

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. I mean, really, 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.



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.



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.



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.



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

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.



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.



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.



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.



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.



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

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?



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.



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.



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.



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.



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.



Antonella Nonnis 8:08

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

Yeah, yeah, yeah.



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.



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 might mess up the research if you do give them in advance. So it's it's just a.



Antonella Nonnis 8:51

Yeah, yeah.



Valerie Mace 9:05

Something that I was thinking about.



Antonella Nonnis 9:07

No, I mean there is no actually I don't think that there is. These are great reflections. Thank you. By the way. I don't think that there is any risk of screwing up the data or whatever winning the study if I give them the question.

Once beforehand, especially because it wants to be getting towards inclusivity. So yeah, some students might actually like to have the question.



Valerie Mace 9:37

Yeah, I think so. And you will probably get better data.



Antonella Nonnis 9:41

Perhaps yes. The only thing that I was uncertain about how to do this, maybe you're right. Maybe I could break the questions down on the public, because otherwise I wouldn't have known where to do that and I didn't want to put the whole session plan, of course.

On the transformer.

Yeah, yeah, yeah.



Valerie Mace 10:05

Come in. They come in already kind of with a kind of mindset and with a kind of. Yeah, yeah, yeah, yeah.



Antonella Nonnis 10:05

Yeah.

Thinking mindset gear towards the the the topics that we'll be discussing. OK yeah.



Valerie Mace 10:13

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.



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.



Antonella Nonnis 10:52

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



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.



Valerie Mace 11:21

So. So they, because they might not be, you know, very familiar with them and 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 11:35

Anna.



Valerie Mace 11:36

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 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 12:09

It's.

Yeah.

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

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 12:21

Speak.

Yeah.

What is?

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



Valerie Mace 12:35

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 12:44

Yeah.



Valerie Mace 12:55

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 13:02

Yeah.

Yeah.



Valerie Mace 13:15

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.



Antonella Nonnis 13:17

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.



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.



Antonella Nonnis 14:25

That would be good.
Yeah.



Valerie Mace 14:41

Who has? That's actually have to write. And yet the state's system doesn't recognise that she's only got a 10 minute window and then she's recording as late no matter what. So that's that's the discrepancy that students might, you know, raise. But you know, kind of it's that.



Antonella Nonnis 14:41

Hmm.
OK.
At this time, yeah.
Yeah.
Yeah.



Valerie Mace 15:00

Something like that. Maybe need to be looked at and I don't know why they've got this 10 minutes window. I don't know why they've got you can't register 10 minute until 10 minutes before the technology issue. Like maybe maybe when it's I think I would imagine. And it's just a guess that because sometimes you've got classes.



Antonella Nonnis 15:01

Yeah.
Is set up like that.
None.



Valerie Mace 15:20

On most courses, most we don't do it, but most most courses wouldn't have classes 1:50 and then another class in the same room 2 till 6 and so.



Antonella Nonnis 15:28

So there is no time window for student to move across and reach the classes.



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.



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.



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 blah etcetera, because it would be, it's good, it's giving them a voice.



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.

They might not it. I mean it's. It will be interesting if nobody shows up as well 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, 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

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 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?



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.



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 career 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 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 to start with, OK. But I think so. When are you going to send the information to people do you think?



Antonella Nonnis 19:58

Yeah.

OK.

Yeah.

I think after the Christmas break when we come back mid January, I would imagine the week of the 12 we start so that week, midweek, perhaps Wednesday, something like that morning if I manage or maybe the week after so that I wait for everyone. Want to be back from the Christmas all because some students might know? What do you think?



Valerie Mace 20:31

Oh.

I was wondering whether that mean because it's it's it's a remote, you know it's it's, it doesn't matter where they are. I was wondering actually because if you could, if I think if I was doing it, I would send it the week of the 5th of January, but probably but maybe later in the week or something like this.



Antonella Nonnis 20:41

Mm-hmm.

OK.

Huh.



Valerie Mace 20:54

And then, because probably a reminder would be good. So because what happens is they come back and then they've got couple of weeks maybe with their. I mean you're sending it to your one year two year three. So they've got depending what year they're in.



Antonella Nonnis 20:58

Yeah.

And MA students as well. So BA and MA students would lie.



Valerie Mace 21:12

Yeah.

So Ms Student, they will be around, they have a different schedule. So you know that's that's OK. But the the the problem with the between the blocks is there is a gap often for BA students is like they have so they have.



Antonella Nonnis 21:22

Fine.



Valerie Mace 21:30

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



Antonella Nonnis 21:30

Yeah.

