

## A1 Evaluation of teaching practice: Designing & Planning for Learning

Box making workshops are held throughout the year. I planned and designed the framework and structure of the workshop.

The structure consists of an introductory session on the styles of boxes that students can produce in Book Arts. This is followed by discussion on the mathematics that underlie box making. The workshop then runs with sequenced demonstrations and designated work periods for students.

To facilitate this learning process, I developed a step-by-step guidebook to assist students during the workshop. This handout is aligned with the planned workflow and provides a visual reference for students to follow. The handout was also intended to serve as a takeaway guide for future reference. Additionally, there are explanations and discussions before each demonstration. This ensures basic levels of understanding.

The overall aim of the handout is to provide students with a logical, structured approach to box making. This enables them to effectively implement the techniques learned during the workshop. Providing a visual element in addition to the physical teaching allows for further accessibility in regard to the principles of Universal Design for Learning (UDL).

*[These] principles are built on the recognition that there is no single best way for all people to learn or to demonstrate their learning (Rose et al. 2006).*

To create an inclusive learning environment, pedagogy must be designed to reach a diverse student body through various modes of communication. Incorporating both visual aids and oral presentations has proven to enhance learning outcomes for a wide range of students. This approach is vital when catering to students with hidden disabilities. Delivering information through different learning styles maximised inclusion.

UDL also emphasizes the significance of providing students with diverse options for expressing and conveying their own understanding. Some students may experience difficulty with quick thinking, or even feel embarrassed to ask a question publicly. Sending students to work independently allows them to communicate with their peers, while regularly checking in while they are working enables quiet one-to-one communication and questions.

Evaluation:

The workshops have been generally effective, with students returning to work on their own projects needing little guidance, showing to me that the handout has facilitated long-term learning and an ability to manage self-paced work.

The questions that still come up during the workshop and after, are more focused on the material knowledge discussed, that isn't in the handout. There is one technical part of the process that is often an area for error. From my industry knowledge, I know this is tacit knowledge that muscle memory serves best, and repetition and practice are the best ways to develop. A revised handout with a design element to remind students to double check this cut could help to increase their awareness

The justification for this approach is based on accessibility policy and the recognition of different learning styles and information retention. To make instructions more accessible, I plan to redesign the handout and provide more background information.

I will explore this further by observing students in the workshop to identify where the miscommunication occurs, and what the conditions for error are. I will also ask the students that do make any mistakes, where they felt the miscommunication sat for them? I could then incorporate that information into the teaching demonstration. If there is still no improvement in the number of errors, I could then look at producing "practice" corners for the students to try.