

Maya reply to email 1 round 2 Wed 12/17/2025 1:09  
AM

Antonella,

Thank you! Here are my responses to your questions:

Overall concept:

I think the concept is relevant and interesting. Students finding institutional change important should see outcome.

seen  
RELEVANT

CLARITY of poster T3

- Clarity:  
o Poster makes sense! The design is fun!

POSTER CLARITY

o I think there's a good balance of clarity and thoroughness with the information you provided.

o Not sure if there's room, but it might be good to highlight some potential outcomes on the poster. like the ones in the Info &

Consent Form.

to highlight outcome more clearly!

- Tone & accessibility:

o For readability, would it be possible to split up some of the

paragraphs in the Info & Consent Form? I found it a bit hard to read, especially with no type variety.

Language thorough the materials feels digestible. The only place

had trouble was the Info & Consent Form.

READABILITY ISSUES T3

- Padlet & session plan:

o I really like the talking points, activities, and engaging

technology. That's an aspect I didn't initially consider.

o Pacing looks good, just wonder how much flexibility there is in

case one section runs over.

o Really like the variety of optional tasks. I can see that allowing

people to participate when/how they feel most comfortable with.

- Barriers or friction:

o The biggest barrier I could see with people not taking part is not

being sure if they fit in the study demographic.

o Not having time (or at least, feeling like they don't have time)

could be another issue as well. But that's somewhat unsolvable.

Let me know if you have any questions or need any more

information. I hope you have a great holiday season!

o Perceived lack of time as a deterrent

Concerns about flexibility & time

ANXIETY OF LIMITED SESSION TIME T2

INFO READABILITY

UNCLEAR TARGET AUDIENCE T4

Time discourage participation T7

Time discourage

Outlook

## EMMA REPLY 2 TO EMAIL 1 (ans 2)

Re: Pilot test: Ant pgcert recruitment docs

From Emma Charleston <e.charleston@lcc.arts.ac.uk>  
Date Fri 12/12/2025 3:13 PM  
To Antonella Nonnis <a.nonnis@lcc.arts.ac.uk>

1 attachment (31 KB)

Beyond Neurotypical Norms\_ Intervention Action Outline for Student Feedback.docx;

ACTIVATED ENGAGEMENT T1

Hey Antonella!

Good luck with it all, and I hope you can get some feedback — a tricky time of year for it, definitely.

MANAGE

• The overall concept: do you think it feels relevant, useful, interesting?

Yes — though I do still wonder if it's trying to do too much. Even just simply focussing on one area ('technology')

feels like the most exciting to me) could be good? It almost feels like your intervention could even just be a small

focus group deciding what the most pressing issue to discuss more widely is. That said, I like your session plan

and I do think it's engaging, it's just really hard to know how much you'll actually have time to get through.

TIMING & EXECUTION T8

DOING T2

FEWER TOPICS SELECTION T2

ACTIVATED ENGAGEMENT T1

• Clarity: Does the poster make sense? Is anything confusing or too much?

Yes! Still think it's a LOT of content but also not really sure how to cut it much more.

↳ Materials contain lots of info

LIMITED SESSION TIME T2

Tone + accessibility: does anything feel off?

all good, some comments on session plan

TONE T4

CONTENT HEAVY T3

• The Padlet + session plan: does it seem like something students would feel comfortable engaging with?

Are the activities engaging? Is the pace ok?

Padlet yes. Session plan I attach a version with some comments!

Padlet ✓ T5

• Any barriers or friction: anything that might make someone hesitate or feel unsure?

Just a few comments in session plan but nothing major!

Recognises that  
student group comp.  
↳ Student group comp.  
↳ Student group comp.

At the end of the day it really just depends what students you get for your session. You get a bunch of smart, articulate, English-first-language MA students, they'll have an absolute field day with this and really push you. You get a bunch of first year undergrads with varying language and confidence abilities and it will be harder.

Believe that activities  
could generate  
strong discussion

OPEN ENGAGEMENT  
POTENTIAL?

Hope this is somehow kind of useful!

Emma x

Emma Charleston  
She/her  
FHEA

Lecturer, Visual Communication, Information and Data Design

— MA Design for Data Visualisation  
— BA User Experience Design

London College of Communication

My working hours may vary, please be patient in awaiting a response.

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London College of Communication  
Elephant & Castle London SE1 6SB  
arts.ac.uk



#1

JESS

REPLY TO EMAIL 1 (round 2)

Jess Curtis reply to email 1 round 2 Tue 12/16/2025  
2:24 PM

Thank you so much for access - the positive energy of the poster - and all the info is there !

Lovely lesson plan too - especially the invitation to make your own policy - that is SO intriguing - I can't wait to see what comes out of that. Do say if you would like to meet and chat through anything at any point xxxx

I have added my thoughts in pink!

PERCEIVED RELEVANCE

T1

- Overall concept: Does it feel relevant, useful, and interesting?

Yes, it really does! Firstly, in terms of the delicate task of truly listening and understanding the lived experience of people working in LCC ( and UAL) and then applying the knowledge that results - or creating the relationships that allow for working relationships – that make co-created spaces in which we can all thrive. I was part of some disability training led by Neuro box yesterday that focussed on people who are neurodivergent and what needs should be considered : in the conversation afterwards the staff present talked about the struggle to teach in an environment that is almost designed as the antithesis to those needs – calm, quiet, time rich and personal... the staff involved were either neurodivergent or dealing with disabilities and felt their student cohorts were at least 50% neurodivergent. We discussed how long it takes to get support outside of the university setting and the difficult relationships between private diagnosis and prescription action.

Impact beyond class/room T1

It was also often very positive in terms of strengths and challenges around different conditions: an interesting question when the landscape is essentially challenging, but it did manage to create pockets of positivity and empowerment – so, I guess it is worth recognising that the existence of this session is a positive thing that hopefully fosters empowerment and community!

EMPOWERING T1

- Clarity: Does the poster make sense? Is anything confusing or overwhelming?

I think the overall feel visually is calm and welcoming, everything feels fully and thoughtfully explained.

