

0:0:11.130 --> 0:0:27.90

Emma Hamshare

So my intervention is looking at. The results of the types of discrimination that we've looked at for marginalised people in several areas, basically, I think that that results in poor mental health, in burnout and in low self-esteem, and makes it harder to make creative work.

0:0:29.100 --> 0:0:34.620

Emma Hamshare

So I'm looking at some statistics to do with the mental health crisis.

0:0:36.460 --> 0:0:41.220

Emma Hamshare

And you know, realising that over 40% of university students.

0:0:42.940 --> 0:0:58.500

Emma Hamshare

Report being too depressed to function and over 60% say they feel overwhelmingly anxious and you've got 10% that say there's they've seriously considered suicide and these this is from an American University. But from speaking to colleagues.

0:0:58.970 --> 0:1:2.530

Emma Hamshare

And from my own experience, I know that our situation in the UK is quite similar.

0:1:4.170 --> 0:1:14.490

Emma Hamshare

And research is showing that mindfulness is really, really beneficial for all of this stuff. So, and I've got a number of kind of different ways of intervening in mind.

0:1:16.410 --> 0:1:24.890

Emma Hamshare

And it's definitely a bigger project than this kind of small intervention, but this time, basically, I'm what I'm wanting to test.

0:1:26.330 --> 0:1:30.730

Emma Hamshare

So the way that I teach mindfulness meditation is that I teach an 8 week course.

0:1:31.290 --> 0:2:1.530

Emma Hamshare

And the course involves a talk at the beginning and a meditation, and then some reflection on the meditation and the meditations themselves. Last about 25 minutes normally. So there is a very set, well researched way to teach mindfulness. And my question essentially is what are the ways that I can bring this into my existing university teaching practise when you know the main subject is fashion design, it's not mindfulness.

0:2:1.770 --> 0:2:14.410

Emma Hamshare

So I can't give, you know, a 45 minute talk on the importance of mindfulness and the ways of thinking. But I can do these kind of small interventions.

0:2:15.930 --> 0:2:30.850

Emma Hamshare

And you know, use it as a way, I think also to help people kind of get into the space and get into the other things that they're doing rather than, you know, focusing on it. So yes, there's several ways that I can sort of bring it in.

0:2:33.60 --> 0:2:45.100

Emma Hamshare

But yeah, so you can do the way that I'm thinking is to use it as a kind of a brief exercise, but also it's quite important that.

0:2:46.420 --> 0:2:53.660

Emma Hamshare

Because the way that me and Carys were talking about it was that it could be something that other tutors could also use and apply.

0:2:55.260 --> 0:3:3.460

Emma Hamshare

But the thing with that is that when you're teaching meditation, it's quite important that you are well trained in it because.

0:3:4.140 --> 0:3:34.300

Emma Hamshare

A lot of things can happen and you do have to be able to look after the mental health of everyone who's meditating because yeah, if you've ever meditated, you know that it's like anything can happen, particularly if it's the first time someone's done meditation. It might be the first time they've listened to their own thoughts in quite a long time, so you have to be able to look after people if their own thoughts aren't particularly great that day.

0:3:34.500 --> 0:3:40.260

Emma Hamshare

Or if it takes them to a darker place, or it takes them to a strange place, which can happen.

0:3:42.60 --> 0:4:1.700

Emma Hamshare

But these things it's quite I think there's a very low risk of that, particularly if you teach it properly and normally. Initially when people meditate. I'm like guiding them through it the whole time. I'm not giving people long periods of silence in which they can barrel to all sorts of places.

0:4:3.460 --> 0:4:6.180

Emma Hamshare

Yeah, I'm guiding them gently through listening to their breath.

0:4:6.650 --> 0:4:8.490

Emma Hamshare

And paying attention to their body.

0:4:10.290 --> 0:4:12.730

Emma Hamshare

Yeah. So.

0:4:13.130 --> 0:4:37.930

Emma Hamshare

That's and I also felt that if I was to begin the intervention for staff, then that would be really nice because it would kind of set a nice tone for the students because if you're relaxed and if you're happy, then you have a positive influence on those around you, whereas you know what it's like. If you go into class to teach and you're a bit stressed and a bit frazzled.

0:4:38.580 --> 0:4:43.700

Emma Hamshare

Then like it or not, that comes across in various ways.

0:4:45.140 --> 0:4:45.220

Emma Hamshare

So.

0:4:45.740 --> 0:4:51.940

Emma Hamshare

Yeah. So it's thinking about these ways of like piloting in meditation into existing sessions.

0:4:53.460 --> 0:5:3.300

Emma Hamshare

And I can do that very well and quite easily, but that's because I'm quite experienced with it. So yeah, so I guess that's the sort of things to consider.

0:5:4.980 --> 0:5:7.740

Emma Hamshare

And carries also pointed out that particularly if you are.

0:5:8.390 --> 0:5:23.830

Emma Hamshare

Piloting in meditation into an existing session, then it you've got to be able to give people an opt out because they haven't necessarily chosen to come to do this, you've turned up in their existing class saying, hey, let's meditate and.

0:5:25.590 --> 0:5:34.790

Emma Hamshare

Generally speaking, it's beneficial for everybody. However, there may be someone who's going through something quite intense at the moment and does not want to meditate that day, you know.

0:5:38.230 --> 0:5:47.990

Emma Hamshare

And yes, so we talked about how to give people an opt out and there is also a particular. So people suffer particularly from schizophrenia.

0:5:49.630 --> 0:5:50.550

Emma Hamshare

You know that type of condition then they it might be that they shouldn't be meditating, but those are. That's the only group of people where meditations, you know.

0:6:3.390 --> 0:6:8.30

Emma Hamshare

Being it's like they should chat to their doctor first before they start meditating because.

0:6:9.190 --> 0:6:12.830

Emma Hamshare

Yeah. For that group of people, it might not be wise.

0:6:15.520 --> 0:6:21.520

Emma Hamshare

Yeah. So that that's the only group of people where it's like caution with meditating, if you know what I mean.

0:6:23.520 --> 0:6:39.400

Emma Hamshare

So we took so yeah, Carys and I were talking about is there a way at the beginning of the meditation to give people a nice opt out, but that also means they're not outing themselves as having some sort of condition that you may not want to tell your colleagues or the whole room about.

0:6:41.200 --> 0:6:45.920

Emma Hamshare

So yes, I thought so. I think it's part.

0:6:46.360 --> 0:6:56.840

Emma Hamshare

Beginning if I just sort of list, you know two or three things, one of which being if you just plain don't want to meditate today, you don't have to. You can put your headphones in or do something else.

0:6:59.460 --> 0:7:7.220

Emma Hamshare

Yeah, and but also listing. You know if you've got schizophrenia or one of those conditions, then you know, you might not, you don't. This might not be for you.

0:7:9.140 --> 0:7:19.980

Emma Hamshare

Yeah. So that's sort of what I'm thinking about really. But it's so I've got a lot of academic sources and stuff to do with, you know, the proven benefits of meditation.

0:7:21.380 --> 0:7:32.820

Emma Hamshare

And it's just a case of testing it out and how to apply it really. But what I've decided is I'm going to do a short meditation sessions with my colleagues on our Staff Development Day next week.

0:7:35.480 --> 0:7:39.200

Emma Hamshare

So yeah, if you've got any thoughts about it or any suggestions and that would be great.

0:7:42.220 --> 0:8:3.700

Jordan Hodgson

It sounds wonderful, Emma. I have. No, I have no expertise in this area, so I am very kind. Like kind of. Yeah. New to it. Also, can I correct me if I use any kind of incorrect terminology, but I think it kind of it sounds really wonderful. I just a few quick questions. Like do you on the course, do you just teach analogue or do you also do digital teaching in a minute?

0:8:6.460 --> 0:8:7.60

Jordan Hodgson

Because that.

0:8:4.690 --> 0:8:8.530

Emma Hamshare

On when I teach meditation.

0:8:8.820 --> 0:8:15.220

Jordan Hodgson

The The New York your, your, your, Your kind of UAL kind of like teaching responsibilities.

0:8:15.810 --> 0:8:29.130

Emma Hamshare

It's a bit of both, so we've got a huge cohort, we've got some my last year group was 125 and I was the unit leader. So I had to look after all 125 of them in many ways.

0:8:30.690 --> 0:8:45.10

Emma Hamshare

So when we have, when they have a briefing or something, we do it online because it's too many to do all at once. But we do teach in person in their groups often, although a lot of my last unit was online because.

0:8:47.80 --> 0:8:58.920

Emma Hamshare

If not their main making unit, if you know what I mean, it's the 20 credit unit where they're doing almost purely a paperwork project, so the future technologies project.

0:9:1.460 --> 0:9:3.660

Emma Hamshare

Was, yeah, a mix of online and offline, yeah.

0:9:4.500 --> 0:9:10.700

Jordan Hodgson

And just out of curiosity and the team that you work with on this course, are they quite supportive of mindfulness?

0:9:11.470 --> 0:9:24.870

Emma Hamshare

Yeah. Generally. Yeah, I think so. I've talked. So I've done it before. I did a staff development day session a year or two ago that was online and they all did it in the office, bless them that.

0:9:26.830 --> 0:9:32.430

Emma Hamshare

So I think they're all sort of, you know, in theory on board and willing to have a go if you know what I mean. Yeah.

0:9:59.860 --> 0:9:59.940

Emma Hamshare

Mm.

0:10:0.160 --> 0:10:10.360

Jordan Hodgson

Have some time aside digitally or in an analogue capacity. Meet before and have that with students that elect to do that and then start the session. Have you considered that?

0:10:12.250 --> 0:10:14.930

Emma Hamshare

Oh, so that they wouldn't have to come to the meditation.

0:10:29.850 --> 0:10:29.970

Emma Hamshare

Hmm.

0:10:14.930 --> 0:10:40.330

Jordan Hodgson

Well, they'll do that. So say I'm not sure how long you want to do the meditation for, but say you want to do a meditation every week or offer that like, opportunity and you did it and it took 30 minutes. So you started at Monday 10:00 AM, but that's when the teaching begins. But you offer from 9:30 till 10, an opportunity for students to come at 9:30 to meditation before the session begins.

0:10:41.770 --> 0:10:46.250

Emma Hamshare

I think that would be good if students would turn up for it.

0:10:52.610 --> 0:10:54.330

Emma Hamshare

In an ideal world, that would work.

0:10:59.110 --> 0:10:59.270

Jordan Hodgson

Yeah.

0:10:55.890 --> 0:11:5.290

Emma Hamshare

However, knowing my students know what's coming in at 9:30 to meditate, you know you might get one or two. Who were, you know, particularly interested.

0:11:6.730 --> 0:11:19.130

Emma Hamshare

But there is also an existing that I didn't know, but there is an existing meditation session on once a week and I need to look into it a little bit more. But it's a lunchtime one.

0:11:19.740 --> 0:11:34.980

Emma Hamshare

And so I think that would be the sort of regular weekly thing because at the moment, on top of my actual teaching, I can't really be doing separate meditation classes. If you know what I mean.

0:11:37.920 --> 0:11:38.0

Emma Hamshare

No.

0:11:43.40 --> 0:11:44.840

Emma Hamshare

Exactly. Yeah, yeah.

0:11:52.330 --> 0:11:52.450

Emma Hamshare

It.

0:11:59.250 --> 0:11:59.650

Emma Hamshare

Yeah.

0:12:6.920 --> 0:12:7.40

Emma Hamshare

Hmm.

0:11:37.340 --> 0:12:8.980

Jordan Hodgson

But maybe an idealised version of this would be if you had more time. If you all paid us more and we had more kind of resources, this is something that you could like communicate the value I think. Can I we what we often deal with is a lot of trauma with the COVID generation now of like students coming through on that MA that kind of had really mixed experiences during the kind of COVID period. If you want some students to kind of maybe discuss an experiment with what we're doing right now is we've got two weeks left of term, next Thursday we're going to be on site.

0:12:8.880 --> 0:12:9.0

Emma Hamshare

Hmm.

