

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



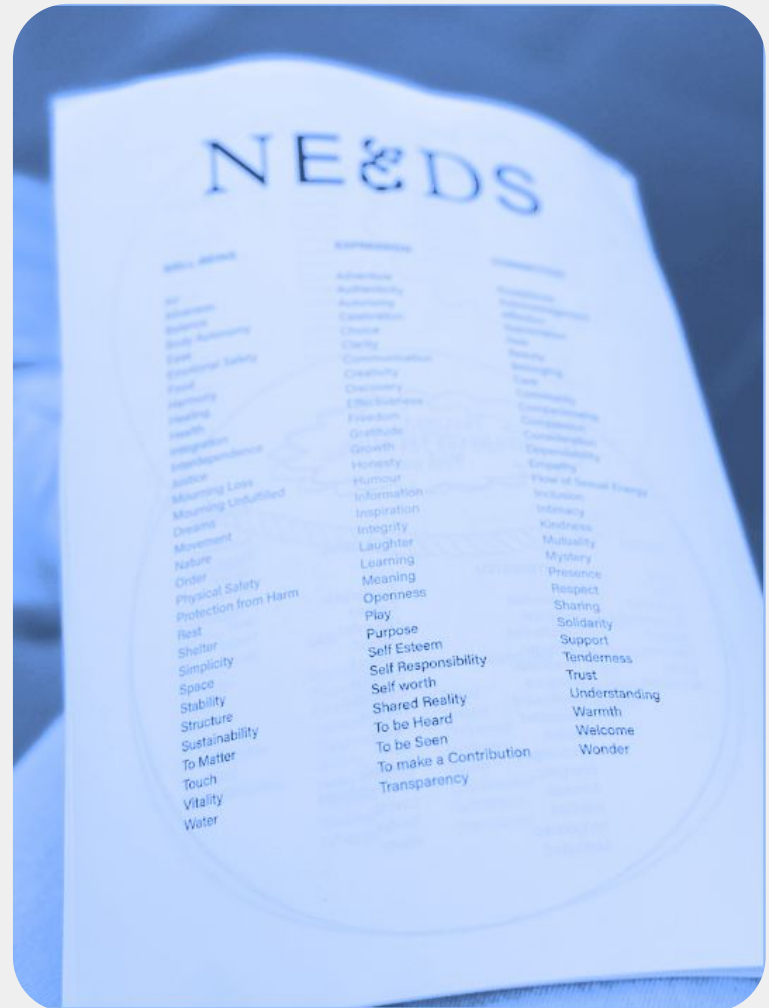
“Conceptualising a tolerance of ambiguity and uncertainty as a threshold concept in creative disciplines means that we need to consider ways to help students transition into the art school”

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.