Poster perceived well and  
Poster CLARITY T3  
VISUAL ELEMENTS AND TONE T3

#2

Working  
Breakfast

# What does SIG stand for?

Acronyms not clear!  
MISSION  
INFO

Staff will be excluded" Does this imply that staff will be a threat to  
this process - could you say- "this is a private, student space to  
ensure... and have student voices been actively "silenced"? I  
don't mean to doubt that these vital questions haven't been asked,  
and opinions haven't been sought - but have they been  
expressed? CONCERNs about how staff exclu

RISKS &  
UNPREDI

MISSING INFO T3

2

A yellow rectangular strip is placed diagonally across the page. On this strip, the numbers 44, 45, 33, and 17 are written in a black, cursive, handwritten-style font. The strip is set against a white background that features faint, mirrored text. The visible text on the white background includes 'Math', 'rule', '44', '45', '33', '17', 'Hart', 'Hart', and 'Hart'.

I think the question and answer format for the form is brilliant - I thought 5 pages felt a bit daunting but they are actually very short - is it good to include a time e.g "5 minute read" although I get that won't be the case for everyone if they are dyslexic etc

## RISKS OF WORDING T4

# CONTENT HIGHLIGHTS

- **Tone & accessibility:** Does anything feel off, too academic, or unclear?

TO ME T4

TONE T4

# Ресторан

Padlet & session plan: Does it seem like something students would feel comfortable engaging with? Are the activities engaging? Is the pace okay?

Is the pace okay? *more questions*

I would maybe foreground the actual questions more – perhaps by making them a little bigger but not bolder? They are really well *judged and accessible questions* I think. *language* ✓ **ACCESSIBILITY**

Great that you summarise and give examples of policies – a tiny thing, but is it worth putting the link with the summaries instead of in a list at the end, so that participants can go straight to the ones they think are relevant? *suggests to embed links for more accessibility*

**Barriers or friction:** Is there anything that might make someone hesitate or feel unsure about taking part? *and valuable content*

# ACCESSIBLE LANGUAGES T4

- Barriers or friction:
  - hesitate or feel unsure about taking part
  - Positive response to summarised policy content

5 PAST & ACTIVITIES. ENTHUSIASM  
6 INQUIRIES, ACTIVITIES,  
8 PASTORAL, DISCUSSION, CONCERTS

3. CREATIVITY & ACCESSIBILITY  
4. A TONE, LANGUAGE & FEELING  
5. CONNECTING & ENGAGING  
6. DEDICATED TO PATRIOTIC PARTITION

DRIVE-INN  
DANCE  
GARDEN  
STATION  
PARK

Maya reply to email 1 round 2 Wed 12/17/2025 1:09 AM

Antonella,  
Thank you! Here are my responses to your questions:

- Overall concept:
  - o I think the concept is relevant and interesting. Students finding institutional change an important outcome.
  - Clarity:
    - o Poster makes sense! The design is fun!
    - o I think there's a good balance of clarity and thoroughness with the information you provided.
    - o Not sure if there's room, but it might be good to highlight some potential outcomes on the poster, like the ones in the Info & Consent Form.
  - Tone & accessibility:
    - o For readability, would it be possible to split up some of the paragraphs in the Info & Consent Form? I found it a bit hard to read, especially with no type variety.
    - o Language thorough the materials feels digestible. The only place had trouble was the Info & Consent Form.
  - Padlet & session plan:
    - o I really like the talking points, especially about technology. That's an aspect I didn't initially consider.
    - o Pacing looks good, just wonder how much flexibility there is in case one section runs over.
    - o Really like the variety of optional tasks, I can see that allowing people to participate when/how they feel most comfortable with.
  - Barriers or friction:
    - o The biggest barrier I could see with people not taking part is not being sure if they fit in the study demographic.
    - o Not having time (or at least, feeling like they don't have time) could be another issue as well. But that's somewhat unsolvable. Let me know if you have any questions or need any more information. I hope you have a great holiday season!

seen RELEVANT  
VISUAL TONE  
Poster well perceived  
CLARITY of poster  
Poster clarity T3  
Poster well perceived  
READABILITY ISSUES T-  
INFO READING  
ageability V  
ENGAGING ACTIVITIES T5  
CONCERN about flexibility & time  
UNCLEAR TARGET AND  
Time discourage participation T-  
perceived lack of time as a deterrent  
- follow up to email 1 round 2 Sun 12/21/2025

RECEIVED BY: **INCLUSIVE LANGUAGE** DATE: **12/22/2025**

To: **Antonella Nonnis**  
You replied on Mon 12/22/2025 1:39 PM

Hi Antonella!

Here are my responses to your follow-up questions:  
Pages 2 & 4 on the Info & Consent Form are the ones I struggled with. I had to read those ones a couple times to really understand them. *→ I feel like I can't even understand the first few pages*

I think the language you're using is very inclusive already! I like the idea of adding "neurotypical" so students who may not be neurodivergent, but want to help, would feel more comfortable participating.

Let me know if you need to stay in contact with you.  
Have a great holiday!

**EXPLICIT WELCOMES T6** *I absolutely love to acknowledge language inclusion*

Outlook **EMMA REPLY 2 TO EMAIL 1** (part 2)

**Re: Pilot test: Ant pgcert recruitment docs**

From Emma Charleston <a.charleston@lcc.arts.ac.uk>  
Date Fri 12/12/2025 3:13 PM  
To Antonella Norris <a.norris@lcc.arts.ac.uk>

1 attachment (31 KB)  
Beyond Neurotypical Norms Intervention Action Outline for Student Feedback.docx

15

Antonella

Good luck with it all, and I hope you can get some feedback — a tricky time of year for it.

**PLANNING & EXECUTION T3**

The overall concept: do you think it feels relevant, useful, interesting? — though I do still wonder if it's trying to do too much! Even just simply focussing on one area (Technology seems like the most exciting to me) could be good? It almost feels like your intervention could even just be a small group deciding what the most pressing issue to discuss more widely is. That said, I like your session plan and I do think it's engaging, it's just really hard to know how much you'll actually have time to get through.

**CONTENTS for covering to know**

Clarity: Does the poster make sense? Is anything confusing or too much? I still think it's a LOT of content but also not really sure how to cut it much more.

**UNITED TIME**

Tone + accessibility: does anything feel off? It makes all go together!

