Transcript

17 September 2024, 12:08pm

☐ **Yasi Tehrani** started transcription

Student C 0:16
Well, that's actually quite a big question, isn't it? Yeah, there's all these assumptions, yeah.
Well. I guess it means. You know you're gonna be respected, you know, feeling that you can express yourself freely. You know without harming others, but...

Student C 0:44
That you it's to do with sort of feeling, I suppose in school it's more like bullying. It's like when people kind of gang up or you know that you know that that's not not likely to happen and that you'll be accepted.
Even if it's different or odd to other people, or even if it goes against how they see things, what you see is different.

Yasi Tehrani 1:09
Yeah.

Student C 1:11
Than there's a level of safety in terms of you're not going to be punished for that in your marks or in the way that you're spoken about or the way that you're not invited to other things or things like that, that you're going to still be included even if they don't always like you very much.

Yasi Tehrani 1:12
Mm hmm.
Good.
No, I really don't. Yeah, that's really interesting. I had thought about it in terms of like differences being accepted almost and feeling like you don't. I guess conforming is one thing, isn't it? But then there's also can I be in a space that I can be myself and different and that celebrated like.

Yasi Tehrani   2:02

Maybe that stuff becomes more of a focal point because or less of a focal point, I don't know.

Student C 2:06

Yeah, well, you know, we can probably go into that a bit. I think that's quite interesting as well, what that does.

Yasi Tehrani   2:10

Mm. I know. I'd love to hear about your experiences. Just, yeah, more broadly on that, like within your course as well and how you felt sort of when you started it, how I want to say like say if you felt or how, yeah, how did you feel when it came to maybe the first time you asked to contribute something or share something or?

Student C 2:25

Yes.

Yasi Tehrani   2:34

Yeah, because the other thing I've been thinking about a lot is like with Creative Arts courses. I think a lot of it is about sharing your work. Like, inherently, as part of the discipline. But I wonder how much of that like you accept when you sign up to the course and you just think, yeah, I'm going to have to do that versus.

Student C   2:37

Mm hmm.
Yep.
Mm hmm.

Yasi Tehrani   2:50

Yeah, am I supported to do that?

Student C   2:54

I don't think they tell you anything like that. Like, there's so many cultural assumptions and.

I guess you know the model is. You've been through an ordinary school system, standard school, kind of European model, and then you've gone to a levels and then you've maybe had a tiny bit of time between or you may be gone straight from school. And so that you know what university is. And there's all these kind of layered expectations from the school system of where this is heading.

Yasi Tehrani   3:25
Mm hmm.
Yeah.

Student C   3:29
But obviously I'm coming into it much later, so I've done a degree 30 years ago...

Yasi Tehrani   3:34
Yeah.

Student C   3:36
And so my kind of concept of academia, also it was sciences. So my concept of academia was built on something really different from what this is.
But that's all I had right, because I have. I've really not been in it, and I've not even had a job like the other day. I was looking for a job and I realised I haven't applied for a job for 20 years like the last time I actually made job applications.

Student C   3:59
It's like God, I'm really in a different world, you know, and.

Yasi Tehrani   4:02
Ha ha ha.

Student C   4:05
And it doesn't really.
It is, there's just loads of stuff about your name and your number, your codes, and have you paid and you know it's it's very like administrative, but it's not really about, you know what this, what's the culture of the course? How much are you expected to

join in, you know, what kind of people are you going to have there? What's the values of the group? You know, it's just all assumed and.

Yasi Tehrani 4:11
Mm hmm.

Student C 4:30
Obviously, I mean, I'm not, like, completely living in a tree, but.
It can be a bit like that but.
So I've taken part in loads of courses and I'd actually trained as a coach not long before I took this course and the culture of that had taken me. So I'd gone into a sort of cultural niche and got used to that. And then I found this really quite confronting at times because it wasn't as respectful and as careful and as thoughtful as those kind of spaces, which I'd actively sought out because I feel safer there. And I built, started to build my work around that kind of practise. So yeah, at times it was really the kind of.

Yasi Tehrani 4:44
OK.
Yes.
Yeah, yeah.
Mm hmm.

Student C 5:10
Acceptance of. Well, just lack of questioning assumptions and the pro and they talked about care in the course as a topic. It's like an academic subject to learn about care and consent. So it. Yeah, and it was presented very much like we're really into all this, but I don't think they always practised it because academia doesn't practise it and it was a bit intellectualised. So that was, yeah, it was just a lot of assumptions and then thinking that you can just say that we care and then that means you care. And I was like.

Yasi Tehrani 5:22
Oh.
Interesting.

Student C 5:44

Not to me.

Yasi Tehrani 5:45

To me, it's like actually have to practise that rather than.

Student C 5:47

Yeah, it's a deep practice and it takes a lot of work and it means.
If it's not the the top priority, then it isn't really care like there's no way you can't have it as like an optional add on because that's not kept in itself inherently isn't care like care means you care 1st and then you deal with all the technical admin and the instructions of how to log in or the you know what is in the course content or blah blah blah.

Yasi Tehrani 5:56

Yeah, yeah.
Yeah, yeah, yeah.
Hmm yeah.
Also, refreshing to hear that because I think we're currently literally planning like the whole sign up process and a lot of it is like when can we get them to pay and how many messages do we send out before they pay? And it's like surely there should be something before that that's like more more than just a welcome. But actually says something like you're signing up to this. We understand, like sex. I don't know, just some like you say people are coming back to it after years of not being there, they're going to their reference point is going to be completely different to what we're assuming that they know because we've made a lot of assumptions as well.

Student C 6:26

Right.
Yeah.
Yeah.
Right.

Yasi Tehrani 6:49

Which are probably not correct at all, and it's just like, how can we actually embed, you know, those those principles of care and empathy with into the like the pre curriculum or even the curriculum, yeah.

Student C 7:04
It's not easy because you know it's it's, you know, it's not really down to individuals who aren't nice enough. It's the whole system is built around having to meet certain things and the people are just a function of this machine that's bigger than them. And and then that's and then you end up, you know, trying to do care against the machine, which I think our tutors were to some extent as well and they were getting, like, mangled in the cogs between the humans and the machinery.

Yasi Tehrani 7:19
So true.
Yeah.
Hmm, there's cogs.

Student C 7:33
And trying to be nicer to the humans, but you basically can't until the machine changes.

Yasi Tehrani 7:33
Oh.
You can't. Yeah. Oh, so it's like a systemic. Yeah, it's just engine.

