

PgCert Interview-20251023_100712-Meeting Recording

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41m 57s

● **Christin Yu** started transcription



Christin Yu 0:03

Teaching for and in what capacity?



0:06

OK, so I've been teaching as I would say, a substantial part of my like income and professional life since 2017 and that is been mostly at [REDACTED], London and also the.



[REDACTED] and I have been teaching like [REDACTED] and [REDACTED] [REDACTED], so I often describe it as the academic underpinning for creative pathways and creative undergraduate degrees. And then on at the.

Postgraduate level I teach more specialists to my own areas, so [REDACTED] and [REDACTED].



Christin Yu 0:52

OK, great. And and what are the formats of your sessions like, are they seminar based lectures?



0:58

It's a combination of seminar and lectures, so I know Christin that you're familiar with the way that, you know, [REDACTED] and the way that you all work. So I have like, lecture based courses that I teach that I wrote myself and.

Obviously they're lecture based, but they're three hour sessions so they always involve like a discursive or sometimes a workshop component. And then when I am teaching seminars, it's ordinarily that I'm running a seminar based on somebody else's lecture content.



Christin Yu 1:31

OK. And so throughout the years, what kind of teacher training have you received or have you had access to which kind of we spoke about that?

1:40

So yeah. Yeah. So when I when I was, when I was doing my PhD, and that was at from 2015 to 19, I did the like workshop. It's like a two day workshop that's given to.

It's, you know, usually the postgraduate students before they could teach. I can't. I can't remember what it's called. It has elements of what I know are to be like parts of PG cert. But it's also what I remember about it was a was a whole lot about like UKHE policy.



Christin Yu 2:02

Mm-hmm.

2:18

And in some, in some case it was. It was also just like a review of like, the kind of things that we do when we do our online trainings for you know like that they are kind of HR trainings. But there was a practicum in it as well.

So yeah, I I can't recall too much, but I I to be honest, I my father is a was a teacher. My father is a a high school teacher. So when I think about what has made me like able to do the job of teaching I think.

A whole lot of it comes from just being acutely aware, like my whole life, that, you know, approaches to like engaging with students and learning but. But to be honest, not never in a formalised way. I think that being a an overachieving student, my whole life probably prepared me.

Need to be a teacher and also to observe what I felt was like examples of like poor teaching because that was part of the like this the dinner table conversation in my house.



Christin Yu 3:16

Hmm.

Can you elaborate on that a little bit like I'm just through the examples of like what?

3:24

What I guess I guess just the idea that like even from a super young age that the teacher wasn't always right and maybe this was this caused me to be even though I

was like, academically good, probably someone who would have been seen as like a mischief maker.

Or someone who was talking when they should be listening, but it came from the idea that, you know, like understanding that, like even when if a teacher for example like when I was in like 4th grade so like nine years old I had a teacher who was like politically conservative.



Christin Yu 4:02

Hmm.



4:02

And this was the [REDACTED]. And you know, I would come home and say, you know, [REDACTED] said this and my parents would say, well, that's a that's a political opinion. And this is not, you know, things like that. So I think just understanding that your teacher was a human being who was, like, not just bringing.



Christin Yu 4:11

Hmm.



4:21

Getting facts into the classroom but was bringing their point of view.



Christin Yu 4:27

That's really interesting. And so I was wondering if you could reflect on some of the difficult moments within your teaching career. If you could describe some challenging scenarios that where you haven't been sure of how to proceed?



4:34

Yes. So I would say last year was a big one for this in in a number of ways. Sometimes they're those difficult moments when it comes to like you know, quote unquote classroom management. But about you know we want this it to be a discursive space and.



Christin Yu 4:44

And.

5:02

And we're addressing, you know, sort of social, cultural and political topics. And we're also dealing with, you know, a spectrum of young people who are from different backgrounds and have different. And they're also artists. And I think I also think, you know, there's a set, there's a maybe, maybe this is a stereotype as well, but there's. A kind of maybe more like being in touch with your feelings and your emotions all the time, even in the classroom. For I think for us as teachers and for them. So I guess one example that really stands out. Was where you know to think that I might. I think that I am able to admit, like, if I'm that I'm infallible, right? That I might say something that somebody takes issue with or somebody might have more information about a student and I can adjust. And correct. You know what I said and I could, I could, you know, improvise around how to make that productive. But when students challenge each other, it's harder. And this happened in a seminar last year.



