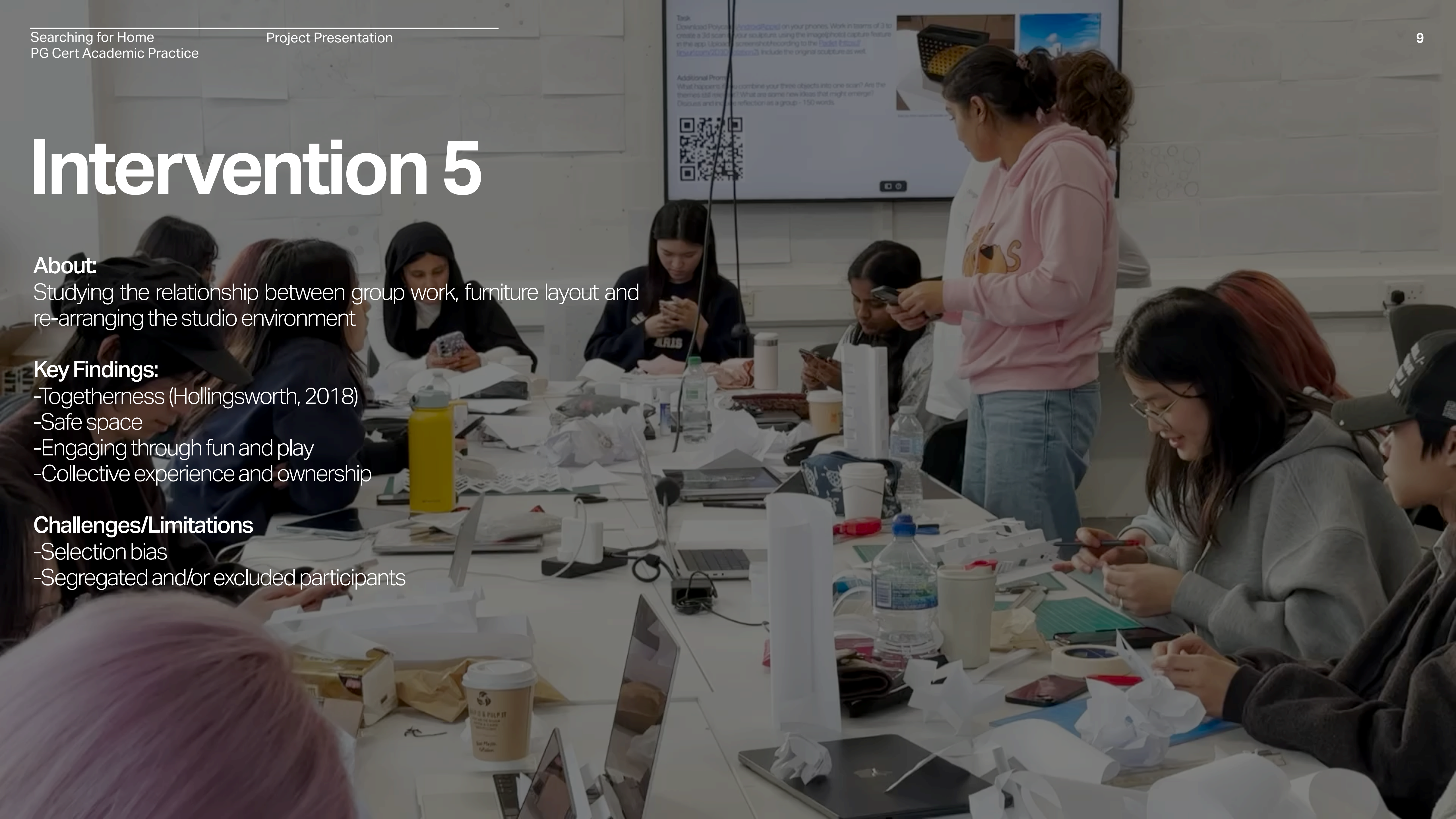
Intervention 5

About:
Studying the relationship between group work, furniture layout and re-arranging the studio environment

Key Findings:
-Togetherness (Hollingsworth, 2018)
-Safe space
-Engaging through fun and play
-Collective experience and ownership

