



TIME TO VOTE

Student voices: Motivations for leading workshops

“I wanted to push myself out of my comfort zone & try something different.” (S1)

NEW EXPERIENCES

“I wanted to explore a new topic which I had previously not had much knowledge on so this opportunity allowed me to push myself to go into more depth.” (S2)

DEEP LEARNING

“I wanted to complete the workshop myself to build confidence and improve my presentation skills.” (S3)

CONFIDENCE / MASTERY

“To develop presentation skills and that is something I struggle with.” (S4)

MASTERY / SKILLS



WORKSHOPS

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DIGITAL LUXURY

(Ruffin)



dolcegabbana

LUXURY CHINA

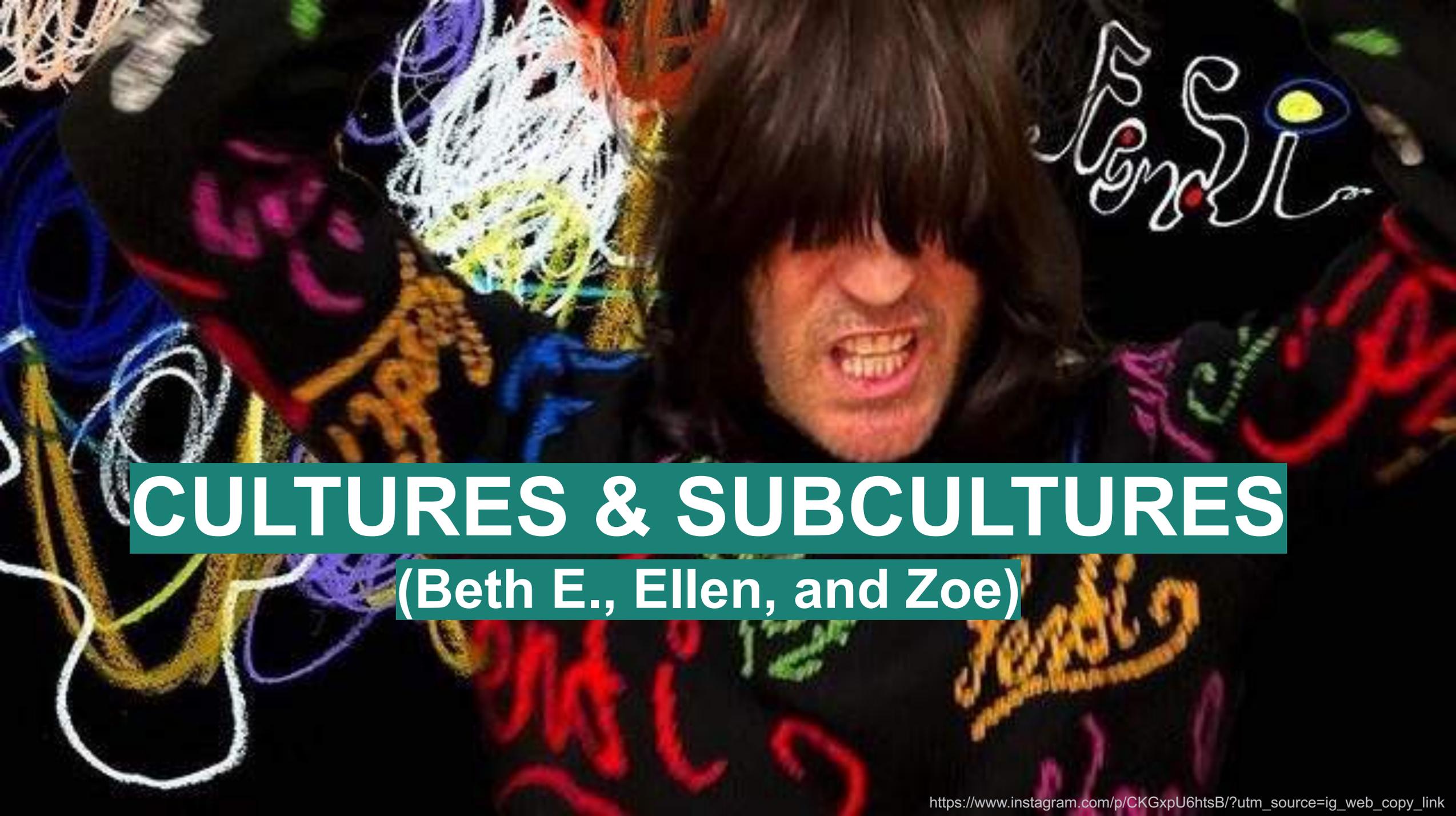
(Eleanor)