Student C 7:40
And then, yeah, systemic issue and they and they can't, they can't and they're trained into the system like they tend to be people who spent their whole lives in academia and they've had to adapt and become accepting of these occasional brutalities and and so they can't really get that. It actually isn't OK. It's a bit technical to them that. Yeah, it'd be nice not to be like that and we'll try but we we're not we can't make it the priority because the priority is getting the degree and getting the.

Yasi Tehrani 7:49
Yeah, yeah.

Exactly.

Yeah.

Yeah, exactly.

Student C 8:11

Education and meeting the targets and paying the bills.

Yasi Tehrani 8:14

Yeah, 'cause, that's what they're measured against. And there's sometimes I don't even have the time if they're on hourly paid contracts to even dedicated to doing that kind of thing because they're not being treated well by the actual institution 'cause it's like.

Student C 8:17

Yeah.

Yeah, yes, absolutely.

Yeah, yeah, it's not embedded in the system for them. So how are they supposed to then add it on themselves out of their own care budget?

Yasi Tehrani 8:27

No, it's like not.

Add it on to. Yeah, it's just so wrong. Fundamentally like it's so flawed from the start that yeah, just sounds interesting.

Student C 8:34

Yeah, yeah.

Yeah. So that's yeah, something.

Who knows? You know how you have to go up and up and up and.

I've got a lot I could say a lot about this.

Yasi Tehrani 8:50

No, it's good because I think with UAL online, we are starting from scratch. So like the reason I wanted to look into this was like, we're currently designing an induction that people will do before, and I'm just like, how can we make it like, not this is how to use Moodle. And there's like that. That stuff is useful. But I feel like it has a

different use like there should be some stuff at the start that's like, this is going to be the culture of the course you're going to be asked to share a lot. Don't worry. Like, we'll help you. That's something that makes people feel because if I was doing a course like that, I'd feel terrified.

Student C 8:59
Right.
Yes.
Hmm.
Yeah, yeah.

Yasi Tehrani 9:20
To personally, I'd be like, oh my gosh, sharing my work and like even the course I'm doing at the moment, it's a blog, but I know only five people see it, but still I post something and I'm like everyone can access this and like, oh my gosh, yeah.

Student C 9:22
Yeah. Hmm. Yeah. So that's actually.
Something that's really struck me about having done a biology degree and now doing an arts degree or MA.

Student C 9:45
That there's something really fundamental in and different, and I know it's a long time ago, but I've worked. I've done several projects with, with biologists and medical people recently like this year. And yeah, it's kind of kind of become part of my practise because I have that bridging.

Yasi Tehrani 9:56
Oh.

Student C 10:03
So and I see that that culture isn't that different and they are much safer in a sense that they can stay in the technical zone completely. It never gets personal in terms of can you answer the questions, but that's kind of it like art is so different because it is

so psychological and the whole ma has been such a profound psychological process for me.

Yasi Tehrani 10:19
Interesting.
Hmm.
Yeah.

Student C 10:29
On lots of different layers, partly to do with relationship with institutions and academia, but also to do with my art like art is. It's like it comes before. You know what it is, right? So you you make something and you don't know what it is and you have to show it to someone and they whereas in science, you know, like you can learn it and then you get it right and or wrong. And yes, there's experiments and testing, but even that is a very tight process. Like there's no no huge amount of doubt or.

Student C 10:58
There's a bit of leeway and it's not. It's not that it's not creative.
But the this the methods are so clear and consistent and it's not personal.

Yasi Tehrani 11:03
Hmm.
Yes.
Yeah.
Mm hmm, that's very true.

Student C 11:12
In the same way, so and we are encouraged a bit, I think as well, I don't know you know across arts practise more widely, maybe there's more of a range, but in this college it feels like you're meant to take up issues a bit and talk about your disabilities or talk about your race or talk about your gender or something, you know like and that's really personal stuff.

Yasi Tehrani 11:26

Hmm.

OK.

Massively personal, yeah.

Student C 11:33

And if that's not framed as you know, you get to choose. If you want to do that or not, and and obviously you can. It's not like they, but there's just a little bit of a cultural atmosphere of that's kind of exciting to everyone and.

Yasi Tehrani 11:47

And that's so interesting.

Student C 11:49

And and then there's this sort of pressure to perform these identities a bit and and then that's OK, like from a coaching perspective, you know, I would say that's fine in the right space, if everyone's really literate around it or you know, because so that's part of the safety I think is.

Yasi Tehrani 11:59

Mm hmm.

Student C 12:07

Literacy of various kinds.

Yasi Tehrani 12:09

Yes.

Student C 12:10

And so, in a way, the university can't solve all these things. I couldn't expect them to be able to understand all the aspects of all the identities of all the people coming. No way. But they can say.

Yasi Tehrani 12:17

Mm hmm.

Yeah, yeah.

Student C 12:21

Read the financial report. Like that's something I did and I found it fascinating to understand where some of these pressures were coming from and how the place operates. They could say one thing that happened was I ran a workshop called who cares? And it was about care. And as ATI suddenly became a teacher just for a couple of hours, you know? And.

Yasi Tehrani 12:33

Hmm.

Yeah, yeah.

OK.

Student C 12:48

And these students, I'd say.

Maybe 1/3 to 1/2 and I think that's reflective of the whole population at CSM. Or was it? I don't know if it's actually UAL as a whole that report that I read, but.

Yasi Tehrani 12:54

Mm hmm.

Student C 13:02

Were Chinese or yeah, Chinese origin. And so some of them I didn't. I struggled to hear, let alone pronounce, their names and remember them. And obviously I'm just doing 1 pop up session but it did occur to me that though I kept seeing messages about, you know, you've got to get good at languages and you got to if you need language support.

Yasi Tehrani 13:11

Yeah, yeah.

Student C 13:23

It didn't say English language, it just said language and I thought well I need language support because I don't understand like I know I can't relate to my participants or my fellow students or you know.

Yasi Tehrani 13:27

Language.

Mm hmm mm hmm.

Yeah.

Student C 13:38

And again, you maybe can't cover all the possible languages, but you can acknowledge it and just say we are aware that many of you won't have English as your first language. If that's the case, there's some support.

Yasi Tehrani 13:44

Yeah.

Yeah.

Mm hmm.

Student C 13:50

But also we want to engage. So you know, if you have a group where there's like 8 out of 10 are Chinese students just learn some basic pronunciation. I don't know. It's like me try and do a little bit of meeting.

Yasi Tehrani 13:55

Hmm.

Yeah, yeah.

Trying to, but yeah, yeah, rather than expect everyone to.

