

This document is a transcription of the key feedback collected in support of my academic poster.

Questions asked before the teaching intervention:

Q1: How many of your 88 peers do you regularly chat to?

8/10/10/10/10/10/20/5/15/20/2/8/10/15/10/4/4/3/5/10/4/8/11/20/9/3/20/3/5/5/6

Q2: Do you feel comfortable sharing your opinions with your peers?

Yes, I often do share opinions with my peers. However, I do sometimes get anxious with sharing my work.

Yes, however feel that some peers are in intimidating groups which stops me from socialising with more people.

It depends if I have ideas and if it is a lot of people. Sometimes I feel comfortable not with my opinions but with my language.

Not really, I am quite shy and most of the time I don't think my work is good enough.

Sometimes, I still need time to get to know the person better before I can share my opinions with them.

Q3: Do you trust your peers suggestions and views?

Yes, sometimes if I feel that my peer's work is good and can inspire me I would trust their view.

Yes, they can bring interesting new parts on my work that I many not have picked up before.

I would say I compare the views and chose the ones that are most suitable to my theme.

Depends on the peers and my opinion on their work.

Yes, but it will be challenged if the suggestions go against my belief and opinions entirely.

Sometimes no, because everyone has different tastes. Sometimes yes, it can help you experiment and find your way to better achievements.

Yes. Just sometimes in crit sessions you can see that they just try to be nice and not say all truth.

Sometimes most of them don't give arguments for their opinions and suggestions.

Questions asked after the teaching intervention:

Q4: Do you feel more comfortable sharing your opinions with your peers? Why?

Yes, I think when you state your opinion it helps strengthen your opinion.

Yes, I have now learnt to show work despite what stage it is at—this is something that I did not have the confidence to do before.

Yes, maybe because everyone realised that it is really useful and we need to learn to do a good critique.

I do. The tension disappeared all of a sudden.

I feel a bit more comfortable, I don't know what changed maybe talking to new people.

Q5: Do you trust your peer's suggestions and views more? Why?

Yes, the group were supportive when giving constructive feedback. The group gave suggestions on my work even if it wasn't fully complete.

No, not always—sometimes I cannot take suggestions seriously as they do not know how to support their views. They dislike work on a personal level without justification.

Yes, they are more honest.

To be honest, not really. People have been checking their phones, only one person was interested in work.

Q6: Do you think the class manifesto was a good idea? Why?

Yes, I do think it has helped and made the critiquing somewhat simpler and straightforward.

It shows what people think it's important.

It shows that we want the same thing out of a crit session.

It's a good idea but not everyone shows their work due to shyness.

Yes, it seemed to help the introverts come out of themselves.

Yes, it gives everyone a positive and kind incentive, stopping people from slating pieces of work they don't particularly like.

I believe that by the whole class being in the same situation, we are all supportive with each other.

Yes, because it lightens up the mood in the classroom.

Yes, it helps to evaluate details about what we need to think about while giving critique.

It helps to get some new ideas and to know each other. And it helps with your work going forward.

Yes, it helps people to see how they should feel about feedback and this creates positivity.

Yes, it teaches us how to give feedback and brings the class together.

Yes, because it lets us express our feelings and worries.

Q7: Do you think the class playlist was a good idea? Why?

Yes, I think it keeps a sense of enthusiasm.

Yes, it creates a sense of community.

Yes, because it makes lessons more personal/relaxing.

Yes it allows us to listen to a variety of music as motivation.

Yes, music has a tendency to put me in a better mood and helps me concentrate.

It's okay, I'm not a music person and certain music annoys me and frustrate me and make me lose focus.

Yes, because it unexpectedly motivates people while they're working and boosts mood in class.

Yes, great mix of everyone's personalities, provokes discussion.

Definitely, I am waiting for my songs, it's fun to hear what others are listening to.

I do. I loved the idea, I hope it continues because there are so many different styles that can make us more comfortable.

I think it is. For example I heard a good song and it was a start of conversation with a person I have never spoken to before.

Yes, it helps me feel happy and positive, less scared.

Yes, as listening to the music quietly as we work is encouraging, especially when it's the songs we picked.

Q8. In your own words, what do you think would bring you closer together with your peers?

I think putting me in random groups has helped me open up more with other peers.

Working with different people every week, getting comfortable with the whole class.

Smaller group sessions where everyone will have to know each other better (even if it was through more consistent APT sessions).

More time and classes like today, where there is a mix up of people.

Some kind of chats not in a class space, we should talk about various things, not giving just our opinions on their works.

Something like whole class workshops and projects.

Food to share and playing games.

Turning off phones.