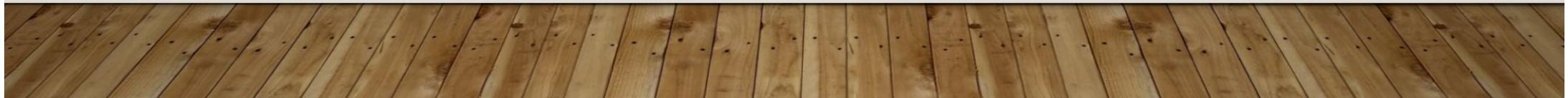


HOW CAN I FOSTER INTERCULTURAL EXCHANGE AND CRITICAL REFLECTION ON INTERSECTIONALITY AND POSITIONALITY AMONG UNIVERSITY ART STUDENTS?

MICHELLE LIN-BRABY



ACTION RESEARCH

Michelle Lin Braby 23/24 PgCert Action Research 23/24 (Mon)

Section 1	Aim	Workshop	Michelle Lin Braby	Culture Exchange
 Mapping	Action Research: "How can I foster intercultural exchange and critical reflection on intersectionality and positionality among university art students?" The aim of this enquiry is to generate new way for students to understand the culture diversity in UK, community and understand how intersectionality and positionality influence artistic practice. The workshop will allow culture exchange among students to foster belonging in the classroom and creating inclusive artistic environment. Approach Cultural Exchange: The workshop will provide a platform for students to engage in cultural exchanges by sharing personal	Introduction (5 mins) <ul style="list-style-type: none">Welcome students and introduce myself, including sharing my positionalityExplain purpose of workshop is to explore cultural exchange, intersectionality, and positionalitySet expectations for respectful sharing and listening EDI Policy Overview (5 mins) <ul style="list-style-type: none">Introduce UAL's equality, diversity and inclusion policiesFacilitate brief discussion on key principles from policies Artist Case Study (10 mins)	My current roles are "studio lead for Level 4 Certificate of Higher Education: Preparation for DMS"; I am teaching on the international programme and most of our students are international and 2022/23 was the first time we had home students in the Level 4 cohort. It was intriguing to see how individual home students adapted to create a sense of belonging within the group. It would be interesting to see how this can be improved to create a more inclusive learning environment. My positionality statement: I have chosen to study the Inclusive Unit to learn how our identity is influenced by the social and political context of our lives and how our outlook and understanding of the world is potentially biased. My personal experiences have shaped my view of the world: therefore, my	How does your intersectionality and your positionality affect your work? How does it affect the group in terms of culture diversity (gender, Culture, language level and the group as a whole)? something - something about balance the group/gender/culture etc.  This photo was taken in the north of Norway, in the city of Tromsø. As I can see it's the northern lights. This relates to me as I like being outside and exploring new areas!

Michelle Lin Braby 23/24 (Tue)

Section 1	Aim	Workshop	Michelle Lin Braby	Your Positionality
 Mapping	Action Research: "How can I foster intercultural exchange and critical reflection on intersectionality and positionality among university art students?" The aim of this enquiry is to generate new way for students to understand the culture diversity in UK, community and understand how intersectionality and positionality influence artistic practice. The workshop will allow culture exchange among students to foster belonging in the classroom and creating inclusive artistic environment. Approach Cultural Exchange: The workshop will provide a platform for students to engage in cultural exchanges by sharing personal	Introduction (5 mins) <ul style="list-style-type: none">Welcome students and introduce myself, including sharing my positionalityExplain purpose of workshop is to explore cultural exchange, intersectionality, and positionalitySet expectations for respectful sharing and listening EDI Policy Overview (5 mins) <ul style="list-style-type: none">Introduce UAL's equality, diversity and inclusion policiesFacilitate brief discussion on key principles from policies Artist Case Study (10 mins)	My current roles are "studio lead for Level 4 Certificate of Higher Education: Preparation for DMS"; I am teaching on the international programme and most of our students are international and 2022/23 was the first time we had home students in the Level 4 cohort. It was intriguing to see how individual home students adapted to create a sense of belonging within the group. It would be interesting to see how this can be improved to create a more inclusive learning environment. My positionality statement: I have chosen to study the Inclusive Unit to learn how our identity is influenced by the social and political context of our lives and how our outlook and understanding of the world is potentially biased. My personal experiences have shaped my view of the world: therefore, my	Michelle's Intro  Born in Taiwan - based in West Sussex and Hampshire since 1996. I am a lecturer in photography, design and media. Favourite colour combo: Red + Blue Favourite film: anything Disney (I have a 4 years old name: Otis) Fave music: anything from Jazz, Blue, pop, classic Pastime: theatre, museum, art gallery

Michelle Lin Braby 23/24 (Mon)