Christin Yu 6:11

Hmm.

6:16

Early on when I didn't really know the students and I didn't know the degree to which they know each other or never like been in a room together or like what their you know, I would say level of maturity and like their level of like understanding about what it is to.

You know, participate in a discussion where we like, listen and we, you know, say it's a safe space. But how do we actually make it a safe space? So in this case, a student was professing, like, you know, kind of need to have something.



Christin Yu 6:41

Mm-hmm.

6:51

Clarified with regards to like I can't remember, I can't even remember what was the way into it, but it it she the student shared a personal anecdote about having grown up somewhere in England.

With a lack of racial diversity, and she did so in a way that was both like that. She was proud and ashamed, or maybe just wanted to hold the floor and but. But the anecdote that she shared with some.



Christin Yu 7:12

Hmm.



7:26

Like embarrassment was about how like her community had, you know, rallied around like her community had amplified their like idea of British patriotism after Muslim families had moved to the area.

And like put up pictures of the queen and they were flying like, you know, Union Jacks. And so it was a sort of way of going, like, I'm one of these people who was not exposed to a lot of cultural diversity growing up.

And the you know it, it wasn't. It was a comment, not a question, but another student like jumped on to like right away saying or it came up later in a discussion about what does it mean to.



Christin Yu 8:02

Hmm.



8:18

Be an immigrant or to be someone who comes to the UK from abroad and like seeking employment. So a conversation around like the the like visa restrictions came about.



Christin Yu 8:31

Hmm.



8:32

And me and the person I was Co teaching with were both like [redacted], and I kind of pointed out I said, OK, well, the oh, it was about what is the difference between race and ethnicity, race, ethnicity and nationality. And like, how do we distinguish between these terms?

So I said, well, my, you know what affects your like right to live and work in the UK is

not your race or ethnicity, it's your nationality and that your what's on your passport is what governs whether or not you can be employed by the HMRC. So this was already not the topic anymore.



Christin Yu 8:58

Mm-hmm.



9:09

But it was what the students were then curious about. So I said, well, I I couldn't like work here. You know, I like to be candid. So I said I for a long time when I was a student and and just an [REDACTED], I couldn't freelance. And like, you know, I I was unable to apply for.



Christin Yu 9:09

Hmm.



9:28

Jobs that required permanent residency, and it's only because I'm a [REDACTED] citizen that I can do that now. And so they were it. They were kind of surprised by this. But then the initial student who talked about growing up in a, like all white community.

Said oh 'cause, I thought that like there's a priority given to people from ethnic minority backgrounds in, like in, like, HR. So my colleague and I, both [REDACTED] like you use the terminology you said, oh, you're talking about, like, affirmative action initiatives.



Christin Yu 9:55

Hmm.



10:07

And she said she said yeah, because you know, why should foreigners like this kind of narrative of like, why should foreigners get our jobs, which I I find it hard? I find it unusual to have this narrative. So my way of thinking that, oh, I have a bias that's.



Christin Yu 10:16

Hmm.



10:25

Students are going to have liberal points of view and I don't think that maybe it was embedded for her. Maybe she was like hoping to shed it, but another student in the class who is like I, maybe also North American, but Black really challenged her, but he didn't challenge her in an angry way, he challenged.

Her in the way to say like, you know that that's a. He didn't say it was racist, but he said that's a.

I I can't remember what actual adjective he used, but he said like you know, this is a limited point of view. Like he actually tempered it in a way. And she said well, you know I, you know, I don't. Well like I said, you know.



Christin Yu 11:05

Hmm.



11:12

I didn't. I didn't. I didn't know about this before and he said that's OK if you didn't know, like you should just, like, read some books and it was. And I have this. There was. It was really hard because I would say, like, the part of me that felt like, yes, you what? What's the you're exposing your you're not your ignorance, but you're like.



Christin Yu 11:20

Yeah.



11:31

About something and I felt that the student was, you know, he was being, he was being snarky as well. He wasn't being kind in the way he was saying, like, you know, you should do some reading to expand your mind because that's my job as a teacher, not his. So.