Student C 14:04

Something like that. Like just acknowledging the reality in the room, really is. Acknowledgment goes a really long way to make you feel cared for.

Yasi Tehrani 14:08

Yeah, I think that's really important.

Hmm, I love that.

Student C 14:13

And not just assume that everyone's gonna dive straight into full English. You know, maybe you could have a in the induction, like a chance to think or express that a little bit of like, how confident you are and how much, how much would it help if you knew that your tutor could say your name easily, you know.

Yasi Tehrani 14:18
Yeah. Mm hmm. You know that. Makes such a big difference, I think, because there's so tied to your identity and then you think if I can't even express that part of myself at the start, how am I then going to express my work, which is also really personal to me? And yeah, I think it's all linked.

Student C 14:34
Yeah. Yeah, exactly. Yeah. Yeah, so you know.
It's it's not an easy thing. But and it's a, you know, it might seem insurmountable, but I just think there could be a bit of thought around who's there.

Yasi Tehrani 14:53
I think so, yeah, especially because like, we're not going to have huge numbers in the first year. So it's definitely something we could do. And I think the small things make such a big difference. The more you do them and we just build it into that whole like like now we're having trouble with one of our unit leads who insists on using really difficult language. That's not at the right IELTS level for our students coming in. And we've tried to change a few of the words in the scripts and stuff. We've got a lot of pushback and saying, you know, Level 7 needs to be flowery and it needs to be needs to be hard to understand on purpose. And I'm just thinking, does it.

Student C 14:55
And.
Yeah, right.
Right.
OK.
Oh yeah.

Yasi Tehrani 15:26
Is that like an arts thing that I just don't know about? Doesn't like, do you need to

use these words that we never use in day-to-day speech just to make it inaccessible to students that, yeah, I found that so interesting. Like, why?

Student C 15:36
Right, yeah.

Yasi Tehrani 15:39
Like, I don't think a lot of someone needs to be. Yeah.

Student C 15:40
Well, that's again, that's cultural. There's this sense being part of the college for me that there's an elitism to it, right. So you have to be selected to get in. You have to be able to pay the fee. So there's already quite a strong barrier up, which is fine. Like I'm, you know, you need spaces for elite thinking and practise like, not the whole world is going to be at that level.

Yasi Tehrani 15:48
Yeah.
Yeah, that's true.

Student C 16:05
But it can end up becoming like a principle in itself. Like you say, like it, it should be really hard because somehow otherwise it's not worthy. And it's like, I think that could be questioned. I don't like what kind of hard is this is this is this like, why is it like you say, why is that needed and or is it being used to make people feel small and weak?

Yasi Tehrani 16:11
Yeah, yeah.
I should be questioned, you know.
Yeah, I know.
Just, yeah, just question.

Student C 16:28
And insecure in their position like it's nicer for the teacher to feel very in control of

the students, and that they are the important one. Because if you get too much equality.

Yasi Tehrani 16:33
Yeah.

Student C 16:37
Suddenly it's like, why am I the teacher? My students are just as knowledgeable as me and so I want to maintain the hierarchy, and that's one way to do it is to is to use like excessively complex.

Yasi Tehrani 16:40
Exactly. Yeah. No. Yeah, that's so true.
That are.

Student C 16:51
Modes of communication.

Yasi Tehrani 16:51
That's, I think that's probably what's happening, cause a lot of it is especially online, like you kind of feel like you're not teaching because we're we're only doing one hour live sessions a week. So actually, yeah, they're kind of being shifted from the stage on the stage to more just like the guide on the slide, which I think a lot of people struggle with because it's I've been teaching for so long. And then like, oh, this is my bread and butter. Like, I can only do the teaching. But but if you take that away, they're like, ah, who am I? Yeah. So it's so fascinating that actually starts at that level of.

Student C 16:59
Hmm.
Yes.
Yes.
That who am I here? Yeah.
Yeah, that's interesting.
Yeah.

Yasi Tehrani   17:24

Of delivery. Rather than focusing on the students and like, actually, how can we support them to?

Student C   17:27

Yes. How did the teachers feel and how do they get to feel safe and secure in their role? Yeah.

Yasi Tehrani   17:30

Yeah, yeah, yeah, that's a whole other, isn't it? That we don't even think about them.

Student C   17:34

Yeah, yeah.
Well, exactly. And that's why they continue to.

Yasi Tehrani   17:40

Yeah, 'cause, I don't feel psychologically safe. 'cause the precarious contracts and the them being stuck in the cog.

Student C   17:41

I. Yeah. Yes.

Yasi Tehrani   17:50

The system. Oh gosh.

Student C   17:51

Exactly. So then it's, you know.
Options. You know, solidarity between students and teachers versus teachers trying to cling to what they do have and throwing the students under the bus.

Yasi Tehrani   18:01

Yeah.
Yes, yeah, which is I think it's what I suppose what's happening a lot with the online stuff especially.

Student C 18:05
You know.
Yeah, really. OK. Yeah, yeah, yeah, it's really it is intense. I know our tutor had a really hard time at moments.

Yasi Tehrani 18:10
So fascinating, isn't it? Yeah.
Hmm.

Student C 18:18
And she tried to protect us from it, you know, but.

Yasi Tehrani 18:23
Was that the first time they'd run the course online? Like was she doing it for the first time online?

Student C 18:28
It's a new course as well, so yeah.

Yasi Tehrani 18:31
So there's even more pressure, I guess, because if it doesn't do well, yeah.

Student C 18:32
It was. It's a kind of experiment to see. Yeah, exactly. Huge pressure. And it's been cancelled because not enough people signed up in the third year.

Yasi Tehrani 18:40
Oh no.
Oh, that's a shame, yeah.

Student C 18:42
Yeah, it's really intense.

Yasi Tehrani 18:44

Yeah, they've got really crazy targets there and I see some of them's like, how are you gonna recruit that? But yeah. Oh, that's a shame. At least you've got to to do it. That's good. Yeah.

Student C   18:47
Right, yeah. So how to create psychological safety in those conditions, you know?

Yasi Tehrani   18:59
Yeah. I guess based on that, I'd love to know. I'd know it's a bit of a -1, but like, did you ever feel not rated maybe to your course, but more broadly, are there other times where you felt hesitant or unsafe to share your work? And yeah, what factors contributed to that?

Student C   19:17
I guess I'd I I'm like a joiner in a in a very vocal so.

Yasi Tehrani   19:24
Mm hmm.

Student C   19:25
And I'm a native English speaker. Which speaker which only one or two other people on my group were.

Yasi Tehrani   19:30
OK.

