ENCATC

The European network on cultural management and policy

2022

Congress Proceedings

Internationalization in focus: theoretical, strategic, and management perspectives in education, research, policy and practice

13th Annual ENCATC Education and Research Session

17 October 2022
In Antwerp and Online

Internationalization in focus: theoretical, strategic, and management perspectives in education, research, policy and practice

BOOK OF PROCEEDINGS

2022 ENCATC Congress Scientific Committee

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Teaching practices under unexpected circumstances: using online tools during Covid-19

Nuria Cortes

Goldsmiths, University of London, United Kingdom

N.CortesRomero@gold.ac.uk

Carla Figueira

Goldsmiths, University of London, United Kingdom

c.figueira@gold.ac.uk

ABSTRACT

Since unexpected circumstances are and have been around us for the last years, the present paper approach a reflective angle to investigate how to improve and enhance the student's experience and learning process based on teaching observations and practices. Like many other lecturers and teachers worldwide during the Covid pandemic, both authors experienced a new environment which push them to look for relevant hybrid and digital/virtual techniques and tools to provide the best solutions for a good student experience. Focusing mainly on the authors' reflective experiences and practices, this paper examines how tools and innovative techniques were identified and put in place within very short timeframes. All those practices and experiences shown in this teaching demonstration have high applicability to different courses, contexts, and educational levels. This article provides personal reflections from both

authors as well as practices from the Gilly Salmon model and workshops developed via the MURAL digital tool.

Introduction

The present paper emerges from a reflection on the growth of online engagement during the recent Covid-19 pandemic period and the authors' experiences delivering education to postgraduate students, from a collaborative teaching approach. As many other lecturers and teachers worldwide during the Covid pandemic, both authors experienced a total new environment which push them to look for relevant hybrid and digital/virtual techniques and tools to provide the best solutions for a good student experience. Focusing mainly on the authors' reflective experiences and practices, this paper examines how tools and innovative techniques were identified and put in place within very short timeframes, and seeks to harness the lessons learnt, questioning how these can inform the future educational environment.

The angle of this paper is reflective and based on practices developed and delivered in the MA Cultural Policy, Cultural Relations, and Diplomacy (MA CPRD) and in the MA Tourism and Cultural Policy (MA TCP) to a multicultural and diverse range of postgraduate students at Goldsmiths, University of London, United Kingdom. In the context of the MA CPRD programme, this paper examines the use of a range of e-tivities to scaffold students' development, based on the model proposed by Gilly Salmon, as a solution to support learning in online and blended / hybrid environments. Regarding the MA TCP programme, the digital tool analysed is MURAL - a virtual poster where participants can include their ideas and insights with sticky notes which fosters the collaborative and co-creative nature of workshops. Initially, this tool is envisioned and mostly oriented to the area of business and project management, but this practice allows us to reflect on how teaching and learning engagement may be boost through digital tools within total unexpected circumstances.

An illustrative and visual presentation with all the practices and experiences will be presented as teaching demonstration at the 2022 ENCATC Education and Research Session. All the practices and experiences shown in this teaching demonstration have a high applicability to different courses, contexts, and educational levels. For example, regarding the use of workshops to foster engagement and collaborative answer from the students, the same practice applied to the MA TCP students was put in practice to Foundation Year learners.

How to improve students' online learning? Thoughts and reflections on learning and teaching

There is no doubt that the learning process has many complexities. Cormier and Guattari used the botanical metaphor of a rhizome to explain the complexity and messiness nature of learning. Stating that "the community is the curriculum" (Cormier, 2000) they try to comprise all the internal and external elements that influence and effect on a person´s learning. Since the process of learning is encompassed by so many components, the teachers' labour is anything but easy in terms of how to achieve the learning outcomes established by curricula and programmes but, at the same time, to generate a process of meaningful and

valuable learning, useful for the future of students – even if there are many open debates about the meaning of learning itself.