Yeah, I know. That's it.



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.



Antonella Nonnis 21:50

Yeah.



Valerie Mace 21:51

Not to 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

the students before starting will have to check their e-mail just to be sure that when they started, they're all on 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 to to ask course leaders if they can send me all year leads and then and then just before the teaching way the non teaching week, maybe to remind them again 'cause then then I have the non teaching week as a as a space to.



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 a magic way of doing it that will guarantee people because it's kind of dependent on people checking things and and being involved. But The thing is, I think that that this idea of emphasising that it's.



Antonella Nonnis 23:21

About it, then apply and.

That, yeah.

Nothing.



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.



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.



Antonella Nonnis 25:01

Yeah. OK.

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.



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.



Antonella Nonnis 26:19

Yeah, that's.



Valerie Mace 26:19

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.



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 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.

Negative. Then you end up missing out on what works, but it's just a thought. It was on the on the first page. I think of the information sheet.



Antonella Nonnis 27:34

Oh, where where?
Where on the.
Institution.



Valerie Mace 27:46

What does he say? What did I say?



Antonella Nonnis 27:52

Eat.



Valerie Mace 27:52

Hmm.



Antonella Nonnis 27:54

Tuitional advocacy Institute institutional change. I did write the question, challenges and opportunity still about.



Valerie Mace 27:56

Wendy, every day that's open. Approaching comes.
Yeah, I saw that. I saw that. Wait, where did I? I I can't remember. Now. I saw that somewhere. Yeah.



Antonella Nonnis 28:10

No.
Yes, you must have. Yeah. Yeah. I mean, I do speak about institutional change. I'm doing a keyword, but I'll check. I'll check. Maybe my on the card later. I don't know. Let me see.



Valerie Mace 28:21

Yeah.

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 it 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.



Antonella Nonnis 29:30

Yeah.

Absolutely. I mean this happened when when I ran the the special interest group in Japan, we did a pilot testing at Bristol University and there was this blind guy that really relies on obviously auditory assistive technology.

And to get it out to live, that's obvious. And there was someone around with autism that was getting, On the contrary, was getting over stimulated by all these auditory feedback that people might use with their devices. And so there was this already. It was a little thing. It just.



Valerie Mace 30:14

Yeah.

Yeah.



Antonella Nonnis 30:15

That it emerged it out of nothing and it was very interesting. So you're absolutely right. I knew that I had to ask you for something back. Oh, my gosh. What have I been waiting for? Oh, gosh, thank you so much.



Valerie Mace 30:18

Yeah.

Yeah.

No, it's good to be able to discuss as well when you're working on the project and things like this. It'd be interesting to see about the policies. I think that's a really good point when you're making about the policies, like for example, the one where they said that the university will support people with disabilities, for example, because I wonder, you know.



Antonella Nonnis 30:33

Yeah.

Yeah.



Valerie Mace 30:48

What is actually the reality of it and what's the live experience? Because I know I had a student with a disability. What she had, she had a mobility issues and she was working with clutches and she wasn't able to go up. So she needed the.



Antonella Nonnis 30:49

OK.



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.



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.



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.



Antonella Nonnis 32:12

No, actually, no. That is exacerbating the problem because you make the student the problem. That is the one for them. We need to move and create.



Valerie Mace 32:17

Yeah.

Yeah, exactly. Exactly. And I was wondering whether things have evolved since because that was a few years ago, it was about seven years ago. Maybe so, you know, maybe things have changed things because obviously different people, different policies, but we didn't, we didn't have ADI then. So it was, it was pretty EDI, so you know.



Antonella Nonnis 32:34

I'll be very good.

Yeah, but I'll be very curious and I have noticed just very briefly that we do have. I mean just one wheelchair student. I've noticed I seen this girl passing around. So I would really hope that she participates because I would be very interesting because I think that for mobility, LCC is so.



Valerie Mace 32:40

Umm.

Yeah, I've seen. I've seen.



Antonella Nonnis 32:59

Accessible, so I'm curious, but I it's just an impression from the first impression, and I haven't even gone through looking for it. It's just a first impression, so I'll be curious to see around that water.



Valerie Mace 33:00

It is very inaccessible. Yeah, yeah.

Yeah, I mean the obviously the that's one of the many reasons why we're moving to a new building, but it's very this this. I mean it's better now that they've got the new lift in the workshop block. And I think that it was one of yeah, because there before it was just a tiny lift that you couldn't even fit a workshop properly in there.



Antonella Nonnis 33:18

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 AI think that's why I think it's a really great project and I hope 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.



