

Walk gum and chew at the same time

Adam Gibbons (he/him)
PgCert Action Research Project
UAL 2025-26



“There is not nearly enough practical discussion of ways the classroom settings can be transformed so that the learning experience is inclusive.”

Teaching to Transgress, bell hooks, 1994

Hamilton, L.G. and Petty, S. (2023) ‘Compassionate pedagogy for neurodiversity in higher education: A conceptual analysis’, *Frontiers in Psychology*, 14.

Beames, S., Higgins, P. and Nicol, R. (2012) *Learning outside the classroom: Theory and guidelines for practice*. London and New York: Routledge.

“Providing structure for in-person sessions and independent tasks; and considering ways to limit time spent in crowded, brightly lit or noisy spaces”

Compassionate pedagogy for neurodiversity in higher education: A conceptual analysis,
Hamilton and Petty, 2023

“Walking is an easy-to-implement strategy to increase appropriate novel idea generation”

Give your ideas some legs: the positive effect of walking on creative thinking, Opezzo and Schwarz, 2014

Introduction to BA Design for Art Direction

Year 1, Semester 1



“Conceptualising a tolerance of ambiguity and uncertainty as a threshold concept in creative disciplines means that we need to consider ways to help students transition into the art school”

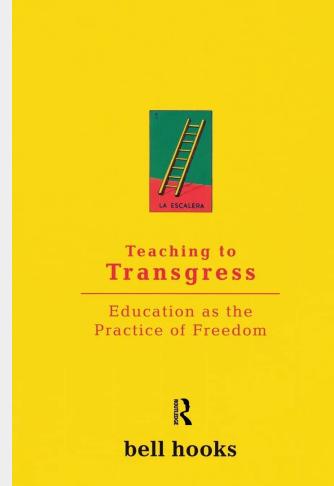
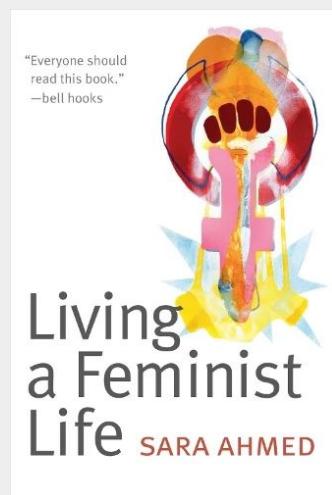
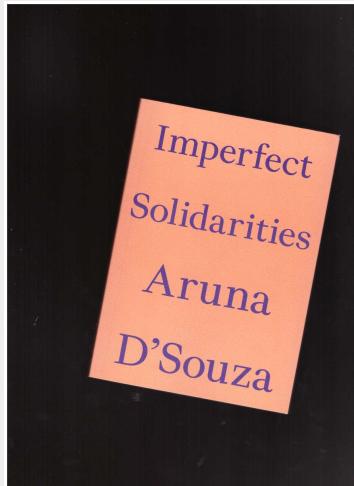
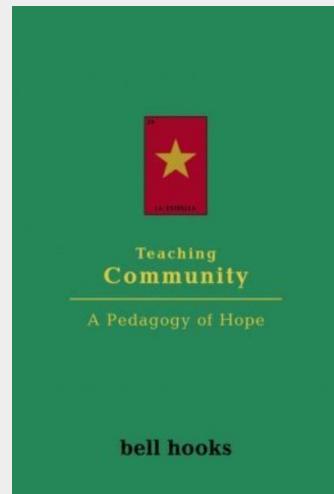
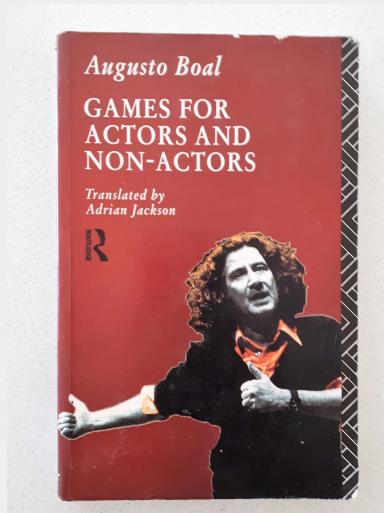
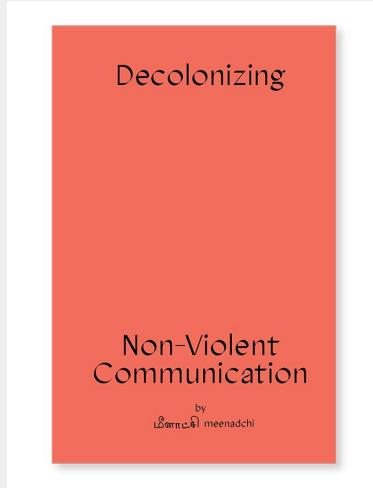
Art and Design Pedagogy in Higher Education: Knowledge, Values and Ambiguity in the Creative Curriculum, Orr and Shreeve, 2017