We start our paper with individual personal reflections from the authors on their teaching and learning experiences, as we consider that this positioning is important to illuminate choices, even if, in many cases, in modern Higher Education, particularly in the UK context, standardisation is important for comparability and quality assurance of programmes.

Authors' contextualisation and reflections on their own teaching and learning experiences

Carla Figueira: Reflection on teaching and learning experiences during the Covid-19 pandemic

We have all been there: each of us have been students at different educational levels, in a wide range of contexts, with more of less resources, and guided by memorable teachers (for different reasons!). Hopefully, once we become teachers/trainers/educators ourselves, we will not forget that we continue to be students: continuing to be curious, wanting to expand our knowledge and exchange ideas and experiences. In a nutshell, this is how I view what I do and my positioning in relation to teaching and learning.

Therefore, despite all the challenges that the Covid-19 pandemic brought about, it represented, in my personal context of postgraduate teaching in Higher Education in the UK, an amazing learning opportunity. The switch from face-to-face teaching to online teaching was very swift and was, in my case, firstly brought about by the students. Being from varied international backgrounds, and with some students having already experienced other pandemics, such as the SARS, they were very aware of the health consequences, and were quicker than College in asking me to move my lectures online. I promptly obliged and with their request coming in on a Saturday, I was teaching on Skype on Monday morning (a few hours before receiving the College's advice to switch to online). This was March 2020, towards the end of the Spring term, and the rest of the academic year - the Summer term, when students are mostly dedicated to their dissertations - quickly passed with me trying to do the best I could with existing tools. It was not a big challenge to deliver this last part of the year, with the cohort I had, and the personal experience of speaking with colleagues and friends abroad via free audio and video tools. The bonds between students, and myself and the students, had long been established, and most work to be done was one-to-one tutorials, with occasional group sessions, and thus could be delivered with Skype, with a reinforcement of guidance on what to do via the Virtual Learning Environment (VLE). At this stage, it was also of extreme help, the outpour of freely available online resources that mitigated, to an extent, the lack of in person access to library collections. However, as this cohort ended their one-year programme, unexpectedly online, a new cohort was starting in late September, and the teaching scenarios were varied: for sure I had to be designing learning for online and hybrid teaching.

Although I had already a qualification in teaching and learning in higher education, my foundation was of in person environments. As a learner my preference was also for in person, and the online courses I had

engaged with in the past didn't seem to offer a model for the depth I needed to support the learning of my students at postgraduate level. Nevertheless, I soon came to appreciate that both online and in person environments have their affordances and constraints, and that I could use each, and elements of both, to tailor my teaching delivery as pandemic scenarios changed.

This transition period, although difficult to navigate as there was a lot of uncertainty, was also exciting, as I dived into learning how to teach online. A wealth of teaching resources became available free of charge to educators, including a course on *Teaching Online* and another on *Blended Learning* from the Oxford University Press – Epigeum. I invested a lot of time in doing these courses and sieving through a wide range of resources, such as those made available by the Open University, JISC Open Educational Resources, to the Khan Academy and to various TED Talks. Online platforms were also expanding and Zoom won my heart over Teams - although at times, old Skype was still necessary.

Before I move on, in the next section, into the case study of using e-tivities, based on the work of Professor Gilly Salmon (https://www.gillysalmon.com/), I would like to briefly share with you my pedagogical approach to online.

Teaching online is different from teaching in person. This may seem obvious, but I think many educators do not fully appreciate the difference, nor make the most of it. Some seem to just want to transfer what they already do in the traditional classroom straight to the online space. It is undeniable that some activities work better in one environment than in the other. Online allows playfulness with time and space: students can review recorded lectures, and they can engage with you, even if you are not there, through online forums for example. Thus, when designing online learning it is important to consider the functions of different technologies than just the technologies *per se*.

Online teaching has helped me to be even more collaborative in the teaching and learning with my students. Although, I always favoured more listening than instructional models of learning, the online tools have allowed for more space in which the dialogue to happen. I feel that the online space, used correctly, favours students' construction of knowledge and the development of collaborative learning communities. This was my aim using the e-tivities, as I explain in the next section.