“起筷吃饭” 第1集



THE LUXURY CONSUMER

(Lara, Beth P., and Hannah)

A man with long, straight black hair and a goatee is shown from the chest up. He is wearing a black t-shirt covered in vibrant, multi-colored graffiti. The graffiti includes various styles of lettering and abstract shapes in colors like red, yellow, blue, purple, and white. He has a serious, intense expression, with his teeth slightly bared. The background is dark, making the colorful graffiti stand out.

CULTURES & SUBCULTURES

(Beth E., Ellen, and Zoe)



GROWTH MODELS

(Ruffin)



EVALUATION

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Evaluation: Informative feedback

Three types of evaluation were used:

- Peer-feedback ('stop, start, continue' method during session)
- Tutor-feedback (after session)
- Self-reflection (after session)

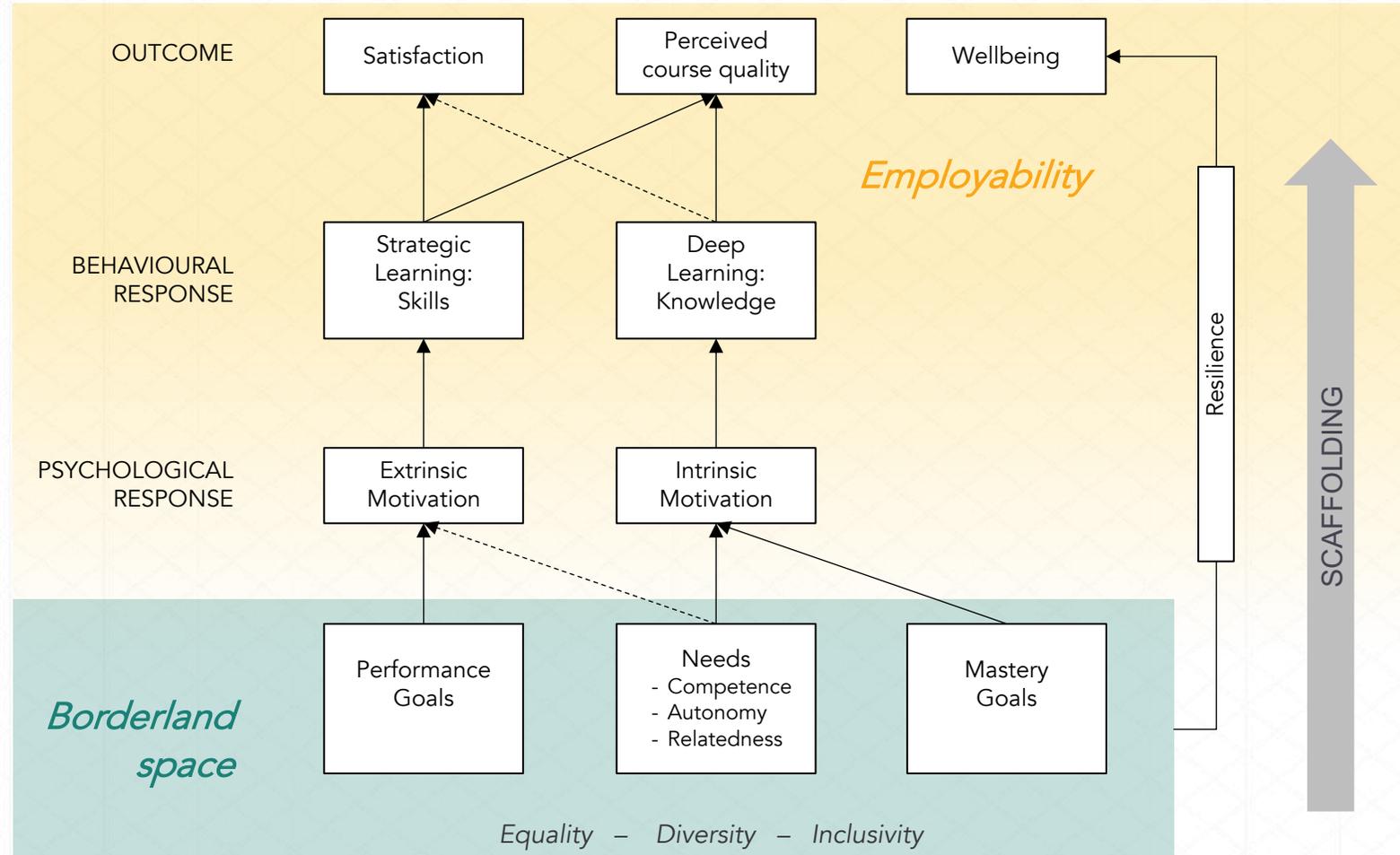


THEORIES

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Rationale: Borderland spaces and their benefits



Note. This framework is based on findings from Di Gregorio, Maggioni, Mauri, and Mazzucchelli (2019); Hill, Healey, West, and Déry (2019); Hill, Thomas, Diaz, and Simm (2016); Ryan and Deci (2020); Faranda, Clarke, and Clarke (2020); Rayburn, Anderson, Santini, Ladeira, Sampaio, & da Silva Costa (2017); Smith (2018); and Young (2005). Solid arrows represent principal associations. Dashed arrows depict possible links (e.g. Faranda et al., 2016 suggest that deep learning may not be linked to satisfaction).

REVIEW



The Thinker | Rodin (1901) | National Gallery of Art, Washington, DC, United States



Review: NSS data