Student C   19:31
So I felt like I had this huge kind of positional cultural advantage really, even though it was quite a culture shock for me.

Yasi Tehrani   19:35
Mm hmm mm.
Hmm.
Yeah.

Student C 19:39

And maybe others. Maybe we're a bit more used to this kind of system than I was, but also I'm in the UK, you know, there are kind of subtle things between me and the teachers because they're also British English white people. There's a lot of stuff that is sort of understood in a way that maybe isn't.

Yasi Tehrani 19:44

Mm hmm.

Student C 20:01

I think the unsafety moments, well, they were much more extreme in person.
Actually, when I things were really difficult.
But online, I think it was.

Student C 20:12

Yeah, the beginning. We're all like a bit scared of, like, you know, being judged and how we're going to see each other.
But quite soon, you know, we I think I speak for the group, but I certainly speak for myself in realising that the others are such interesting, amazing people.

Yasi Tehrani 20:28

Yeah.

Student C 20:29

That I'm just excited to be there and yes, it could be a bit intimidating, but I would say the tutor did a good job of making it feel not like that.

Yasi Tehrani 20:31

In.
And.
How did they do that? Like, what were the? What was the the strategies and stuff that they actually did?

Student C 20:45

I think she spoke really slowly at the, especially at the beginning she was just quite slow and steady. It wasn't feeling like a big rush to show off to everyone. We started with an exercise which was a guided tour of where we live because we're all in different countries and that was really nice because we all came then we could all show a film that we'd made like on the phone, you know, very simple. And it was a way of introducing ourselves and where and our place. So it was really fascinating and we'd all got a little tiny window into each other into each other's lives, you know.

Yasi Tehrani   20:47
Hmm.

Student C   21:19
Locations.

Yasi Tehrani   21:20
Yeah.

Student C   21:21
But without being very personal, you know it wasn't like, right. Tell us your deepest secrets now.

Yasi Tehrani   21:25
Yeah.
I think those activities like sure, one interesting fact about yourself is like, no, I'd rather not.

Student C   21:28
Yeah, well.
Yeah. No, it wasn't it. And it was pre record like you just had to show the film. You could hardly speak at all. Some people went through the whole course not speaking very much.

Yasi Tehrani   21:38
And yeah.

Student C   21:42
What actually made it like his practise, you know, was about silence. So that was quite. Yeah. And I think the tutor found that really hard going at times, you know, but but conceptually very interesting.

Yasi Tehrani   21:46
Ruth, that's really interesting.
Yeah. During the tutorial, there's like, yeah, he's like, sorry, I cannot speak. Yeah. Oh, that's really fascinating.

Student C   21:58
Yeah. So it but yeah, that guided tour idea. It was, it's just it feels very simple and accessible. It doesn't feel like you have to show what an amazing person you are. Although some people tried to make it quite arty, but basically it was a nice, really slow introduction. And we talked a lot about meeting and arriving in the first unit, like in a way, the whole first unit was about.

Student C   22:23
Who are we? Where do we live? What's going on in our lives right now?

Yasi Tehrani   22:27
OK.

Student C   22:28
And and so that way the course was designed really thoughtfully, I think around how do we get to know each other and take our time with it.

Yasi Tehrani   22:33
That's really nice, yeah.
So were those activities based around meeting the right like was was the work you were doing, would that contribute to like the work you submitted or was it more just like formative stuff that you would?
Yeah.

Student C 22:52

I think it was more like a kind of.

Like a grounding, you know this, the first thing you do is grounding. That's like a a principle of.

Coaching. It's a principle of the priestessing that I do. It's like ground you do grounding first, and it was very much grounding because it was saying what? Where do you live? What building? What's the weather like? What? What? And we'd sometimes have a check in of like, what's the weather where you are today, you know? And somebody was in China in like -28° and you know.

Student C 23:25

It was like someone else in like.

Yasi Tehrani 23:26

Yeah.

Student C 23:30

I don't know Lebanon and it's quite hot so. So you just take the temperature and again it's quite impersonal. It doesn't feel like you have to reveal anything big, but you somehow feel a connection because, like, oh, wow. So your body is about the body and kind of or you're feeling sweaty and you know you're going to wear less layers and you're going to be all wrapped up or you might be in a quite a hot little room, but you're kind of trapped inside on. So yeah, those kind of really grounding things were helpful, I think, to feel safe with each other without having lots of in depth conversations about values and stuff.

Yasi Tehrani 23:40

No. Yeah.

OK.

Mm hmm mm.

Mm.

Yeah.

Student C 24:08

Yeah, it was. It was nice and it was a gentle way in. And then I think it was that basis of knowing that you'd shown people something about where you live that helped us then feel a bit safer in sharing our more creative ideas as the course went on. So in that unit, I don't think we focused on that very much, but we returned back to the concept of it throughout the programme and especially at the end.

Yasi Tehrani   24:29
I see. Yeah, yeah.
That's really nice. And can you explain what like grounding is just in very simple terms, just so I have it on record, yeah.

Student C   24:33
Yeah, it was.
Grounding is like coming into it's a bit like in yoga as well. You take a breath. It's like coming into your body and noticing how you feel right now. It's like in the present moment so.
You know, I can hear the computer whirring. I can hear someone next door.
It's sunny outside. I'm a tiny bit colder than I'd like to be like you just notice all these little simple things about the reality right now in this exact moment.

Yasi Tehrani   25:09
Interesting. OK. That's so good to know.

Student C   25:11
And you could take a deep breath. You put your like feet on the floor. Just just noticing that you're on a planet and you've got gravity holding you down, you know.

Yasi Tehrani   25:15
Yeah.
Yeah. Yeah. So being aware of, like your physical, like how your physical senses.

Student C   25:21
Your physical? Yeah, that's grounding. So you're kind of connecting to the ground, to the earth. And where you sit?

Yasi Tehrani   25:26
Yeah.
Really like that idea, especially when it's online because you don't have that. Yeah. And I guess the prompts you ask can really help people to to do that wherever they are in the world. Like, it's not tied to the location.

Student C   25:41
Exactly. And it helps you recognise each other like each other's location in some way. You. Yeah, that dislocation of being online like I've blurred my background. I don't always do that. But you've got the, like, a picture from outer space. You know, it's like.

Yasi Tehrani   25:51
Yeah, yeah.

Student C   25:57
Very hard to know. We're just.

Yasi Tehrani   25:58
Yeah.

Student C   25:59
Ephemeral.

Yasi Tehrani   26:01
Beings.

Student C   26:01
Possibilities on a screen. So yeah, the bit the bit of grounding is just naming fact and noticing the reality and it does. It does help.