**TONE TA**

The Padlet + session plan: does it seem like something students would find engaging with? Are the activities engaging? Is the pace ok? Padlet yes. Session plan I attach a version with some comments. Padlet ✓ T5

**CURRENT HENRY T3**

Any barriers or friction: anything that might make someone hesitate or feel unsure? Just a few comments in session plan but nothing major!

**DECEMBER 1**

At the end of the day it really just depends what students you get for your session. You get a bunch of smart, articulate, English-first-language MA students, they'll have an absolute field day with this and really push it. You get a bunch of first year undergrads with varying language and confidence abilities and it will be harder.

Hope this is somehow kind of useful!

Emma x

**Believe that  
call you  
strong  
OPEN  
POTENTIAL**

Emma Charleston  
Sheffer  
FHEA

Lecturer, Visual Communication, Information and Data Design

— MA Design for Data Visualisation  
— BA User Experience Design

London College of Communication

My working hours may vary, please be patient in awaiting a response.

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This image shows a wall covered in handwritten notes and sticky notes, organized into several columns. The notes are primarily in blue and orange ink, with some pink and yellow highlights. The content is categorized into several columns:

- Column 1 (Left):** Contains a brain graphic at the bottom, a pink sticky note for 'OVER TOPICS', and a pink sticky note for 'SESSION T2'.
- Column 2:** Contains a yellow sticky note for 'BEGGING & ENDING T4', a pink sticky note for 'DISHONESTY OF RECRUITMENT T8', and a pink sticky note for 'TONE T4'.
- Column 3:** Contains a yellow sticky note for '#2 WORDING & BEGINNINGS T4', a pink sticky note for 'RISKS OF WORDING T4', and a pink sticky note for 'TONE T4'.
- Column 4:** Contains a yellow sticky note for 'MISSING INFO T3', a pink sticky note for 'CONTENT HIGHLIGHT T3', and a pink sticky note for 'ACCESIBLE LANGUAGE T4'.
- Column 5:** Contains a yellow sticky note for 'TOO FOCUSED INTO T3', a pink sticky note for 'TONE T4', and a pink sticky note for 'ACCESIBLE LANGUAGE T4'.
- Column 6:** Contains a yellow sticky note for 'FOR REPLY TO EMAIL 1 (cancel)' and a pink sticky note for 'FOR REPLY TO EMAIL 1 AND 2 TUE 12/16/2025 2:24 PM'.
- Column 7:** Contains a yellow sticky note for 'TONE & ACCESSIBILITY T4', a pink sticky note for 'CLARITY T3', and a pink sticky note for 'VISUAL & COLOUR T3'.
- Column 8:** Contains a yellow sticky note for 'INTERVIEW T1'.

The notes discuss various aspects of a document, including its tone, accessibility, clarity, and visual design. There are also several pink sticky notes with the letter 'T' followed by a number, likely indicating a rating or category. The handwriting is in cursive, and the overall layout is a mix of organized sections and more自由的 notes.

# Transcript

15 December 2025, 02:51pm

□ **Antonella Nonnis** started transcription

 **Antonella Nonnis** 0:03

Is is the is creating.

 **Valerie Mace** 0:08

Yeah, it should be creating when it recorders.

 **Antonella Nonnis** 0:09

The transcription? Yes. OK. Without the recordings, I'm not doing the visual. I am only doing the transcriptions, OK?

 **Valerie Mace** 0:17

OK, well, let me plug in and then I'll be with you. It's a great project. really kind of very important project and probably I think something that you know you've got limited resources and time available for this particular you know.

*potential impact intervention  
beyond classroom Relevance*

PERCEIVED T1  
RELEVANCE

 **Antonella Nonnis** 0:19

Yeah.

Yeah.

Come on.

Yeah.

 **Valerie Mace** 0:38

I mean iteration, but I think you'd probably be there be EDI might be willing to put some more funding towards it as a as a kind of follow up, because I think I was looking at the question. So what I did is I'm the I looked at the information as if I was a student kind of seeing it.

 **Antonella Nonnis** 0:39

Yeah.

Yeah.



**Valerie Mace** 0:56

It for the first time, so I didn't really spend too much time reading and rereading everything. I just wanted to know how it came across. So I started with a poster and then I clicked on the QR code and then I went to the information which actually was building on the poster and adding more information, which was great.

sequential flow of information V



**Antonella Nonnis** 0:57

Mm-hmm.

Mm-hmm. Mm-hmm.

Yes.



**Valerie Mace** 1:18

And then after that only after that I looked at PADLET and and the plan. So in terms of the information to the students, the potential participants, I think it's really super clear. It's really good. And my yeah, I thought I thought so. But you know, I mean obviously different people with different needs, they can't go. So yeah.



**Antonella Nonnis** 1:29

OK.

With your background. Yeah, in the Indian.

T3  
Poster clarity  
Poster clarity



**Valerie Mace** 1:36

But I was able to no the the poster itself was really clear for sure, and the way that you use the colours and the kind of symbols and and you know kind of that that was really helpful actually it was really easy to navigate. Let me plug in one second.

Visual Design supports navigation

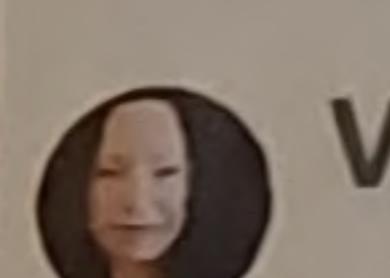
T3 Visuals and NAVIGATION



**Antonella Nonnis** 1:41

OK.

Yeah. Yeah, go fine.



**Valerie Mace** 1:54

And then after that, the information sheets required a little bit more reading, but

Reading effort required for info sheet

DEMANDING READING T3

perceived ease of reading & format of info sheet  
that's to be understandable. I quite like the format actually was easy to to read. There was only one thing I made a note of something on the information sheet, which she is, which is which is, which she isn't wrong. Oh, page 6.

 **Antonella Nonnis** 2:06  
Yes.

 **Valerie Mace** 2:11

It's very much. It's a very small thing on the info sheets and consent form. There's something that you say, ask the investigator if anything is unclear or if you would like more information. And I thought if I was the person, if I did have a question, I would want to see your e-mail address and your name again there, because then I would.

