

ENGAGING THE ENGAGED

An exploration into social identity and digital pedagogy

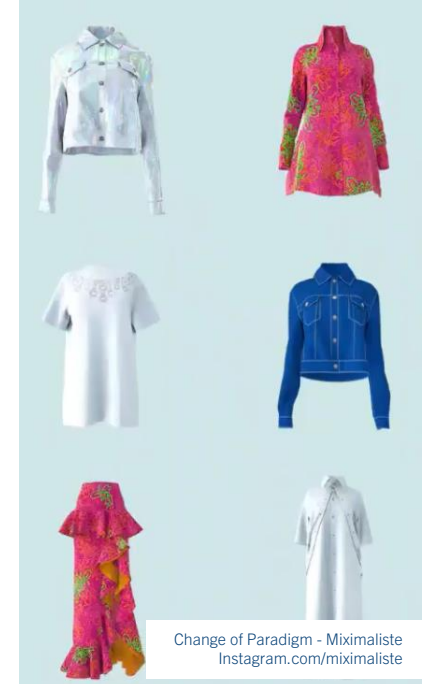
THE LANDSCAPE

- This project is situated in the pedagogic space of **digital fashion production (CAD/CAM)** for eight **undergraduate and postgraduate** courses within London College of Fashion
- Process-based **banking style** lesson approach and **lack of student identity** within course curriculum.
- Observations around **low engagement**, particularly amongst **female minority students**, prompted an exploration into **social identity in digital pedagogy** to enhance **connection and engagement** in digital studies.

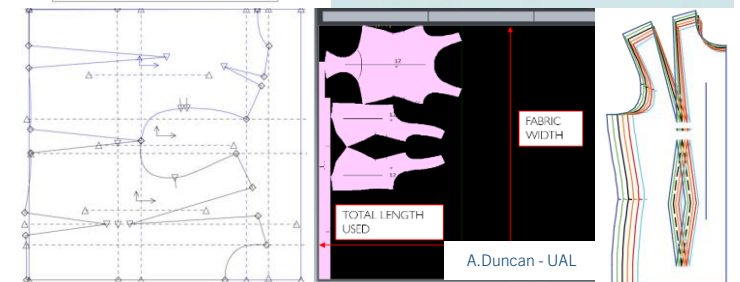
MIXIMALISTE



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Change of Paradigm - Miximaliste
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lcf_pattern_cutting Follow +A ...

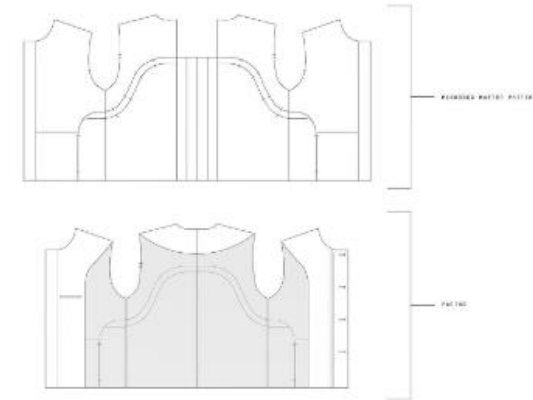
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BA Fashion Pattern Cutting
Student work from BA (Hons) Fashion Pattern Cutting at London College of Fashion, University of the Arts London.
www.arts.ac.uk/fashion/courses/undergraduate/ba-fashion-pattern-cutting

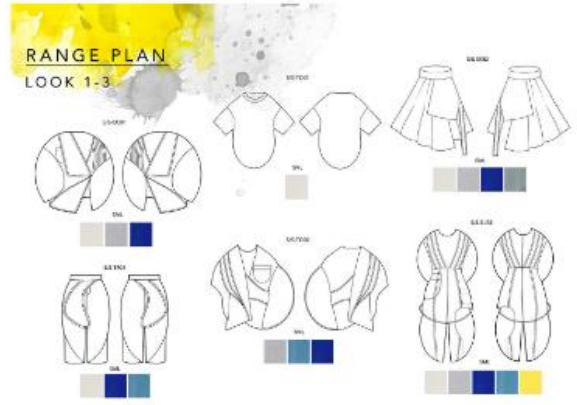
THE LANDSCAPE



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FINDING CONNECTION TO DIGITAL PROCESS

“Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world and with each other”

Freire, P. (2018, p.65)

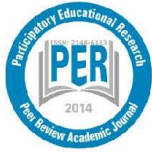
“...the object only exists if it is ‘made meaningful’ through somebody reacting with it; but, at the same time, that somebody only exists, as a social being, as he is in the process of interaction.”