Yasi Tehrani   26:10
Oh really?
Yeah.

Student C 26:13

And the teacher, even you know, she's from a dance, just like a performance. It's got a dance background, so she's quite well versed in that kind of body practise and.

Yasi Tehrani 26:22

Yes.

Student C 26:27

And I think it it was, it was a really good, useful thing to just say, right. You're sitting in your chair.

Student C 26:34

And then we might do some hand exercises and that start is where I started to feel less safe because I've got arthritis and I was really anxious and and it was like, oh, we're doing some dancing and I'm just like, oh, no, no, no, no, no.

Yasi Tehrani 26:47

Yeah, I don't wanna. Yeah, that's OK. And what was that?

Student C 26:51

Yeah. So again, that was assumptions. It was like assuming that because it's a performance course, we're all really comfortable doing body work and you know it was like not me.

Yasi Tehrani 26:58

Yeah.
For me? Yeah, that's OK. No, this is really good to know.
Just questioning those assumptions as well, you may be even just checking in with the cohort before to get like a temperature check of how confident you feel with things and.

Student C 27:15

Yeah, exactly.

Or just, yeah, the beginning sort of saying we are gonna be doing some body work. And if you don't like, you know, options are.

Yasi Tehrani 27:18
And did you notice?
Yeah, that would be, yeah. Options are great like that. You can still participate, but maybe less.
Yeah, maybe less intensity or have alternatives I think is always good, isn't it? Yeah. And did you notice, like when you were doing the sharing like the guided tour stuff, was there anyone who didn't do those things? Like, were there people who were just, I don't want to use the term lurker because I know that has, like, negative, could that could also be a good thing online if you just want to do the stuff and not contribute, was that? Yeah. Was there anyone that maybe didn't do that or felt uncomfortable to do that?

Student C 27:47
Yes.
I'm pretty sure everyone did it.

Yasi Tehrani 28:00
Mm hmm, that's really good.

Student C 28:02
I think we were quite engaged with such a small group. We had eight people.

Yasi Tehrani 28:07
For the whole.
OK, that is a small, yes, nice number, yeah.

Student C 28:11
Yeah. So I think that maybe makes it a bit unusual as well in the intimacy that was possible and.
And also the exposure because then you can't really look that easily because it's like can see everyone?

Yasi Tehrani   28:24

Yeah, it's just like, hello. Yeah. Wow. That is, that is a very small group.

Student C   28:28

Yeah, it was so.

Yasi Tehrani   28:29

Mm hmm.

Student C   28:32

Yeah, I think that. But like I say, there were some and I I think the language barrier was probably a big part of what meant that those who were more quiet although. Only one or two were kind of as vocal as I was.

Yasi Tehrani   28:48

Mm hmm.
OK.

Student C   28:51

But umm.
I don't think it was non participation though I think it was to do with just.
Fee. I think there's one student who I think was typing into translate.

Student C   29:06

So taking a long time to answer a question, but appearing to be kind of somewhat occupied whilst waiting and I was thinking I think they're typing in and then getting it and then reading that out to the group and just needs a long time to process the question and find a reply.

Yasi Tehrani   29:11

But they were translating, yeah.
Yeah.
I'm reading it out.

Yeah.

Yeah.

Student C   29:26

And so that probably put quite a big damper on their participation.

Yasi Tehrani   29:30

Yeah, yeah.

But again, if that sort of thing had been identified at the start, as I might need some more support that could have been something that was, yeah, maybe mitigated a bit more, which would have been good.

Student C   29:37

Yes.

Yeah.

Yeah.

Umm.

I think.

It did help and I think also there were practises of another tutor where we were put, we were left to ourselves for half an hour. The tutor would just leave us during the session and say you guys, I'm going to go, I'll be back in half an hour. You chat and that because we never really got our act together meeting up independently even though there was sometimes a desire expressed that we should.

Student C   30:33

Because we're missing out on that. Go for a coffee thing.

Yasi Tehrani   30:36

Yeah.

Student C   30:39

But because the tutor made it happen during a work session.

Yasi Tehrani   30:43

Hmm.

Student C 30:44

That was really, really good. Like that was so powerful for me and I think it was so nice to have that informal chat time without the teacher there.

Yasi Tehrani 30:49

Mm hmm.
Yes.

Student C 30:54

I think the unsafety came. From things like.
Well, one was where there was a guest tutor who brought a practise of.
He was interested in magic and psychic things and UFOs and things like these mystical things. Right? And because that's some of my practise as it is, I felt he was treating it as trivial or mocking it in some kind of subtle way. And it wasn't clear to me his position. It wasn't clear that he had an understanding of what he's dealing with in a.

Student C 31:30

Kind of serious way. It was like maybe he was, but it wasn't clear. He didn't say where he'd learnt it. He didn't frame anything. He just came in and said let's all do an astral projection and.

Yasi Tehrani 31:32

Yeah.
I'm not sure.
And.
You're so.

Student C 31:47

And treating it like it's impossible like it's a ridiculous joke, but we'll do it anyway because that's a bit of interesting, quirky thing to do and I, and I've just been in places and situations where those things are completely real.

Yasi Tehrani 31:55
Yeah.

Student C 32:01
And it's and it's kind of part of my practise around that is like what's you know how how do you there are different realities basically and you can be in one or the other and how do you try and move between them or something, whereas he seemed to be in one reality and kind of thinking this one wasn't real and that I just found that really like no, you can't you just, I was really upset but the tutor didn't understand what I what was wrong. So she thought I was being weird basically and difficult and.

Yasi Tehrani 32:04
Yeah.
Mm hmm.
Alright.
Yeah, it just wasn't mm hmm.

Student C 32:32
Yeah, that was quite difficult. That's really stressful.

Yasi Tehrani 32:36
That was very interesting.

Student C 32:37
And then.
Other moments were around Reese, where there were problems more among the students and it, and it could have been handled it that I think. I don't think the course handled those things really well.

Yasi Tehrani 32:41
Mm hmm.
Hmm.
Mm hmm.

Student C 32:52

Or created the safety the space correctly.

Student C 32:58

Yeah. And there was one bit where I was speaking in the languages of the people in my group, and I wasn't sure how that would land again. It was to do with like.
Racialized identities and like appropriation and.
I felt like I was.
Experimenting with something that may or may not be OK and it wasn't, it was OK like and I don't think the tutors.