0:12:9.340 --> 0:12:9.460

Jordan Hodgson

LCC.

0:12:10.60 --> 0:12:15.980

Jordan Hodgson

And if you wanted to join us, then can I discuss meditation and kind of like mindfulness?

0:12:17.280 --> 0:12:34.800

Jordan Hodgson

That we could provide you some students if you wanted to engage and how we'd kind of like situate it is we've just started to find a major project it's and we're two weeks out from the summer break. So we have been talking about mental well-being. So yeah, if you did want to join, speak to some students, then there's that opportunity.

0:12:36.270 --> 0:12:37.790

Emma Hamshare

Oh, that could be good.

0:12:41.680 --> 0:12:48.80

Emma Hamshare

Oh, no. So next week I'm doing internal moderation for Istanbul.

0:12:49.920 --> 0:12:51.520

Emma Hamshare

So yeah, can't next Thursday.

0:12:52.440 --> 0:12:52.880

Jordan Hodgson

OK.

0:12:53.370 --> 0:12:58.730

Emma Hamshare

Next Thursday. But that could be good. Let's see. Maybe for the action.

0:12:59.990 --> 0:13:1.790

Emma Hamshare

Later on for the action one.

0:13:3.0 --> 0:13:12.280

Jordan Hodgson

Yeah, I'm just looking. So we do teach Monday, so we could also do Monday, July the 15th. If I'm not trying to make you teach for free on my course.

0:13:14.580 --> 0:13:19.700

Jordan Hodgson

In the afternoon, we do online, teach and collaborate at 2:00 PM, so it's.

0:13:19.230 --> 0:13:21.30

Emma Hamshare

Oh, online, think it work.

0:13:22.210 --> 0:13:22.810

Jordan Hodgson

Yeah, just.

0:13:24.30 --> 0:13:25.950

Jordan Hodgson

Nothing that you need to commit to now, but if you.

0:13:26.540 --> 0:13:29.460

Emma Hamshare

I have a think. Yeah, I'll have a think.

0:13:30.940 --> 0:13:33.780

Emma Hamshare

But yes, there's the I think.

0:13:35.180 --> 0:13:39.740

Emma Hamshare

It's how to. Yeah, because I've got 8 weeks worth of.

0:13:41.230 --> 0:13:53.70

Emma Hamshare

Material essentially, which is and each class is, yeah, an hour and a half. So it's it's quite a lot to try and to try and squeeze into a small thing if you know what I mean.

0:13:54.990 --> 0:14:11.390

Emma Hamshare

And the eight week course that I run, usually people would that the kind of premise of it is that you meditate every day as a homework and then we discuss how your week went during the class. If you know what I mean.

0:14:13.990 --> 0:14:18.230

Emma Hamshare

And yeah, that's kind of the way to get better results is to meditate every day.

0:14:20.310 --> 0:14:27.590

Emma Hamshare

Yeah. So it's a lot to think about. But I think what I'll do is yeah, just do that session on the 9th with my colleagues.



0:14:29.190 --> 0:14:46.470

Emma Hamshare

Because I think maybe more than I can get their opinions on whether it would be beneficial at the start of their classes or, you know, get their thoughts on things really and get their thoughts on maybe more get their thoughts on the wider.

0:14:47.180 --> 0:14:48.900

Emma Hamshare

Student mental health issues.

0:14:50.900 --> 0:14:58.540

Emma Hamshare

Because I also feel like the like, I've managed to get these figures from a Yale University.

0:14:59.980 --> 0:15:14.220

Emma Hamshare

But I'm not sure we have the same figures on, you know, but we know that one of my colleagues did say, yeah, I reckon it's at least 2/3 of students have disclosed that they're struggling with their mental health in some way.

0:15:15.740 --> 0:15:16.780

Emma Hamshare

Just to her so.

0:15:18.260 --> 0:15:20.300

Emma Hamshare

Yeah. So, so it might be good to kind of.

0:15:21.710 --> 0:15:23.230

Emma Hamshare

Formalise some of that.

0:15:23.830 --> 0:15:24.70

Jordan Hodgson

Yeah.

0:15:24.650 --> 0:15:25.410

Emma Hamshare

As well.

0:15:26.560 --> 0:15:30.40

Emma Hamshare

In the in the intervention. So yeah, that's what I'm thinking.

0:15:32.50 --> 0:15:43.330

Jordan Hodgson

I'd also think about the different versions of it that you can do, so there's the idealised version of like. If you got a like a grant and you could do this with all the resources in the world and then the aversion that you're doing for this.

0:15:43.550 --> 0:15:44.70

Emma Hamshare

Yeah.

0:15:59.410 --> 0:15:59.690

Emma Hamshare

Yeah.

0:15:44.690 --> 0:16:0.530

Jordan Hodgson

And yeah, I think like using your colleagues as kind of a sounding board is excellent. But yeah, I think the data should be there, like even if we don't have it specifically for UAL, the data for UK will definitely be out there somewhere and feel very confident about that.

0:16:0.990 --> 0:16:2.190

Emma Hamshare

Yeah, for that age group.

0:16:3.210 --> 0:16:15.50

Jordan Hodgson

Yeah, I think kind of like what we what was talked about a lot again and going back to COVID, but like the mental pandemic that was going to happen or epidemic that was going to happen after COVID.

0:16:15.810 --> 0:16:16.10

Emma Hamshare

Mm hmm.

0:16:24.130 --> 0:16:24.250

Emma Hamshare

Hmm.

0:16:16.490 --> 0:16:36.410

Jordan Hodgson

And people stopped necessarily talking or in the circus (cicrles) that I work with stopped talking about it. But obviously it is having an impact. So yeah. How do, how do we yeah, engage with this for that? I guess also, like, how does this work with reverse services that UL already supports or provides and you kind of acknowledge the mindfulness.

0:16:37.720 --> 0:16:51.160

Jordan Hodgson

Resource. But there's also student services and how that works in conjunction with that. Again I'm I'm very unfamiliar with mindfulness, so if I'm speaking out of turn, just nudge me.

0:16:51.590 --> 0:16:54.30

Emma Hamshare

Now you're not at all. That's fine, yeah.

0:16:56.470 --> 0:16:56.510

Joao Maraschin

Mm hmm.

0:16:56.550 --> 0:17:11.190

Joao Maraschin

One thing that like I kept thinking about it and and correct me if I'm wrong, but you might have kind of entertained that in the beginning and wondering how you could intersect, perhaps with fashion practise with what they're actually learning and something like that.

0:17:11.310 --> 0:17:22.230

Joao Maraschin

Maybe like one of the USP like the the the sort of the way you can sell to to them which is also differentiate from perhaps the one happening at UAL already?

0:17:23.470 --> 0:17:26.30

Joao Maraschin

So you don't sell it just like a as a as a kind of.

0:17:27.570 --> 0:17:28.690

Joao Maraschin

Meditation.

0:17:36.280 --> 0:17:36.400

Emma Hamshare

Hmm.

0:17:30.650 --> 0:17:38.610

Joao Maraschin

Workshop, which would of course have a huge value, but perhaps might be close to something that is already in place, would be to find maybe some.

0:17:40.690 --> 0:17:58.530

Joao Maraschin

Design fundamental tools that you could kind of like grasp into, and some sessions could be populated with that. So for instance you could use drawing as a technique as a way of supporting mindfulness and being present in in that moment and engaging with different materials, feelings, different materials.

0:18:8.880 --> 0:18:9.240

Emma Hamshare

Yeah.

0:17:59.440 --> 0:18:13.880

Joao Maraschin

That could somehow kind of create a level of of interest in fashion students essentially, so they would not see just as a meditation at workshop, but something that could perhaps also help them engage with their practise in a different level.

0:18:14.210 --> 0:18:23.10

Emma Hamshare

Yeah. So I've taught mindful drawing sessions, which is kind of, yeah, the drawing becomes the meditation.

0:18:24.510 --> 0:18:33.110

Emma Hamshare

So yeah, I think you're right. Maybe that is the way to differentiate it from the existing mindfulness classes that are there. But yeah, it's kind of.

0:18:32.290 --> 0:18:35.610

Joao Maraschin

Yeah, it could be something to do with. Yeah. I'm sorry. Sorry.

0:18:35.830 --> 0:18:38.150

Emma Hamshare

Yes, I do. It's drawing with the breath.

0:18:38.910 --> 0:18:39.430

Joao Maraschin

OK.

0:18:40.230 --> 0:18:41.550

Emma Hamshare

And also.

0:18:57.160 --> 0:18:57.280

Joao Maraschin

Hmm.

0:18:42.950 --> 0:19:4.910

Emma Hamshare

Yeah, like I, I've done. Yeah, hour long, mindful drawing sessions. And I really like teaching it as well. It's so nice and it's kind of, yeah, a whole exercise around letting go of expectations and what you're doing and allowing yourself to draw for this draw with you with the way you feel rather than. Yeah.

0:19:8.310 --> 0:19:8.550

Joao Maraschin

Yeah.

0:19:5.690 --> 0:19:11.690

Emma Hamshare

Kind of trying to be perfect and so it is a really good I think.

0:19:21.0 --> 0:19:21.360

Joao Maraschin

Yeah.

0:19:14.0 --> 0:19:24.440

Emma Hamshare

Like initial task on any design session, because half the battle is the blank page, isn't it initially? So if you can get over that and get students drawing.

0:19:26.240 --> 0:19:31.240

Emma Hamshare

In a way that also feels natural to them, rather than in a very contrived way.

0:19:31.810 --> 0:19:32.90

Joao Maraschin

Yeah.

0:19:32.760 --> 0:19:34.400

Emma Hamshare

Yeah, I think that's good.

0:19:35.290 --> 0:19:42.610

Joao Maraschin

Yeah. Another thing that that I was also thinking was a lot of athletes on the BA level, a lot of our students.

0:19:44.50 --> 0:20:5.730

Joao Maraschin

This is, you know, this up young. They're like 17 to 21 and and they they moved from their parents home, which even if they are British students usually is not London. So they're kind of also living by themselves for the first time or in in, in halls and things like that. So is a he is a lot of things to cope with in terms of change.

0:20:8.40 --> 0:20:33.160

Joao Maraschin

And so I I just started thinking of like maybe kind of one of the sessions could be something to do with they pick a garment perhaps that brings some memories and helps them sort of also create their bridge between who they are and where they come from, but also this new life, they kind of experiencing away from home and that could be ways of also somehow looking at and with my with my design.

0:20:34.480 --> 0:20:40.400

Joao Maraschin

Heading, mind, but with like looking at garment research in a really mindful way in a really light touch way of.

0:21:15.490 --> 0:21:15.730

Emma Hamshare

Yeah.

0:20:41.170 --> 0:21:16.690

Joao Maraschin

If, like you can learn things that are not necessarily just by, you know, desk research, when you're looking at something, but kind of maybe interacting with one another, their collaborative aspect of engaging with with your peers in a space that is safe, that is, there's no expectation of achieving anything because it's not class. So it's literally we could, you know, I could engage with a story from from you guys, you can engage with a story of mine and that could spark some sort of not just things that could then relate to the practise, but things even you know you could spark friendships and things that like new, new, new.

0:21:16.730 --> 0:21:20.810

Joao Maraschin

New relationships that wouldn't flourish if it wasn't for that specific workshop, essentially.

0:21:21.570 --> 0:21:22.370

Emma Hamshare

Yeah, that's fine.

0:21:21.490 --> 0:21:26.610

Joao Maraschin

So creating like using artefact as ways of creating bridges perhaps?

0:21:26.990 --> 0:21:30.30

Emma Hamshare

Yeah, you've described that in such a lovely way.

0:21:30.600 --> 0:21:31.80

Joao Maraschin

Did I?

0:21:31.350 --> 0:21:33.710

Emma Hamshare

Yeah. And it's what we. It's what we did.

0:21:35.950 --> 0:21:40.990

Emma Hamshare

For the first years, it's what we did for their intro to.

0:21:41.70 --> 0:21:44.510

Emma Hamshare

Their intro to units, so you guys, do you guys do intro to as well?