Pearce, S. (1994, p.27)

Can personal artefacts increase student engagement to digital software?

Utilising object-based learning and social identity theory (Hahn Tapper, 2013), this research project explores the effects of incorporating social identity within digital technology studies to foster connection and engagement, through Ba (hons) Fashion Pattern Cutting students.

This supports UAL Access and Participation Plan 5-Year Strategy (2021)



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Can Dialogic Narratives and Discourse Engage Online Learners?

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Online instruction; learner engagement; dialogic narratives; semiotics, community of learners

This research gathered data from eight online courses to assess if dialogic narratives improved student interactions and retention in those courses. The framework was based on Bakhtin's theory of dialogism grounded in the semiotic concepts of dialogic narratives (Bakhtin, 1931, 1985, 1986). Dialogic narratives were encouraged in all eight of the online courses to encourage and enlist discussions and nurture students individually and as communities of learners. The research question posed was: Can dialogic narratives be included in course discussion links of online courses, and if so, could they promote deeper engagement of online learners? The study reviewed eight undergraduate online classes of 113 students at a large university that implemented dialogic narratives over course of two years, through spring of 2019, to see if students could engage, actively participate, and complete these courses. The theoretical context of the study utilized a semiotic theoretical framework to demonstrate if and how dialogic narratives conveyed contextual information, elements of semiotic online course design, and focused on socio-cultural practices, to study how these factors could affect student learning. Using a Bakhtinian analysis, the semiotic enhancements of dialogic narratives were reviewed in each of the eight online courses and learner interactions observed and documented. The results were surprising: in all eight courses the semiotic enhancements were found to be interactive and effective. Dialogic narratives helped students to participate more actively in their online courses than simply responding to assigned discussions. The findings also revealed high completion rates for students enrolled in those online courses.

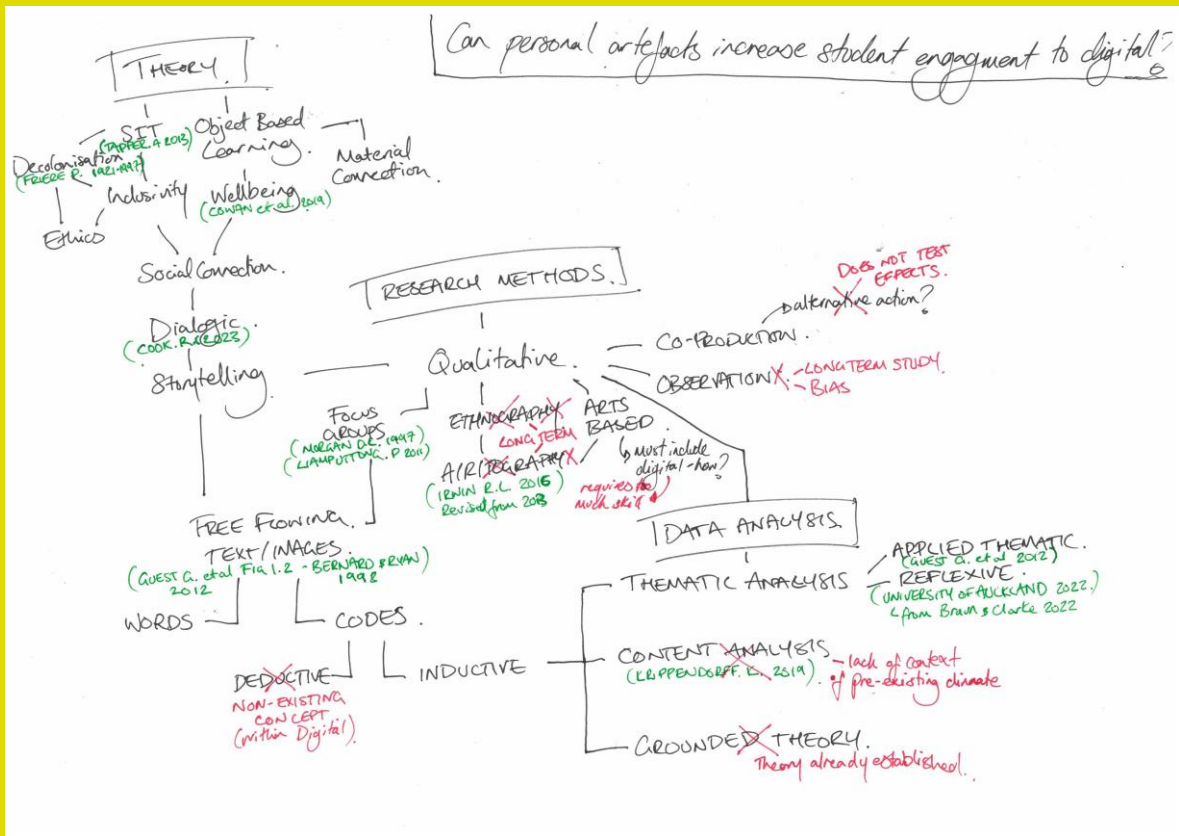
Students' interactions with the narratives and presentations in the course moved from **monological to dialogical expressions.** Implementation of dialogic narratives included in course discussions in this study promoted deeper engagement of the online learners in the eight online courses included in the study.

