



STUDENTS AS
CO-CREATORS

Curriculum Design Collaborations (CDC) Evaluation Report Guidelines

One of the key aims of the Students as Co-Creators programme is to embed student partnership work within the design and development of the curriculum. Your project report can be an important source for inspiration for other students and staff across the University of Westminster.

What your report should include:

1. Where did the inspiration to do the project come from?

The project is a response to a period of reduced / restricted access to the 2D workshop and its facilities as a result of COVID-19 and the national lockdowns. Throughout this period students have had to quickly adapt to working with make shift facilities at home, adapting existing processes or finding new methods of working in order to bring concepts and ideas into fruition, without in person technical support. It has also brought challenges in how technical staff are able to teach complex practical skills remotely, and find solutions for students working at home.

2. What did you set out to achieve?

The project aimed to explore different methods of remote working as alternative methods of technical support for students working in the printmaking studio. The project aimed to combine online workshops with remote asynchronous learning made possible by material kits being posted out to the students home address, and physical on site practical workshops making full use of the university facilities.

The project aimed to make meaningful connections between these different learning methods, and to use the remote and online learning that has been forced upon us as a result of the pandemic, in a way that enhances the student experience and allows a greater interaction with the facilities on site when students are able to do safely do so.

3. How did students and staff work together on this project?

The structure of the project was devised by myself (Printmaking Technician) in dialogue with academic members of staff from IVC (Emma Dodson and Caroline Baruah). There was then a call out for student participants. We decided to invite 2nd or 3rd year students who had an existing interest in printmaking to take part, as they might be able to offer more insights and have a deeper involvement with the project.

than first years or those new to some of the processes, which in turn would be more beneficial for future year groups who the research of the project would go on to influence.

I then worked with the students through a sequence of remote workshops, online tutorials and physical workshops to develop a visual teaching aid that would be used in the future for printmaking inductions. The students worked with me to bring their ideas to the process, giving feedback on how they understood the different techniques and processes that we were working with, and providing creative visuals to explain the technical information with.

4. What kind of impact do you anticipate that your work may have on learning and teaching going forward (specific to your course/module or in a broader context)?

The project will have a big impact on future printmaking inductions. Firstly, the final product that we have created (a visual teaching aid in the form of a collaborative hand bound and hand printed publication) will be used to help explain complicated technical processes in a clear visual format which will allow many more students to engage with the practical workshops held in the print studio. Secondly, the feedback and experience that I gained from the project in combining these different teaching and learning methods will go on to inform my teaching for future workshops. A lot of the systems of learning that we tried out were met very positively by the student participants and they will be carried forward into my planning for inductions and workshops for the coming academic year.

5. Any lessons learned from working in partnership?

It was really beneficial for me to work in partnership with the students under the scheme of the SCC, as it gave a very informal yet focused group for feedback and ideas to be tested. The main lesson learnt was that breaking out of some of the stereotypical teaching formats that come hand in hand with the notion of 'remote' learning can be provide really exciting and much more effective ways for students to learn that enhance their onsite experience, rather than offering an alternative.