0:21:44.690 --> 0:21:45.330

Joao Maraschin

We do, yeah.

0:21:45.830 --> 0:22:10.990

Emma Hamshare

Yeah, we made it. We changed it from an essay and made it into a Zine, and it was exactly that.

They had to bring in a garment and they all swapped garments, spoke about their garments, and used the garments and the zines as a way to introduce themselves to each other and to us as well. So they wrote, and the the results from it were really, really lovely. It was like.

0:22:12.270 --> 0:22:16.670

Emma Hamshare

You got, like, a genuine insight into that student's world. Most of the time.

0:22:42.870 --> 0:22:43.670

Joao Maraschin

Mm hmm mm hmm mm.

0:22:19.130 --> 0:22:46.850

Emma Hamshare

And because we we kept it as a really open task, it was like, yeah, just really joyous. What was submitted at the end and and again it was like the first few sessions. It was like, you know, the object of this class, what the class was not really to learn anything at all. It was to learn it was to make a friend basically. So he just put put them into pairs and got them talking.

0:22:47.550 --> 0:23:16.830

Emma Hamshare

And also kind of left them to it for a lot longer than you would in a normal class with a group task of any sort. We just got sort of let them begin with. Hi, what's your Garmin and then, you know, go from there basically. But yeah, it was really lovely and the results were so nice. And yeah, to do more sessions like that would be really lovely because I think part of the mental health issues that we've got is essentially a form of loneliness because.

0:23:17.30 --> 0:23:17.390

Joao Maraschin

Yeah.

0:23:17.700 --> 0:23:23.540

Emma Hamshare

You can you you can come into college and not speak to anyone if you don't want, you know.

0:23:23.900 --> 0:23:26.460

Emma Hamshare

It's not. It's easy to avoid people, and it's easy to.

0:23:31.970 --> 0:23:32.170

Joao Maraschin

Yeah.

0:23:43.930 --> 0:23:44.250

Joao Maraschin

Yeah.

0:23:28.140 --> 0:23:52.540

Emma Hamshare

Keep yourself to yourself, I think particularly also when a place is so big and when we're in London as well, everyone goes back to different parts of London to live. They don't. They're not all going like in a small town university. You'd see people again and again throughout the day, wouldn't you? You know, you'd be going for dinner in the same places or so. Yeah, I think that the loneliness aspect is a big part of.

0:23:53.940 --> 0:23:55.980

Emma Hamshare

What we're dealing with mental health stuff.

0:23:57.40 --> 0:23:58.440

Jordan Hodgson

That's what I like about uer.

0:24:0.210 --> 0:24:1.370

Emma Hamshare

Yeah, anonymity.

0:24:3.220 --> 0:24:3.460

Joao Maraschin

Ha ha ha.

0:24:4.870 --> 0:24:7.870

Jordan Hodgson

All right. Yeah, I got all that feedback.

0:24:7.140 --> 0:24:8.740

Joao Maraschin

You just disappear in the crowd.

0:24:7.470 --> 0:24:10.910

Emma Hamshare

Yeah, you have this advantages. It has its advantages.

0:24:17.700 --> 0:24:45.60

Jordan Hodgson

But that sounds wonderful, I think. Can I? The feedback there kind of goes to kind of how you add value no, because the audit is valuable, but how you communicate that value and that is what you seem to be I guess struggling with the kind of BA kind of group and making all these things that were fed into, yeah, sounds wonderful. Is there any questions that you want to like

poke us on on there? So any kind of specific things that you want more feedback on or anything like that?

0:24:47.540 --> 0:25:5.540

Emma Hamshare

No, I think that's OK. Yeah, I think that's all good. If you think of anything later on, then let me know. Or if I'll put the the blog post there. And if you think if you think of anything where you're like, oh, she shouldn't do it like that or whatever, then you can just comment it underneath.

0:25:7.780 --> 0:25:12.580

Emma Hamshare

Yeah, and have a think about it, but yeah, no, I think that's good, I feel like.

0:25:14.140 --> 0:25:16.260

Emma Hamshare

Yeah, it was good to have a think about it.

0:25:17.650 --> 0:25:25.170

Jordan Hodgson

I'm always happy to have another conversation if you ever want to have another chat and just jump on teams like hey, let's talk about a little bit more.

0:25:25.980 --> 0:25:26.860

Joao Maraschin

Yeah, same.

0:25:27.800 --> 0:25:30.0

Jordan Hodgson

Yeah, I'm still absorbing. I think about that.

0:25:32.880 --> 0:25:34.360

Jordan Hodgson

Yeah. Shall we keep going?

0:25:36.530 --> 0:25:37.10

Joao Maraschin

Sure.

0:25:35.520 --> 0:25:42.560

Emma Hamshare

Yeah. I just want to you guys wanna go? I'm not sure how much time that was, but hopefully it was roughly the right amount, I don't know.

0:25:43.50 --> 0:25:57.410

Jordan Hodgson

Perfect, Emma. Perfect. Yeah, I think kind of the timing was you didn't hit 10 minutes. And then I think when we ramble afterwards, I think it's just that's just do the time that we have and the whereabouts in UK you from May I ask.

0:25:58.50 --> 0:25:59.410

Emma Hamshare

Where am I from, Kent?



0:25:59.880 --> 0:26:1.160

Jordan Hodgson

Kent. OK, nice.

0:26:0.940 --> 0:26:1.380

Emma Hamshare

Yeah.

0:26:2.600 --> 0:26:8.40

Jordan Hodgson

I was trying to get place your accent. Then you're talking about University of towns. And I was trying to like puzzle the pieces together.

0:26:12.750 --> 0:26:14.950

Joao Maraschin

Yeah. Yeah, it's actually good for it.

0:26:10.120 --> 0:26:23.320

Jordan Hodgson

So who wants to? I'm happy to go next door and have to go vast. OK, so I will go. I'm just going to print out the time, so I'll start talking about it. I haven't really kind of got my thoughts in place.

0:26:23.720 --> 0:26:32.840

Jordan Hodgson

And if anything doesn't make sense as I'm going through it, just let me know and I'm happy to talk about it. So I propose something to Harris and Karis gave me lots of kind of, like good feedback.

0:26:54.510 --> 0:26:54.710

Emma Hamshare

Mm hmm.

0:26:33.210 --> 0:27:3.290

Jordan Hodgson

So what I want to do is, well, I'll first give you a little bit of context. So I am the courses for MA design for art direction that you UA LCC been in the room for five years and we have around 60 students each year. So it's quite a large ma and we're currently in the 15 month model but in the future in two years we're moving down to the 12 month model and a big challenge that we have in the course is first of all meeting students expectations. It's a 30 grand for international students.

0:27:3.760 --> 0:27:24.560

Jordan Hodgson

30 grand kind of experience, which is a not so small mortgage or kind of deposit. So it's kind of meeting those expectations and what they often see is like shiny pictures online and then they come and were LCC and it's an old building and it's leaky and it's got other issues. So it's all Polish in itself.

0:27:26.40 --> 0:27:42.680

Jordan Hodgson

And the other major issue is my MA was in architecture and in the first year you can break bad

habits in the second year you build good habits, but now we have to do that all at the same time. So there's so much that we have to do in the first in this 15 months.

0:27:43.270 --> 0:28:12.510

Jordan Hodgson

And in the future, 12 months and what we do at the start of year, a big challenge is to get the students communicating because with art direction with the amazed they are slightly more mature than the B as it seems. So they are a lot more eager to be sociable and kind of build community and community is one of the things that we can export the lowest on an architect surveys. It's Peter's for the amaz. But community is one of the things that we can improve upon the most. So what we want to do is kind of make sure that everybody.

0:28:13.470 --> 0:28:13.670

Jordan Hodgson

Kind of.

0:28:14.790 --> 0:28:43.670

Jordan Hodgson

Communicating, going to know each other as early on as possible. I am with statistically with our group, our students. We are incredibly diverse. We are, we are very fortunate. We have where we have a lot of applicants that a international, a diverse international. So we do have a lot of mainland China students but also lots of European. I mean European students, North American students, some Australian students. So it is really quite diverse, so.

0:28:43.950 --> 0:29:17.750

Jordan Hodgson

What my aim is, and what we've been doing over the years, is to build cultural capital or kind of like to leverage the students cultural, cultural capital and do this through Ice Breakers. And again, I want to do something that is achievable and that's something that we've been doing already and build upon it improve upon it, reflect upon it. So it's quite simple and it is basically a glorified ice warmer, but I'm OK with that. So the what we do at the minute is we do a few Ice Breakers. So we have an online, we have a digital map of.

0:29:18.550 --> 0:29:22.310

Jordan Hodgson

The world we ask students to kind of place where they are, we have a panel where they can invite.

0:29:22.750 --> 0:29:34.950

Jordan Hodgson

There's a little bit uploaded photo before the start. Tell us a little bit about themselves, although they're kind of pedagogy at the minute is set up so they are collaborating to begin work because art directors kind of famously do collaborate.

0:29:36.510 --> 0:29:52.470

Jordan Hodgson

And one of the other tools that we use is we have a lexicon of art direction. And that's the thing that I'm going to be playing around with the most where with that, because art direction can be applied to lots of different practises and lots of different industries. So art direction can be done in fashion.

0:29:52.950 --> 0:30:23.990

Jordan Hodgson

Can be done in foam. It can be done in game design. It can be done in book design. So we're trying to incorporate all of that. So what we do is as an art directors, we say what makes the university good. Art director is somebody that has a strong positionality, a strong criticality and works responsibly through research. So we then try and leverage all the students can like specific interests and what fields or what they see as art director. So we create a lexicon.

0:30:25.420 --> 0:30:48.740

Jordan Hodgson

And with the lexicon, it's a lexicon of terms, and this can be economic specific, art direction terms or it can be feelings or can like force. So it's really kind of somewhat inclusive and students kind of like upload a word, a description about the word and an image. And what we want to do moving forward is progress this and make it somewhat a little bit more.

0:30:50.260 --> 0:31:2.700

Jordan Hodgson

Inclusive and a little bit more formal, so some of the big suggestions that Karis was saying is basically diversify the language the language. So the minute we kind of mainly work in English, but allowing students to kind of add their kind of thoughts.

0:31:10.670 --> 0:31:10.870

Emma Hamshare

Mm hmm.

0:31:3.140 --> 0:31:35.300

Jordan Hodgson

In their own kind of negative turns, expressions that are kind of like meaningful to themselves and also leverage the different years. So we do this every year and we start basically from a blank sheet every year, but build us into kind of like a companion of pieces that can kind of fit together to show like a holistic journey of different different mas because with a 15 month model, we have three months when they overlap at the start of the year, but they are living in kind of different worlds.

0:31:35.580 --> 0:32:6.820

Jordan Hodgson

During the 12 month model, there's going to be no overlap, which is going to reduce the kind of sense of community. So I want to go to the lexicon, make that a little bit more robust, and I am also wanting to kind of put that in a family of of parts. So around the kind of the map kind of making making that I talked about where we can talk, where we're from or where we consider home. It could be multiple places on into a language session where people start sharing like simple phrases in their own kind of.

0:32:8.260 --> 0:32:32.980

Jordan Hodgson

Native languages with each other, but for this I guess research practise it is the kind of mainly the main. The main thing that I want to do is the lexicon and what I plan to do is have a small kind of or two small meetings, one with colleagues to kind of discuss pros and cons of how the lexicons going in the past. And can I have a bit of a workshop on that then also work with six students.

0:32:34.460 --> 0:32:37.900

Jordan Hodgson

This from the current cohort. That's already done a lexicon, but can I have a?

0:32:38.280 --> 0:33:8.360

Jordan Hodgson

To kind of review of it this term, so before the end of July, I'm going to meet up with them, discuss what we felt weren't right, what could be improved and we've just had a conversation around that MA showcase and with that MA showcase it happens in December time and we have we divided students into groups to kind of plan and plot it. And we have a copy group and they had the idea that when you do the text for the the work, we have a barcode for websites, but they're also going to have a barcode for.