Cook, R.G. (2023)

THE PROCESS

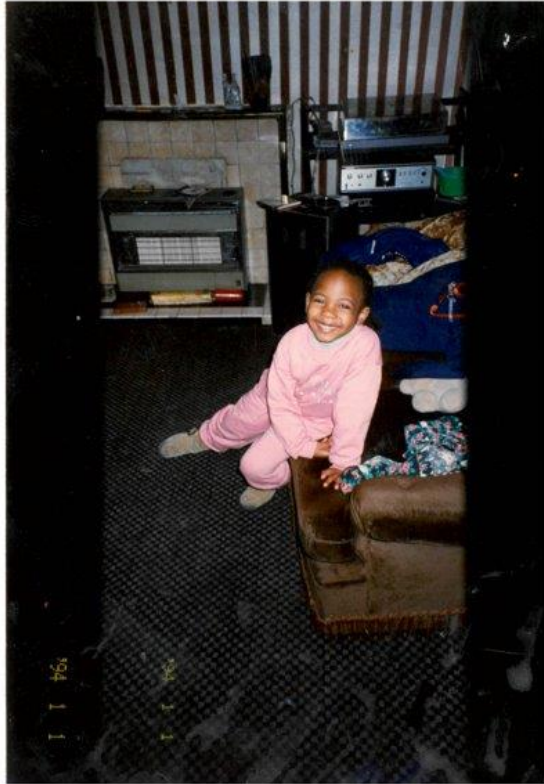
Developing a small-scale intervention

PLANNING



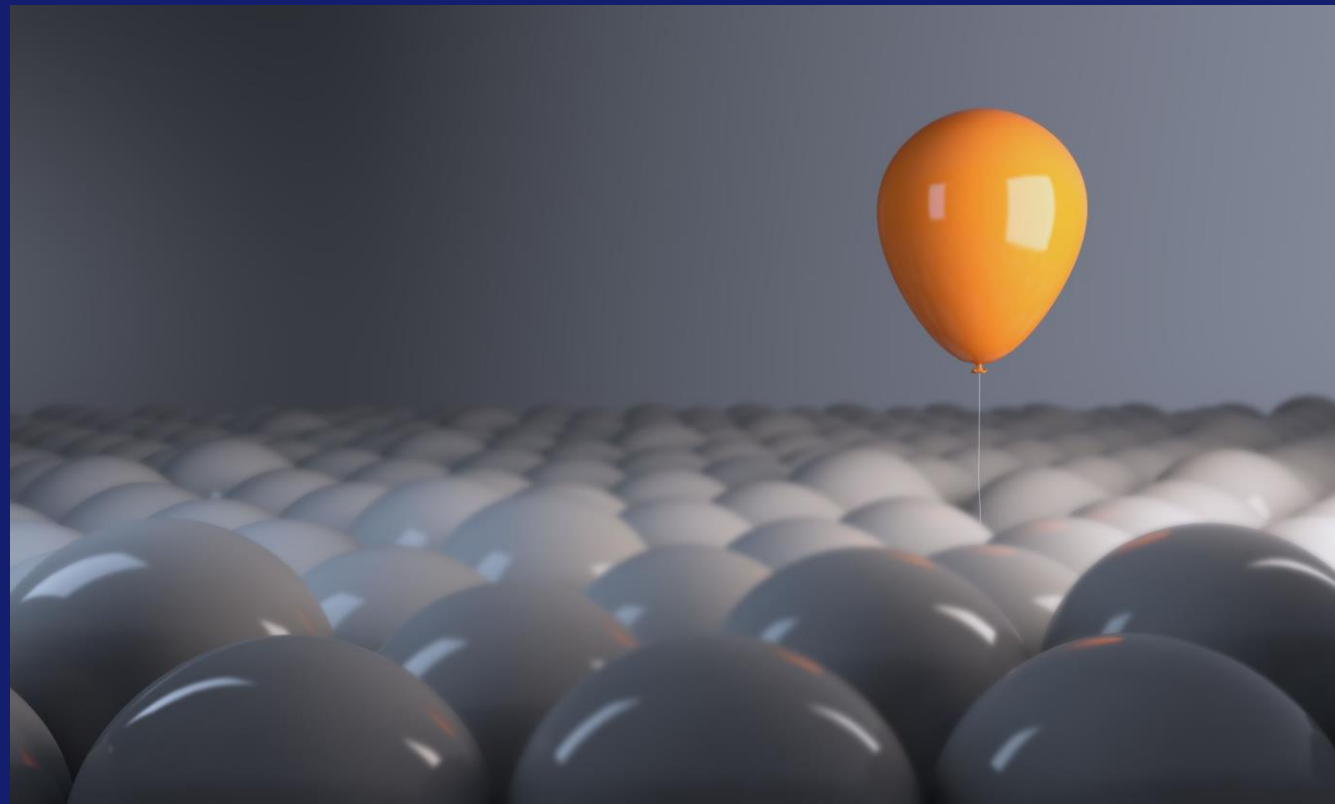
POSITIONALITY
BIAS
BODY
LANGUAGE
APPROACH