Carla Figueira: Case study on the use of e-tivities (Gilly Salmon)

The need to teach online in the context of the Covid-19 pandemic led me to the use of e-tivities to scaffold students' development, based on the model proposed by Gilly Salmon. I found them a great solution to support learning in online and blended / hybrid environments. This is a lesson from the pandemic, that I will keep for the future, as this type of active online learning keeps learners engaged, motivated and participating from day one.

Salmon in her book *The Key to Active Online Learning* provides a very detailed framework to guide the development of e-tivities (please see figure below).

Numbering and pacing and sequencing	Number as follows: week. sequence of task. **(e.g. 2.4** would be week 2, task 4)
Title	• Enticement to open the invitation to take part. • Very brief descriptor. • Be inventive and creative but keep it very short.
Purpose	• Explain. If you complete this activity you will be able to... • You will understand better how to... • You will find it essential for assignment X... • Use verbs! • Link directly with your outcomes and/or objectives for the unit, module, course, and programme.
Brief summary of overall task	• If you find you have more than one major activity or question, divide into more e-tivities. • Clear brief instructions on how to take part and what to do. • One question or task per message. • When you have written this part , check that the task is self -contained.
Spark	• Spark to light the fire for the topic, interesting little intervention. • Directly link with topic for this week. • Opportunity to expose 'content' but with the purpose of a *spark to start a dialogue with others.*
Individual contribution	• Give clear instructions to the individual participant as to what he or she should do in response to the spark. • Specify exactly what you are expecting the participant to do and in what media (e.g. Wiki, discussion board, audio file etc.) and by when (i.e. the day and date). Tell them the length of contribution expected. • Create a link from this part of the invitation to the location for posting.
Dialogue begins	• Request response from an individual to others, what kind of response, how long, where and by when. • Key point: students come online to see if others have read and responded. Make this happen • Create a link from this part of the invitation to the location for posting the response to others.
E-moderator interventions	• Clearly indicate what the e-moderator will do and when. • Explain that the e-moderator will: summarise, give feedback and teaching points and close the e-tivity, and when this will happen.
Schedule and time	• Total calendar/elapsed time allowed for this e-tivity. • Completion date, • Estimate total study time required (e.g. 2 x 1 hour)
Next	• Link to next e-tivity • You can suggest additional resources to help with the task-indicate whether they are required or optional, place the links at the end of the invitation.

FIGURE 1. FRAMEWORK TO GUIDE THE DEVELOPMENT OF E-TIVITIES.

Source: https://www.gillysalmon.com/e-tivities.html

The proposal is that these e-tivities support the student through a structured developmental process, the five-stage model:
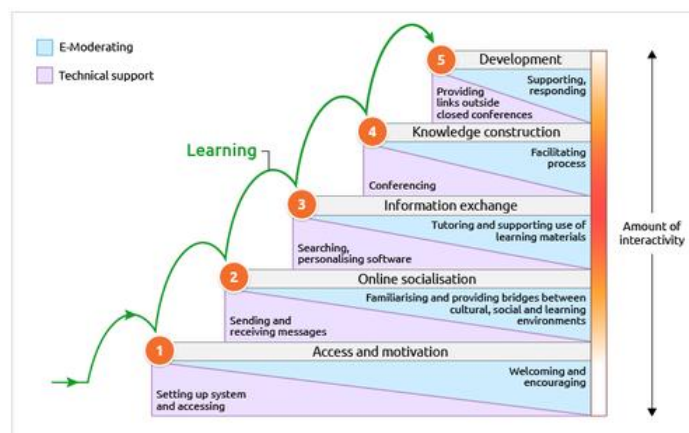

FIGURE 2. THE FIVE-STAGE MODEL.

Source: https://www.gillysalmon.com/five-stage-model.html

In my teaching practice, I used a simpler version. Here is an example of an initial e-tivity in a joint forum for MA CPRD and MA TCP students, aimed at introducing the students to each other, encourage interactions, and getting them used to the Virtual Learning Environment (VLE):

FIGURE 3. INITIAL E-TIVITY: JOINT FORUM FOR MA CPRD AND MA TCP STUDENTS.