0:33:9.80 --> 0:33:12.80

Jordan Hodgson

Displaying the language of the the students.

0:33:12.920 --> 0:33:33.560

Jordan Hodgson

Description of the work in the in the kind of chosen language in the often kind of native language. So I think there's other applications of it and basically leveraging a diversity of language, diversity of cultural capital across the board. So it's quite achievable. And again OK with that. And I'm just speaking very kind of.

0:33:35.660 --> 0:33:40.180

Jordan Hodgson

Messily, right now, but I hope it kind of makes sense. Does it kind of make sense?

0:33:41.150 --> 0:33:43.630

Emma Hamshare

Yeah, it kind of makes sense.

0:33:44.230 --> 0:33:47.150

Emma Hamshare

The the lexicon is it like a glossary?

0:33:47.700 --> 0:34:20.460

Jordan Hodgson

Yeah. Glossary. Basically. Yeah, so but so and it's specifically we try not to be too. We haven't been too stricter in the past. I think in the future we're going to be can I even less kind of like strict about it and it's just basically we use it as a CHEAT SHEET basically we use it as a Choo Choo to find out what the students understand around art direction and what their think art direction is and it helps us but it also helps them express to each other the different versions of art direction. So it's not we're not asking them to kind of create a definition of art direction but just a word or a feeling or something that they.

0:34:20.810 --> 0:34:41.890

Jordan Hodgson

Think art direction kind of can include and in the future. It's about doing this, but also leveraging the wrong kind of language in this. That was character's kind of big drive. So I don't really fully know how to kind of like fully fully realise that. I think I know how to realise it in a simple way.

0:34:43.410 --> 0:34:49.210

Jordan Hodgson

But yeah, leveraging different languages is what we're going to do. Does it make?

0:34:48.750 --> 0:34:59.750

Emma Hamshare

I think that's lots of really nice. The only thing so we've got on Moodle there is like a glossary function and we set one up.

0:35:2.440 --> 0:35:18.280

Emma Hamshare

Purely also for like fashion terms, because there's a lot of fashion terms where when you'd look them up in the dictionary, they would actually be something else or it wouldn't actually be the correct term. And again, there's like also words that mean two different things, if you know what I mean.

0:35:18.510 --> 0:35:18.670

Jordan Hodgson

Yeah.

0:35:19.880 --> 0:35:29.320

Emma Hamshare

So we started a glossary for and also, particularly for international students, because, you know, things like.

0:35:30.360 --> 0:35:36.760

Emma Hamshare

Ruching, or there's a lot of terms that just would not be in the dictionary in the way that we needed them to be.

0:35:37.390 --> 0:35:37.510

Jordan Hodgson

Hmm.

0:35:37.240 --> 0:35:41.880

Emma Hamshare

So we've, we've got a glossary and there is like a glossary function on Moodle.

0:35:43.440 --> 0:36:3.440

Emma Hamshare

But I find that we did it and we're well done as we've done this thing, you know. But I think it's quite boring. So I like your way of, you know, having an image and yeah, people being able to put that, the idea of it was that students would be able to contribute to the glossary as well.

0:36:5.360 --> 0:36:6.440

Emma Hamshare

So I feel like.

0:36:7.140 --> 0:36:14.660

Emma Hamshare

That idea I feel like it's a it's a really good idea. And also it might be also really nice for.

0:36:16.260 --> 0:36:22.380

Emma Hamshare

Students to learn a couple of words from each other's languages. If you know what I mean, that would be really nice.

0:36:44.860 --> 0:36:45.60

Emma Hamshare

Mm hmm.

0:36:22.950 --> 0:36:58.510

Jordan Hodgson

Yeah, I think so. I think what we also do just to sorry provide for the context is we started in the like in the 1st and 2nd week and then we do revisit it throughout the year. So when we in like week 12, when we're doing a portfolio submission in the portfolio in this context is basically a kind of just apdf of the learning journey. So it's not a shiny kind of portfolio before we do that, we pin up all of the glossary terms in a space that is outside our classroom. Then we kind of go through them, talk about that in relationship to our practise and regards to our critical thinking, can we leverage somebody else's kind of glossary term to.

0:36:58.550 --> 0:37:0.390

Jordan Hodgson

Talk about and analyse our work.

0:37:1.430 --> 0:37:1.550

Emma Hamshare

Hmm.

0:37:0.840 --> 0:37:18.360

Jordan Hodgson

Process. So I think kind of like more I guess we do that in the first time, but I think incorporate it after the first term as well in the future. But yeah using different kind of like yeah people's yeah languages is definitely what we want to do.

0:37:18.860 --> 0:37:19.780

Emma Hamshare

Think it's really not?

0:37:19.350 --> 0:37:23.550

Joao Maraschin

I think it's a great idea. I agree with Emma as well. I think being visual is.

0:37:25.820 --> 0:37:58.700

Joao Maraschin

It's it's just like the extra sort of milestone from something that usually is kind of text based only like hours is also text based only and it's just so boring. I look at it, I I created it and I look at it, I was like, I don't want to read this because it's just like there's just like a lot of stuff. And like, I was like, but I just don't have. I can't afford the time to really to really sort of even if you kind of if you if you came up with almost sort of like a skeleton like a bare bone of all glossary could be you could even sell that to all the courses because I think a lot of us struggle with struggle with that and it always ends up being at least for us.

0:37:59.460 --> 0:38:0.660

Joao Maraschin

A very dry PDF which.

0:38:1.100 --> 0:38:9.340

Joao Maraschin

Likely not to engage with. So yeah, I think I think it's a great idea. Another thing that I you probably already contextualise it in that sense so.

0:38:11.100 --> 0:38:33.620

Joao Maraschin

But, but I think there's also like a really opportunity there to talk about decolonizing the glocery essentially because when you invite people from different cultures to also bring that terminologies forward and and how, yeah, how basically I think you eat your grows and it becomes something that is not led by anyone but it's something that is populated through collaboration. And I think that's a really lovely.

0:38:34.220 --> 0:38:36.260

Joao Maraschin

Way of also engaging with with.

0:38:38.140 --> 0:39:3.980

Joao Maraschin

With, with, with their practise in in some in some way. Yeah. And I think there's definitely like loads of opportunities for that to become even sessions where you kind of then, I mean, I'm, I'm. I'm wishful thinking here but but but like even sessions where you kind of you you you define a theme and then students come up with think with with words and gross reasons and and and for the glossary that kind of become contributions perhaps but it's.

0:39:4.640 --> 0:39:14.360

Joao Maraschin

Fed by their own languages and their own experiences, and I think that's also a way of preserving some of the knowledge they have rather than just replacing from something else.

0:39:16.80 --> 0:39:23.800

Joao Maraschin

So I think the idea of preservation of knowledge is something really lovely touch point in in terms of of your approach to that I think is a great is a great idea.

0:39:24.810 --> 0:39:27.450

Jordan Hodgson

That's a lovely quote preserving of knowledge.

0:39:28.150 --> 0:39:28.270

Emma Hamshare

Hmm.

0:39:29.50 --> 0:40:1.410

Jordan Hodgson

Thank you for that. That's really helpful. I think kind of again the intention is I think it's a, it's a weird one, isn't it? Where we always know why we're doing something, but sometimes we forget to explain it to the students. So we we do know that we're decolonizing through this process, but we don't necessarily always articulate it. Then we have a session dedicated to Decolonising and obviously talk about it throughout the year, but yeah, and we do need to amplify why we're doing this and it is part of it is decolonization. So yeah, I think it's good to

kind of just reflect that. I think I also need to work out like, are we going to use the word lexicon or is it going to be glossary?

0:40:2.210 --> 0:40:3.930

Jordan Hodgson

I mean that is going to be.

0:40:4.530 --> 0:40:5.730

Jordan Hodgson

The big decider as well.

0:40:7.290 --> 0:40:7.970

Jordan Hodgson

This is all really.

0:40:7.410 --> 0:40:16.210

Joao Maraschin

Step for me? Yeah, like I'm. I'm. I'm going to talk from a perspective of someone. I'm from Brazil and moved here almost 10 years ago.

0:40:16.250 --> 0:40:37.570

Joao Maraschin

But I would find it easier to to understand what glossary means rather than lexicon. Of course. I know that because I mean academia and all of that. But perhaps if I if I was like ABA student and kind of English is not my first language, I would find that word quite, quite sort of far from perhaps something that because in in, in Portuguese.

0:40:37.790 --> 0:40:58.630

Joao Maraschin

I've like glossary is very similar to what glossary means in Portuguese essentially, but lexicon is something that we see some like very, very academic really far away, discussed by people that are the elite of of of knowledge essentially. So it feels very far from from sort of grounds of just of course my personal opinion, but I think less reason more accessible.

0:40:59.480 --> 0:40:59.600

Emma Hamshare

Hmm.

0:41:2.240 --> 0:41:3.0

Jordan Hodgson

Perfect.

0:41:13.920 --> 0:41:14.80

Emma Hamshare

Yeah.

0:41:4.460 --> 0:41:18.780

Jordan Hodgson

This is all incorrectly helpful and if I have any other kind of questions or thoughts, I'll give everybody a note in the team's chat and just ask you. Yeah. So progressive, maybe pick your brain small. Sorry, Emma, you're going to say something.

0:41:18.690 --> 0:41:20.970

Emma Hamshare

I had one one thought about.



0:41:32.640 --> 0:41:33.0

Jordan Hodgson

Yeah.

0:41:22.570 --> 0:41:49.570

Emma Hamshare

The mapping idea, because I really like the mapping idea. We had one at the Royal College that was like it was like a physical map on the wall and you physically put pins in it, but you never knew who the pins were, and it was just, you know, on a notice board somewhere. But I think so I like the idea of, you know, where you're mapping, you know, where where people are from, but it might be also really nice to have a London map.

0:41:50.350 --> 0:41:54.470

Emma Hamshare

Showing where people are living in London because you might.

0:41:55.630 --> 0:42:1.670

Emma Hamshare

In in terms of like creating community, you might live at the same tube stop as somebody but not know it.

0:42:3.970 --> 0:42:4.770

Joao Maraschin

That's good point.

0:42:3.410 --> 0:42:12.130

Emma Hamshare

Although often it is the first thing you talk about when you meet another Londoner, it was like where do you live? But for students that you know you never know a physical.

0:42:13.560 --> 0:42:14.640

Jordan Hodgson

Yeah, this.

0:42:13.990 --> 0:42:16.470

Emma Hamshare

You know, pin on the point might be nice.

0:42:25.230 --> 0:42:25.630

Emma Hamshare

Yeah.

0:42:33.990 --> 0:42:34.190

Joao Maraschin

Yeah.

0:42:15.630 --> 0:42:40.950

Jordan Hodgson

This is right. We've been using mirror board and then this year I might. Let's go. Let's go. Let's go. Physical. And we have been classroom four. Big white boards, floor to ceiling and my other Brazilian colleague on our course. Bruna. I'm like, let's draw the kind of map. It's like I've got it. I've got it. I should board a projector project projected and then came in. I'm happy. Like that's back.

0:42:40.990 --> 0:42:41.350

Joao Maraschin

Oh no.

0:42:43.0 --> 0:42:43.160

Emma Hamshare

Yeah.

0:42:43.70 --> 0:42:47.990

Jordan Hodgson

Africa is totally removed from the rest of the world.

0:43:8.90 --> 0:43:8.370

Emma Hamshare

Yeah.

0:42:48.30 --> 0:43:10.590

Jordan Hodgson

Australia's larger than Europe like and kind of Russia combined and it's just an absurd map. So and we're going to revisit it and maybe draw it a little bit bigger and then we've got some magnets and I kind of think like having the right notes on that. And then what I also want to do is take photos of students when they're in class because we get photos sent through, but they're never necessarily match up because photos are obviously very diverse.

0:43:10.160 --> 0:43:11.280

Joao Maraschin

Delivered though, sorry.

0:43:18.260 --> 0:43:18.500

Emma Hamshare

Yeah.