Challenges/Limitations
-Selection bias
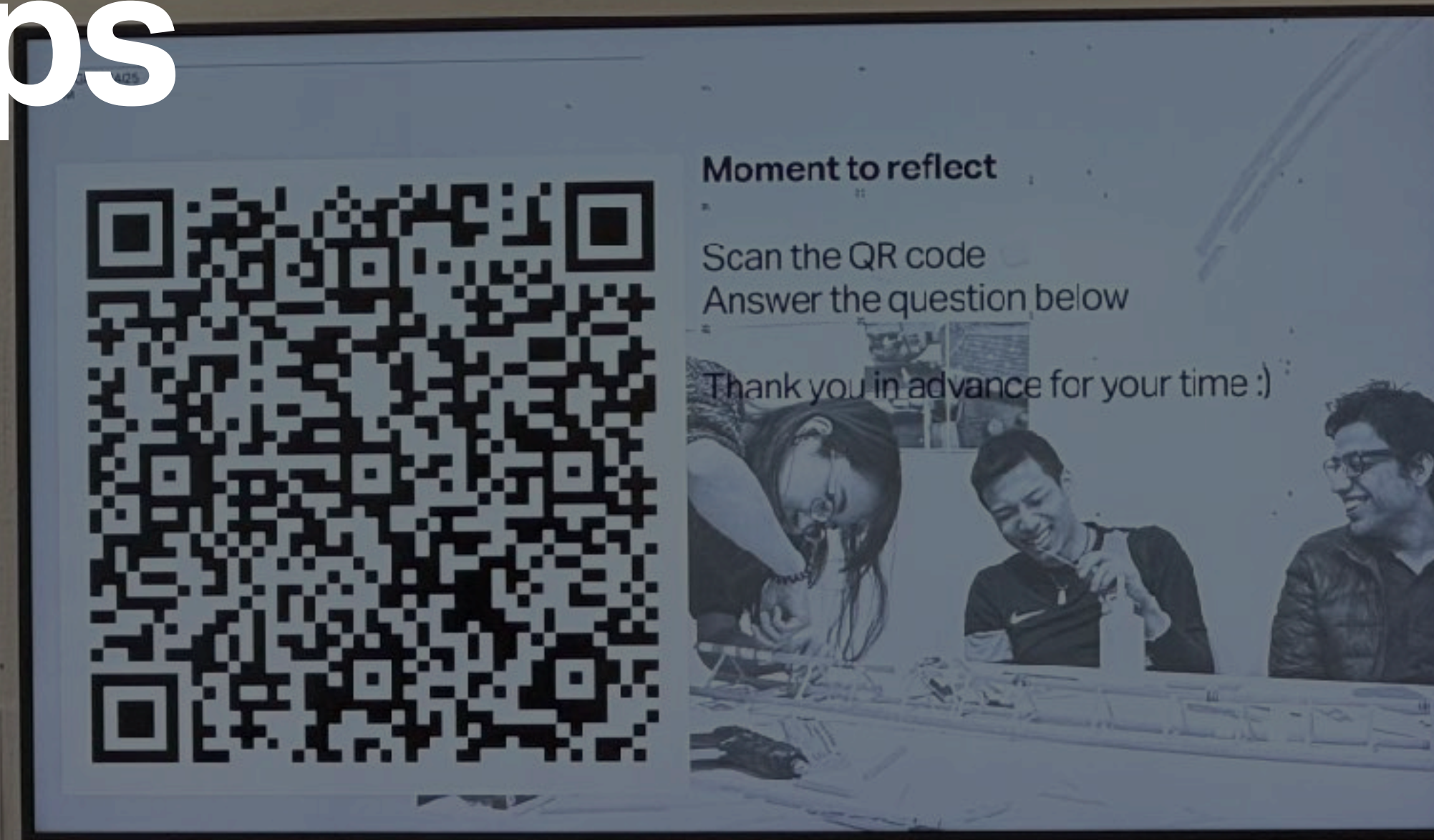-Segregated and/or excluded participants

PAUSE...

Maybe I need to hear from the students

Focus Groups

Precursor:
Before convening the focus groups - I thought it could be nice to cast a wider net and get a general temperature check of what the folks in Year 1 are feeling about their sense of community and belonging.