Students were asked select NSS questions (Rejja, 2021)

- Overall satisfaction
 - Teaching
 - Learning opportunities
 - Academic support
 - Learning community
 - Personal development
-
- Assessment and feedback





Review: Employability skills

Marketing Skills (Di Gregorio, Maggioni, Mauri, & Mazzucchelli, 2019)

- **Basic soft skills** (e.g. teamwork, communication, resilience)
- **Core marketing skills** (e.g. planning, organisation and time management)
- **Analytical skills** (e.g. problem-solving)
- **Digital and technical skills** (e.g. knowledge of social media & e-commerce)
- **Customer insight skills** (e.g. knowledge of company and its customers)



Review: Student voices – Learning

“This opportunity allowed me to push myself to go into more depth It definitely encouraged me to push my understanding and delve into aspects I wouldn't have previously considered.” (S2)

DEPTH AND BREADTH

“I have found that researching and presenting a workshop yourself makes it easier to remember what you have learnt.” (S3)

RECALL



Review: Student voices – Skills

“It ... gave me good experience of presenting and assisted my communication skills.” (S2)

SKILLS



Review: Student voices – Community & Pride

“I felt very proud of the presentation that myself and my group gave.” (S2)

RELATEDNESS/PRIDE

I felt “satisfied that my group had done a good job.” (S4)

RELATEDNESS/PRIDE

I “was happy with the work that my group produced.” (S1)

RELATEDNESS/PRIDE



Review: Student voices – Confidence

“I felt a huge sense of achievement and a confidence boost I would think that I have presented one before, so I can do it again.” (S3)