Source: Author's own elaboration - Carla Figueira.

In another VLE area, related to a specific module Autumn module for the MA CPRD students, one of the first modules in the academic year, I developed weekly tasks that were both subject specific and encouraged the development of academic skills. The progression went from practicing retrieval of information and referencing of sources to summarising and analytical skills. In many cases, I associated tasks, but, of course, you can break them down, or further complexify them.

FIGURE 4. E-TIVITY 1. LIBRARY INFORMATION RETRIEVAL.

Source: Author's own elaboration - Carla Figueira.

Many of the e-tivities had associated weekly forum discussions, and, in some cases, they also had folders with reading packs available. Animating the forums is a task that takes time – which needs to be considered in your time allocation – but it is important to encourage and maintain the engagement of the students.

FIGURE 5. WEEKLY FORUM DISCUSSIONS.

Source: Author's own elaboration - Carla Figueira.

In other cases, the e-tivities were adaptations of existing activities, such as the diagnostic essay or the group work:

FIGURE 6. ADAPTATIONS OF EXISTING ACTIVITIES - EXAMPLE I.

Source: Author's own elaboration - Carla Figueira.

These online adaptations allowed for information to be permanently available to students and for richer peer-to-peer learning, as in the cases where comparisons and comments were invited – see example below.

FIGURE 7. ADAPTATIONS OF EXISTING ACTIVITIES - EXAMPLE II.

Source: Author's own elaboration - Carla Figueira.

Students found the e-tivities very useful and asked for more in other modules, where I had not initially foreseen. E-tivities will be a tool I will continue to use in my teaching.

Besides the e-tivities, I used other tools, such as Padlet, with varying degrees of success. The key, I guess, is to try, learn from the experience, adapt, and 'keep calm & carry on'!

Nuria Cortes: Reflection on teaching and learning practices

Staring with my experience, my relationship with the pedagogy discipline was not extensive. I did not study pedagogy or any other educational degree though I am currently enrolled in a Pedagogy course to enhance my teaching and learning knowledge. My teaching practice started through an internship with a Vice Dean, sharing his classes in the Humanities and Social Sciences Department. Moreover, coming from a business and economics background did not help a lot with the pedagogy material. In a field where everything is praxis, effectiveness, and monetarily benefits, my teaching training was based on observations from mentors and colleagues but, mostly, self-taught. All my practices were under the spectrum of "test/fail" scenarios as well as knowledge acquired indeed by my own experience as a learner and observing and talking to my former students. My curiosity and tireless desire to know played an important role in the achievement of my MA in Leisure Studies and my PhD in Leisure and Human Development.

The reason for this contextualisation is because both qualifications are directly connected with informal education, and I found very interesting the many common thoughts and ideas from the school of thought of which I am/was part of, and the learning and teaching process and philosophies coming from pedagogy. As noted above, the name of my PhD programme is Leisure and Human Development, which connects mainly to humanism (Cuenca, 2000) at the same level that many of the theories and philosophies studied. Knowing mainly as a form of informal education, the humanist leisure reaches some common points with the fundamental processes of learning and the three dimensions of learning of Illeris (Illeris, 2018). My reflection about my MA and PhD affiliation to the humanism philosophy and its direct correlation with teaching and learning connects me through the diverse perspectives from where look at leisure. Among them, we can find the following:

- the therapeutical power of leisure, mainly settled in USA, among phycology and aging (Kleiber, 2020).

- consumption and mass consume, extended worldwide, and committed to the economy and business´ profitability.

- humanist leisure, established in Europe and looking for the human/personal development (Cuenca, 2000).

- industrial and entrepreneurship aspects of leisure, connected with the development of the cultural and creative industries and the regeneration of the cities (Laundry, 1993, 2000), (Richards and Throsby).