↳ SUGGEST - Repeating contact details  
on specific page of info sheet

 **Antonella Nonnis** 2:15  
Yeah.

He's not there.

 **Valerie Mace** 2:29

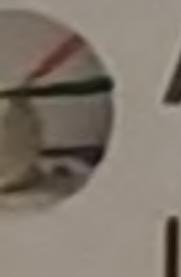
No. And so I it's it's in other pages but not on that particular page. So I thought it would be useful to to have it there because then otherwise I would have to look for it back for it. And and I don't think people might do that.

 **Antonella Nonnis** 2:38  
Absolutely.

Yeah. No, no, it needs to be there. But ah, OK, is in Section 5.

 **Valerie Mace** 2:50

Yeah, but if you say, I mean, I just thought if you said to people contact me if you have, if you have any, if anything is unclear, like we'd like more information rather.

 **Antonella Nonnis** 2:59  
Is it this page, the one where it it says contact for further information?

 **Valerie Mace** 3:04

No. It's on page 6.

On Page Six of the form, hang on, let me go.

 **Antonella Nonnis** 3:12

I asked the investigator if anything is unclear or if you bravissima OK and again, then  
OK, yeah, it's the one after. No, no. Yeah.

REPETITION  
T3

 **Valerie Mace** 3:21

Yeah, I mean it's it's, I know, I know it's on other pages, but I think I thought, you  
know might as well repeat it because then it's straight that straightforward, yeah.

MISSING  
INFO T3

 **Antonella Nonnis** 3:29

Yeah.

This is the great actually. Yeah. It's a great observation. I didn't realise that. And yeah,  
of course. And whenever you offer some guidance and or to contact, you might want  
to put the contact information. Yes, that's very true. OK, that's very helpful actually,  
yes. Thank you.

↳ Need to repeat  
↳ important info  
↳ IMPORTANCE of REPETITION

 **Valerie Mace** 3:48

OK. And then there was one thing because after I saw them after I saw the the  
session plan.

 **Antonella Nonnis** 3:50

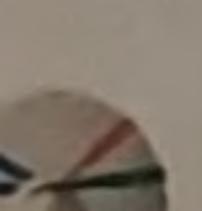
That's very good.

Mm-hmm.

 **Valerie Mace** 4:00

I.

I there's something with that that's for me because you send me more information  
than those people will see, but I didn't. Quite because in your in the information  
sheet you talk about, they will be able to use any format that is better for them like  
padlet or drawing or text or whatever. But then you do have a padlet site.

 **Antonella Nonnis** 4:06

Yeah.  
Yeah.

**Valerie Mace** 4:20

So at what point does that pad list site come in? What is it for exactly? I didn't quite get that.

CLARIFY  
PADLET  
ROLE

T5

Unclear role of Padlet

**Antonella Nonnis** 4:25

It's after each activity. We applaud whatever they produced, whether that's visuals or I do have some guidance. For instance, some storyboarding and or some timelines and or mind maps. But in the end, they can use whatever.

Feels more comfortable if they feel like they want to just write notes, it's fine for them to just write notes if they want to speak rather than write. They can do that. I want to just to offer different modalities and the mentimeter and the padlet. The Mentimeter will be used perhaps to provide.

**Valerie Mace** 4:46

OK.

Yeah.

**Antonella Nonnis** 5:04

Write some guiding questions that they can reply to the millimetre using the QR code. When we are there in the room as well as well as yeah, making any other things such as the policy list or whatever it is I suggest and or writing.

**Valerie Mace** 5:13

OK.

**Antonella Nonnis** 5:24

Notes and everything that they produce goes on to the padlet for everyone that to.

**Valerie Mace** 5:27

OK, so the padlet is for you to collate information. Yeah. Yeah, yeah, yeah. OK, I'll get that. I'll get that. OK. That, that. That's fine. That's why I mean, that was just a question for for me because they won't. They won't need to. They won't know that

Clarification asked - Padlet as repository

before they come in. I mean, because my question, I was thinking if they're gonna use.

 **Antonella Nonnis** 5:31

A repository, yeah, yeah.

 **Valerie Mace** 5:45

Certain things, but I so on one hand I could see you were telling them that it's really open. You can use whatever you feel more comfortable with. And on the other hand, because you had a padlet, I wanted to check with you because I thought if you are, if they are going to be using it regardless, I was wondering whether it should be an information sheet. So they say kind of, you know, are you comfortable using that?

Perceived contradiction between  
openness & fixed tools  
Tension between openness &  
structure

 **Antonella Nonnis** 5:52

Yeah.

Yeah.

 **Valerie Mace** 6:05

But if it's for you to upload stuff, then that's fine, but they will be uploading only.

PADLET ✓ TS

 **Antonella Nonnis** 6:09

Yeah. In fact, actually, maybe there should be a note somewhere in the which I thought I have added, but perhaps I wanted to add, but I didn't. In the information sheet I should add the note whereby before the end.

 **Valerie Mace** 6:19

Maybe.

 **Antonella Nonnis** 6:29

I will tell them that they will be provided with the public link as soon as they give consent. I thought I wrote it somewhere, but yes, I wrote it in the part in section 6. I wrote that once the form is completed, you will be sent a link to a public.

 **Valerie Mace** 6:42

In section 6 OK.

Antonella Nonnis 6:48

As a show and tell, covering the topic discussed during the workshop, this can be used before and during the workshop as a reference point, as well as a repository for later access. Because I'm also thinking.

Valerie Mace 7:01

OK, So what?

Antonella Nonnis 7:03

Yeah. So we go on.

NEED FOR CLEARED SUGGESTION  
EXPLANATION OF TOOLS ↗  
Making digital tools more explicit in materials

Valerie Mace 7:04

And what what I would do is because you've used bold in other pages, I think I would put the padlet and the show and tell and bold and I would say once this form is completed not the form, so that that it's very clear that we're talking about the one that they're doing right now.

Antonella Nonnis 7:09

Thank them both.

Please former. Thank you. Yeah, that makes sense.