0:43:11.500 --> 0:43:24.140

Jordan Hodgson

Yeah, no worries. So I think we're going to also pin up the faces next to the kind of board and then like try and connect her. But I love the idea of the London map as well. And just like, even like, I always get asked. Like, what is your recommendations for food places?

0:43:24.450 --> 0:43:25.50

Emma Hamshare

Yeah.

0:43:25.40 --> 0:43:33.320

Jordan Hodgson

So I think like even like I have a bit of a notice board and like recommendations around kind of, yeah, what's galleries and stuff like that. So yeah.

0:43:33.120 --> 0:43:40.280

Emma Hamshare

Yeah. Yeah, we have a we have one for the fashion students that we've also like fabric shops and stuff like that on.

0:43:53.840 --> 0:43:53.880

Jordan Hodgson

M.

0:43:41.600 --> 0:43:54.960

Emma Hamshare

Yeah, but yeah, I think putting where people live on it would be really nice, would be lovely. But yeah, there's also a lot of work that's gone on. I think to do with decolonising maps themselves isn't there because.

0:43:55.40 --> 0:44:3.160

Emma Hamshare

It's. Yeah, in, like, certain countries are made bigger or smaller incorrectly. Quite a lot, aren't they?

0:44:11.620 --> 0:44:11.860

Emma Hamshare

OK.

0:44:4.910 --> 0:44:19.70

Jordan Hodgson

I did, yeah. I guess the centre or where the map is centred and orientation, all of that stuff.

Yeah, I've kind of spoiled some of that. I don't think there is any conclusive. Yeah. I don't know.

Yeah. I'll look into that as well. But yeah. Thank you.

0:44:19.970 --> 0:44:48.330

Emma Hamshare

No worries. Yeah, really nice. I like it. I like it as an idea. The only maybe feedback I have is that you're trying to do a lot of things in your small intervention. You might want to for this one, just focus on one small thing because in actual fact, 1500 words, it feels like loads before you've written anything, but it's not actually that long, is it? So it might be about just focusing on one of the things for this.

0:44:48.980 --> 0:44:49.140

Jordan Hodgson

Oops.

0:44:48.610 --> 0:44:52.970

Emma Hamshare

And then looking at everything more for the bigger intervention maybe.

0:44:54.490 --> 0:44:58.490

Emma Hamshare

You might want to choose, yeah, like, just focus on.

0:45:0.690 --> 0:45:3.970

Emma Hamshare

The the glossary or the lexicon and.

0:45:5.520 --> 0:45:9.160

Emma Hamshare

Or what was like. Yeah, you've got like 3 different ideas, haven't you really?

0:45:9.490 --> 0:45:22.610

Jordan Hodgson

Yeah. Well, yeah, I think I'm going to concentrate on the glossary of Lexicon. And then there is, like, other parts to it. But I think I'm just going to, like, acknowledge them. And what would change, but without actually doing them. And Emma, do you prefer glossary to lexicon?

0:45:24.60 --> 0:45:53.660

Emma Hamshare

I think I don't. Yeah, maybe glossary makes more sense to me, but I think it's an interesting thing, isn't it? Because part of what you're trying to do when you bring them into an MA is to sort of get them speaking in a different way and get them. It's it's interesting because I think exactly like you were saying, it's like you you want to use accessible language all the time.

0:45:54.290 --> 0:46:1.250

Emma Hamshare

But then they're gonna be, you know, put into the world of what I call art \*\*\*\* language.

0:46:14.280 --> 0:46:14.480

Jordan Hodgson

Yeah.

0:46:3.250 --> 0:46:24.530

Emma Hamshare

So I guess maybe it's like it's useful for them to understand what I would call some of the more wankier terms, but understand that that's what they are. If you know what I mean and like you want, you want your students to end up being confident using some of these terms later on. But initially I think you want to keep it simple for them so.

0:46:25.190 --> 0:46:36.550

Emma Hamshare

I think it's like it depends how you like and this is a task at the beginning, right? So I think Glossary is the best way to start it off and then, yeah.

0:46:44.530 --> 0:46:45.50

Joao Maraschin

Mm hmm mm hmm.

0:46:37.210 --> 0:46:51.810

Jordan Hodgson

And maybe it's even a a conversation with the students as well. Like, this is a glossary. If we want to refer to this lexicon, we can't. Oh, and talk about the differences. And just yeah, use it as a moment to kind of share further knowledge and that then define it.

0:46:52.150 --> 0:46:53.350

Emma Hamshare

Yeah, definitely.

0:46:52.310 --> 0:47:1.150

Joao Maraschin

Yeah, I think it's just striking that balance between being accessible but not oversimplifying it and therefore losing the meaning essentially of of words.

0:47:3.70 --> 0:47:6.950

Joao Maraschin

I was going to say something else that that I thought, but what was it?

0:47:12.450 --> 0:47:13.890

Joao Maraschin

Shut up, sorry.

0:47:14.670 --> 0:47:18.30

Jordan Hodgson

If you hear me typing, I'm just making notes about whatever is saying. Just FYI.

0:47:18.740 --> 0:47:19.580

Joao Maraschin

Yeah, of course.

0:47:19.920 --> 0:47:23.240

Emma Hamshare

It will come back to you, probably in a minute. What you are gonna say.

0:47:24.100 --> 0:47:25.100

Joao Maraschin

Yeah, hopefully.

0:47:25.830 --> 0:47:30.710

Jordan Hodgson

This is great feedback. I've got enough feedback if we want to. If we need to, if we need to keep Trojan along.

0:47:32.170 --> 0:47:35.450

Jordan Hodgson

Yeah. Thank you. It's really appreciated. It's really valuable.

0:47:37.80 --> 0:47:37.800

Jordan Hodgson

And do we have?

0:47:35.220 --> 0:47:49.900

Joao Maraschin

Of course. Yeah. Oh, I remembered. I think it's something to do with, like, mediation and filtering in terms of like, because of course, this glossary is something that would be live. I assume or something that kind of can continue to be.

0:47:51.380 --> 0:48:9.140

Joao Maraschin

Can continue to grow as more students kind of like access it and maybe it's not something that is kind of that. It remains within cohort or something, I don't know. Correct me if I'm wrong, but then also sort of like who does their filtering, who kind of mediates that, you know, no students will take the \*\*\*\* and perhaps add things that are not.

0:48:9.580 --> 0:48:15.420

Joao Maraschin

Within the grounds of what you intend to do, and maybe thinking about that would be would be also another point.

0:48:25.810 --> 0:48:26.90

Emma Hamshare

Yeah.

0:48:15.950 --> 0:48:35.590

Jordan Hodgson

Yeah, that it is. Good to right. We're doing then like the first or second week, which basically means they're on the best behaviour and they've got the most amount of energy. So they're

pretty good at that point and we do, I should have said we do it alongside a manifesto that we also write. So that also can like feeds into it. OK. Perfect. Thank you.

0:48:36.40 --> 0:48:36.360

Joao Maraschin

Cool.

0:48:38.190 --> 0:48:39.190

Joao Maraschin

So should I go?

0:48:41.50 --> 0:48:42.90

Joao Maraschin

Great. So.

0:48:42.870 --> 0:48:47.270

Emma Hamshare

I'm just going to pop to Lou. I'm so sorry. Before you start one second.

0:48:50.880 --> 0:48:51.320

Jordan Hodgson

That.

0:48:46.900 --> 0:48:52.500

Joao Maraschin

No, no, no. Go for it. Do you want me to? I can wait for you to come back. Cool.

0:48:53.580 --> 0:48:56.980

Jordan Hodgson

Do we have hay fever? I saw a little bit of sneezing. If you don't me asking.

0:48:56.710 --> 0:49:0.910

Joao Maraschin

Oh yeah. Oh, it's terrible. I really. Yeah, I really suffer. I don't know why.

0:49:1.580 --> 0:49:4.60

Jordan Hodgson

Now one of our colleagues.

0:49:5.980 --> 0:49:12.740

Jordan Hodgson

Naturally.

0:50:21.630 --> 0:50:22.750

Joao Maraschin

Right. So.

0:50:24.310 --> 0:50:42.350

Joao Maraschin

I've just so I've got some really, really good feedback from carries and but I haven't been able to action on that feedback because of. Yeah, because I basically haven't done any work for PG Cert in June, so we'll definitely have to another. We'll do. I need to to look into that feedback and kind of incorporate but.

0:50:44.150 --> 0:50:52.510

Joao Maraschin

But I kind of realised that I stretched my intervention too far and trying to kind of do something you just said about to Jordan was really helpful for me as well to hear in terms of.

0:51:7.410 --> 0:51:7.610

Emma Hamshare

Mm hmm.

0:50:53.70 --> 0:51:9.630

Joao Maraschin

Maybe kind of aiming for something is lightly smaller and then is achievable and then kind of like building from that because I I kind of try I try to go for the whole thing and kind of didn't stop until I thought we kind of reached full circle but I think there's definitely things that I need to kind of shave off.

0:51:11.310 --> 0:51:12.710

Joao Maraschin

And to be achievable essentially.

0:51:14.630 --> 0:51:25.590

Joao Maraschin

But I called it at first collage collage room, but then I'm kind of like I participated in in a workshop by one of my ex colleagues. Actually, that now teaches on the MA.

0:51:26.390 --> 0:51:56.270

Joao Maraschin

And she's looking into she's she's done her Peach search like three or four years ago. And and it's lovely to see how sort of like, she really took it seriously and like, that became something that now is her research pathway, but is really looking at decolonising pattern cutting and how we sort of teach students Garmin archetypes without calling it shirt, trousers. But we still don't lose the design codes around all of those archetypes that we all recognise both in the West and in the East. Anyway. She's got a really lovely.

0:51:56.310 --> 0:52:1.30

Joao Maraschin

Workshop running and I participated in one of the sessions and made me think a lot about mine because.

0:52:1.470 --> 0:52:9.510

Joao Maraschin

Loads of intersections and now I'm kind of almost sort of as cheesy as it can sound. Thinking of calling my intervention fashion therapy.

0:52:11.370 --> 0:52:11.970

Emma Hamshare

I like it.

0:52:11.310 --> 0:52:12.110

Joao Maraschin

Because.

0:52:13.670 --> 0:52:32.670

Joao Maraschin

Because I think that's what we all creative need somehow, and I feel like work is always really hard and and because we work with something quite subjective, we all have opinions and our

insecurities play quite a lot, a big role in kind of negotiating concepts and meanings and and ideas and I think.

0:52:33.310 --> 0:52:35.950

Joao Maraschin

We all want to get our.

0:52:35.990 --> 0:53:2.30

Joao Maraschin

Word in at the same time that we're respectful with each other. So I thought having a therapy session that is dedicated to that could be really helpful, not just for us, but for students as well. My background also is in textiles. I run a brand on the side, my my brand on the side and is really grounded in craftsmanship. So we work a lot of handmade techniques and the preservation of knowledge because I work with different communities of artisans in Brazil, Italy, Senegal and here in the UK.

0:53:2.510 --> 0:53:34.110

Joao Maraschin

So he's really to do with preserving knowledge, but also passing down to generations, because, for example, two of the communities that I work with, 95% of the people, there are 70 plus years old. So and there is no interest in people kind of are really taking that forward because it's essentially like a second kind of is a hobby or is a second kind of source of income is not something that not necessarily people don't take it seriously but but because the value of it is something really misplaced, sometimes it's difficult.

0:53:34.960 --> 0:53:44.560

Joao Maraschin

For the younger generation to see value in that. So I thought of creating an intersection with my practise where we sort of discussing things, but you're also learning with our hands.

0:53:46.320 --> 0:53:51.320

Joao Maraschin

So be a room for with with some sort of like.

0:53:51.720 --> 0:53:58.760

Joao Maraschin

Four, I would say 4 main objectives. The first one would be a networking room, so maybe we'd be kind of like, I'll be inviting students and we'll be.

0:54:0.400 --> 0:54:13.400

Joao Maraschin

Meeting something together like I can teach them like the very simple crochet something. So they they they leave with let's say a square of something that says achievable with something that kind of at the same time that they're speaking, they're doing something. So it doesn't. It's not awkward.