Certainty, this is an informal channel of education but not for that reason less valuable for the purpose of improving the learning process. An example of informal learning is the programme Deustobide[42], an informal education package that counts with a university diploma, a wide range of courses such as monographic courses or travel courses (sessions and trips). An interesting example that joins education, leisure, and human development dimensions.

On the other hand, regarding my experience as a teacher, I taught students from a diverse range of ages, nationalities, and backgrounds. The last year has been especially challenging because it was the first time that I taught adults from many different countries, in the English language. Some difficulties arose regarding misbehaviour and lack of discipline generating conflicts and awkward situations. My own learning process of handling and solving those circumstances echoes some of Brookfield´s ideas pointed out regarding the critical reflective practice "it is mainly true that all teachers tend to blame themselves rather reflect upon the complexity of pedagogical encounters" (Brookfield, 1998: 5). Also question me whether may it be the answer to the given question related to caring in education (Noddings)? Or reflective learning (Kolb's and Gibs)? Or social learning (Piaget, Vygotsky or Papert)? Or continuing health education (Brookfield)? Under the assumption that "learning is a complex process of sense-making to which each learner brings their own

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[42]For further information in this link: https://www.deusto.es/en/home/we-are-deusto/university-centres/other-centres/deustobide

context and has their own needs" (Brookfield, 1998: 4) the improvement of students´ learning should be rooted in all the theories above.

It is common to reflect on how to improve students learning as part of a lecturer/teacher commitment. Therefore, some of the rationales might be founded not only on the digitalization of the methods but also on the aspiration to reach further into and enhance the student's learning. It is imperative to achieve not just the learning outcomes but also this own sentiment of aiding our students as much as possible that, personally, many teachers share. Subtlety, we are talking about the caring on education idea (Noddings, 1999). Nevertheless, pedagogy is more effective-oriented and applied than a time ago, even though, there are unexpected circumstances that place teachers and lecturers in an unsettling zone. The most current example is the COVID-19 outbreak which outstands the debate on synchronous or asynchronous delivery of the sessions, technological tools, and its relations with certain companies among other debates that pointed out the continuous improvement and learning needed in the education system.

Attached to that improvement process and concluding with the purpose of replying to the question "*how can be improved the student´s online learning?*", below there are some potential values and areas that have been set up based on pedagogy theories and personal and collegiate observation. They might be considered essential in the task of improving the student´s online learning process.

1. Environment of freedom – based on bell hook ideas plus Kate Exley et. Al.

An environment of praxis and doubting to foster active engagement and participation. Small groups of working and personal tutorials might be key for that purpose. It does not necessarily have to be small cohorts, thinking about the economical sustainability of the universities, but teamwork has been proved as one of the most effective instruments of learning.

2. Inclusive and cohesive cohorts – respect and treatment of conflict and pedagogy of care.

3. Boosting dialogue and understanding

On many occasions, students manifested the necessity to feel listened to and understood not just by the teacher, but also by the organisation with which they are affiliated. It plays an essential role in making an informed decision of joining an institution when they really know about the organisation's values and philosophy. Even if there is not an easy answer and path to meet our student´s expectations, the dialogue is vital and essential to liaise and join sides and misreading and misunderstanding. It is not a matter of demographics, nationalities, or backgrounds, it is a matter of re-humanism in the process of teaching and learning.

4. The implementation of technology and the use of information – Prof. Marianne Franklin.

It is noticeable the debate on the implementation of technology but also the use of the information. The management of "free" software such as cloud or digital networks for educational purposes opens an

enormous discussion not just about the supplier companies but also the prevailing need to masteries and be proficient in those software systems.

5. The change in the role of teachers and lecturers

The change of prism and paradigm in the profile of the educator: facilitator, mediator, and mentor that glimpse teachers closer to a coach than that wise person who knows better and contains (just) all the information.