Decolonizing

Non-Violent
Communication

by
മീനാക്ഷി മേനോൻ meenadchi

Augusto Boal

GAMES FOR
ACTORS AND
NON-ACTORS

Translated by
Adrian Jackson

R



Teaching
Community

A Pedagogy of Hope

bell hooks

Imperfect
Solidarities
Aruna
D'Souza

"Everyone should
read this book."
—bell hooks



Living
a Feminist
Life SARA AHMED



Teaching to
Transgress

Education as the
Practice of Freedom

R
bell hooks

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/0sX7fqlU4gQ>

ARP Workshop

Mona Hatoum, Roadworks, 1985

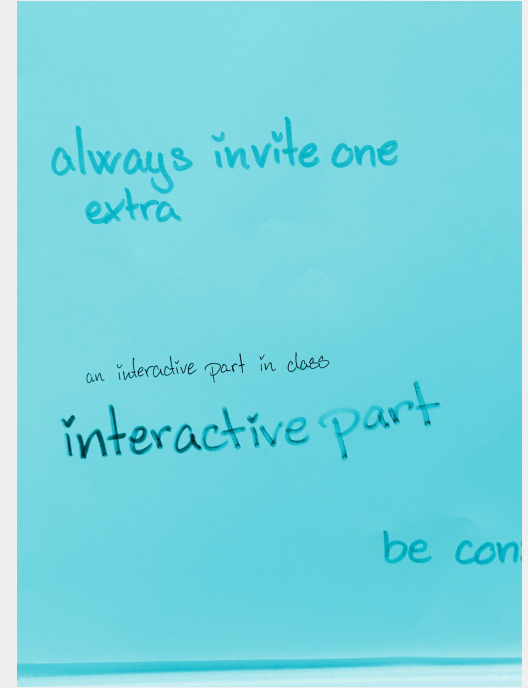
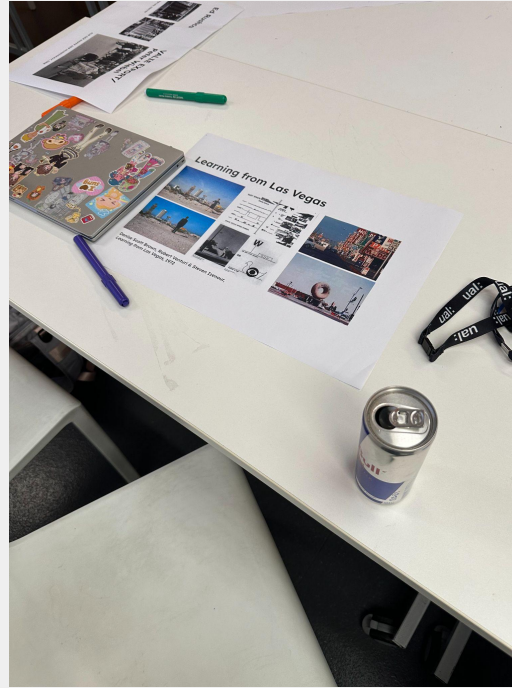


Walking > Documenting > Reflecting

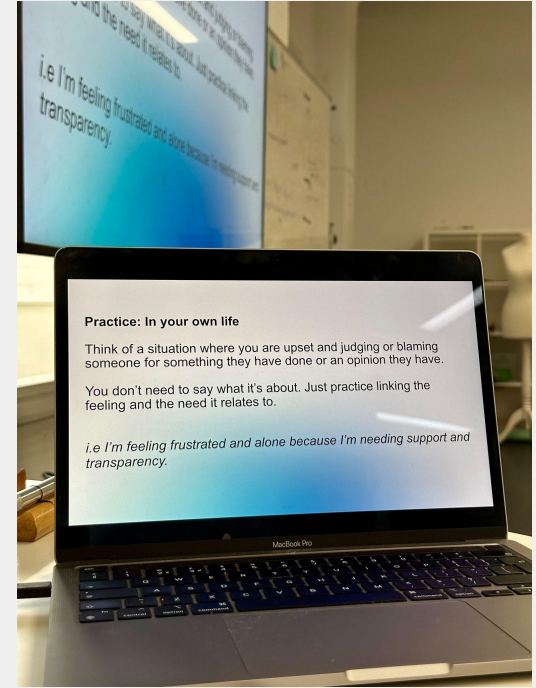
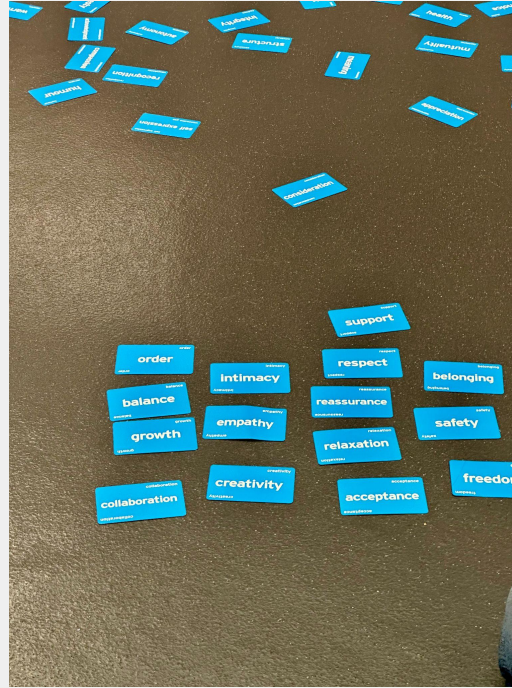


De la Warr Pavilion visit, 2023 and Tate Modern visit, 2025

Agreements and Aspirations > Movement Practices



Introducing NVC: Feelings and Needs



Walking and Noticing

Duration: 30 mins
Reflection: 20 mins



In your pair

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

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?