Section 1	Aim	Workshop	Michelle Lin Braby	Your Positionality
 Mapping	Action Research: "How can I foster intercultural exchange and critical reflection on intersectionality and positionality among university art students?" The aim of this enquiry is to generate new way for students to understand the culture diversity in UK, community and understand how intersectionality and positionality influence artistic practice. The workshop will allow culture exchange among students to foster belonging in the classroom and creating inclusive artistic environment. Approach Cultural Exchange: The workshop will provide a platform for students to engage in cultural exchanges by sharing personal	Introduction (5 mins) <ul style="list-style-type: none">Welcome students and introduce myself, including sharing my positionalityExplain purpose of workshop is to explore cultural exchange, intersectionality, and positionalitySet expectations for respectful sharing and listening EDI Policy Overview (5 mins) <ul style="list-style-type: none">Introduce UAL's equality, diversity and inclusion policiesFacilitate brief discussion on key principles from policies Artist Case Study (10 mins)	My current roles are "studio lead for Level 4 Certificate of Higher Education: Preparation for DMS"; I am teaching on the international programme and most of our students are international and 2022/23 was the first time we had home students in the Level 4 cohort. It was intriguing to see how individual home students adapted to create a sense of belonging within the group. It would be interesting to see how this can be improved to create a more inclusive learning environment. My positionality statement: I have chosen to study the Inclusive Unit to learn how our identity is influenced by the social and political context of our lives and how our outlook and understanding of the world is potentially biased. My personal experiences have shaped my view of the world: therefore, my	Michelle's Intro  Born in Taiwan - based in West Sussex and Hampshire since 1996. I am a lecturer in photography, design and media. Favourite colour combo: Red + Blue Favourite film: anything Disney (I have a 4 years old name: Otis) Fave music: anything from Jazz, Blue, pop, classic Pastime: theatre, museum, art gallery

Michelle Lin Braby 23/24 (Wed)

Section 1	Aim	Workshop	Michelle Lin Braby	Your Positionality
 Mapping	Action Research: "How can I foster intercultural exchange and critical reflection on intersectionality and positionality among university art students?" The aim of this enquiry is to generate new way for students to understand the culture diversity in UK, community and understand how intersectionality and positionality influence artistic practice. The workshop will allow culture exchange among students to foster belonging in the classroom and creating inclusive artistic environment. Approach Cultural Exchange: The workshop will provide a platform for students to engage in cultural exchanges by sharing personal	Introduction (5 mins) <ul style="list-style-type: none">Welcome students and introduce myself, including sharing my positionalityExplain purpose of workshop is to explore cultural exchange, intersectionality, and positionalitySet expectations for respectful sharing and listening EDI Policy Overview (5 mins) <ul style="list-style-type: none">Introduce UAL's equality, diversity and inclusion policiesFacilitate brief discussion on key principles from policies Artist Case Study (10 mins)	My current roles are "studio lead for Level 4 Certificate of Higher Education: Preparation for DMS"; I am teaching on the international programme and most of our students are international and 2022/23 was the first time we had home students in the Level 4 cohort. It was intriguing to see how individual home students adapted to create a sense of belonging within the group. It would be interesting to see how this can be improved to create a more inclusive learning environment. My positionality statement: I have chosen to study the Inclusive Unit to learn how our identity is influenced by the social and political context of our lives and how our outlook and understanding of the world is potentially biased. My personal experiences have shaped my view of the world: therefore, my	Michelle's Intro  Born in Taiwan - based in West Sussex and Hampshire since 1996. I am a lecturer in photography, design and media. Favourite colour combo: Red + Blue Favourite film: anything Disney (I have a 4 years old name: Otis) Fave music: anything from Jazz, Blue, pop, classic Pastime: theatre, museum, art gallery

QUESTIONNAIRE

PgCert Action Research Form - Pilot - Saved

Preview Style Collect re

PgCert Action Research Form - Pilot

1. What new knowledge have you gained about diversity, equity, and inclusion from this workshop? *

Enter your answer

2. Please select the most appropriate response for the given statements. *

Strongly Disagree Disagree Neutral Agree Strongly Agree

I am more aware of my own privileges and disadvantages after this workshop.

I felt

PgCert Action Research Form (Wed) - Saved

Preview Style Collect re

1. What new knowledge have you gained about diversity, equity, and inclusion from this workshop?

More Details

7 Responses

Latest Responses

"Know classmates better"

"I have reviewed my own knowledge about those topic"

"everyone can actually be themselves confidently."

2. Please select the most appropriate response for the given statements.

More Details

Strongly Disagree Disagree Neutral Agree Strongly Agree

I am more aware of my own privileges and disadvantages after this workshop.

I felt comfortable sharing my experiences and background during the workshop.

I better recognise the importance of inclusion in the arts after this workshop.

The discussions enhanced my awareness of my own cultural assumptions and biases.

PgCert Action Research Form Monday - Saved

Preview Style Collect re

1. What new knowledge have you gained about diversity, equity, and inclusion from this workshop?

More Details

7 Responses

Latest Responses

"I learned about the Equality act of 2010, I didn't know it because I am not ..."

"A better understanding of the three terms"

"I gained new perspectives."

2. Please select the most appropriate response for the given statements.

More Details

Strongly Disagree Disagree Neutral Agree Strongly Agree

I am more aware of my own privileges and disadvantages after this workshop.

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PgCert Action Research Form - Saved

Preview Style Collect re

1. What new knowledge have you gained about diversity, equity, and inclusion from this workshop?

More Details

8 Responses

Latest Responses

"DEI just like provide more equal opportunities and resources."

"No matter where are people from and the pronouns people selected, everyone should be respected."

"respect for others in every detail"

2. Please select the most appropriate response for the given statements.

More Details

Strongly Disagree Disagree Neutral Agree Strongly Agree

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My stellar padlet

Section 1

London College of Communication, Ele...

Lucy Orr

Taichung, Taiwan

Taipei, Taiwan

Bedfordshire

Evie

Hunnan, Shenyang, 辽宁省中国

Yuhuan, Taizhou, Zhejiang, China

Yuhuan, Taizhou, Zhejiang, China

Beijing, 北京市中国

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