Antonella Nonnis 33:59

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 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

I'm saying that is because I've seen before people doing studies on the student experience in different context.



Antonella Nonnis 36:15

Yeah.

Yeah.



Valerie Mace 36:21

That got funding with a lot more funding that when you're getting now and that was a big project and they those study were actually informed some of the things that happened at the throughout the university and for the college. So there's a lot of potential in that for doing making a, you know for for impacting change in.



Antonella Nonnis 36:30

Mm-hmm.

Yeah.



Valerie Mace 36:40

Trusted way. So I think that's from that perspective. I think you know if you if you're interested in, you know, building on this beyond the PG set, then that I think that could be something the EDI department would be some something and it would be great for you Carrie development as well and for you.



Antonella Nonnis 36:55

Internet.



Valerie Mace 37:00

And give you something really meaningful as well to work with.



Antonella Nonnis 37:04

To work with. Yeah. Exactly the map. Yeah. Yeah. You know me that well. OK. That's great. Thank you. I don't wanna take any more of your time because we will be. No, thank you.



Valerie Mace 37:06

Yes.

Mm-hmm.

No, that's OK. Always a pleasure. And let me know then when you want me to just help you with the dissemination. If you need me to help you talk to Noemi as well. I know her very well. Just let me know and I will.



Antonella Nonnis 37:20

Speculation.

That's lovely. I will thank you. Thank you so much. You're lovely. Likewise. Bye. Bye.



Valerie Mace 37:27

OK, I'm going to help. OK. All right. Have a lovely break. Enjoy. And and congratulation on the supervision, by the way. It's that sounds really good. Sounds really good.



Antonella Nonnis 37:39

Let's see. Let's see. We need to start, but let's see. Laura isn't really. I mean, they mentioned that it was OK if I manage outside of working hour, then I haven't for some reason. Many reason those that you know.



Valerie Mace 37:44

Yeah, yeah.



Antonella Nonnis 37:56

Been in contact with them about this anymore, but then I forwarded them in the last e-mail so I hope that OK. Anyway, so let's see, they were initially, but they're outside. No, they're outside. No, no, they're outside. They were not OK with me doing it during the working hours, but I'm gonna be doing them outside.



Valerie Mace 38:04

But you you do get a little bit of, you should get a little bit of relation, huh?



Antonella Nonnis 38:15

Kind of working contracted hours so because I just got a 06 contract, I do have two days that I can.



Valerie Mace 38:22

Yeah. Yeah, yeah, yeah, yeah. I mean, the technically, you do get a bit of remission, but for the supervision, but not much. You don't get too excited. It's nothing. Anyways, it is not. It's for it's not enough anyway. So you would need to do it outside regardless.



Antonella Nonnis 38:28

I know.

No, no.

But yeah, yeah. In any case, I would imagine so, yeah. Sorry. But I was with that. I mean, I understand that. Yeah, the contract that's been done and taken for this, if I would be full time, that would be no other option.



Valerie Mace 38:38

Yeah, yeah, yeah.

And.

Yeah.



Antonella Nonnis 38:51

But because I understand that I'm on a 06 is fine for me to do it outside the contact that if I can, why not? I mean it's fine.



Valerie Mace 38:58

I mean it's good because it's also when you supervise you, I mean you tend to do learn a lot as well. So it's about, it's a professional development as well. At the same time.



Antonella Nonnis 39:06

Yeah, yeah, that's why because I keep doing a bit of research myself, you know, it's just that little thing that keeps you going a bit. So I'm excited, but also be hesitant. So let's see how it goes. But thank you. Thank you. I'll let you know how it goes.



Valerie Mace 39:11

Yeah, yeah.

No pleasure, pleasure, pleasure and yes, OK, so keep in touch about this and I'll help wherever I can and I'll. Yeah, I'll see you. You know, I was gonna say, say hello to your man for me, but I don't know how bad.



Antonella Nonnis 39:25

Thank you.



Valerie Mace 39:35

I've just heard about it, so I hope everything goes well in in Italy and including your moving out but.



Antonella Nonnis 39:40

Yeah, it's fine. I will. Yeah. I talked about you to her. So she knows you, actually. So I will. I will report. Yeah. Yeah. So is she's.



Valerie Mace 39:47

OK. Well, tell us. Say hello then and and have a lovely, lovely break.



Antonella Nonnis 39:56

Likewise, really, I love you. Thank you. See you soon. Bye.



Valerie Mace 39:58

I love you too. Bye. Bye. Bye bye.

● **Antonella Nonnis** stopped transcription