All the previous points state how difficult is to generate valuable and meaningful experiences of learning under a system of education more pressured by the banking system (hooks, 1994). Teachers are not merely transferring information, in the global and easy-access era of information, the key point might be to look at the tools and roots created to simply learn. I share the idea of the learning process of Illes (2018) stating that the journey and process of learning work in both directions, student to teacher and teacher to student. It is composed not just of information but also to enhance and improve soft skills that will help to reach goals and tackle not just professional but also personal circumstances.

In this matter, many other questions arise: are we looking at innovative ways of teaching? which ones? are they based on collaborative or hybrid methods? Is the future teacher/lecturer a mixture of mediator, facilitator, social worker, and teacher? It might be essential and relevant for future reflections to stop and think about the profile required for the positions and unfortunately foresee the influence of the banking system (hooks, 1994) on the future of education.

Nuria Cortes: case study on the use of MURAL as an interactive and collaborative digital tool

This section comprises my experience over the last two years facing unexpected circumstances that influence and involves the students' experience and learning. The focus of this piece of work relies on the use of the MURAL tool to prove interactive and collaborative digital workshops and activities.

This case study will present two practices undertaken to fulfil some of the areas and tasks of the ABC methodology for designing learning and providing a co-creative experience for the learners (Laurillard, 2022). Both workshops allow me to reflect critically not only on my teaching practise but also to improve my understanding of digital skills as a facilitator and engage with a range of sources to decolonise my pedagogical approach.

The last two years have been characterised by being full of unexpected circumstances. Not just the Covid-19 pandemic but also other unexpected facts such as Brexit, the Ukrainian war, inflation, industrial actions (on educational institutions and transport, among others), etc. have influenced our personal life and the professional sphere. This case study looks at the impact on education in two specific circumstances: how covid-19 and industrial actions (strikes) in the universities of the UK affected on the delivery of the delivery.

Since many in-person sessions were disrupted by those circumstances, the problems of interaction, engagement and experiential learning affected the students. That placed many teachers and lectures in a situation where it was needed to include a digital instrument that facilitates the improvement of students´ experience as well as their own teaching practice.

The MURAL[43] digital tool is a collaborative digital platform that enhances the experience of teamwork and as it states on its official website "connects teams with a digital whiteboard and collaboration features designed to inspire innovation" (MURAL, website). It is mostly addressed to multidisciplinary teams which belong to the same company or a consortium of parties who work collectively on a project or process. The platform also allows the use for teaching and learning purposes, providing a special price bundle. Its interesting features highlight the importance of this specific tool in the development of teaching actions and how it allows the achievement of learning outcomes as well as being a good practice for the student's future and potential employability.

The theoretical framework that relates this digital platform with the teaching and learning foundations is based on the regard for experiential learning (Kolb, 1984), and fosters engagement by providing online interactive activities, an innovative practice of reflective learning (Brookfield, 1998). On the other hand, this practice was the intent of using all the digital knowledge acquired from TaLIC to deliver a high standards quality of blended or entirely online lessons during the covid-19 times; it was implemented by the ABC methodology - design for learning (Laurillard, 2022). All are based on the two levels of the learning process: theory and practice which captures three key ideas: a) the essentially iterative nature of learning, b) the communication flow, and c) the goal-oriented actions with feedback that are necessary to complete the learning process (Laurillard, 2022). All the six learning types were included in the lesson planning and the MURAL platform helped to reach some of them due to the methodology used being completely focused on the six different actions required.

On another note, it is important to mention the figure of the teacher who becomes a facilitator within the dynamic. Her/his task is not just to be a mere observer who provides the content and materials. S/he merges within the idea of becoming a technical and educational facilitator creating a digital environment of freedom (hooks, 1994) and inclusivity. It might be interesting to reflect on this "new" environment and what are the criteria to transform physical etiquette into the virtual one.

Focusing now on the MURAL workshop practices, both represent a moment of discussion and teamwork about a case study to connect with the materials and theories undertaken in the previous sessions. Below, there is a brief description of each under the same categories: date and context, participants, the methodology utilised and outcomes.