Student C 33:27

Made a mess or threw me, you know, into a bad situation. And I don't think they. I think it was fine, but it was one of those moments where it just felt a little bit like.
Maybe.
If if the grounding was a bit stronger around those things, maybe it would have.
Been felt a little bit safer for me, so it was more to do with my practise and how it impacts other students really and thinking about.

Yasi Tehrani 33:50

Yes.

Student C 33:56

I don't know. That's a very subtle, complicated thing. I don't know how you'd deal with that unless it was an actual topic in the course, but I think some of the basics around racism and in those kind of issues.

Yasi Tehrani 34:07

Mm hmm.

Student C 34:10

I I just again I'd done quite a bit of my own learning and I just was like, how did these tutors not know this?
What they're talking about it, but they haven't. Don't seem to have actually read the

book or done the work so.

Yeah. Again, it was sometimes these sort of cultural assumptions were not fully clear or established well.

Student C 34:35

And there were these forays into areas that maybe the tutors just needed a bit more expertise around it, or perhaps different tutors or something, you know, like more of a mix.

Yasi Tehrani 34:39

That wants it. Yeah, yeah.

Is there's people that specialise in stuff like the climate, social, racial justice that can come in and do sessions around that which is super useful. We had one recently as a team and I was like, wow, this is, I don't know, a lot of this stuff. And yeah, it's it's really eye opening to like how you do your work as well and like the references you use and you start to see a lot of people don't actually have like diverse sort of, you know, points of reference for things. And you're like, oh, OK, I can I can do stuff here. Yeah.

Student C 34:50

Exactly. Yeah, yeah.

Yeah.

Right.

Yes.

Yeah, absolutely.

Yasi Tehrani 35:15

So do you felt not supported in that way? Almost that did ever feel like you were doing a lot of heavy lifting in the course, like in terms of keeping the the?

Password like the.

I'm so like a team bond. But like, yeah. Did you feel like there was an onus on you to sort of?

Student C 35:32

Actually, that's funny. You say that it was, yeah. And the tutor actually, especially in

the first year, I'd say maybe less. So as we went on, but also because we had different tutors coming in a bit more.

Yasi Tehrani   35:36
Hmm.

Student C   35:45
But it felt like I was being leaned on quite a lot as a sort of bridge between the university and the other students.

Yasi Tehrani   35:48
Yeah. Yes.
Hmm. That's so that's so fascinating, isn't it? It's like such a weird position to be in because.
So you don't expect that when you sign up to something to think? Yeah, I'm going to be.

Student C   35:59
Yeah.
Yeah.

Yasi Tehrani   36:03
Yeah, like I suppose bit of extra pressure on you as well, doesn't it? As someone you've got your own work to do, but also.

Student C   36:07
Yeah.
Yes, it did feel at times a little bit like.

Yasi Tehrani   36:10
Yeah.

Student C   36:16
Yeah, put me a bit vulnerable because it was like I'm not officially in this role. I'm not being paid to do it. I'm paying as a student, but I could get something wrong like I'm

not being held by the university officially, but I mean, put in positions are a little bit university ish. And you know, partly through my own.

Yasi Tehrani   36:18
Mm hmm.
Yeah, yeah.
Mm.
Good morning.
Yeah.

Student C   36:36
Agency like not. It's not like I was being forced into anything. But yeah, there was one or two moments where I remember having chats with my husband about it and and being like.

Yasi Tehrani   36:36
Hmm.
Yeah. No, no.
Mm hmm.

Student C   36:48
Yeah, maybe back off a bit, you know, don't don't take that on too much because that's just not quite appropriate and I think, yeah, the tutor was new to the college and a new course and it was a lot of pressure and perhaps looking for that again, like when the teachers are exposed or under stressed.

Yasi Tehrani   36:50
Yeah.
Yeah, yeah.

Student C   37:06
That does have a knock on effect.

Yasi Tehrani   37:08
Yeah, definitely.

Student C 37:10

And.

Yeah, that did happen quite a lot. And actually near the end as well, they said, you know, if you hadn't been there like.

Creating the energy this course would have been really, really different, you know.

Yasi Tehrani 37:21

Hey. Oh, wow. It's a lot of, yeah. Unspoken sort of assumption expectation that you would be the one to.

Student C 37:26

Yeah.

Yasi Tehrani 37:30

Yeah. Do you find it? Yeah. Yeah, that's.

Student C 37:31

Yeah, and it was me. I wanted to do that to some extent because I wanted the course to be better for myself, but.

Yasi Tehrani 37:37

Yeah, that's that's really.

Student C 37:38

But yeah, it felt a little bit odd. It was like, well, it would be nice if you, I don't know if I had an official role in some way or something rather than just sort of being used because I happened to be there, you know.

Yasi Tehrani 37:48

Using a lot of the legwork to sort of keeps the yeah, and do you think? Yeah.

Student C 37:50

A little bit, yeah. Yeah. Trying to explain systems and help people and.

You know, we set up a WhatsApp and it was like, Sarah, could you tell everyone this and?

Yasi Tehrani 38:01
You gonna you're on the conduit of like the from. Like the course leader. That's really fascinating. Yeah.

Student C 38:04
Yeah, because of the cultural connection of, you know, identity, it was like they felt safer with me and they knew that I was really with it and would respond and know what was going on and stuff. So yeah.

Yasi Tehrani 38:11
Yeah, yeah.
This is so fascinating. Do you think? Did that change how your peers reacted to you like?

Student C 38:18
Yeah.

Yasi Tehrani 38:23
Oh no. I don't know. Maybe like minuscule level, but could you feel was there a bit of like power dynamic almost.

Student C 38:29
I felt I felt.
I mean, I felt a bit uncomfort. I felt uncomfortable about that.
You know, aware, aware that this didn't didn't seem fair. You know, it's like, do I have some kind of extra advantage? And I was really conscious of it all the time, but I didn't.
I didn't really know how to change it and.
Umm.
I don't know how they perceived it. You know, I'm not sure that I pick up those things or I know that some of them had good connections with each other.
More on like 1 to one basis. Really. I don't think there was much group formation.

Yasi Tehrani   39:11

Yeah, yeah.

Hmm.

Student C   39:16

There was on one level like as an art. As an artist, I think there was so much connection between the kind of work we were doing.

Yasi Tehrani   39:20

Mm hmm mm hmm.

Student C   39:24

But personally, maybe those connections are a bit less and I know that there's basically two other students who are more connected, more engaged, and they're good friends with each other, but also directly with me. More so one of them. And but it was very much in these pairs. It was. I don't, I don't think or didn't get the impression that there's like a gang or a general feeling of one and then the others with anybody.

Yasi Tehrani   39:28

Mm hmm.