Christin Yu 11:33

Hmm.

Mm-hmm. Mm-hmm.

11:50

That was really difficult. Ultimately, we moved on because seminars are short, so that was felt like a blessing. I could see that she was really embarrassed, but I found out later that this student also had, like, suffered from mental health problems and a lot of these had to do with feeling like, you know.



Christin Yu 12:05

Hmm.

12:08

Victimised by things that would not make other students feel victimised. So that was, like, really challenging. But I think what ensued was also like feeling that it was the only time as a teacher that it kind of felt like this incident had to be reported to like.



Christin Yu 12:14

Hmm.

12:23

You know our line manager because maybe there was going to be some sort of fallout and where the students going to complain and I think it could have been, I felt precarious in my role. 'cause, I thought, oh.

Do we have or we went to like, you know, the student then did e-mail us. The original student emailed us to apologise and I don't that we didn't. We didn't need her apology, but it was also unusual because she apologised to us as teachers, saying I didn't know that you were immigrants. So it was also like bizarre.



Christin Yu 12:48

And.

Hmm.

13:00

A bizarre response so, but I think it unfortunately set the tone for like the whole year

to be like oh, whereas I felt like we could be, you know, quite **we could treat the students like adults**. We could talk to the students. Like we might talk to our near peers or to presume that the students may be.



Christin Yu 13:02

Hmm.



13:19

Have these sorts of conversations amongst themselves, I thought, Oh no, I have to actually gate keep myself and we have to definitely in a seminar, **be less open to letting the conversation take its own path and just stick to the slides**. And that's not my.



Christin Yu 13:36

That that's interesting. That was your reaction to that? Yeah.



13:38

That was my feeling. Was like, OK, let's not. Let's not go off book, you know, and we always kind of have the slide that says any questions or comments or things that you want to talk about. But you know I thought, oh, the phrase that I the improvisational phrase that I need to have in my toolkit is like.



Christin Yu 13:43

Hmm.



13:57

This is a bit outside of our focus for today or you know, or how could you tie this back to the reading or something?



Christin Yu 14:06

And was it your impulse, then to just kind of hope that the kind of conversation dissipated and went away and?



14:14

Well, yeah. I mean the, you know, the main student was also my like my specialist

pathway student. So it did also then like kind of you know I would say ring fence her that I thought, oh.



Christin Yu 14:22

Hmm.



14:31

When it comes to talking about different other difficult topics, I'm going to have to keep an eye on it. Or she might be somebody who other students you know are offended by, and it did it did. It did later happen and.



Christin Yu 14:35

Hmm.

Mm-hmm. Mm-hmm.



14:47

Like I teach like about well, it happens again with this same student with regard to like making comments on a project about queer identity where she also kind of said like, oh, but I'm straight. How would I know anything about that? So.



Christin Yu 14:58

Hmm.



15:04

I think you know, I kind of coughed it up to this student was for me, like, exemplary and being like, you know, in a how do you, you know, how do you manage the person who is like the the single point of difficulty within a group where for the most part things are.
Things are OK.



Christin Yu 15:27

Yeah. And I mean, that's certainly interesting because, yeah, I've been struggling with understanding whether you give that student empathy and try to see where they're coming from and turn it into teaching moment, or if you just shut down the conversation. And I think this is.

15:34

Yeah.

This is this is it. It's like, **where is the empathy or where is the advice given?** And if it's like me to the students directly, sometimes I would feel more confident about it. But then when it's cypher through another student, so you know, like where as you know, does this student gave a presentation? And one of the things was was.



Christin Yu 15:42

Hmm.

Yeah.

15:59

It was about monsters. It was about, like, horror. It was. It was an exhibition proposal about like horror villain costumes, and at the end when it was like anyone have any suggestions? And somebody said, oh, you could have like you could have considered the link between like horror and like queer identity.



Christin Yu 16:08

Hmm.

16:18

And then, this is another student who's always very keen to like bring any conversation towards something about **queer identity** and said like, oh, you know, you could have done that. You could have done that. **So as a defence, the student presenting said, oh, but I'm straight.**

So, like, why would I do that? And then I was able to say, well, because cultural programming was one of the tasks you could have thought about. How could you create a conversation of people from within the LGBT community that might have contributed those those aspects, you know, it wasn't excusing her for saying like, oh, because I'm straight, I don't have to think about.