0:54:13.800 --> 0:54:43.640

Joao Maraschin

That is a point of conversation as well. It's almost like I don't know. I'm going to say here's an example that is silly, but like smokers use cigarettes as a point of conversation. You meet people through that way, so maybe needing something, learning something new on the basic level of it is something that could also spark, Oh my God, look at how beautiful my, my my knot is. Or look



at how one key or whatever that that one key that looks so use a networking tool is also decompression space. Again, no expectations. Free learning. There's no.

0:54:44.280 --> 0:54:52.840

Joao Maraschin

Assumed knowledge or comparison across is something that to really sort of decompress and escape, perhaps from from the kind of obligations you have usually when you.

0:54:53.600 --> 0:55:25.200

Joao Maraschin

Learning a unit and you have deliverables and things we're not aiming to achieve anything here. Whatever people take away from from it is their personal journey. Is that personal experience is a creative room for dialogue as well, so there will be that. The third objective essentially so you wouldn't be just catered for for fashion students, but students within UAL. And that could be a way for perhaps as parking collaborations, maybe someone from fashion design would meet someone from curation and they would create something together and kind of it becomes this.

0:55:25.600 --> 0:55:28.800

Joao Maraschin

Possibility to have meaningful conversations that could then.

0:55:30.240 --> 0:55:39.880

Joao Maraschin

Step into even a professional space and then become something in the in the long run, essentially, and finally is craft is preserving craft, so I'll be teaching them crochet.

0:55:54.420 --> 0:55:54.620

Emma Hamshare

Mm hmm.

0:55:41.760 --> 0:55:55.40

Joao Maraschin

Hand knitting in little in little ideas around embroidery and things so it could spark as well the younger generation to look into traditional techniques that are being left behind because we're more and more moving into a digital world, but also how do we?

0:55:55.850 --> 0:56:8.130

Joao Maraschin

Bridge traditional with contemporary design and understand the the the importance of knowledge at the same time that we move forward and we are critical about how we engage with all those things. So that's essentially my intervention.

0:56:9.450 --> 0:56:17.370

Joao Maraschin

You would probably take. It'll probably be something of course present in a room, so there's loads of sort of.

0:56:17.490 --> 0:56:20.930

Joao Maraschin

Constraints around that and also one of the main points of of.

0:56:22.970 --> 0:56:25.370

Joao Maraschin

Feedback from carriers.

0:56:25.730 --> 0:56:54.890

Joao Maraschin

Was to do because I had the first draught. I talked a lot about mental health and sense of belonging, and this idea of like aiming for that. So one of the sort of main points of her feedback was how do I mitigate perhaps or or or have some sort of trigger warning agenda around topics that students wouldn't be feel very comfortable discussing or talking about if they came up that could upset some students. So understanding that perspective of, like, how do you address mental health?

0:56:55.260 --> 0:56:57.100

Joao Maraschin

And talk about mental health without.

0:56:59.300 --> 0:57:2.180

Joao Maraschin

Sing like sort of like what was the word?

0:57:4.790 --> 0:57:17.710

Joao Maraschin

Yeah, putting someone on the spot or perhaps kind of like single them out in within the group?

Umm, so how do you do it in the light touch? Yeah, but this is where I'm at and haven't really moved.

0:57:17.730 --> 0:57:18.370

Joao Maraschin

From that yet.

0:57:20.130 --> 0:57:27.50

Emma Hamshare

It's a really nice idea. Is it so? Is what you're proposing a kind of like **community craft hub?**

0:57:28.190 --> 0:57:28.790

Joao Maraschin

Sort of.

0:57:31.530 --> 0:57:32.290

Emma Hamshare

Yeah, we.

0:57:31.730 --> 0:57:37.530

Joao Maraschin

Because. So that's that's it's nice that you mentioned that I forgot to say so in.

0:57:39.290 --> 0:57:39.410

Joao Maraschin

In.

0:57:39.450 --> 0:57:59.810

Joao Maraschin

Have a community of embroidery that is in the countryside of a state in Brazil called Minajedais and it's really, really rural and this is the community where there are 16 women essentially. So it's very gendered, specifically in Brazil. It's interesting, like a work of India and it's completely the opposite. It's very male, the community that I work with in India and in Brazil is very female.

0:58:1.840 --> 0:58:2.520

Joao Maraschin

But.

0:58:3.880 --> 0:58:33.560

Joao Maraschin

From the 16 people, 14 of them are over 70, and two of them are over 50. So it's it's. It's a community that has no, that we haven't managed to engage with with people that are perhaps, you know, young adults or. And therefore I managed to get a grant from the government there. Nothing super, super expressive but very symbolic where we created a little hub is essentially as a garage and has loads of chairs and has a few machines.

0:58:33.790 --> 0:58:53.910

Joao Maraschin

And two of the embroiderers who are 75 and the other 178, they teach for free essentially like we pay them a salary, of course. But they teach people in the community of their neighbourhood that they're in, they want to learn a little bit about embroidery. And of course, there are some boundaries. We have a bit of like, you know, either constant 24 hours there, but.

0:58:55.950 --> 0:59:5.870

Joao Maraschin

But they've been kind of like teaching with no no intention of like, you're not doing any work for, for anybody. You're doing something for you. So they teach the techniques that we use in the collections and.

0:59:6.960 --> 0:59:37.280

Joao Maraschin

And people take away whatever the embroidery is there. So we managed to with this grant to use for materials and thread and things like that. So they also have this sense of daily achievement and they take away something that they can show. I don't know, their parents, their partners, their friends. Look what I've done today. I didn't know I could do this. So it's points of conversation which we haven't. We've done. We've run there for two years now. We we didn't really have any conversion yet of someone really showing interest in continuing to embroidery with us and and perhaps turning that into a job.

0:59:38.850 --> 0:59:41.170

Joao Maraschin

But who knows what could happen in the future?

0:59:42.630 --> 1:0:0.710

Jordan Hodgson

Just to get my head around it a little bit. I'm sorry for silly questions. So what you're proposing is basically a prototype of this, based at UAL, that you leverage all of this knowledge and introduce it to UL. Kind of like collaborators, be that students or teachers, is that kind of correct?

1:0:5.870 --> 1:0:6.30

Jordan Hodgson

Yeah.

1:0:0.320 --> 1:0:12.440

Joao Maraschin

Yeah, yeah. But know with the intention, but more of intention of the decompression slash

network room rather than anything else they wouldn't. It would never be something that kind of intersects with the brand. Afterwards it becomes labour essentially.

1:0:12.880 --> 1:0:42.280

Jordan Hodgson

I guess like I guess for this project, well for this intervention, can I? Yeah, compartmentalise it. So I have like this is a prototype version of what you want to do and then if it's successful, how would you roll it out and make it bigger or more expansive if you wanted to but also think about how it and I'm sure you have already considered this, but just articulate it in kind of writing how it's not just extract extractor to can't say that word this morning. How are you kind of like how are the communities like you?

1:0:43.200 --> 1:0:50.840

Jordan Hodgson

Are you are learning from these communities? Obviously supporting this Community is and then you bring us from this knowledge and introducing it into this kind of well-being.

1:0:51.590 --> 1:1:5.710

Jordan Hodgson

Ual but then how is this while you? Well, well, you well-being hub is can I feed him back to these communities as well? So it's more of a symbiotic relationship. Do you think that is do you think that makes sense? Do you think that would be possible?

1:1:7.40 --> 1:1:9.840

Joao Maraschin

Yeah, yeah, totally. I think that's a really good point.

1:1:13.250 --> 1:1:13.850

Jordan Hodgson

And how it?

1:1:13.350 --> 1:1:14.750

Joao Maraschin

Yeah, I'm just taking notes as well.

1:1:15.250 --> 1:1:42.130

Jordan Hodgson

And how it might not be. I think there's a lot of burden. It seems to be on you for all of this. So you seem to be the kind of, like, linchpin in it all. How can you take some of that burden away from you? Like, is there a resources or other colleagues or how would you support yourself in this? I think your well-being is obviously very important in this. So how would you kind of support yourself in the long run? And yeah, how would you do kind of.

1:1:43.690 --> 1:1:47.770

Jordan Hodgson

How you know what? What distorted platforms could also help with this?

1:1:48.940 --> 1:1:49.140

Joao Maraschin

Mm hmm.

1:1:48.690 --> 1:1:49.370

Jordan Hodgson

If any.

1:1:51.230 --> 1:2:0.190

Emma Hamshare

Yeah, I think that's an important point, isn't it? With all of these things, it's really like the goal obviously is eventually that you'd remove yourself from them, I suppose, isn't it?

1:2:2.590 --> 1:2:2.910

Emma Hamshare

And then.

1:2:5.320 --> 1:2:5.880

Emma Hamshare

Yeah.

1:2:1.400 --> 1:2:6.600

Joao Maraschin

Yeah, yeah, yeah, true. They launch has a concept, but then you kind of, yeah, it can run itself.

1:2:19.550 --> 1:2:19.830

Joao Maraschin

Yeah.

1:2:7.0 --> 1:2:22.800

Emma Hamshare

Yeah. So it's kind of being able to propose something that is really able to be applied by others is. Yeah, it's not easy, but I suppose that's why it's good to kind of test these things in a really small scale way 1st and get feedback on them.

1:2:24.160 --> 1:2:32.320

Emma Hamshare

But yeah, maybe also part of the like the way you described people teaching each other in that community is really nice that.

1:2:33.40 --> 1:2:33.240

Jordan Hodgson

Yeah.

1:2:33.720 --> 1:2:38.760

Emma Hamshare

And that you are just facilitating that and you know giving them the space and the tools that they need.

1:2:40.80 --> 1:3:3.240

Emma Hamshare

And then saying, you know, you can. Yeah, but like facilitating proper community where people would be able to swap skills and learn new things from each other is a really nice way of doing it. But I think sometimes that's a really particularly in our context like it's quite a lofty goal, but.

1:3:3.30 --> 1:3:3.910

Joao Maraschin

Yeah, yeah, yeah, yeah.

1:3:19.670 --> 1:3:19.790

Joao Maraschin

Hmm.

1:3:26.690 --> 1:3:26.810

Joao Maraschin

Hmm.

1:3:29.290 --> 1:3:29.810

Joao Maraschin

Yeah, yeah, yeah.

1:3:4.830 --> 1:3:34.790

Emma Hamshare

And it might not always happen, but I think even just providing like the framework and the space and the little spark for it to be able to happen I think is sometimes enough and sometimes the spark doesn't go anywhere or you're introduced to students to each other, who are not going to get along and are not going to do anything together. But you still introduce them. Do you know what I mean? And I think like provide providing those introductions is can be really, really valuable because.

1:3:48.100 --> 1:3:48.380

Joao Maraschin

Yeah.

1:3:35.130 --> 1:3:53.810

Emma Hamshare

You never know. You know you might be introducing, you know, a student from one country or a student from another country who are able to work together and share craft and or even just become friends, you know, start off knitting and then go and do have a coffee together afterwards. I think that's just as valuable.

1:3:54.740 --> 1:3:56.300

Joao Maraschin

Hmm. Yeah, totally.

1:3:57.950 --> 1:4:16.30

Jordan Hodgson

Is that is that digital version of this? Again, I'm I'm conscious that I keep kind of saying things I feel like I'm adding more to your work, but I think as Emma said and you said before like it's almost I think it's fine to have a big idea, but like with this one it's reducing a little bit, but is there is there a digital version of this that could exist?

1:4:18.160 --> 1:4:27.200

Joao Maraschin

I haven't thought of that because I think is also the the aspect of like being tactile and and working with your hand, something that I wouldn't like to eliminate.

1:4:28.640 --> 1:4:38.0

Joao Maraschin

And I can appreciate that for accessibility reasons and inclusion reasons, it would be wonderful if it could somehow have a version that worked.

1:4:39.880 --> 1:4:40.640

Joao Maraschin

Digitally.