Valerie Mace 7:23

That that was the thing, 'cause I wasn't. It wasn't, you know, question so. OK, so they will get. So will you have some of your questions on padlet before you send it to them because one thing I've thought about is like it's a really

VISIBILITY  
OF Qs.  
BEFORE

T5

Antonella Nonnis 7:28

Yeah. OK.

Yeah.

Valerie Mace 7:41

Kind of very complete and very kind of thorough piece of investigation, but it's covering a lot and you have a very limited time.

TIME  
CONSTRAINTS

T2

Concerns about limited time  
time relative to scope

TIME CONSTRAINTS

COGNITIVE  
LOAD

T7

 Antonella Nonnis 34:34

Yeah. Yeah. Call the moment.

Yeah.

Yeah, yeah, yeah. I think that for the PG set at the moment I am just gathering feedback from colleagues and if I'll get any from any students about the idea and the materials and that's the first iteration already or about the action research project that I've got to do because it's an action research.

And the second iteration would be that of running it with students and do the event itself, and perhaps the next one would be to carry out again and again and again. But I bet that I mean, I talked to my tutor and because of the time pressure that I mean it did.

 Valerie Mace 35:11

Mm-hmm.

 Antonella Nonnis 35:22

Say that it would be enough for the purpose of the PG cert. If I get some feedback from colleagues about the ideas and the resources created at least, so I'm trying to do that and I have contacted a few of you and I've received a few and my actually replies.

 Valerie Mace 35:37

Mm-hmm.

 Antonella Nonnis 35:44

I'm still waiting from Tunisia. I have asked Nathan as well because he's an MA student, but because he's very busy with the hours, he replied. I was very busy indeed. Complete the form and wanted to participate, but I didn't actually tell me anything. Right. You're really a student. The name.

I don't.

 Valerie Mace 36:05

Yeah. No, but I mean, it's. Yeah, no, it's it's very good. I mean, I think it's a bigger project than the the PG set and and something that, I mean I've seen the reason why

perception project is larger  
than qualifications required  
→ EXCEEDs PG cert score

And.

And that's done.

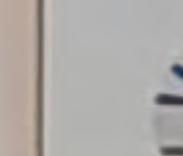
OK.

That's the point then, OK.

Oh gosh.

 Valerie Mace 33:32

So the new lift that they've had for the last couple of years, I think it's, it makes obviously a big difference, but it's still is still is wasn't designed, it was designed at a time where this level of accessibility wasn't even part of the design of any of anywhere.

 Antonella Nonnis 33:36

Yeah.

Yeah.

Yeah, yeah.

 Valerie Mace 33:49

So. So yeah, so there is I think that's why I think it's a really great project PERCEIVED T1 RELEVANCE that you can take it further than just the you know when you're doing this year because it's something that really the kind of research that could be really useful for the university and and to build on.

T1

No.

Yeah. And listen, I would like it to leave it as a legacy for student to carry out, perhaps to do it all independently. And this is something that I set off or I'll be happy to still be of help for some of them that would like to carry on or and perhaps try to proceed.

Would like it to be an annual, perhaps event that will be interesting.

 Valerie Mace 34:31

Yeah, because you're a bit on the time pressure at the moment, but yeah, but then again, you can differentiate between what you need just for the PG set and then the the study more broadly. So. So there is that opportunity as well.

Antonella Nonnis 30:49  
OK.

Example of structural  
accessibility issues

Gap in policies  
& REALITY T6

Valerie Mace 31:08

And we were in the workshop block at the time, and their idea of helping of  
supporting disabled people was to basically, and I don't think the university did. I  
mean, we had. I had to run around like crazy, trying to find a room on the ground  
floor every time the lift.

Broke, so I would come into College in the morning and there was no warning.  
Nobody would contact me saying, oh, Valerie, the lift is broken. We've arranged  
something for you. We're trying to help you with this. I would be the one I having to  
run around finding a room on the ground floor, which was enough. And move  
everybody there to the ground floor just for that session, which obviously had a.

A

Antonella Nonnis 31:29

Yeah.

Yeah.

Valerie Mace 31:47

Impacted on other things and other people. And as that the solution was there was it  
was not a solution, it was just putting a really horrible plaster onto something that  
was so.

Antonella Nonnis 31:49

Yeah, of course.

Yeah, yeah, yeah. But that's was very unfair on you and on the student.

INSTITUTIONAL  
BARRIER T6

Valerie Mace 32:01

Yeah, but it was. And it was like, you know, and it was unfair on her as well because  
she was feeling like, really awkward about it. And and, you know, so there was all  
these things. And it's like, that's not supporting people.

Gap between policy  
statements & reality

Antonella Nonnis 32:12

I mean, don't change. Yeah, no, don't change anything. It's just it's just a it's for your study. I don't know. It depends what your study is. Is is wants to do.

 **Antonella Nonnis** 28:33

Yeah, no, in my opinion, the session plan maybe or something like that, but I'm going to have a look where I say that if I say that and I I will talk about challenges and opportunities as well as positive, perhaps I can, I can rephrase that. Yes. Yeah, I I I do agree.

 **Valerie Mace** 28:38

No.  
OK.

 **Antonella Nonnis** 28:53

And it's nice to know what works as well, because in fact from them those things that works for certain things might be applicable to other aspects or whatever. So it's always.

 **Valerie Mace** 29:04

Play song.  
Yeah. I mean, you'll find you may find as well that, I mean, I don't know about, you know, it depends who you're gonna get. But I know from talking a lot with a got a friend who's in a wheelchair user and he he does a lot of stuff for it, runs a charity for, for disabled people and lots of things. But the one of the things that he's often told me about.

 **Antonella Nonnis** 29:19

No.

 **Valerie Mace** 29:25

It's different people with different disabilities will have sometimes conflicting needs.  
One Group 1, needs something, but the other one said no. This is really bad for us.

We want something.

CONFICTING  
NEEDS T6

 **Antonella Nonnis** 29:30

But sometimes when I go to some of the sessions or do like the cost committee meetings and soon said they either have something to complain about or they've got nothing to say. And sometimes I think it's a missed opportunity to build on some of the things actually might be working really well.

 **Antonella Nonnis** 26:29

Yeah.

