

Appendix A

Appendix A has **two survey responses** namely

1. Student Involvement
2. Student Representative Involvement

1. Student Involvement

Survey to understand critical factors affecting student engagement and how to mitigate (Survey Responses)

The screenshot shows a Microsoft Forms survey interface. At the top, the title is 'Survey to understand critical factors affecting student engagement and how to mitigate'. Below the title, there is a short introduction: 'Hi This survey is part of my intervention blog as part of PGCert. Your inputs on these will be highly useful to look from a different perspective the various visible and invisible factors impacting "Physical attendance in classes" This is an anonymous survey and none of your personal details are needed for this. Just answering these questions will help understand things better and improve possibly. Thanks for your time and support.' Below this, there are two questions. The first question is '1. Do you think physical attendance is important for a student understanding of the unit/course? Be it yes or no, Justify why?' with a 'Required' asterisk and a text input field. The second question is '2. Can you list the reasons as why a student may not be motivated to attend class physically? Think critically' with a 'Required' asterisk and a text input field. The background of the form is a light blue gradient with abstract shapes.

1. Do you think physical attendance is important for a student understanding of the unit/course? Be it yes or no, Justify why?

The word cloud visualization shows the following words in various sizes and colors (shades of blue and green): 'commute was long', 'physical attendance', 'direct support', and 'student'. The words are arranged in a way that 'physical attendance' and 'student' are the most prominent, followed by 'commute was long' and 'direct support'.

2. Can you list the reasons as why a student may not be motivated to attend class physically? Think critically



3. What is your opinion about inclusiveness among students in a classroom(Eg: It can be in terms of various faith, disabilities, racism, skin of colour, discrimination on various grounds including country of origin, financial backgrounds, Gender bias among others)? How inclusive are we in classrooms and in Universities?You can brief based on any one or all of it in your perspectives?



4. Can any of the aspects above directly or indirectly manifest as reasons of fear or bullying or discrimination or disability among others which in turn reduces interest to socialize in physical classroom, thereby avoiding to attend classes? Kindly share your thoughts or experiences

student's interest classroom learning environment
 gender bias physical classes
 social environment bullying
 experience **discrimination**
 fear
 negative encounters Personal experiences

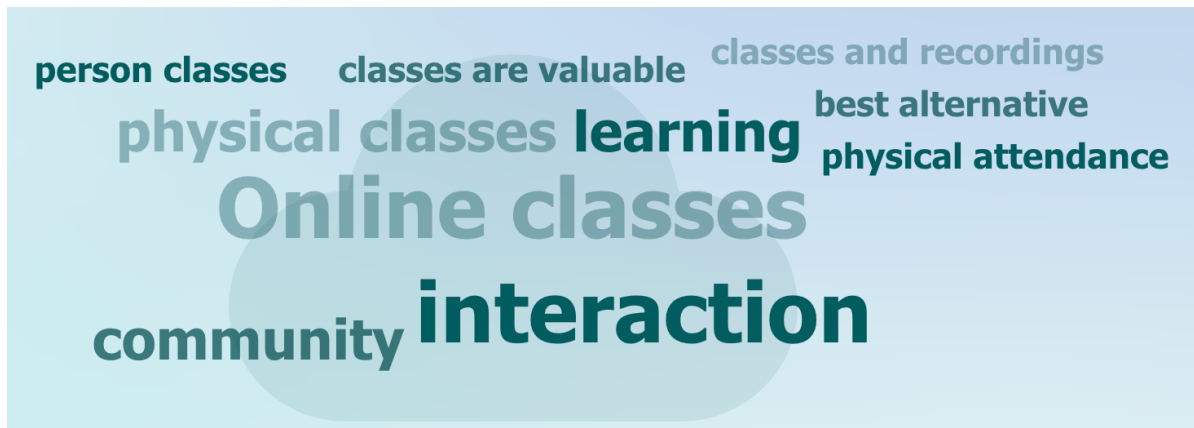
5. Do you have any ideas or strategies to mitigate any of the reasons stated above, so that it improves physical attendance in classroom thereby improving inclusiveness in a broader context?

accessible transportation
 students and staff inclusive classroom classroom culture
diversity training physical attendance
 staff and students **students groups**
 discrimination support systems
 inclusive environment training for students
 mandatory diversity