Saying yeah.

Yeah.

Yeah, yeah.

Like a group. Yeah. Yeah. OK.

Student C   39:49

I mean, I might have missed it. Who knows?

But I didn't get that feeling. I just felt like most people were quite separate and there was just these quite mild connections forming between pairs.

Yasi Tehrani   39:58

Mm hmm mm hmm. And did you in that WhatsApp group, was that mainly like a

queries group or with people sharing work? Or do you have links to each other's? Like online art like social medias or anything.

Student C 40:12
Umm yeah, initially I think we all shared our Instagrams umm and we'd used it more for like supporting each other a bit. So.

Yasi Tehrani 40:15
OK.
Mm hmm.

Student C 40:21
Do you know when the deadline is or are we meeting this week? You know, just little things like that to stop, to not bother the tutor with those kind of things or just check in with each other. And then again, you know, some of us and particularly me was keen to try and have a bit more connection but.

Yasi Tehrani 40:25
Yeah. Yeah. Mm hmm.
Yeah.
Yeah.

Student C 40:37
It tended to be a bit not much response and.
I think people are just in their own lives, really a lot, you know, and don't really need it, not really looking for that so.

Yasi Tehrani 40:45
I'm so yeah, yeah.
Yeah, that extra mm hmm.

Student C 40:51
It was pretty much not much happening group, but it's nice every now and then, you know, there'll be a little flurry of of chat about something.

Yasi Tehrani   40:59

And did you feel like you could have if you wanted to have shared stuff like whenever with quite readily with them and ask for feedback or ideas? Or was that something you weren't more to the tutor for? Because then you you'll work more? Maybe.

Student C   41:12

I think it I would have loved to have more of that from the others and.
It tended to be mediated by the tutors. We would do it, but it tended to have to come from the college more. And when, like I say, when that tutor just left us to it, we had amazing conversations on our own, but we weren't self initiating that beyond the tight framework of the course itself.

Yasi Tehrani   41:20

Mm hmm mm hmm.
Yeah.
Yeah, yeah.
I enjoyed. Yeah. So with the tutelage we set up for the meeting and then leave. Yeah. Oh, sorry. Would the tutor, like, set up the the room and then just literally just go and then? OK, that's so funny. I love that idea. It's like, bye.

Student C   41:35

Whereas I think in person we might have got more. Sorry whoop.
Yeah. Yeah, it was really good.

Yasi Tehrani   41:50

But you wouldn't have had, I guess, yeah, to initiate that on your own wasn't really like a thing of the course wasn't really built in.

Student C   41:50

It was awesome.
We did try several times. Yeah. And the tutor tutors were saying, you know, go on, meet up.

Yasi Tehrani   42:00

Mm hmm.

Oh, oh, they were. Oh, they were encouraging. OK, yeah.

Student C   42:04

And yeah, and and and some of us were like, oh, yeah, let's try meet up on the Wednesday. But then no one would come and, you know, it just never gained.

Yasi Tehrani   42:13

Hmm.

Yeah.

Student C   42:16

Energy.

Yasi Tehrani   42:17

Mm hmm, so sometimes it works, doesn't it? And sometimes it's just like, Nah, just just gonna do my own thing. And the group is there, but.

Student C   42:25

Yeah.

Yeah, I don't fully know why, but I'm assuming it's just. Yeah, most people are. Had come into it with full lives already. They weren't.

Yasi Tehrani   42:35

Yeah, yeah.

Student C   42:37

Young with no responsibilities. They were like, had a job and a family or, you know, caring responsibilities. Those things going on. So they were, I think the course was more pragmatic. It was like, do the course. But I'm not looking to build a new social life.

Yasi Tehrani   42:39

Yeah.

Yeah, I see it shows, yeah, yeah.

Mm hmm.

Yes. And I guess maybe networking wasn't as.

Yeah, maybe was it, I guess with a small group, but even still, that's still maybe opportunity for networking, but maybe that wasn't the priority of.

Student C   43:03

That it's funny. Yeah. I don't quite know. Again, I think that it's a little bit of a missed opportunity in a way for me.

Yasi Tehrani   43:11

Mm.

Student C   43:16

They don't need it, they don't need it.

Yasi Tehrani   43:18

Don't need it, yeah.

Student C   43:19

There was a stage where I was working on a funding application with with another student.

Yasi Tehrani   43:24

OK.

Student C   43:25

Like a British Council international project.

Yasi Tehrani   43:27

Yeah, yeah.

Student C   43:29

And that was really nice. You know, that felt like. Yeah, this is the kind of thing I was sort of expecting or hoping might happen.

Yasi Tehrani   43:34
Yeah, yeah.

Student C   43:37
And we we did a, you know, really nice, interesting idea but got rejected. So I think that was a bit like, oh, you know, it's a lot of work and.

Yasi Tehrani   43:46
Yeah.

Student C   43:47
That's just part of being an artist, really, as you're always trying for something.

Yasi Tehrani   43:51
Yeah, yeah. Gotta put yourself out there.
Relentlessly.
Amazing. This has been so fascinating. I'm so it's it's funny when you say group of eight, you think, Oh yeah, they'll be doing loads of stuff. Such a small group. It's like, no, actually if it.
Yeah, because I think our course will also be people that have jobs and caring responsibilities. It's like, do we actually want to force them to be like doing this? Well, this community stuff or should we just let it happen organically and see what happens with it rather than?

Student C   44:13
Yeah. OK.
Yeah.
Yeah, it's interesting.

Yasi Tehrani   44:25
I think we're trying to build in a lot of opportunities for it, but people might just not want to do that because they don't see the value in doing it.

Student C 44:28

Yeah.

Yeah, they'll do it if they think it's part of the course. And that's why that tutor was quite clever. Now I think there was a lot of benefit to that, but again, that's my personal view. I don't know how the others, I know that they engaged and we had different kind of chat in those times than we have at any other time because when the tutors there, there is definitely more of a kind of bit guarded it's like.

Yasi Tehrani 44:34

Yes.

Yeah.

Yeah.

Mm hmm.

Mm hmm.

Yeah, yeah.

Yeah, definitely.

Student C 44:55

You know, we're trying to say the right thing and.

Yasi Tehrani 44:58

Yeah.

Student C 45:01

In those times, yeah, it was really nice. It was lovely. That's why I think it's good if it can be built in, but I'm not sure people will take it up voluntarily depending.

Yasi Tehrani 45:05

Mm hmm.