*Importance of  
recognising what works  
effective practice*

**VALUES of Identifying what works.**

 **Valerie Mace** 26:35

And sometimes, as as a senior, as a as a lecturer, as a, as a tutor. Sometimes I'm thinking we're doing things, and I asked you to tell me what works as well because I said we're doing things in studio, but sometimes it's a bit of a hit and miss. It's a bit of a guess. You know, we don't know how it feels for you. We think it works. But, you know, if you don't tell us.

 **Antonella Nonnis** 26:35

OK.

Mm-hmm.

Yeah.

Yeah.

 **Valerie Mace** 26:54

So I think there's something to it. There's some value is in looking at both sides and I don't know because I think the reason why I'm saying that is because in information sheet it was saying in the poster it talks about opportunities and challenges.

 **Antonella Nonnis** 27:12

Yeah, yeah, yeah.

 **Valerie Mace** 27:12

But in the information sheets it was saying about institutional injustice and barriers, and the only thing that had was remotely a little bit positive was the idea of sharing lived experiences. And I was thinking to mention that to you, just in case it the discussion just goes so much towards the.

Human.

That's him. That is what I saw. Because they don't even know me. And I'm actually a lecturer still, and I'm and I'm creating a student space. But then there is me. But I'm like the lecturer or the the black sheep in that situation.



**Valerie Mace** 25:11

Yeah.



**Antonella Nonnis** 25:27

And the people that don't know me, I just think who, who, who is she? I don't know. So yeah, I thought it would have been nice to to create a little bond at least. But yeah. Thank you for that's. That's if you think so too.

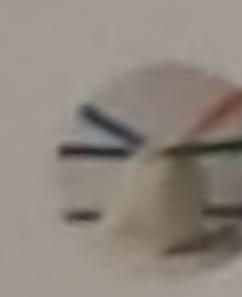


**Valerie Mace** 25:39

Mm-hmm.

Yeah, I think I think that's good. Yeah. Yes, that's good. And then yeah, I mean, when you're asking because there's quite a lot to cover in an hour and a half, you said it will take some money.

↳ Concerns over limited session time



**Antonella Nonnis** 25:45

Yeah.

OK.

Yeah, yeah, an hour, an hour and 20, actually. Two hours. No. Sorry. 120 minutes. Sorry. Two hours. But there is going to be a break.



**Valerie Mace** 25:59

OK.

My my experience with students on this kind of thing on any kind of initiatives that is asking students for feedback is they have a tendency to focus on the negatives all the time. And I know you want to know what doesn't work.

Concerns discussion may become  
overly negative? ↗ RISK OF  
NEGATIVE FOCUS



**Antonella Nonnis** 26:19

Yeah, that's.



**Valerie Mace** 26:19

That, yeah.

Nothing.

T1

EMPOWERMENT  
POTENTIALS

 Valerie Mace 23:40

It's a really great opportunity for them to have a voice in something that it's not really discussed that much at that level and maybe you're, I don't know, if I can't remember whether the cause where are you gonna put the poster?

 Antonella Nonnis 23:44

Yeah.

Mm-hmm.

So all around contain typo entrance around the building, a bit around the first floor first and ground floor and then what? I was thinking also, aside from sending emails through people, I was also thinking to go.

 Valerie Mace 24:03

Mm-hmm.

 Antonella Nonnis 24:14

To some classes and show my face and say hey, I'm running this event, there are there's an e-mail going around and I'm bringing the poster with me and people can scan the QR code straight away when I'm in class 5 minutes and I'm going to ask a few colleagues here. I've spoken to here initially.

And I told him if I could go to his master's students, for instance as well. And I'm thinking to go to the to reach the master's students, mainly because those are the one that I know the less, but also other BA students that I don't work with. So I thought it would have been nice to show my face as well.

But other than that poster e-mail poster sent through the e-mail as well, and my face.

MULTI CHANNEL RECRUITMENT

 Valerie Mace 24:59

Yeah, I think that's a great idea. Yeah. Yeah, yeah. I think so, because also it becomes more kind of, there's already a connection.

ACTIVITIES TS  
VALUED

VALUE OF  
MULTI-CHANNEL RECRUITMENT T8

 Antonella Nonnis 25:01

Yeah. OK.

the students before starting will have to check their e-mail just to be sure that when they started, they're all on board with everything.

 Valerie Mace 22:31

Mm-hmm.

Yeah, that's what I'm thinking because that's when we're sending information to them. So I was thinking, but maybe later in the week rather the beginning of the week. So maybe the Thursday or Friday and then and then they're going to get, they're going to know about it, they're going to get a bit busy with their deadlines. I mean, you know, I can remind them in class.

 Antonella Nonnis 22:46

I like it. Yeah. OK.

Yeah.

Yeah.

Yeah, yeah as well, yeah.

 Valerie Mace 23:03

In the course leaders, it might be good to ask course leaders if they can send me all year leads and then and then just before the teaching week the non teaching week, maybe to remind them again 'cause then then I have the non teaching week as a space to.

RECRUITMENT T 8

 Antonella Nonnis 23:09

Yeah, yeah.

 Valerie Mace 23:20

To look at it, be something like this. I mean, there's no, I don't. I'm not. I don't think there is a magic way of doing it that will guarantee people because it's kind of dependent on people checking things and being involved. But The thing is, I think that that this idea of emphasising that it's.

Acknowledge of difficulty  
recruiting students  
→ COMPLEXITY OF RECRUITMENT

 Antonella Nonnis 23:21

About it, then apply and.

Antonella Nonnis 21:22  
Fine.

Valerie Mace 21:30

It's a tricky time because they've got deadlines.

Time pressure T7

Antonella Nonnis 21:30

Yeah.

Yeah, I know. That's it.

Time pressure /

Valerie Mace 21:36

And then they've got the non teaching week.

Antonella Nonnis 21:38

Yeah.

Valerie Mace 21:39

And so they're very, very busy with their deadlines and then the non teaching week.  
So I would think it might be a good idea to have.

Awareness of deadline  
& non-teaching week

Timing Account

CALENDAR

Antonella Nonnis 21:50

Yeah.

Valerie Mace 21:51

Not to just to send this information only once. Do you see what I mean? Yeah.