In 150-200 words, describe how your first few months at University has been. Reflect on any new friendships you have gained and the role the play in your learning journey, sense of community and belonging.
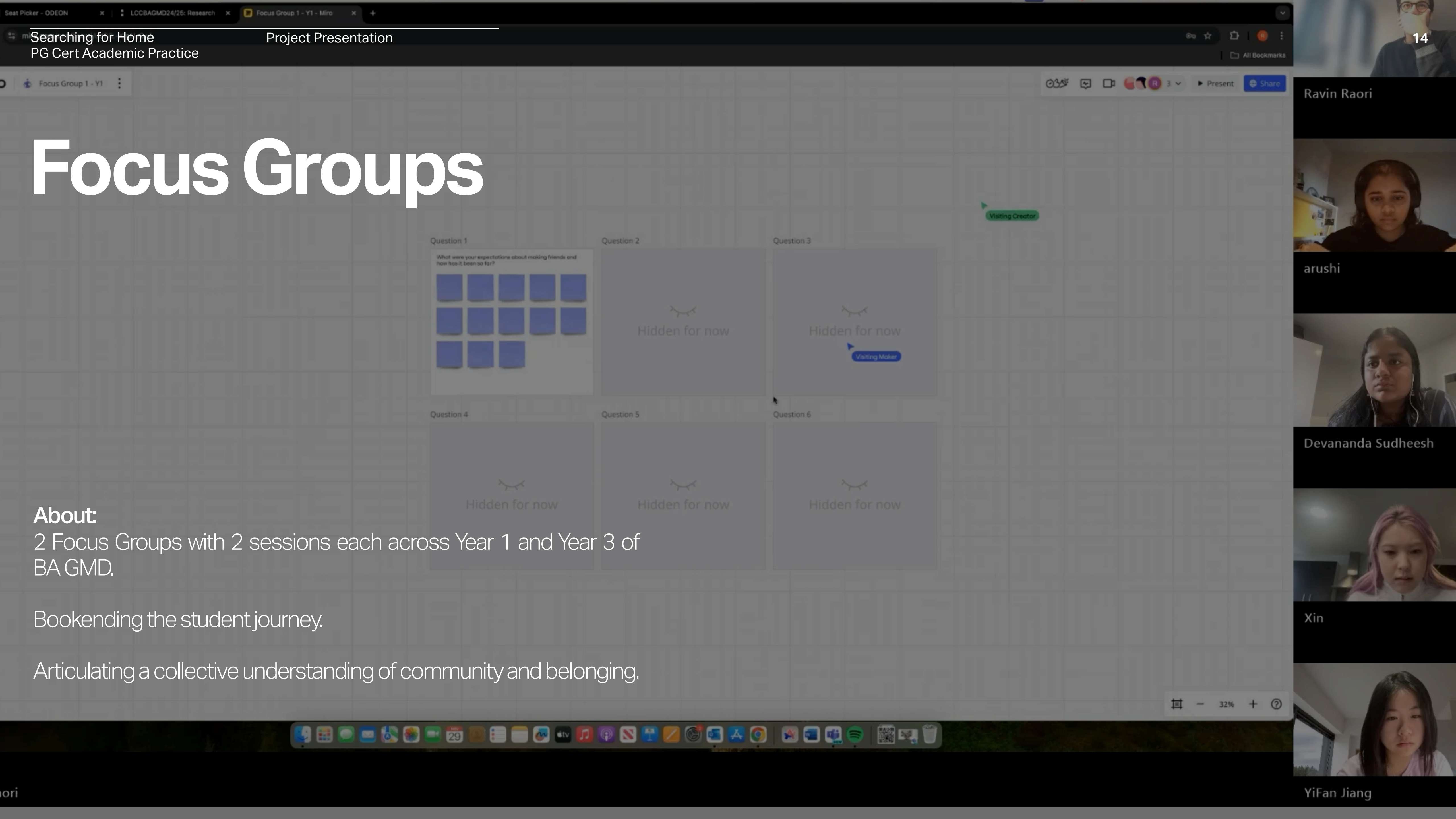
I have made a solid group of friends a lot quicker than I thought I would, it's been really nice and has definitely made my uni experience more enjoyable. good. I found it a bit overwhelming at first due to its size of the campus but I have pushed myself to make friends. As I kept meeting new people, I felt more comfortable and felt more happy. When it comes to the curriculum of the university, I was able to focus and organise my schedule with personal work. My first few months at university have been smooth. I have made a few friends and have one friend that I get on extremely well with! Everyone is welcoming and I am comfortable around my new peers. I have made new friends on the course and they are good to have for my learning journey as we all have different perspectives to design so hearing their input can be interesting and help shape your ideas if you are open to theirs. It's been better than I thought, I'm still working on my social skills but I've managed to make a few friends. Workload is fine and I'm not as stressed as I thought I would be. I have a few friend from m hometown in London, but just a few so I basically making friends on purpose, try as possible as I can to talk to anybody on my sessions, because I know that socializing is crucial to living in London and also for getting more opportunities in here. The first few months have been very eventful, a lot of unexpected and expected things have happened and it is all a lot to take in in the moment. I have made a lot of friends who I've gotten incredibly close to in such a short amount of time and have really enjoyed spending time and getting to know people better. I realised one of the biggest reasons I'm excited to come to University is because of my friends. Though, initially I felt like a lot of people shied away from talking about work, it is now a casual part of our conversations and it is useful to know how your friends are doing in terms of the work as it lets me gauge my own progress and determine if I'm at a good level of work. It's been easy to make friends in the studio, but it's been hard to carry out that friendship beyond university. So they seem quite surface level and I can't connect deeply with the people. Even though I have been in London for a while, I don't really feel a sense of belonging or community unfortunately. I feel like nothing and no one here is mine, if you know what I mean. Life as an international student feels very unstable. Nothing is the same and nothing ever remains the same, the constant change is exhausting. I keep searching for home, but I don't really know where home is. I'm tired of studying. There is a lot of knowledge to learn, which