Orr, S and Shreeve, A. (2017) *Art and Design Pedagogy in Higher Education: Knowledge, Values and Ambiguity in the Creative Curriculum*. London: Routledge.

What is Nonviolent Communication (NVC)?



Rosenberg, M.B. (2015) *Nonviolent communication: A language of life.*
3rd edn. Encinitas, CA: PuddleDancer Press.



The Components of Nonviolent Communication

Observation:
How can you describe what's happening in order to build a shared reality?.

Feeling:
How do you feel about this observation?
What do you feel in your body?

Need:
What need comes up for you from this observation?

Request - what can you ask for as a first step towards what's important for you?

“It matters how we arrive at the places we do”

Queer Phenomenology: Orientations, Objects, Others, Sara Ahmed, 2006



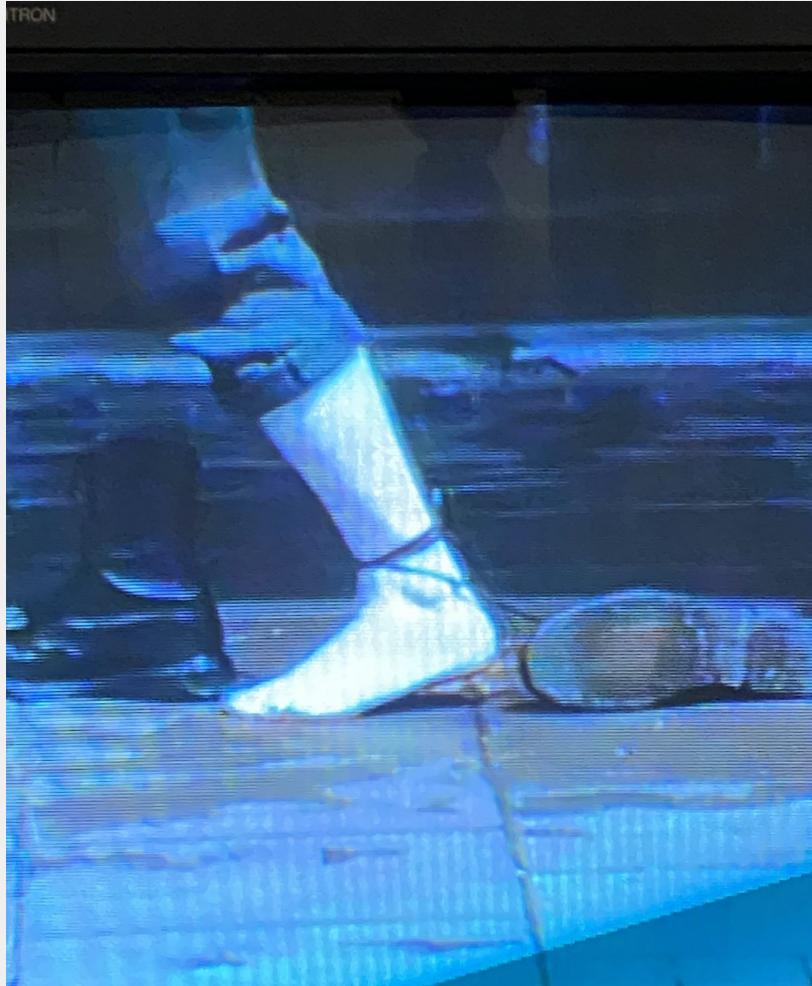
I want to acknowledge that nothing's perfect and even if something was perfect it would be someone's idea of perfect, and not someone else's idea"

Belonging Through Connection, bell hooks and john a powell, 2015

hooks, b. and Powell, j.a. (2015) *Belonging through connection*. Othering and Belonging Institute, 1 May. Available at: <https://youtu.be/0sX7fqIU4gQ>