Antonella Nonnis 21:55

Yeah. Yeah. No, that's for sure. But and that's and I didn't. But in reality, if I wouldn't, if I would send it on the 12th, that I will love to because I want to do it, I want to do the event towards the mid of February on the 18th ideally.

So if I send if I have to then send a reminder is nice to give to send it in a reminder, perhaps a couple of weeks after I sent the first one, so that I've got another, perhaps couple of weeks. I do have an extended time for recruitment, so it's it's a great idea. I think it's great and student. I mean I follow your line of thought here, but I believe

 Valerie Mace 18:55

Yeah.

 Antonella Nonnis 19:08

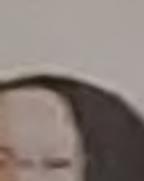
So and then I've got to do the PG cert exam or present, say the presentation the end of January. I've got to do 2 and it's in the blog, so it's just like and I'm going to start to be to supervise one PhD students as well in the new year.

 Valerie Mace 19:24

Oh, wow, excellent.

 Antonella Nonnis 19:25

It's it's. Yeah, let's see. I mean, I feel like I'm getting a bit too much overwhelmed by everything.

 Valerie Mace 19:32

Yeah, but the EDI it's sometimes it's good. It's because you're trying to do something to, to get something off the ground and and there will be, you know, you'll get the, the, the reward from that and the kind of the things that will come to you that will shape, help you shape your carrier development from that especially because you we kind of getting.

 Antonella Nonnis 19:39

Right.

 Valerie Mace 19:52

Much more involved with the EDI and you know they they're really keen to get this kind of things going on and you're very interested in doing this. So I think this is really good platform, but obviously it's a huge amount of work to, to start with, OK. But I think so. When are you going to send the information to people do you think?

→ Concerns about  
over-doing.

 Antonella Nonnis 19:58

Yeah.

OK.

Yeah, from the work programme, Noemi, it's.



**Valerie Mace** 17:59

Because the branding, design identity, the programme I was on before. So there's the programme, it's got our direction, it's got design management, it's got. I can't remember now. Graphic branding identity so it's got all of that.



**Antonella Nonnis** 18:04

OK.

Yeah.

Yeah.

Yeah, you're bad fat.



**Valerie Mace** 18:16

So that, I mean, you know you could spread the the kind of the the outreach of your communication and get more students. Are you gonna have one session or are you gonna have with anybody that answers or you're gonna have. Yeah. OK.



**Antonella Nonnis** 18:20

Yeah.

Yeah. At the moment, yes, I mean, it's already gone beyond the PG cert scope in itself because everyone is doing something with the classes and stuff like that, but because.



**Valerie Mace** 18:31

Yeah.

I was. I was looking at the project and I was thinking, are you doing another PhD?

*Project over-scope*



**Antonella Nonnis** 18:44

I like the idea. So what does that?

That's it, that's the thing. But I really need to keep it contained, because otherwise it's gonna get out of end. And because I already got £500 from the idea funds, they want the midterm report at the end of March and then a final report in June.

They might not be. I mean it's. It will be interesting if nobody, because then I I it's because.

Valerie Mace 16:41

So yeah, yeah.

Yeah. Are you quitting from a lot of courses or just from?

Antonella Nonnis 16:59

I wanted just to do the design school, but I'm just sending it to Bama at LCC and that's it. Who wants to participate? I am going to contact. I mean, I contacted Sylvia already and she's going to help me divulgate that. I don't know if she does.

Valerie Mace 17:05

Are you sending it yourself?

Antonella Nonnis 17:17

Was just the UXBA students about whether students she's managing.

Valerie Mace 17:22

Yeah, I mean, you could contact Nina, Nina, the Dean, the Dean of the the the, the PA to the Dean. She's the. She's a good person. She has an e-mail group for the entire design school.

Antonella Nonnis 17:26

Out.

Yeah. OK.

Yes indeed. So that's.

Valerie Mace 17:39

So usually when we want something to be for the entire design code, we contact Nina. You could also tell Noemi about it. Noemi from the BDI programme and and see whether Noemi can disseminate to the the course the courses there as well.

Antonella Nonnis 17:52

Valerie Mace 15:32

Yeah, exactly. Has the 10 minute window either side of the the hour, but so, so yeah.

Antonella Nonnis 15:36

Yeah.

That makes sense, yeah, but still, they should take into consideration. This is a very good observations, actually. I hope they're unique. I might be one of the students that participate, actually a centre the the materials that I share to you as well to to to get some feedback before I send the call out.

Valerie Mace 15:58

Do you want me to help with recruit people in your free disseminate? I could because I could support the recruitment for if I've, you know, I know that you have three students, so I could also, you know, kind of recommend that they, you know, kind of that if you want me to, I can do that.

HELP OFFERED +8

Antonella Nonnis 15:59

How to students?

Yeah.

Yeah, yes, absolutely, yes.

Yes, please. I mean do you mean for for the pilot test now or for the study itself for for the study selfie, please? Yes.

↳ Offers to help & encouragement supporting collegial engagement.

Valerie Mace 16:21

No. For the study for the study. So just so, so that I know you're going to contact them. But you know, if you if you include me in the information, I will be able to reiterate and say look this would be kind of a really interesting study for you blah blah etcetera, because it would be, it's good, it's giving them a voice.

PERCEIVED  
RELEVANCE +1

Antonella Nonnis 16:26

Yeah, yeah.

Yes, please.

Yeah, no, it would be.

That's it. That's it. That's it. In fact, I mean, that's all I want to. I mean, they might.

↳ Profession framed as  
EMPOWERING students  
to voice

Yeah.

Yeah.

Yeah, that is a very good point. And when I speak to students and so I will make that clear that when we speak about learning experience, it's about everything from when they enter the building to when they exit it. So whatever service they access, not just the student, not just the studio or the classes.



**Valerie Mace** 13:48

Hmm.



**Antonella Nonnis** 13:50

The the technical areas as well as the workshop areas. Perhaps they contain the navigation in the system, I don't know. Whatever it is that they might.



**Valerie Mace** 13:58

Then I would say then that's the student experience rather than learning experience.



**Antonella Nonnis** 14:03

OK.