is very hard for me. I have insomnia symptoms, which makes my life very hard. At start we don't know each others name but we have ice break and some team work we start familier with others. When I learning, I don't feel so hard, different tutor teach us slowly I learnd a lot new knowledge from class. My first few weeks of uni have been fun and pretty exciting. It's a unique experience in an environment I'm not familiar with so it's been different from college life. Meeting new people and making friends has also been fun and collaborating with people has been enjoyable I've also got quite a few friends from college who also enrolled into ual So my friends have overall just made me feel a little more connected to uni and the transition feel a lot smoother. I have been really anxious at the beginning of the year since it's my first time living in London, but I met a lot of friends in my course who are patient and supportive. They encourage me to speak up and express myself when I struggle to speak English, and have always tried to understand my words as English is my second language. They have supported me emotionally and in academic ways, sharing their experiences and inviting me to workshops. My first few months at uni have been great mainly due to the friends I've made especially when meeting my flatmates and course mates. pretty cool. have few friends not loads. class very cliquey. At first, my university experience was pretty overwhelming as I didn't know anyone who would attend this university as most of my friends decided to go to a different university. But once I got to know people and make knew friends I started to settle in better. In my first 3 months at university, I have already learnt a lot and met many new people. I have met people from different parts of the world and cultures, formed bonds and friendships. 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People around LCC are okay, I have met some strange characters both lecturers and students alike. it's a new change, but a good change. i was able to step out of my comfort zone to talk to different kinds of people from all over the world. i was scared that, as an asian, i could not blend in at first with my classmates but surprisingly, they have been very accepting and open to my background. now, my friend group is 4 people of different ethnicities, where i also get to learn more about their background. i think it's interesting how we have so much in common but when it comes to culture practices, we can be very different and that's the fun of having different background friends. they also help me develop my creative brain by bouncing off and creating ideas that i've never thought of before. i think it is very interesting to finally mix around with people of different backgrounds in class, which helps in my interpersonal and communication skills. 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Focus Groups