Christin Yu 16:38

OK.

Mm-hmm.

16:56

Like my exhibition being, you know, having themes that aren't like my themes or my experience. But you know it's like actually the the polar opposites like in conversation gave me the space to think about. Like, no, I don't want to shut conversations down.



Christin Yu 17:05

Mm-hmm.

Hmm.

17:15

But then you also **have to be like careful** that then the student doesn't think like, oh, you know, my teacher is like, so **left wing. They're never gonna like, listen to me or they're gonna give me a bad grade,** you know.



Christin Yu 17:25

Yeah, absolutely, yeah. And so have you noticed shifting patterns when you first began teaching versus now and within these politics or identities that emerge?

17:38

I mean, I guess things have always been, I'm I'm probably I've only been teaching cultural the in [REDACTED] for the past, like four years, five years, whereas previously I've, you know, not to say that that's not present in the the teaching.



Christin Yu 17:48

Hmm.

17:55

You know, in [REDACTED] or obviously teach [REDACTED] in another university? Yeah, I think that there's, like, an intensity to discourse. There's much more like engagement with like, **24/7 media.**



Christin Yu 18:04

Hmm.

Mm-hmm.

18:13

And I also think, you know, there's still the like, what is the pandemic and post pandemic like side of things I felt like over COVID we all and that was my like 2019 and 20 were like my first years like teaching like pretty much exclusively.



Christin Yu 18:21

Hmm.

18:32

And almost full time and across four different universities and digitally and digitally. And like the they think they're the in a way, I learned the most about teaching practise in that time because we had so much training about like how to shift to the online learning space.



Christin Yu 18:36

No.

18:50

And we did have this was at [REDACTED], where else used to work. We had a lot of, like, you know, people who are, like, engineers of the virtual learning environment come in and, like, talk about, like, what was the ratio we should have of lecture to discussion and things that were more didactic than the way that ever been kind of.



Christin Yu 18:50

MMM.

19:10

Approach teaching before, but I think that that period of time also like in a positive side, it was that you know we have to like have more empathy in the way that we work with students and we have to have everybody's. Everybody's having a hard time and we're all navigating it together.

And maybe as a follow on from that, like much more conversations about student

mental health, not just the way that like we will know if a student has like an ISA or so, I thought that the change as well makes it a challenge for us. But I feel it's.



Christin Yu 19:36

Hmm.



19:47

Good for the students that there's a recognition of like, you know, a student doesn't have to feel shamed if they, like, need to, like, sit close to the door because they suffer from anxiety or, you know, students like don't have to disclose.



Christin Yu 20:06

Mm-hmm.

Mm-hmm. OK.

Yeah.



20:12

And I've had the [REDACTED] has had like through [REDACTED] I had a workshop but it was by request from one of like the course leaders I work with to have this sort of like **mental health first aid training and obviously the training was online.**



Christin Yu 20:21

Mm-hmm.



20:28

But it was also again about like, you know, what do you do if a student like emails you and says that they're having suicidal thoughts. And so I thought, OK, like with, you know, for me to be like, if it's if, if it's a student who.



Christin Yu 20:35

Yeah.



20:43

If I feel like there's a **mental health crisis** going on and then there are really heated

conversations happening, like where probably where is the the the dial on that, you know, so yeah.



Christin Yu 20:54

MMM.

Well, and which goes on to this next question. Have you had to moderate? I know you've spoken about these heated moments, but like any tears in the classroom or how do you moderate those conversations, does that shut down the conversation or?



21:09

I haven't had. I've had kind of instances where like someone is like stressed in a presentation and kind of cries afterwards and often like for that, it's like well their friend kind of follows them and you can sort of see like, OK, they have a supportive community.



Christin Yu 21:18

OK.

Hmm.



21:27

That's not requiring me to, like, shut down the lesson or call for, like, mental health first aid. I was Co teaching a class at [REDACTED] with a group of students where for me it was a one off, but I was also there with their like course their year leader and a student had like, a severe panic attack and I hadn't.



Christin Yu 21:33

Hmm.

OK.