**Valerie Mace** 14:04

I mean, if it if it's, if it's, I mean as I said, you probably want to focus on your learning experience, maybe because otherwise you're covering so much.

*NEED TO DEFINE FOCUS*

*→ FOCUS to Clarify conceptual boundaries*



**Antonella Nonnis** 14:10

Just. OK. Yeah. Perhaps. Yes, you're right. Perhaps we can just focus on the learning and then just emphasise the fact that that's not just the studio, but also the technical areas that they access. OK, yeah.



**Valerie Mace** 14:15

I mean something about there.

Yeah, yeah, yeah. Because even because even like, it's, it's not the learning expense because it's about studentship. So it's about, you know arriving, you know kind of you know being able to register arriving on time. I mean, yeah, you know, kind of what does a student do? You have a student like Unica, for example.

thought about this because you said let us choose how we attract seats shouldn't be automatic. I don't think that's the choice.

Antonella Nonnis 11.21

Speak.

Yeah.

What is?

I don't know. I've been a bit anarchy there, but.

Valerie Mace 11.22

Yeah, but is it? Is it focusing like are you focusing because one of my question is well and that's to do with just the, the, the, the research in general, is it focusing very much on the learning experience because LCC has many facets and obviously not the students may not understand what the learning experience involved.

Antonella Nonnis 11.24

Yeah.

Valerie Mace 11.25

Like, sometimes I speak to students about the technical areas or they don't think it's part. They don't always think it's part of the course and I'm like, and I'm like, actually, you know, those guys, those, they are the expert in specific areas. They're much better position and they are, they are an integral part of the course, but it's just.

Antonella Nonnis 11.26

Yeah.

Yeah.

Valerie Mace 11.27

And that they cover a lot of courses, but they learn integral part of the learning journey. And I've had this discussion quite a few times with students who thinks the course is just what happens in the studio. So I'm just wondering whether there's something to bear in mind when you speak, when you speak to students.

Valerie Mace 11.21

So. So they, because they might not be, you know, very familiar with them and also some of the policies are out of our hands. I mean like for example you mentioned seats this I don't think the students have access to seats, I don't think they can access that.

Antonella Nonnis 11.25

Anna.

Valerie Mace 11.26

No, they don't see that at all. They don't see that system. It's only tutors, they they have. You mean the the app where they register their attendance, OK. You don't mean the the online one where we go? No, no, not the register. OK. Yeah. Yeah, they do. They have the app. Yeah. Yeah. I don't know how well that's working.

Antonella Nonnis 11.41

No, they do it through the app.

Yeah, yeah, yeah, there was no.

Yeah.

Valerie Mace 11.54

For them, that's a good question. But the the regulation for it is not set by the university. So it's it's a government regulation. So yeah, but it's a big question.

Antonella Nonnis 12.04

They're out of our hands. I mean, I might. Yeah. I mean, it could be a point of discussion still that some of these things might be out of our hands, but perhaps it's still good to be aware of the issues. And if there could ever be.

Valerie Mace 12.08

It's.

Yeah.

Could you say one of the like for the worship policy policy wish list? The reason why I

Recognizes that some systems  
are beyond institutional  
constraints

Yeah, but not so much. Not so much that it becomes overwhelming on padlet and they just give up and don't attend your session. Do you see what I mean?

 **Antonella Nonnis** 10:20

No, indeed. Perhaps I might. I might choose a couple of the questions from each of the topics and put them there so that they already start thinking around those steps and I might not even ask all of the question. These are ask these are questions for me that.

 **Valerie Mace** 10:30

Yeah.

 **Antonella Nonnis** 10:37

Just came to mind, and perhaps I might cut them down. I might just go through a couple. Yeah. OK.

*ENGAGE: Reducing or selecting fewer questions*

*Q&A PRIORITISATION*

*REDUCE TOPICS T2*

 **Valerie Mace** 10:41

Yeah, it's a lot. It's a lot. I think it's a lot. So maybe keep maybe one one question or two for each section and then use the the others as as prompt only if you need to because it's quite yeah, because you have to, I mean you can you have an emitted resources and you need to have some kind of some kind of boundary.

*ADAPTABILITY DESIRE T2*

 **Antonella Nonnis** 10:52

Yeah. OK. Just for me as a backup, you mean, yeah, yeah.

*Project covers too much → RISK OF PROJECT OVERSCOPE*

 **Valerie Mace** 11:00

Because you're going, you're going with AI, you're going with the policies. I mean, each of those, even on their own, could be quite a quite a single project to see what I mean. So and the students might not be familiar with the policies, and it's really good the way that you've summarised the policies I was. Oh, that's useful for me too.

 **Antonella Nonnis** 11:00

Yeah.

We need to. Yeah, yeah, yeah, yeah.

OK. Yeah, OK. We have because I knew that there is.



Antonella Nonnis 7:49

Yeah. So the questions, yeah. Yeah, they will be all on the mentimeter. So for each topic, there will be a slides with each of the questions. They can reply either verbally and or on the.



Valerie Mace 8:01

I was.

But you have to reply on the spot when you're on in the session, because I was wondering whether some students, because I know that I always struggle with that when people ask me big questions and I have to think on the cuff like that I need to. I'm quite more reflective and when I go to meeting at work and then we often do this and and I'm.

Recognition of different thinking & processing styles



Antonella Nonnis 8:08

Yeah, yeah, yeah. During the event, yeah.

Yeah, yeah, yeah.

Cognitive load  
questions

SUGGEST: Add the questions beforehand. Perceived questions are complex & demanding

Need for  
Reflection  
time

T6



Valerie Mace 8:25

I'm one of those people who would prefer to have the questions before, so I have time to think about it because they are quite complex questions and they're asking quite important information and sometimes it's good to have time, but I don't know whether your study allows that because, for example, if I look at the question.

NEED FOR  
REFLECTION  
TIME

Preference for receiving questions in advance



Antonella Nonnis 8:36

OK.



Valerie Mace 8:46

What even like the house breaking question? What does a typical learning journey look like for you at LCC, that's quite a big question and you know I would and you want you doing this on 10 minutes. So I don't know if that's something. I mean, I don't know it because it might mess up the research if you do give them in advance. So it's just a.