About:
2 Focus Groups with 2 sessions each across Year 1 and Year 3 of BA GMD.

Bookending the student journey.

Articulating a collective understanding of community and belonging.

Focus Groups

YEAR 1

- Initial Expectations:
  What were your expectations about making friends and how has it been so far?

- Defining Friendship:
  What does friendship mean to you in the context of university life?

- Community Perception:
  How would you describe the sense of community in your cohort or the university as a whole?

- Challenges:
  Have you faced any challenges in forming connections?

- Support Systems:
  In what situations/contexts/scenarios have you made new friends?

- Future Outlook:
  How do you imagine these relationships evolving as you progress through the course?

  (OpenAI ChatGPT, 2024)

YEAR 3

- Reflection on Expectations:
  Looking back to your first year, how did your expectations about friendships and community evolve over time?

- Role of Friendships:
  How have friendships influenced your academic experience, creativity, or personal growth during the course?

- Community Impact:
  In what ways has being part of a community (or lack of one) shaped your time at university?

- Significant Relationships:
  Are there any specific relationships or moments that stand out as particularly impactful?

- Challenges and Growth:
  Did you face any challenges in maintaining or building connections, and how did you navigate them?

- Advice for New Students:
  What advice would you give to first-year students about fostering friendships and a sense of belonging?
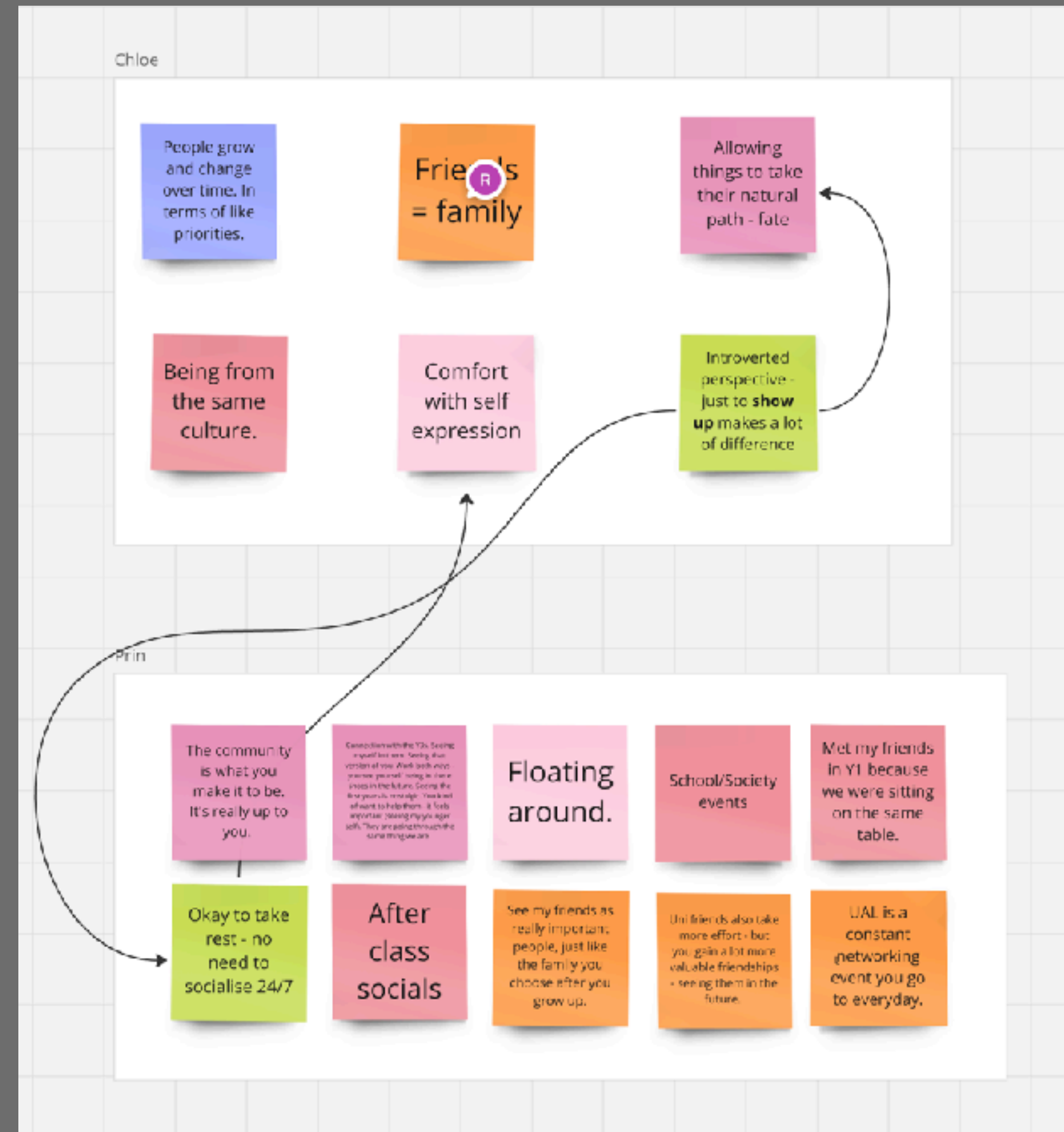
Focus Groups