THE ACTION



**FOCUS GROUP
SELF-REPORTED
DATA** (WORKSHEET & QUESTIONNAIRE)
**ONLINE SIGN-UP
& CONSENT FORM**

BUMP IN THE ROAD - LOW PARTICIPANTS



BUMP IN THE ROAD-CLERICAL ERROR



BUMP IN THE ROAD-CLERICAL ERROR

1. Why did you sign up for this workshop?

2. What parts of the workshop did you enjoy? **X**

X - Not included in the final feedback form provided to students

More Question on the next page ↓

BUMP IN THE ROAD-CLERICAL ERROR



ANALYSIS

ROUND 1

Applied + reflexive

- Developed themes before codes
- Focus on code occurrence
- Themes were too broad “bucket themes” (2017)
- Intuitive but uninformed

ROUND 2

Reflexive (semantic, latent, critical realist)

- Developed codes first
- Searching for interlinking ideas
- More nuanced codes
- More reiterative process

ITEMS IMPROVING SELF-IMAGE
WERE SEEN AS SENTIMENTAL

“It was a nice feeling to wear a glamorous gown and feel pretty in”

ALL PARTICIPANTS ATTENDED TO
ENHANCE SKILL LEVEL

“...could help me with learning new skills/function for my other assignments”

PARTICIPANTS PREFERRED
MICRO-PROCESSES &
EXPERIENTIAL LEARNING

“Learning about different things you can do in Lectra that aren’t technically about the lesson”

ALL SENTIMENTAL ITEMS LINKED
TO PROFESSIONAL IDENTITY

“This dress I designed in Yr1..... is the only draped garment to put on a mannequin”

COMMUNITY WAS IMPORTANT
BUT NOT A DRIVING MOTIVATOR

“It was a shame more people didn’t turn up”

THEMES

ACADEMIC IDENTITY HOLDS SENTIMENTAL VALUE I hold my practice in high regard

SKILL DEVELOPMENT CREATES SATISFACTION If it's fun but I don't learn anything, what's the point?

PROFESSIONAL IDENTITY MOTIVATES ENGAGEMENT I engage with X because it captivates my professional identity

THE RESULTS

Students need segmented, experiential learning activities and a sense of professional development to engage with digital studies. Social identity theory is not a driving force but can diversify the learning environment.

Focus Group Participant - "...I've found it (Lectra) super interesting, so I thought it would be a great opportunity to learn more. Plus the idea of having a pattern of my favourite skirt sounded great"

SO, WHAT NOW?

- Follow up Questionnaire
- Feedback results to course teams
- Discuss and design initiatives to address pedagogic enhancement and social justice within the department
- Design segmented and experiential lesson plans and materials.

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