1. Lockdown scenario – King´s Cross workshop

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[43] For further information about the MURAL tool, visit its website: https://www.mural.co

The first workshop entitled "King's Cross case study analysis – Co-Creation workshop" was a synchronous session delivered on the fifth week of the spring term of the academic year 2020/21 (see image 1). It was noticeable that this session came after months of lockdown and the students were used to receiving and interacting with Teams and Zoom digital software. Even though all of them did not know the MURAL platform, this was a new experience for them.

FIGURE 8. KING´S CROSS VLE AREA DETAILS AND MATERIALS.
Source: Author's own elaboration - Nuria Cortés.

Regarding the participants, this module had eight students who were divided into four groups, small teams of two members to boost participation. All the needed materials were uploaded to the VLE Moodle specific area: academic and case study readings (two sources per folder). A presentation contextualising the topic was given by the teacher before starting the activity. Moreover, the students had 15-20 minutes to familiarise themselves with the use of the platform and its features. The students were asked to investigate and retrieve the information needed to complete the square assigned to each group within 45 minutes in a freestyle – the topic was the King´s Cross regeneration process but no more details or guidance was provided. After the collection of the information required, the groups posted sticky notes on the whiteboard and rehearsed for their presentations – 15/20 minutes presentation with Q&A. It was a final discussion with all the participants individually, after each group presentation. As it is shown in the image below all groups finished the tasks successfully.

FIGURE 9. KING´S CROSS WORKSHOP OUTCOMES.
Source: Author's own elaboration - Nuria Cortés.

After the session, and out of recording, all the participants (teacher included) had an informal voluntary conversation where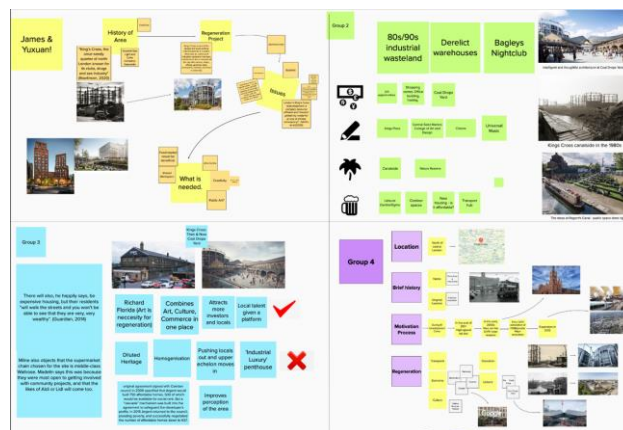 everyone was welcome to give their opinions and feedback about the MURAL tool and the materials and topic developed and worked with.

2. Industrial actions (strikes) scenario – Nine Elms workshop

This second workshop was named "Conversation with Chris Mines and Nine Elms workshop" and was held as a synchronous session delivered on the sixth week of the spring term of the academic year 2021/22 (further details in images 3 and 4). In this case, this session was the second online due to industrial actions and the students were used to Teams and Zoom software too. Again, just a few of them knew the MURAL application so it was new software for most of them.

FIGURE 10. NINE ELMS VLE AREA DETAILS.
Source: Author's own elaboration - Nuria Cortés.

On this occasion, there were twenty-eight participants who were divided into five groups; it was considered small groups of 5/6 members. Previous materials were uploaded to the VLE area some days prior; this workshop was supported mainly by official websites with relevant information about the topic: the regeneration project of Nine Elms. Chris Mines, the manager of the tourism and experience department of the Battersea Power Station was the person in charge to open the session with a talk/conversation explaining part of the project and its relationship with the district. Again, the students had 15-20 minutes to familiarise themselves with the use of the platform and its features before starting the workshop.

FIGURE 11. NINE ELMS WORKSHOP MATERIALS.
Source: Author's own elaboration - Nuria Cortés.