Year 1

Year 3

Focus Groups

1st level of Data Analysis:
Look at what stood out as a group, either from your own reflections or someone else's

Focus Groups
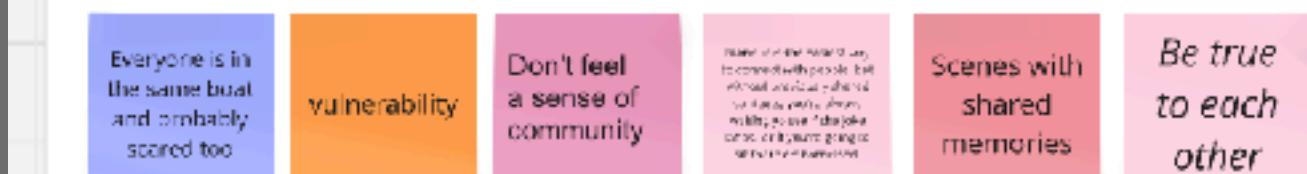
2nd level of Data Analysis:
Sorting these under certain themes or categories as a second layer of articulation

Outcome

we define community as COMFORTABLE SILENCE,

our values are TRUST,

we are committed to BEING THERE AT MOMENTS.

This isn't really an outcome but a combination of self-indulgence and a commitment to keep working on this project

I would like to continue to articulate some of these findings that I have co-generated with the focus groups as a sort of mission statement/ mini-manifesto to put back out into the ether.

Findings

There is a degree of vulnerability that was brought forth by the students during the focus groups. And in general, vulnerability is a key aspect of community and friendships.

There is tremendous value in studying the semiotics of interaction; subtle gestures and body language go a long way in making the studio feel safe and friendly.

Group work and peer-interaction can foster a sense of engagement. However, several parameters and variables affect the degree of success. Things like group dynamics, individual personalities and cultural differences are important to consider.

Collective experience is quite important with a higher degree of emphasis on non-studio activities. This could still be on the periphery of academic experience.

Values are generally shared. Humour is important amongst things like trust and empathy through dialogue. It seems obvious, but a smile can go a long way in making someone feel included.

Teaching activities that balance collective ownership of the end-result with a sense of play make for more engaging learning experiences.

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    Original Attribution-
    Work originally developed as part of the Creative Producer Program for the Ars Electronica Festival 2021, a six-week program that gathered 22 practitioners with the aim of creating a Manifesto for Creative Producing. creativeproducing.online
    Allison Costa (US), Ana Prendes (GB), Christiana Kazakou (GB), Cui Yin Mok (SG), Hyash Tanmoy (IN), Illya Szilak (US), Ilona Puskas (HU), Justin Berry (US), Kavita Gonsalves (AU), Kazz Morohashi (GB), Kofi Oduro (CA), Komal Jain (IN), Lizzie Crouch (GB), Madhushree Kamak (IN), Maria Kuzmina (RU), Mark Bolotin (AU), Matt Gingold (AU), Nicholas Medvescek (US), Ravin Raori (GB), Robin Reid (US), Viviana Quea (AT), Zeynep Birsel (NL)
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    Costa, A., Prendes, A., Kazakou, C., Mok, C. Y., Birsel, Z., Quea, V., Reid, R., Raori, R., Medvescek, N., Gingold, M., Bolotin, M., Kuzmina, M., Kamak, M., Crouch, L., Jain, K., Oduro, K., Morohashi, K., Gonsalves, K., Berry, J., … Tanmoy, H., (2023). A Manifesto for Creative Producing. Creative Producing Online. Avalaible at: https://creativeproducing.online/ (Accessed: 13 Feb 2024).
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Questions?