21:47

Seen that ever before. But he I like kind of watching how this course leader like he he was trained he and he knew and this had happened before, but it was also like OK like very I thought handled very well like everybody else was like asked to leave the room and they did so orderly like as if it was a fire.



Christin Yu 22:08

None.



22:08

So yeah, I mean, you know, knowing like when when is the difference between somebody like, you know, being a bit emo because they've just like, gotten some bad feedback versus like when it's a crisis, you know?



Christin Yu 22:09

OK.

So are there any specific societal or political concerns that have emerged in the classroom more recently or in general?



22:33

Hmm.



Christin Yu 22:33

I mean, you've kind of spoken about the EDI stuff, I think, but.



22:38

Yeah, I guess you know and I thought maybe there will be kind of a lot more of that last year, but I think you know sort of I haven't had anyone really maybe you know get up on a get up on a table to just know.

Express their point of view, but I would say.

I think it's a general haze of like what is there to be optimistic about and I think you know we I think I can't say that I don't agree with them. A lot of the time or I've I've started to think like wow, do the students look at me and be like.



Christin Yu 23:07

Yeah. OK.



23:18

Kind of think. I mean, I usually tell them how old I am and I think sometimes they're surprised, but maybe on the age of their parents. But I, and so I, but maybe I seem

younger than their parents might seem, and obviously their parents might be a range of different ages, but.

I think I wonder sometimes is like are they kind of sitting there thinking like you had it so easy in the 90s or something like, you know, it's not like a hey boomer 'cause, I know that I'm not that old, but, you know, I like to kind of.



Christin Yu 23:42

I'm saying.



23:50

Recognise like. OK, the experience that I bring to talking to students about fashion and about the arts like yes it's it's it's positioned in time as well as there being sort of like universal things that I might say about like being an artist or being a creative practitioner.



Christin Yu 24:00

Hmm.



24:07

So I feel like, oh, recognise that it's different now and and also recognise that, you know my thoughts about, like, what is worth doing in the world has also changed in the past five years too.



Christin Yu 24:20

Yeah, yeah, like a post COVID kind of shift then, yeah.



24:23

Yeah.

I mean maybe post COVID or just? Yeah, like where is, you know, not just like the, you know, infrastructural like, **societal infrastructure**. I just think like, you know, my in my own like area, what are the kind of projects that I like **might have done when I first got out of my MA that I wouldn't do now?**



Christin Yu 24:37

Hmm.

Interesting. Well and and this goes on to the next question. How do you think about your positionality in relation to the classroom and its practises? I mean you speak about your personal interests and like what you would have done, but like what about? Yeah, I I don't know.

██████████ 24:50
OK.



Christin Yu 24:59

I guess how you frame your own subjectivity and.

██████████ 25:02

Yeah, yeah, yeah. That's because I think the, you know, that part of the reason I love teaching is like, I do like that you're always reflecting on your own subjectivity and what you do. And it's not so much that it's a space where it's oh, you're just keeping up with developments in your field because my field is amorphous.



Christin Yu 25:22

Hmm.

██████████ 25:23

But I do think that like highlighting that like you're gonna do a lot of different things in your life, you know that you're gonna have choice that hopefully you feel that you're someone who has choices and that you're not sitting in like your second year of your BA and thinking like you're just on this path.

That you're locked into something. I think this is the beauty of art school is that you feel you have choices. And that's the kind of teaching that I remember from my BA that was transformative, even if I didn't know it right away. But I guess more specifically like.



Christin Yu 25:44

Hmm.

Hmm.

Yeah.

26:00

I mean, do you mean? Like, what? What is it that like, where is the feedback loop like what am I getting from? From the experience of teaching?



Christin Yu 26:09

No, I mean, I guess like I was just thinking about, I mean you mentioned this a little bit of your experiences when you were in school and relaying this to your father. But I guess thinking about the power dynamics and thinking about where you sit in that classroom and.

26:16

None.

Huh.

MMM.



Christin Yu 26:26

Mainly in relation to moderation, but openly as well so.

26:29

Yeah. Yeah, I mean, like, I think there's definitely like the way that I like teach as a performer, you know, to the group with a style that's kind of, yes, enthusiasm and improvising. And like, you know.