Please scan to complete the short survey

Your responses will be treated anonymously

Thank you



Questionnaire

Collaboration and Communication Workshop Feedback

1. How useful was the information provided in the survey?

☐ Not at all
☐ Not much
☐ Somewhat
☐ A lot

2. How useful was the information provided in the survey?

☐ Not at all
☐ Not much
☐ Somewhat
☐ A lot

3. How useful was the information provided in the survey?

☐ Not at all
☐ Not much
☐ Somewhat
☐ A lot

4. How useful was the information provided in the survey?

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☐ Not much
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☐ A lot

5. How useful was the information provided in the survey?

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6. How useful was the information provided in the survey?

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☐ A lot

7. How useful was the information provided in the survey?

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8. How useful was the information provided in the survey?

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9. How useful was the information provided in the survey?

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10. How useful was the information provided in the survey?

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11. How useful was the information provided in the survey?

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☐ Not much
☐ Somewhat
☐ A lot

12. How useful was the information provided in the survey?

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13. How useful was the information provided in the survey?

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☐ Not much
☐ Somewhat
☐ A lot

14. How useful was the information provided in the survey?

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☐ Not much
☐ Somewhat
☐ A lot

15. How useful was the information provided in the survey?

☐ Not at all
☐ Not much
☐ Somewhat
☐ A lot

16. How useful was the information provided in the survey?

☐ Not at all
☐ Not much
☐ Somewhat
☐ A lot

Project Information Sheet



Research project: Walk Gum and Chew at the same time

Participant Information Sheet

About this study

This study is part of my research on the PgCert Academic Practice in Art, Design and Communication at UAL.

To explore ways to improve community building, I am conducting an enquiry into student's experience of BA Design for Art Direction at UAL. I am interested in student and course team experiences and reflections of using NVQ methods across all three years of the course.

My research will document, evaluate and analyse responses to NVQ-informed Communication, Collaboration and Shared Leadership workshops. The methodology will be qualitative, using a responsive evaluation approach. This will consist of a survey and an in-depth focus group with students and members of the course team. Responses will be analysed thematically.

What does it mean to take part?

If you take part you are consenting to participate in workshops as part of your usual timetable activities, to complete a survey online. If recruited, you will take part in a focus group should you choose to. The focus group may take between 20-40 minutes. I will audio record the focus group and transcribe it. I will analyse verbal data produced in the course of the unit. The data will be used as the basis for academic analysis.

If you choose to take part, you will be free to withdraw your participation at any point. You will not be obliged to give any reason for deciding not to take part.

Will my participation be kept confidential?

Your anonymity is very important. The information about you will be confidential to me, as the researcher. This will not be identified individually anywhere in the research. If I quote anything you have said in an interview, it will be anonymous. An example might be "User A said: 'This project is...'".

What will happen to the results of the research project?

Analysis from the survey and focus group - including quotations from you - will contribute to an academic dissertation. Your identity may also be used in academic reports, papers or conference presentations. These may appear online.

Thank you for your contribution and participation in this study.

Contact for further information: Adam Gibbons, Investigator

Consent Form



Participant Consent Form

Project Title: Walk Gum and Chew at the same time

You are being invited to take part in a research project. Before you decide to take part it is important for you to understand why the research is being done and what it will involve. Please take time to read the attached information sheet carefully and discuss it with others if you wish. Ask if anything is unclear or if you would like more information.

- I understand that I have given my consent to be interviewed about my thoughts on Communication, Collaboration, and Shared Leadership workshops undertaken on BA Design for Art Direction at UAL.
- I fully give my consent to take part.
- I understand that I have given approval for my opinions to be included in the research outputs. Anything I say may be used in academic papers relating to the project, although these outputs will be anonymous.
- I have read the information sheet about the research project, which I have been asked to take part in and have been given a copy of this information to keep.
- What is going to happen and why it is being done has been explained to me, and I have had the opportunity to discuss the details and ask questions.
- Having given their consent I understand that I have the right to withdraw from the research programme at any time without disadvantage to myself and without having to give any reason.
- I hereby fully and freely consent to participation in the study, which has been fully explained to me.