1:4:42.0 --> 1:4:52.760

Joao Maraschin

But then perhaps it would. I would have to shave some of the kind of. Yeah, some of the interactions that would really, really depend on on eye to eye interaction and hand to hand essentially so.

1:4:54.290 --> 1:4:55.890

Emma Hamshare

It might be a case of.

1:4:57.890 --> 1:5:3.970

Emma Hamshare

Collecting and recording what's happening in the session and maybe finding.

1:5:5.850 --> 1:5:22.490

Emma Hamshare

Like in simple little instruction manuals or, you know, YouTube's or whatever it is for how to do particular things and just kind of keeping those on a padlet so that you can find them again, even just for yourself if you've got.

1:5:24.370 --> 1:5:24.810

Emma Hamshare

Like.

1:5:25.290 --> 1:5:40.210

Emma Hamshare

Students who want to do a particular thing. So yeah, like little instructions for like, origami or whatever it is that, you know, student maybe students bring to the table. It might be nice to just kind of keep that all in one place somewhere.

1:5:40.840 --> 1:5:41.40

Joao Maraschin

Mm hmm.

1:5:42.550 --> 1:5:46.550

Jordan Hodgson

And would you be open for students to lead any of these sessions or other participants?

1:5:48.250 --> 1:5:58.650

Joao Maraschin

OK. Do I did think of of being something that is quite horizontal and it doesn't rely on umm on me or staff sort of delivering definitely.

1:6:0.170 --> 1:6:18.250

Joao Maraschin

I would have to understand the politics around that essentially and shifting power relationships and things like that and how people would feel so something that kind of I thought about but didn't address because otherwise kind of you would expand again something that I kind of trying to find the core.

1:6:18.780 --> 1:6:33.380

Joao Maraschin

And and be quite concise, but definitely something to to acknowledge. Perhaps in the in the

report with like there is this possibility, but what sort of limitations then we create in terms of the power dynamics that that that generates?

1:6:34.780 --> 1:6:40.60

Jordan Hodgson

And to be that mean, what would you what would be the key takeaways that you'd want people to experience here?

1:6:41.560 --> 1:6:44.960

Jordan Hodgson

Would be like primary take or it would be like community for example or.

1:6:45.270 --> 1:6:49.190

Joao Maraschin

I think this community building is networking is decompression time.

1:6:51.710 --> 1:7:15.830

Joao Maraschin

By doing something that is not, there's no object, there's no resolve to essentially sort of like that. It's going to be marked or going to be graded or going kind of like. It's not something if you don't finish the sample that you create in there in the crochet or something. Is is there's no right or wrong. So kind of so be really a way of also spending time. I I do so I ran as more survey I only spoke to 10 students.

1:7:17.340 --> 1:7:44.20

Joao Maraschin

For to kind of create this as well and two of them mentioned this kind of knowing this word, but kind of I read between the lines, which was this kind of sometimes I'm just in college, I don't really have classes. I don't really have anything to do, but I'm just wandering around, perhaps I'll bump into a friend and something and kind of could spend some time with them. So I think that could be a space where people could meet, could be a meeting point as well. So I think that it's more on the level of an individual growth and and and sort of.

1:7:45.580 --> 1:7:46.940

Joao Maraschin

Confidence building as well, in a way.

1:7:47.400 --> 1:7:49.560

Joao Maraschin

And anything else I would say.

1:7:50.340 --> 1:7:57.540

Jordan Hodgson

I'm simplifying it in the rudest way, but it's like it's like a creative book club like you come along, build community.

1:7:57.0 --> 1:7:58.720

Joao Maraschin

Kind of, yeah.

1:8:0.620 --> 1:8:10.300

Jordan Hodgson

Amazing. I think it's really, really wonderful. I'm only trying to simplify it because it's so complicated, so I'm trying to simplify it in my head, not to kind of degrade it in any way.



1:8:18.870 --> 1:8:19.70

Joao Maraschin

Mm hmm.

1:8:11.900 --> 1:8:23.700

Jordan Hodgson

Yeah, it sounds wonderful. I guess like the the other things is just think about how to resource it all like sustainably. If we are kind of making things just for the sake of making, obviously we're very conscious around kind of.

1:8:25.380 --> 1:8:32.660

Jordan Hodgson

Waste, and this is not wasteful, but just being aware of that and being like, yeah, we are making things. Maybe it's not for a specific purpose.

1:8:32.980 --> 1:8:36.180

Jordan Hodgson

Purpose is for mental well-being and that is purpose enough.

1:8:38.140 --> 1:8:38.300

Jordan Hodgson

Yeah.

1:8:41.750 --> 1:9:2.910

Jordan Hodgson

It's counter counter intuitive here, but I'd also just would love to for people that are interested to see like a. If you do this for a year so you can have like a little bit of a kind of collection of like just a little like mini exhibition, even like in a hallway and CSM or somewhere just kind of showing what people have come together and done like even some pinned conversations I think obviously.

1:9:4.310 --> 1:9:9.670

Jordan Hodgson

Whatever people are willing to share, it'd be nice to kind of get some, like, get some nice quotes from people on this.

1:9:12.410 --> 1:9:13.330

Joao Maraschin

That's a good point.

1:9:14.450 --> 1:9:21.530

Emma Hamshare

Yeah, it's lovely. And you could. Yeah, you could sort of be working with found materials or waste materials from other workshops as well.

1:9:22.310 --> 1:9:22.590

Joao Maraschin

Yeah.

1:9:23.890 --> 1:9:45.290

Emma Hamshare

Yeah, I think maybe on a sort of wider thing, it's you might have a similar problem to me in that you're trying to. We're trying to create something that is like quite like pure space for people to relax essentially.

1:9:46.20 --> 1:9:46.220

Joao Maraschin

Mm hmm.

1:9:47.430 --> 1:9:48.150

Emma Hamshare

And.

1:10:0.260 --> 1:10:0.660

Joao Maraschin

Yeah.

1:10:6.250 --> 1:10:6.930

Joao Maraschin

Yeah, yeah, yeah.

1:9:49.510 --> 1:10:8.470

Emma Hamshare

In the context of what our students are doing, there's not actually that much time for them to relax. If you know what I mean, like they are all so stressed and they all have so much to do, particularly fashion students, once they start making, you've got no chance with a meditation class. Do you know what I mean? Like they are busy. They are too busy for that.

1:10:10.230 --> 1:10:10.310

Emma Hamshare

So.

1:10:9.210 --> 1:10:19.130

Joao Maraschin

Yeah, same with. Yeah, same with mine. I think it like they would. They would be the last thing they would that would be in their agendas. Like, why would I do this with all of the assignments I have to continue.

1:10:17.810 --> 1:10:20.170

Emma Hamshare

Yeah, like they literally don't have time.

1:10:21.610 --> 1:10:25.370

Emma Hamshare

You know, they're they're they're not eating or sleeping properly.

1:10:32.390 --> 1:10:32.790

Joao Maraschin

10.

1:10:27.130 --> 1:10:44.250

Emma Hamshare

So I think it's, yeah, it's about where you position these things during the year, isn't it? And at the beginning like Jordan was you were saying with yours, it's like at the beginning you've got them on best behaviour, you've got them paying attention and then throughout a unit.

1:10:44.530 --> 1:10:51.890

Emma Hamshare

Their attention is completely gone, so you know, we've like, there's there's even really important attendant like sessions to do with their.

1:10:52.530 --> 1:10:56.810

Emma Hamshare

Placements and all of this stuff that they don't attend because they're making their garment.

1:11:1.350 --> 1:11:1.750

Joao Maraschin

Yeah.

1:10:58.450 --> 1:11:7.770

Emma Hamshare

So I think, yeah, I think there's a there's a wider problem around, you know, students literally not having time for these things.

1:11:9.110 --> 1:11:9.270

Joao Maraschin

Yeah.

1:11:9.750 --> 1:11:13.190

Emma Hamshare

That. Yeah, it's something to think about, I suppose, for all of us.

1:11:12.880 --> 1:11:14.880

Joao Maraschin

Yeah, that's that's a really good point, yeah.

1:11:15.470 --> 1:11:46.110

Jordan Hodgson

I think you guys have very different your students and you. I think CSM has very different energy to what we have right? Where I think first of all, there's B and MA where I think that's just different energy for out. But I also think our like I used to do the I'm used to this used to the Rocard of arts, I used to the Royal College of Arts, I used to do arts and it was brutal, brutal like we would let the expect to do all nighters we were just expected to do crazy \*\*\*\*. We go to tutor's house for tutorials, tutorials it was really.

1:11:46.150 --> 1:11:46.350

Jordan Hodgson

Messy.

1:11:46.270 --> 1:11:46.670

Joao Maraschin

Wow.

1:12:0.410 --> 1:12:0.610

Emma Hamshare

Mm hmm.

1:12:4.200 --> 1:12:4.320

Emma Hamshare

Hmm.

1:11:48.180 --> 1:12:5.420

Jordan Hodgson

Yeah, that's the nice. That's the that's the most professional aspect of the the tutors as well. Like you got less professional but with our students at LCC, we're just always so conscious about their journey. And I don't think we do push them as hard as they are pushed at CSN.

1:12:5.460 --> 1:12:17.500

Jordan Hodgson

For a critique, and I'm always kind of in this world where I have some of the tutors that my colleagues that have kind of like gone through quite an abrasive education system and we're always like, are they gained enough from the system?

1:12:18.860 --> 1:12:37.620

Jordan Hodgson

It's a. It's a. It's a strange one, but I think the same still pushes them, but our students are like we've we give them a big, big list of work and I'm not sure if we're going to have time to have got Iceland trip. I've got a trip to remain there, so there's just holidays. It's like I'd never say that to my tutor, but I think it's. Yeah, a nice change.

1:12:37.590 --> 1:12:52.590

Joao Maraschin

That's a really good point. I'll be. I'll. I'll really actually really enjoy hearing from the both of you about what you think about that because we always have very heated conversations in my team around it because I I'm. I'm also from the generation where I was pushed.

1:12:54.410 --> 1:12:54.730

Emma Hamshare

Yeah.

1:12:54.150 --> 1:13:8.270

Joao Maraschin

To you know, a really, really, really high level to to do as much as I could and and and and and I don't think that did any harm to me, of course is perhaps no idea and it's not sustainable for a long time, but I didn't mind while I was doing my BA for three or four or four years and then when I did my ma.

1:13:8.750 --> 1:13:37.750

Joao Maraschin

I thought I needed that to really kind of, you know, produce good work and and just get my head around. It's almost sort of like, you know, the courses when you're doing, you know, anything very theoretical, for instance, you do have to dedicate a lot of time for reading and reflection and all of those things. So I think the making aspect of of our courses, for instance, is something that you would essentially be sewing your packing, cutting until later night or something. But there is a huge in my course, at least, there is a huge sense of of sort of.

1:13:54.520 --> 1:13:54.640

Emma Hamshare

Hmm.

1:13:39.500 --> 1:14:9.700

Joao Maraschin

Looking at accessibility and inclusivity in a way that is almost sort of removing rigour and quality of work in terms of like understanding this idea where students will take different things from the course and most of them will not become designers and they will do something else in industry. But then and then we talk about gap and all of those things and I'm I have a really big kind of problem with that because I'm like, are we not widening the gap then because we're making we sort of assuming they shouldn't need less want less.

1:14:9.940 --> 1:14:40.20

Joao Maraschin

And for to achieve something and therefore when they get to industry in the real world, it doesn't work like that. But then the argument is always, well, we're trying to somehow influence industry for future in terms of having a different philosophy of work, a different interaction with your work and with with your professional kind of output and everything else. But I think there's also very wishful thinking. I don't know how much of that we're really kind of become that, but yeah.

1:14:40.60 --> 1:14:46.60

Joao Maraschin

He plays a lot with my, with my ethics, professionally speaking in terms of like how much do I make it more accessible?

1:14:46.590 --> 1:14:47.710

Joao Maraschin

Easy essentially.