Christin Yu 26:40

Mm-hmm.

26:47

But and obviously knowing knowing what I'm there to talk about. But then there's the like I do so much, one to one as well. So because I do so much project supervision and I think that's when I can really like moderate my subjectivity. Like where are the students with whom I'm being entirely candid?



Christin Yu 26:55

Hmm.

Hmm.

27:06

Where are the students where I can discern like what they're able to handle in terms of like a conversation. One of my like mentors and, you know, professors like recently used this phrase with in a in a moderation meeting with me saying like, Oh well, you know, there are those students that.



Christin Yu 27:14

Hmm.

27:26

You know you're giving your best self to all the time and then there are those students where you're just hoping that they, like, pick up something, you know or that they they have a journey that for them is significant. So yeah, I probably haven't really answered the question still, but.



Christin Yu 27:28

Mm-hmm.

Mm-hmm.

No, it's great, though. Yeah. And so are you familiar or? Yeah, sorry, what what are your thoughts about free speech in the classroom and or knowledge about it?

27:44

Yeah.

Yeah, yeah. I mean I I think of the like right now the term free speech as an [REDACTED], you're like free speech is like part of the [REDACTED] and it's under attack. So I probably have like layers of like having to peel back like free speech as a banner. And it's something we were always campaigning for like.

In the 90s, we were campaigning for free speech and it's kind of so integrally, I think, tied with the arts, right? Is that you should be able to express your viewpoint. If it's not harming anyone. So as a sort of like, where the UKHE and free speech policy sits. I'm.



Christin Yu 28:14

Hmm.



28:34

If there's an update, I don't really know, but I think my thought has always been like, yeah, you're, you know that the seminar room should be like a safe space. But when you know when is something like.



Christin Yu 28:35

Yeah.



28:50

Going over a line or is there a hate speech in conversation or sort of in a project? I would say maybe there's another like space where I think it's a bit vague and I have noticed and as a you know as a curator and like.



Christin Yu 29:04

Mm-hmm.



29:09

Seeing like where a museum practise it's or where one ■ is displaying work that might have like historical reference to you know you know racist or like you know ideologically, you know troublesome.

Material like how is that framed versus like almost the extreme? Like where is the extreme where? Where do students think like something is like not that they shouldn't say something because they might offend someone. So it's like where the rather than.



Christin Yu 29:29

Hmm.



29:44

Yes, we have free speech, but then people feel like, oh, but there's the things that are still politically incorrect or things that are, you know, yeah, offensive. So I I teach a

course about satire, and I like, talk about racism in racist jokes and offensive jokes and.

You know, try to be like we're. I I tell them we're going to, we're going to see, we're going to talk about things that are, you know from the past and they're illuminating of like, societal attitudes that are not ours. So where are the students?



Christin Yu 30:12

Hmm.



30:17

Mature enough or they or they just equipped enough to know, like when you might be uttering something that's in quotation marks, or when you're speaking about something that you've observed. But it's not necessarily your point of view.



Christin Yu 30:33

Hmm.



30:33

But is that nuance possible in discussions?



Christin Yu 30:37

So do you give a trigger warning at the beginning that you're gonna be kind of decontextualizing? Yeah.



30:41

Yeah, I mean, I I'll go. Hey, guys, that's the trick I'm running, or. Yeah. So I have, I say, you know, I, well, I give them readings that are about, like, what is the psychology of and the kind of. There's a like, a couple of books that I academic books that I used to be like how are we addressing?

You know, racism in or bias or misogyny, right? And humour. Right. And obviously we're talking about humour. So we're talking about like, ridicule or some to a degree. We're talking about people being unkind to each other and laughing about it, but the.



Christin Yu 31:08

Hmm.

MMM.

31:15

The I show I have like I do a case study on like images that are fashion cartoons that also have like racist images and race based ideology underpinning them. But I also show them the Jim Crow Museum, which is the University Museum that is like, you know, a collection.



Christin Yu 31:30

Mm-hmm.

31:35

Of things that are, you know, I think that and I'm not trying to shock the students, but I'm saying I my idea is that we don't like, just secrete away things that are from, you know, from the past, in a, in a way that might be offensive today. But we also don't need to like.