The same methodology was conducted by the students – investigate, retrieve, fulfil the square assigned, put the sticky notes, and get ready for the presentation – but this time, detailed instructions were provided. The timing was the same, 45 minutes to collect and analyse the information and 15/20 minutes presentation with Q&A. As shown in the image below (image 5), just one group was not able to finalise time the tasks successfully however, all the students participated in the final discussion.
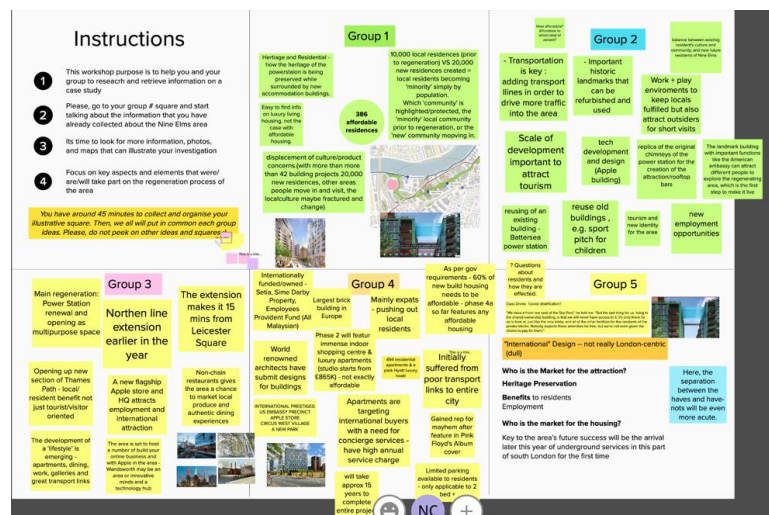

FIGURE 12. NINE ELMS WORKSHOP OUTCOMES.
Source: Author's own elaboration - Nuria Cortés.

Again, after the session - out of recording, all participants (teacher included) had an informal voluntary conversation where feedback and opinions were regarding the MURAL tool and the materials and topic developed.

Based on Kolb´s reflective learning, the learning and teaching process was critically tested and validated from the first event to the second, moving through each of the phases. The student´s feedback and the teacher´s own experience and observations were critical points to be able to critically analyse this case study through the lens of experiential learning, digitalisation of the educational practises and the application of the ABC methodology. As follow, some of the main inputs noted down from the sessions, this paper just provides 4/5 in each section.

Insights from the teacher-facilitator

- Demographics or/and age might interfere in the development of the teamwork – digital gap existing as well as connection accessibility.

- The previous conversation with a guest speaker aid and feed the workshop.

- Cocreation and collaborative learning were achieved through a digital tool.

- Experiential learning experiences achieved regarding the students and the teacher – indirectly many of the participants went through each of Kolb's cycle phases without realising. Nevertheless, within the final feedback, they exposed that reflective journey.

- As teacher and facilitator, the second event worked better than the previous one. I mastered myself reaching a proficiency level of undertaking a wide range of workshops and activities synchronously.

Insights from the students

- In both workshops were more than a group which experienced technical difficulties.

- The MURAL platform was not very pleasant for some of the participants, generating feelings of frustration and being overwhelmed.

- Aside from the previous points, almost all the students expressed that they had an enjoyable time and considered the workshop a successful session.

- The students mentioned that they would have appreciated having more time to work on the whiteboard.

In conclusion, this case study represents a good opportunity to illustrate many of the pedagogy theories and philosophies. The reflection made on both events connects not just with the experiential learning but also to the caring in education, debates about the technological gap (digital natives), inclusion and cohesion of the cohorts, engagement and how to promote it, stimulation of co-creative and collaborative group work as well as the creation of a safe and free environment where all participants are treated with respect and equality.

Conclusion

The case studies presented illustrate tools that can be applied to a variety of contexts. The main message underlying the paper is that careful consideration needs to be given to the design of the learning. At a time when education and the process of teaching and learning are rapidly changing, the practices explained above link directly with the idea of reflective teaching and learning including indeed a wide variety of theories and opportunities to generate meaningful learners/students' experiences. Moreover, this idea brings back the connection and relation between teacher and learner and how it is possible to improve and develop both experiences (Illes, 2018). Proactiveness is needed from both parties and, hopefully, it might be transformed into engagement and commitment.

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