1:14:49.350 --> 1:15:15.990

Joao Maraschin

By the same time, we keep the quality and yeah, the level of work that we kind of any get it from, from the feedback from students, you get everything you get students saying, oh, it's not very challenging and like they sometimes even mention CSM like I think we had like two or three students in the previous survey where they were like, oh, I have this mate that studies acsm and they did three times the work that we do here and I don't feel challenged enough. And but you also have students where are like, oh, it's really hard.

1:15:16.650 --> 1:15:22.90

Joao Maraschin

I achieved but they had, like, you know, barely did anything else in my life. So there's always.

1:15:22.190 --> 1:15:26.470

Joao Maraschin

Those arguments that can that you can use to yeah, to to stir it in whatever direction you like to.

1:15:30.240 --> 1:16:4.680

Jordan Hodgson

Yeah, well, I I've already off mine, but I'll just explain a little bit. I I won't change my education. My education was like again brutal, like tutors have come in and cut our work up would have students fainting, litter in presentations. And we just put coats on them and move on. And it was very character building. So unethical. I would not be able to kind of like do that with the students just because I just wouldn't. I just couldn't as a human. But I wouldn't change my experience for the world. And I think it did forge who I am now, and it did really push me. And I really did find so much out about myself.

1:16:5.430 --> 1:16:33.630

Jordan Hodgson

And I can't mire the two worlds if I'm being honest. I can't mire what we do now and what I studied, and I think a big kind of difference is that students and consumers now they're paying. I didn't pay this much to study, but now they're paying so much to study that we are becoming service providers and ensuring that they're having a stable journey. I guess one of the big kind

of pivots that's happened at OCC that I've seen is we know like for me it was all about the final outcomes when I studied.

1:16:53.390 --> 1:16:53.590

Joao Maraschin

Mm hmm.

1:16:33.990 --> 1:17:4.710

Jordan Hodgson

And now it's about the learning journey and how they evidence. That's even if the final outcome is a little bit iffy at times, it's more about kind of like have they evidence their journey along the way. Have they learned things? And I think that's great. But then when they go to apply for a job, they're not going to ask for their learning journey. They're going to be, like, show us the final outputs. And it's again, we can change industry. But even if we change dramatically then still not going to ask for you to evidence. They're learning your learning journey. It's going to be, yeah, process work, but what?

1:17:4.750 --> 1:17:5.30

Jordan Hodgson

Can you do?

1:17:5.570 --> 1:17:12.330

Jordan Hodgson

Because that is what clients also want to see. So I don't know what the right answer is and I'm waiting for somebody smarter than me to tell me.

1:17:14.200 --> 1:17:14.720

Joao Maraschin

Me too.

1:17:17.30 --> 1:17:17.670

Emma Hamshare

Yeah, I think.

1:17:17.770 --> 1:17:19.170

Joao Maraschin

It's up to you, but let me know.

1:17:21.490 --> 1:17:37.450

Emma Hamshare

I think it's really interesting because, yeah, we were. This is kind of some of the conversation we're having under one of my blogs as well, wasn't it that like the, you know, this approach of kindness is maybe not preparing them for what's going to happen to them in industry, but.

1:17:39.570 --> 1:17:44.770

Emma Hamshare

And yeah, similarly like I've been, you know, throughout different bits of education.

1:17:46.450 --> 1:17:52.770

Emma Hamshare

You know, I have been pushed to breaking point in various places, but more often than not.

1:17:53.130 --> 1:17:56.130

Emma Hamshare

It was me pushing myself to breaking point, if you know what's I mean.

1:17:56.680 --> 1:17:56.800

Jordan Hodgson

Yep.

1:17:57.510 --> 1:17:57.710

Joao Maraschin

Mm hmm.

1:17:57.770 --> 1:18:12.50

Emma Hamshare

And I I see a lot of students doing that to themselves now and and that in itself is damaging. So I think there's a diff or can be damaging, but it can also, you know, produce really great work obviously. So I think there's a real.

1:18:13.810 --> 1:18:14.450

Emma Hamshare

I think there's a.

1:18:15.720 --> 1:18:21.840

Emma Hamshare

A line to navigate between pushing someone to do their best work and.

1:18:23.200 --> 1:18:31.520

Emma Hamshare

Pushing someone mentally in a way that's not helpful if you know what I mean, and in a way that is in the long term, damaging.

1:18:33.530 --> 1:18:33.930

Joao Maraschin

Yeah.

1:18:33.160 --> 1:18:40.360

Emma Hamshare

Because they're not going to sleep, you know, or they're not going to eat and that they're going to make themselves ill in one way or another.

1:18:41.440 --> 1:18:46.640

Emma Hamshare

So yeah, I think it's kind of encouraging students to find their own line of that.

1:18:47.200 --> 1:19:6.280

Emma Hamshare

And of course, you've got students who are a bit more a bit lazier, or who you know, who do need to be pushed that a bit harder. But I think that's what I'm also learning as a tutor is sometimes you just let them be, if they're not putting, if they're really not willing to put in the effort, then you know you.

1:19:7.520 --> 1:19:9.440

Joao Maraschin

Yeah, yeah, yeah, totally.

1:19:8.100 --> 1:19:11.620

Emma Hamshare

You don't push them hard because they're not going to do it anyway, you know.

1:19:15.290 --> 1:19:15.890

Emma Hamshare

Yeah.

1:19:21.560 --> 1:19:22.800

Emma Hamshare

Yeah, yeah.

1:19:22.610 --> 1:19:22.810

Jordan Hodgson

Yeah.

1:19:10.840 --> 1:19:37.760

Joao Maraschin

You can't. You can't be responsible for what they do, you know, or they not. Do you know? And I think there's also the whole dynamic of, like, you know, diversity became an industry and they are our customers, essentially more than anything. And they pay, you know, a top dollar for the education they're getting. So I think we feel, I feel responsible of, like, no. But I want to give them the best shot because they in putting 30 grand here a year and is like, you know, I know that that's difficult and and a lot of people go through, you know.

1:19:38.400 --> 1:19:39.400

Joao Maraschin

Hard financial.

1:19:40.950 --> 1:19:41.230

Emma Hamshare

Yeah.

1:19:41.340 --> 1:19:45.180

Joao Maraschin

You know, stages to be able to afford that and and and then you kind of.

1:19:43.300 --> 1:19:54.500

Emma Hamshare

Yeah, which I think in it. Yeah, which in itself is part of the the the larger pressure and I think is part of why mentally people are struggling because.

1:20:11.130 --> 1:20:11.450

Joao Maraschin

Yeah.

1:19:55.900 --> 1:20:13.780

Emma Hamshare

They're, you know, there's a huge amount of pressure on them financially and otherwise to just sort of do well. So yeah, I think it's, I think maybe also partly because the rest of the world is putting so much more pressure on students is that it's good for tutors not to be doing that.

1:20:14.830 --> 1:20:16.750

Joao Maraschin

Yeah. Yeah, yeah, yeah, yeah, true.

1:20:16.40 --> 1:20:40.760

Emma Hamshare

You know, we don't, we don't need to add to their problems in that way, I suppose. But the



other thing also is that there's a line, I think between and that I'm navigating as well in terms of, you know, being kind to a student and, you know, giving them information in the right way in the way that's accessible. And then there's a line between dumbing things down.

1:20:41.880 --> 1:20:51.720

Emma Hamshare

And it's only this year that somebody said to me. Yeah, but don't dumb it down. Why are you making? Why are you minimising? You know what you're talking about is complex. It is.

1:20:52.150 --> 1:20:59.70

Emma Hamshare

It's, you know, it's how to use technology for the power of good. It's biofabrication. It's all of these things and.

1:21:0.520 --> 1:21:16.640

Emma Hamshare

You know there's you can't minimise that. What you're what you're actually trying to teach, but you can try to, you know, present things I guess in the kindest way possible and in the way that as many students as possible can access in the best way possible, I guess.

1:21:17.660 --> 1:21:17.900

Joao Maraschin

Yeah.

1:21:17.980 --> 1:21:20.740

Emma Hamshare

But yeah, it's it's difficult to navigate. It's not easy.

1:21:23.950 --> 1:21:25.70

Jordan Hodgson

It's a complex one.

1:21:24.350 --> 1:21:56.630

Joao Maraschin

Yeah, that was. Yeah. That was a really interesting article the other day at the Guardian about. It was very much looking at attendance, but he kind of looked at how attendance has impacted a lot of the sort of learning development in on the BA level essentially in, in, in Britain. And the article was quite interesting because often blame the students, but then was back to sort of blaming the tutors and then blaming the university and then blaming everyone within the kind of structure.

1:21:57.390 --> 1:21:58.310

Joao Maraschin

So they're sort of like, OK.

1:21:58.700 --> 1:22:3.20

Joao Maraschin

There's no answer to this, but it was a really interesting reflection. It was a really.

1:21:59.730 --> 1:22:6.210

Emma Hamshare

It is so unhelpful, like we're all working in some sort of shitstorm in actual fact, do you know what I mean?

1:22:5.150 --> 1:22:6.350

Joao Maraschin

Yeah, yeah.

1:22:12.540 --> 1:22:13.60

Joao Maraschin

Oh yeah.

1:22:14.790 --> 1:22:14.950

Emma Hamshare

Yeah.

1:22:25.90 --> 1:22:25.810

Joao Maraschin

Oh really?

1:22:27.10 --> 1:22:40.570

Jordan Hodgson

And from studying he went and got the top design kind of journalist job at the Guardian. And he's just like, oh, people's going to think of Gora and like, it's an incredible job to get. It's like, I think people's going to think I've got it because my dad's the editor.

1:22:42.310 --> 1:22:44.110

Jordan Hodgson

No Sherlock like.

1:22:44.580 --> 1:22:45.460

Joao Maraschin

Yeah, they will.

1:22:49.140 --> 1:22:49.340

Emma Hamshare

Wow.

1:22:58.850 --> 1:22:59.890

Joao Maraschin

They yeah.

1:22:46.60 --> 1:23:2.860

Jordan Hodgson

Yeah. And that's why you got it. Like it's just ridiculous. I I'm not a fan of the Guardian. I just think it's. So. I think it's so terrible to working class people in this in the UK, and it pretends to be the campaign. You're not like working class people and it's not, it's middle class, middle class for our.

1:23:4.170 --> 1:23:15.90

Joao Maraschin

Yeah, they changed. They changed the laws. Like I've been reading for one 7-8 years and and yeah, I think it changed dramatically. I was like a point. I'm like, oh, \*\*\*\*\* sake, the guardian. Like, I don't want to keep continue reading this like.

1:23:15.650 --> 1:23:16.650

Jordan Hodgson

Renew BuzzFeed.

1:23:18.910 --> 1:23:19.70

Joao Maraschin

Yeah.

1:23:31.860 --> 1:23:32.140

Emma Hamshare

Yeah.

1:23:19.630 --> 1:23:37.510

Jordan Hodgson

But yeah, one of the kind of comment I'll say and this is like again big picture, I think with both of your projects, there's so many similarities and you both work in such similar spaces. You need to do like a Wellness in fashion kind of like strategy campaign where you can like plug into each of them. These two things speak to each other and you work together and get other people think that'll be amazing.

1:23:38.80 --> 1:23:39.120

Emma Hamshare

Yeah, that'd be lovely.

1:23:50.670 --> 1:23:51.70

Emma Hamshare

Yeah.

1:23:42.190 --> 1:23:51.950

Jordan Hodgson

I'm gonna have to run. I have a meeting in a little bit, but this has been really nice. Like obviously we had to do it, but also it's nice to do it. So thank you for doing it.

1:23:53.430 --> 1:23:54.550

Joao Maraschin

Thank you so much both.

1:23:55.270 --> 1:23:55.910

Jordan Hodgson

Yeah, sorry.

1:23:56.590 --> 1:23:58.670

Emma Hamshare

Yeah. Thank you both really nice.

1:23:59.280 --> 1:24:7.520

Jordan Hodgson

Moving forward, how do we help each of us? Should we just use this chat to drop each other messages and that each of them know what we need of each other? And I think comes up.

1:24:8.430 --> 1:24:8.830

Joao Maraschin

Yeah.