Participant's name

(BLOCK CAPITALS) _____

Participant's signature _____

Investigator's name (BLOCK CAPITALS) _____

Investigator's signature _____

Date: _____

Consent

Investigator: Adam Gibbons

Tel: 020 7514 6000 Email: a.gibbons@ucl.ac.uk

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

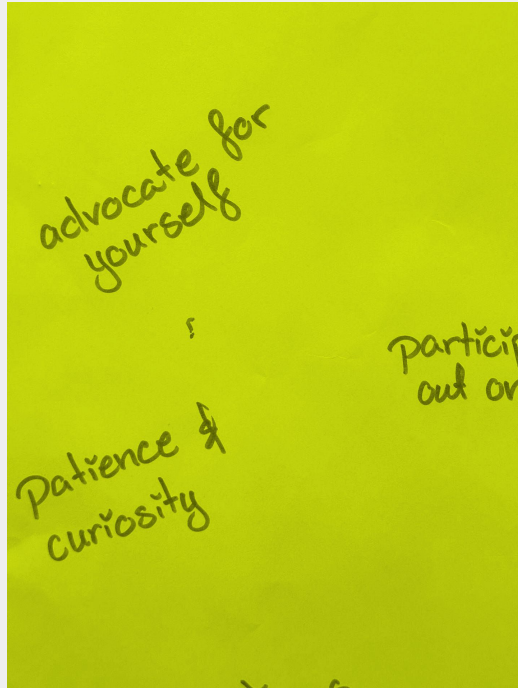
Observations in session

Feedback through individual pastoral tutorials -
informal comments from students

Feedback from colleagues

Observations in assessment

Observations > data gathering



Introduction to BA Design for Art Direction 2025: Agreements and Aspirations
comments, Needs lists with cake, and student moving image submission

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:

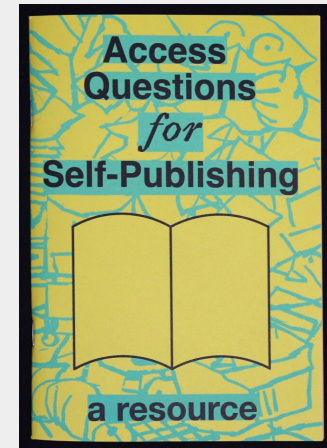
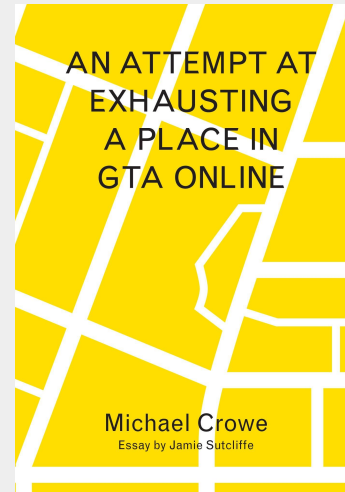
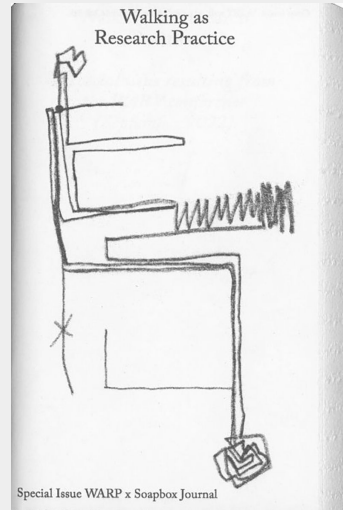
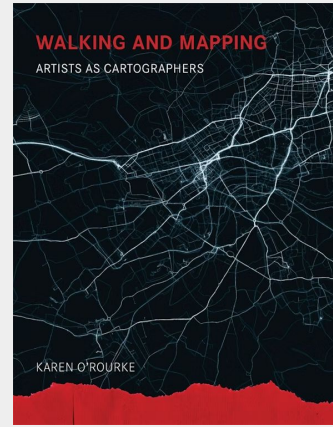
What worked well - what could be continued or embedded in other units?

- 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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<https://doi.org/10.1177/1468794110366814>

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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