



VOICING FASHION Podcast.

an intervention for
intersectional social justice.

Inclusive Practices Unit
Pg Cert in Academic Practice 23/24
Sonia Vega-Pérez

Context

Curricular resources provided by UAL rely on lectures and other tutor-led sessions, reading lists and standardised formats across the board. Eventually, a list of different materials such as films and documentaries or industry podcasts are recommended to students to enhance their learnings with complementary content. Assessment briefs and Make the Grade Checklist documents are also the standardised materials for supporting assessment preparation.

This standardisation of formats and approach restrict accessibility and is unsupportive of student autonomy. It might also aggravate the socio-economic gap between students from different backgrounds as very often extracurricular contents mean extra costs for students and/or are subject to normative interpretations.



Intervention idea

In an attempt to make the teaching and learning process more inclusive, this project proposes the launch of **a podcast series run by and for students**, where a panel of students, academics, and eventually industry guests, discuss and interpret theories, models and frameworks that are part of the curriculum, explore examples and outcomes, and brainstorm on their implications to the present and future of the industry, society and the world.

Goals

This project aims to open a new space for student and academic staff to collaborate, offering opportunities for enhancing inclusivity from multiple perspectives:

Improving flexibility and accessibility

by diversifying the formats of the provided learning materials.

Academic and industry decolonisation and democratisation

creating a space to promote a learning approach from individuality and individual interpretation of the theories, the examples, the industry and the world we study and exist in.

Promoting student agency and critical thinking

(Freire, 1968), by building community and generating a culture of belonging and collaboration, cultivating cultural intelligence (Levychin, 2018; Thomas, 2022).



Why this is important

UAL Student profiles

UAL has a large proportion of students from multicultural backgrounds: in 23/24, B.A.M.E. students were 32% and international students were 49.3% of total enrolled.

Over 30% of (home) students are first gen students.
Over 40% of total students express to have a religion.

Attainment gap

Ethnicity & Home Status - There are far fewer students (-14ppt) from Black and Other groups who achieve first and 2:1 qualification. Similar gap is observed between Home and international students.

Background (SEC, POLAR 4, IMD, First Gen): Fewer students (-7ppt) from deprived areas and/or lower socio-economic levels achieve first and 2:1 qualification. A similar gap is observed between First Gen vs. Non-First Gen. Students (-6ppt)

Student agency and critical thinking as leverage of learning and inclusion

Enhancing student autonomy and self-development, as well as building community and generating a culture of belonging and collaboration, cultivating cultural intelligence (Levychin, 2018; Thomas, 2022).





Limitations

Some limitations being considered are:

- the promotion of the project encouraging students to take part in it,
- the recruitment criteria and process to ensure this works as a tool for inclusion, involving a diverse range of profiles,
- being podcasts an audio-only format in principle, supportive materials will be required to ensure accessibility,
- sustainability of the project, in relation to resources and technical requirements -planning, recording, editing, uploading.

Workarounds & implementation plan

Phase 0.

In order to test the concept, a series of non-recorded symposiums will be run in class, as part of the intra-curricular workshop session. These will serve as mock-up discussions to the potential realisation of a podcast, offering students the opportunity to experience first-hand the work involved in prepping contents, developing a personal view and preferred approach to it, collaborating and sharing.

This concept trial will also allow us to assess format effectiveness as well as student interest which will inform the participant recruitment strategy.

Listen, read, do.

To ensure inclusive accessibility, transcripts will be provided and attached in downloadable formats. Supportive materials such as visual examples or activities might also be provided as/when relevant.

When & how.

Cadence will be tested - potentially aiming for a trimestral run, as a starting point. Topic and scope of each episode will be chosen by students, supported by project managing tutors. Technical training and support will also be provided.



Thank you!

References

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