MASTERY / CONFIDENCE / SELF-EFFICACY

I take home from the trend workshops “my confidence in speaking to groups...” (S1)

MASTERY / CONFIDENCE / SELF-EFFICACY



Review: Student voices – Experience

“Appreciated how it was being the other side of the screen.” (S4)

CHANGE OF PERSPECTIVE

“The class participated well which was motivating.” (S4)

ENGAGEMENT

Review: Student voices – Experience

“I enjoyed them. It was good to hear other students’ perspectives alongside assistance from the lecturer when needed.” (S5)

RECIPROCAL PEER TEACHING

“Watching the other trend workshops was extremely useful, not just in terms of the subject, but how the groups presented and engaged with the participants.” (S3)

RECIPROCAL PEER TEACHING

“I learnt a lot of knowledge from other teams and my own.” (S2)

RECIPROCAL PEER TEACHING

Review: Student voices – How to improve?

“Perhaps give the option that students can present a workshop individually, as well as in groups, because it personally gave me a huge sense of achievement and some people perhaps would prefer working on their own.” (S3)

MORE CHOICES



Review: Student voices – How to improve?

“Make the workshops mandatory, so as more people participate. That way others will be forced out comfort zones and learn the same skills.” (S1)

MANDATORY WORKSHOPS

“Making sure that everyone gets involved. It felt quite demotivating that not everyone on the course gave a presentation.” (S2)

MANDATORY WORKSHOPS

“Nothing, I’d say the whole process worked well. Maybe make it compulsory so everyone is in the same boat and participates fully in everyone’s presentations.” (S4)

MANDATORY WORKSHOPS



TAKEAWAY

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Take-home message

Borderland spaces should be sought and embraced, not avoided.



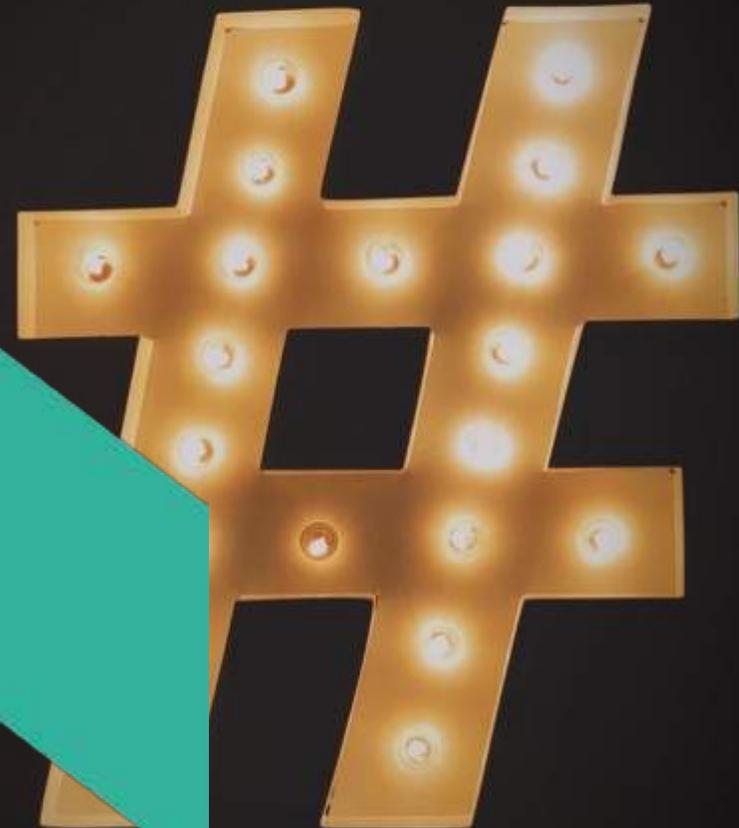
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THANK YOU!
MERCI
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HVALA!



EXCHANGE

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