ARP Workshop

Mona Hatoum, Roadworks, 1985

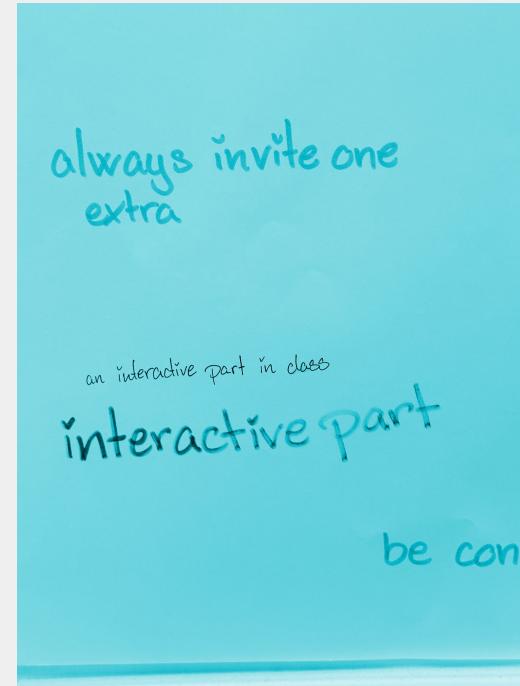
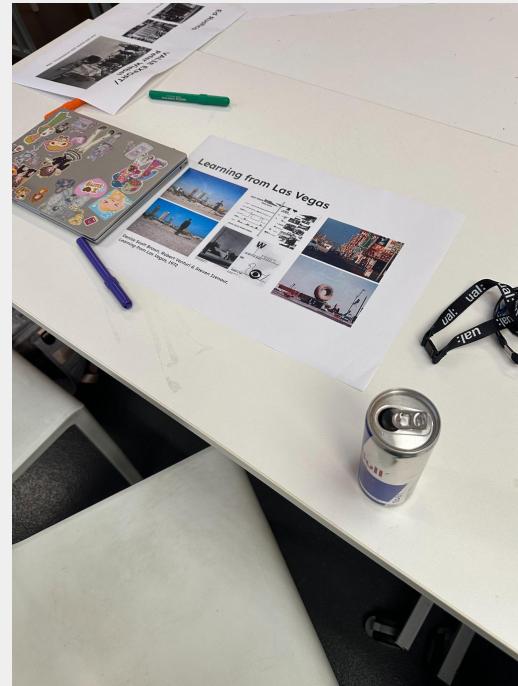


Walking > Documenting > Reflecting

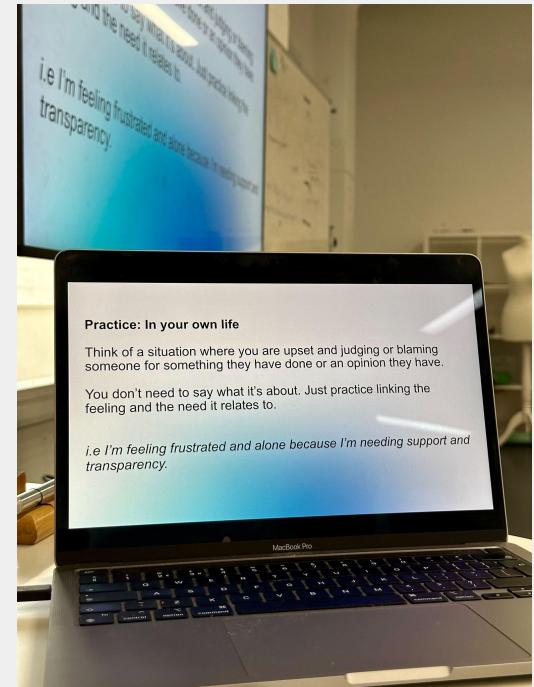


De la Warr Pavilion visit, 2023 and Tate Modern visit, 2025

Agreements and Aspirations > Movement Practices



Introducing NVC: Feelings and Needs



Introduction to DfAD 2025: NVC Four-Step workshop

Walking and Noticing

Duration: 30 mins
Reflection: 20 mins



Play with this structure on loop

Observation: When I walk past this colourful poster,

Feeling: I feel calm

Link it to a (met) Need: Because it **meets a need for** grounding

Request your partner to continue:

Can you tell me one thing you are noticing now?