Uphold them and we don't. We don't need that to be a barrier for us to like a productive conversation, yeah.



Christin Yu 31:54

Hmm.

Hmm.

32:05

Yeah, yeah.



Christin Yu 32:06

OK. So yeah, no, that's really it's useful to think about. Yeah, those challenging conversations because they need to happen, obviously. So are are.

32:09

Yeah.

Yeah, I think they're conversations where I can manage them, right? So like I have my side, I'm prepared and also I'm talking with colleagues like I the, you know, the

batches of the cohorts of students are different from year to year as well. I mean, so I'll know in advance is this.



Christin Yu 32:18

Yeah.

Mm-hmm.



32:33

Is this? Is this a group where there's there's going to be a hotbed and somebody's going to jump on it and someone's going to be triggered by the trigger warning versus those who are like, oh, they have been primed? Or are they, you know, or there's maybe students in the group who are already interested in these topics?



Christin Yu 32:50

OK, thank you. So are you, are you familiar with nonviolent communication and if so, what is your understanding and do you employ any of the techniques in your classroom?



32:51

Yeah.

Thank you.

I don't. I am familiar with nonviolent communication, mostly because my ex partner worked in like a lot with like Community Arts and in doing like socially engaged art projects and also working with communities in.



Christin Yu 33:15

Hmm.



33:21

Palliative care and also, yeah, I think he he did a he might have taken a a course in nonviolent communication also as like way of like working within institutions where sometimes.

Things were hostile, so when I remember the book being there and I remember like also that kind of coming in. So like, how can we as a couple also like employee these

techniques and you know and like the the way you would in therapy like listen. But although that's pretty much the limit of how I am familiar with it.



Christin Yu 33:41

Hmm.

Mm-hmm.



33:59

It as a strategy, and I've never heard anyone mention it in the like, you know, in my in my teaching practise or in university, yeah.



Christin Yu 34:10

OK. And are you familiar with brave space theory and if so, what's your understanding? No. OK, interesting. Do you know what Chatham House rules is? And if so?



34:16

No, I've never heard of it, OK.

No.



Christin Yu 34:24

What is your? No. OK, so are you. Are there any emerging trends in the classroom that have been noticeable in your seminar discussions? I was just thinking about, I don't know, I mean within my.

Classroom space is like the shift of like, even like, cancel culture. Like our students talking about that and is censoring themselves or.



34:47

No.

Yeah, this is what I thought was like last year. I was like, are they? I'm worried. Are they **censoring themselves** because they think like, Oh my God, this is offensive. You know, this one might be offensive to so and so. And I find that maybe that comes through in what I would broadly describe as like **white guilt**.



Christin Yu 35:08

Hmm.



35:08

And like still like, you know, predominantly our students are white, and whether they're like white British or white other like myself as a categorization. Then what? Where they're like, so over the top and like that for any topic they might discuss, they have to go.



Christin Yu 35:18

Hmm.



35:27

That's my position as a white person, right? So which I find, you know, this is a bit cringe. This is not the point of trying to decolonize the way that we think and study. It's not like you're actually othering yourself before you explore. That's not the point. So, and I mean, I think that trend comes through.



Christin Yu 35:29

OK. Yeah, yeah.



35:47

Sometimes in the written work, rather than like how they're comporting themselves in the room because they think that this is an imperative today to, you know, to trigger warning your reader that like I'm writing about rap. But I'm like white so.



Christin Yu 35:49

Hmm.

Mm-hmm.

MMM.



36:03

That I think, and maybe it makes students feel that there's territories of like knowledge that are like they shouldn't, they shouldn't venture to because that's

somebody else's territory. So I think that's concerning to me, especially with the students who are like you know.



Christin Yu 36:12

None.



36:19

Further in their progression or that definitely want to pursue like academic roots and in terms of cancel culture, I guess more that's just their opinionated and you know and.



Christin Yu 36:25

Hmm.



36:35

I haven't done much this term yet, but I had one session with like fashion journalism students and we were looking at people's BIOS, so we were looking at like the biographies of people who work in fashion communications across a range and they were all people.

I would say, you know in the field for more than 10 years. So it's having them kind of look up but also say like you might take really different approaches to these today because technologies have changed and there was a little bit of a convo around like, oh, in people's client lists like.