That's very true. Yeah, I guess what we can do is build it and hope that it works, and if not, then we will learn from that and we can adapt it. And yeah, so I guess in terms of like the key factors of creating like a psychologically safe environment like I think you said a lot of those prompts and the grounding activities were really useful for that. Was there anything?

Student C   45:11
What they're looking for?
Yeah.

Yasi Tehrani   45:31
Beyond that, that you found very useful in terms of, like especially the online stuff that either the course did or the tutors did, or the university did that. Yeah, or even your peers did that made you feel.
Bit more I don't know. At ease or.

Student C   45:48
Break out rooms are really nice, so I think it again in the earlier stages we were put into breakout rooms or little exercises to do in pairs.

Yasi Tehrani   45:57
Mm.

Student C   45:58
And it could be a breakup room with two or three people.
Again, that's about building relationships among the group so that you're not.
Only going through the tutor for everything.

Yasi Tehrani   46:12
Yeah, yeah.

Student C   46:13
That does help feel like for someone to just go. Oh, God. What was that or you know?

Yasi Tehrani   46:18
Yeah.

Student C   46:21
Talk it through, but again, that's also potentially hazardous because if they haven't

done that little bit of basics, you know you can get people who just clash and they're not going to be safe with each other. So you can't control that completely, but I suppose.

Yasi Tehrani 46:30
Hmm.
Yeah, that's true.
Yeah.

Student C 46:40
Small doses and let it maybe that's the seeding it and then organic growth will happen after and I?

Yasi Tehrani 46:43
Hmm.
Mm hmm.
Yeah.

Student C 46:47
We did have a little bit of time in person, so to contrast that is really fascinating because.

Yasi Tehrani 46:50
Mm hmm.

Student C 46:55
The sense of personal connection with the others in person was was way more massive. I mean, it was just off the charts. I just don't know. I have been in other things where a sense of personal connection online has really happened. But in this course it just wasn't comparable at all and it never really fully worked online in that sense.

Yasi Tehrani 47:12
Just.
Mm hmm. Yeah, yeah.

Student C 47:18
The teaching was has been amazing.

Yasi Tehrani 47:21
Mm hmm.

Student C 47:22
But the personal connections only really work in person.

Yasi Tehrani 47:26
Yeah, yeah, yeah.

Student C 47:26
This programme.
It was fascinating.

Yasi Tehrani 47:30
With the the coaching stuff online, how was that so fascinating to let you know how that was different because you said that that made you do that had like a different approach to, yeah, maybe psychological safety, but was there anything that they were doing as part of that that was like, oh, yeah, this is, this is how online learning should be.

Student C 47:31
Yeah.
Yeah, I think.
Well, one thing very generally about online I would say is that it can feel much safer because you can just leave, you know, if you're going to burst into tears, you can leave, you can shut your camera, you know, and that stuff happens and, you know, we did, like sometimes cry in front of each other. And because we got to that level of safety, but.

Yasi Tehrani 47:58
That's so true, yeah.

Mm hmm.

Yeah.

Student C   48:10

Being online does feel much.

You have got this huge protective barrier in coaching.

I think it again comes down to the cultural underlying underpinnings and the assumptions and the culture itself. So in those kind of groups.

Yasi Tehrani   48:23

He didn't. Mm hmm.

Student C   48:29

There were learners, but there was, I don't know, there's just a culture. Well, first of all, you're not trying to add loads of stuff. It's about the relationship.

So you're not adding lots of new information and reading and ideas and films and throwing stuff at each other. You're just listening. And and that is the practise, you know. So it's very, very clean. It's like a much emptier space.

Yasi Tehrani   48:44

Yeah, yeah.

Yeah.

Mm hmm.

Student C   48:52

So then you've got room to just attend to each other, plus they the people who come into those kind of things.

Yasi Tehrani   48:55

Yes.

Student C   49:02

In a listening.

It's to do with listening and it's to do with taking responsibility so.

Slowing everything down really slow.

Yasi Tehrani 49:14
Yeah.

Student C 49:17
And knowing that you listen.

Yasi Tehrani 49:20
Yeah.

Student C 49:20
And then you respond, but you respond thoughtfully. You know it's let's just. It's just a kind of practise in itself. It's got its own culture and the academic culture is much more like PC and exciting and dynamic and punchy and attacking. And, you know, it's much more energised. So I don't know how you'd, I think you could have a set. You could have some kind of, like, this idea of grounding, you know, that could be expanded a bit and you could have some basic stuff. And that's what I did in my workshop. I led people through an exercise in listening.

Student C 50:15
In the moment.

Yasi Tehrani 50:17
Yes.

Student C 50:17
They won't have that skill, so it's like, is that an essential part of learning? You know, I would say probably, but it's quite away from where academia is right now. And I think it's creeping in here and there, but in a slightly sketchy, sometimes tokenistic way. And it's very much part of anti racism. It's like slowing it all down and giving people space to process what's happening.

Yasi Tehrani 50:19
Uh.
Yeah.

Yeah.

Yes. Yeah.

Hmm.

Hmm.

Student C 50:41

And letting them know that that's a thing and that it isn't just about having the fanciest words and the fastest ideas, it's not a competition. It's like.

Yasi Tehrani 50:43

Yeah.

Yeah.

Student C 50:50

The trouble is, academia is competitive, so it's very hard to create non competition within it. But you can you can have moments and at least get people to experience. So I think that's the difference really. It's that coaching isn't competitive.

Yasi Tehrani 50:52

Yeah.

Yes. Yeah.

Student C 51:04

And it's about being together and listening to each other and helping each other understand you want to go into a bit of a deep process. And I think that's really at odds with the benchmark in a university. That's not to say it can't exist, and I would love to see it expand and see like.

Yasi Tehrani 51:08

Just.

Yes. Yeah.

Student C 51:22

Because that's the foundation. Because then out of that you can have really amazing things. You don't have to just do that.

Yasi Tehrani   51:24

Mm hmm.

Yes.

Yeah, I love that. I just think just making space for it just I think slowing things down here would be so great. Everything so frenetic and like rush, rush, rush and submit submits like, Oh my gosh, let's just let's just cop down, you know, give people the space and then see what happens. This is so fascinating. I have so many ideas just like.

Student C   51:33

Yeah, yeah, yeah. Yeah, exactly.

Yeah.

Excellent.

Yasi Tehrani   51:50

Oh has been so great. Thank you so much. Oh, we're almost at time. Let me stop the recording, actually, because then I think we've covered so much stuff like, really enjoyed the the structure of these interviews because it's just.

Student C   51:52

My absolute pleasure, yeah.

OK.

Yeah.

◉ **Yasi Tehrani** stopped transcription