Observation: As I walk past this busy cafe and hear all this noise

Feeling: I feel overwhelmed

Link it to an (Unmet) Need:

Because I **have a need for** peace and space.

Request your partner to continue:

Can you tell me one thing you are noticing now?

In your pair

- Name up to 3 places you're drawn to in LCC
- Name up to 3 qualities of spaces you find comforting



Reflection on methods



Pope L., *The Great White Way: 22 miles, 9 years, 1 street, 2001-2009*

“mess is an integral and purposeful part of the process of research, not merely a description of where approaches merge”

The purpose of mess in action research: Building rigour through a messy turn, Tina Cook, 2009

Cook, T. (2009) ‘The purpose of mess in action research: Building rigour through a messy turn’, *Educational Action Research*, 17(2), pp. 277–291.

Survey

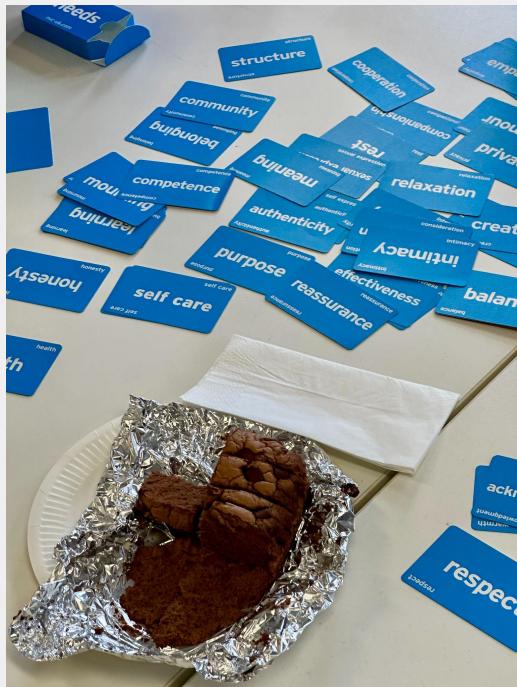
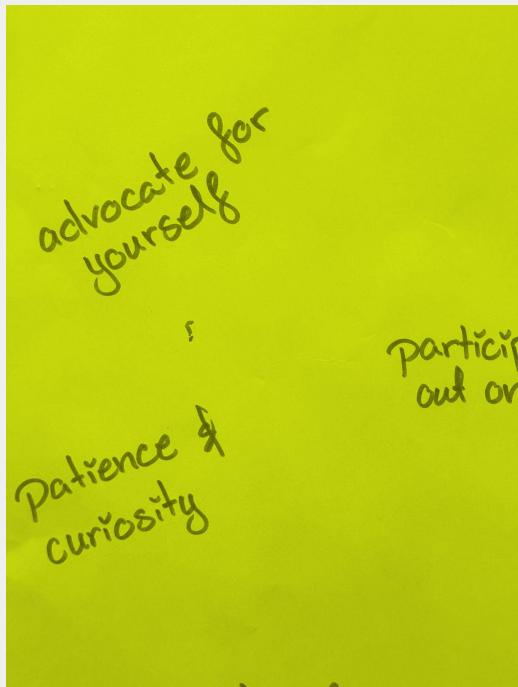
Observations in session

Feedback through individual pastoral tutorials -
informal comments from students

Feedback from colleagues

Observations in assessment

Observations > data gathering



***My camera of choice is this small
mini tiny camera***

Summary of Project Findings

Adrian Piper, *Catalysis III*, 1970



Resourcing Ambiguity Student Quotes

"Our visit to Tate Modern really helped me connect what we learn in class with the real world and visual experiences",
Year 1 student, 2025

"By walking the campus I got new feelings of LCC",
Year 1 student, 2025

"I like the activity to listen others story and find out what they need",
Year 1 student, 2025

Most students - 91% - reported that the material was presented to them in a way that was effective for their learning

Resourcing Ambiguity Student Quotes

"In the studio I am more focused on what's being taught however outside the studio I gain knowledge through experience",
Year 1 student, 2025

"I really liked the walking around, as we were able to notice things we hadn't before.",
Year 1 student, 2025

"I felt calmer and more motivated when being outside the studio",
Year 1 student, 2025

73% of students reported preferring to spend time outside the studio

Reflections:

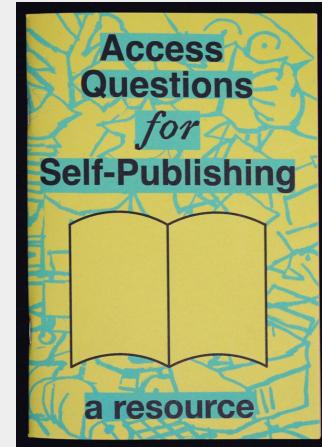
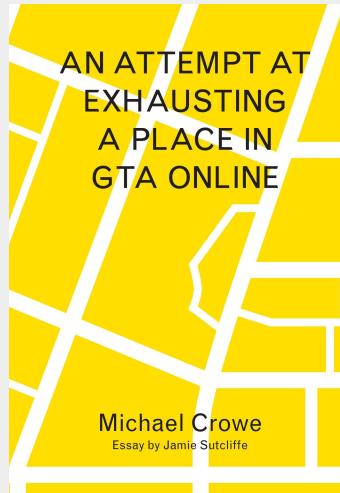
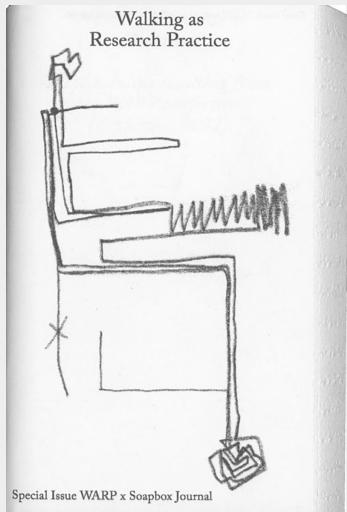
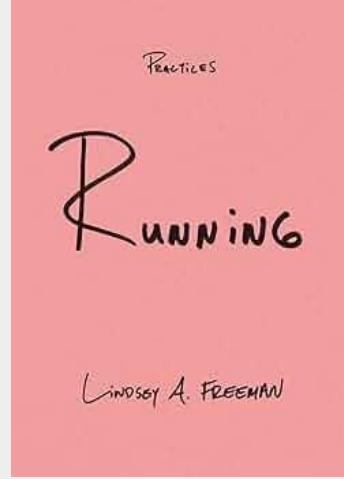
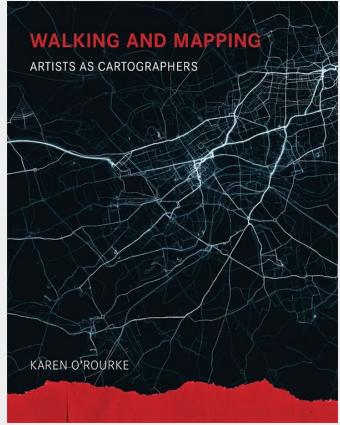
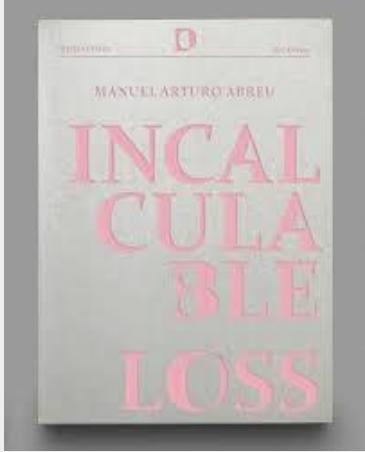
What worked well - what could be continued or embedded in other units?

- Explore with year 2 and 3 students (more familiar with NVC and research approaches)
- Some informal work already undertaken with year 3 (Self Initiated Project unit) to scaffold a crit
- Planning to embed mindful walking and noting practices in year 2 semester 2 unit

Literature

Ima Abasi Okon, Incorporeal
hereditaments like Love [can]
Set(s) You Free, according to
Kelly, Case, Dru Hill, Kandice,
LovHer, Montel and Playa with 50
- 60g of
-D,e,l,a,y,e,d];—O,)n,s,e,t2;—;[hear
t];M,)u,s,c,l,e3;[heart];—S,)o,r,e,n,e,
s,s4, 2025





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Thank you

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Pope L., *Times Square Crawl a.k.a. Meditation Square Piece*, 1978

“Rather than embodying the conventional false assumption that the university setting is not the “real world” and teaching accordingly, the democratic educator breaks through the false construction of the corporate university as set apart from real life and seeks to re-envision schooling as always a part of our real world experience, and our real life.”

Teaching Community bell hooks