Christin Yu 36:54

None.



37:07

You know if you've worked with Kanye West, you should probably take that out of your bio. So it was lighthearted, you know, it was lighthearted, you know. But I also thought, OK, like, this is getting students to elicit their opinion about, like, you know, how your, your portfolio or your practise is, like, contingent also upon the reputations of others.



Christin Yu 37:11

Oh, interesting.

That's really interesting. And so, I mean, you spoke about this briefly, but are you familiar with decolonial pedagogies and do you employ them in your, in your seminar room or?

██████████ 37:39

I mean, in a formal way, where have I read about them academically? You know, I think it's more like from years of 10 years, someone who actually worked with, like at the ██████████ and just like going way back to kind of, you know, these, you know, just decentering the Western narrative in.



Christin Yu 37:44

Hmm.

Hmm.

██████████ 37:56

In what's what's being taught, but I guess it's usually more in, like how curricula is planned or like approaches to like, of course, when we give examples, we're not just like giving examples from like our current spot on the map. But in terms of like a formalised.



Christin Yu 38:02

OK.

Hmm.

██████████ 38:14

You know, pedagogical framework. No? Yeah.



Christin Yu 38:19

OK. And and if have you had any? So no, I guess that ends with us and are there any areas of training or support that you wish you had more access to?

██████████ 38:24

OK.

I guess maybe currently **AI to be totally honest**, like I know it sounds technical, but

just like I don't just mean like someone sitting and teaching me like how to effectively use ChatGPT, but.



Christin Yu 38:37

OK.



38:47

I also think maybe rather than like trainings because whenever we say a training then that just means like **somebody from HR is making a slide deck for us**, you know or somebody is coming in to do like a you know it's a team building like thing I kind of feel like what would be maybe be more useful for for me is like.

Forums led by experts, you know, forums led by somebody like you know where we get to have the seminar kind of way of engaging with the topics you know, rather than because I, you know, part of it is like when is it a requirement and when is it an imperative. But when things become a requirement.



Christin Yu 39:15

Mm-hmm.



39:25

Environment then it usually just means we have like a mandatory training that we do online and yeah, I mean I at least as I said earlier like doing my PG cert is like on the kind of To Do List it has been.



Christin Yu 39:29

Mm-hmm. Mm-hmm.



39:41

But I think part of it is the nature of my employment, which I know we haven't really touched on, but like I'm an **associate lecturer, but I teach around. Last year I was contracted for 650 hours, but because it's in numerous places and across different courses and with different line managers.**



Christin Yu 39:53

Hmm.

██████████ 40:02

I don't actually have like a review. I don't have any. I don't really get any feedback on the work that I'm doing. I assume that because I'm invited back, I must be doing OK. So I think in in those in terms of those things, it's like.



Christin Yu 40:13

Mm-hmm.

Yeah, yeah, yeah, that's interesting.

██████████ 40:35

About no right if I I know who to go to if I wanted to talk about something or to say like, oh, I have a, you know, a student who is looking at this or what would be a better way to approach teaching about this? I know. I know who to kind of go to, to seek counsel amongst our like.



Christin Yu 40:35

Hmm.

██████████ 40:52

You know our colleague base, but like a lot of things, that's like it's a sort of push pull relationship because I want the like I want there to be kind of party, I want there to be like you know a bit of a guideline. But then I don't want there to be too much guideline because I all felt like.



Christin Yu 41:11

Yeah.

██████████ 41:12

Like that, we can't we get to improvise. You know, we don't we don't have to hand in lesson plans which you know at ██████████ we have started to so.



Christin Yu 41:16

Mm-hmm.

Yeah, yeah, yeah, yeah.

OK, OK.

 41:24

Yeah. So anyway, that's there's where is the space between, like, the bureaucracy and the like, things that are also like, you know, educational or training experiences for us that are.

Like you know that are useful.



Christin Yu 41:43

OK. I mean those are my questions, but do you wanna add anything else or OK, it was, yeah, it was very interesting.

 41:45

Good. Yeah, good.

No, no, no. I think I think that's great. Yeah.



Christin Yu 41:53

OK, I'm gonna stop the recording.

● **Christin Yu** stopped transcription