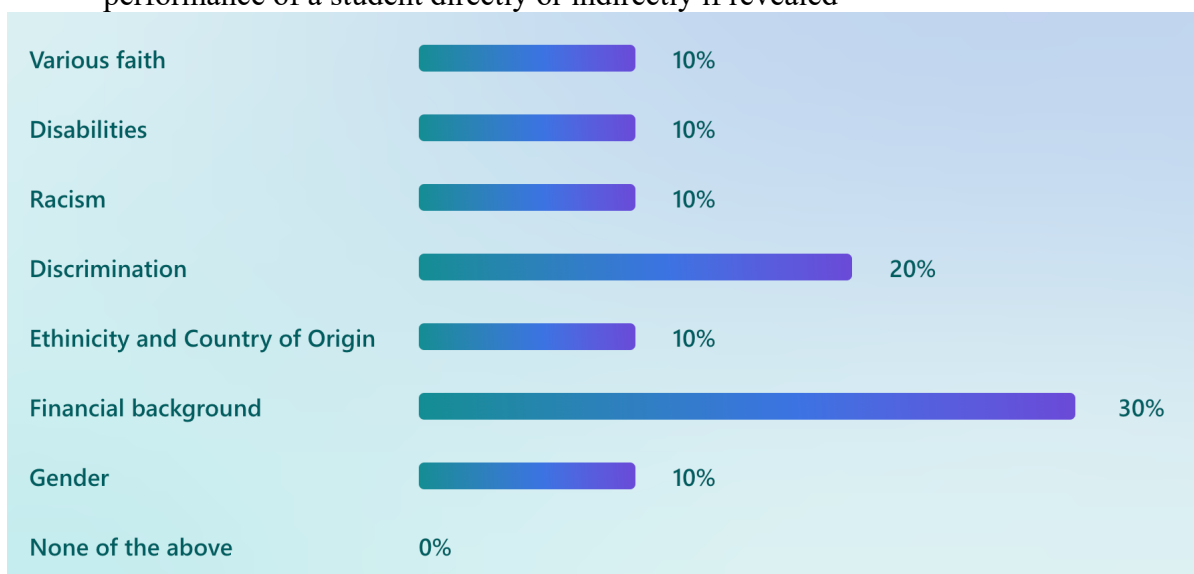
6. What all do you think a student would miss by not being regular to classes?

hands-on activities learning opportunities learning and support Access
direct immediate discussions
 collaborative learning context clues
 peer interaction **classes real-time** learning environment
 depth learning
 class participation **resources instructors**

7. Do you think online classess are real alternatives to physical class? Justify pros and cons especially highlighting your positionality and your stand on inclusiveness.



8. Select all that you think may be hidden factors in a classroom which affects performance of a student directly or indirectly if revealed



9. You may try to write few points about the rationale of your above choices



10. Any other inputs you think may be useful related to this survey

mental health

cultural or language family dynamics

1. Do you think physical attendance is important for a student understanding of the unit/course? Be it yes or no, Justify why?

"Yes, easier to get direct support from tutors and learn from other students. Environment also helps you get more focused on studying "

"Yes, physical attendance is very crucial because it rids the student of any distraction that may arise should the student decide to connect via online, thus fostering high possibility of attentiveness and learning. "

"Yes and no. Yes because sometimes being there in person makes it easier to understand things but also because sometime the commute can actually thrown you off especially if you're ill or the commute was long and exerting. It's a mix of both."

"Yes, physical attendance is essential for fostering direct interaction with instructors and peers, enhancing engagement, and providing immediate access to resources and support. These factors collectively improve understanding and retention of course material."

2. Can you list the reasons as why a student may not be motivated to attend class physically? Think critically

"Other commitments may be affecting ability to attend in person regularly, lowering energy levels making it harder to focus in person. Mental health conditions can also play a part."

"A student may not be motivated to attend class physically due to a lack of engagement with the material, personal issues such as mental health or family problems, or external factors like the convenience and flexibility of online learning options. Additionally, perceived irrelevance of the course content to their goals and interests, or a negative classroom environment, can also contribute."

"illness, long commute, burn-out, "

"A student may not be motivated to attend class physically due to personal health issues, lack of interest, scheduling conflicts, transportation issues, availability of online alternatives, social anxiety, family responsibilities, part-time work..."

3. What is your opinion about inclusiveness among students in a classroom(Eg: It can be in terms of various faith, disabilities, racism, skin of colour,

discrimination on various grounds including country of origin, financial backgrounds, Gender bias among others)? How inclusive are we in classrooms and in Universities? You can brief based on any one or all of it in your perspectives?

"I would say very inclusive as UAL is very diverse both with students and staff. Lowers the risk of discrimination in most aspects. People from a more challenged financial background have less options to focus on studying affecting grades and course outcome. The university does take measures to support these students. "

"Inclusiveness in classrooms and universities is crucial for fostering a supportive and equitable learning environment. While many institutions have made significant strides in promoting inclusivity, challenges remain. Faith-based inclusiveness in classrooms and universities is a vital aspect of creating a respectful and diverse educational environment. Many institutions actively promote religious tolerance and accommodation through policies and facilities, such as providing prayer rooms, allowing flexible scheduling for religious observances, and offering dietary options that adhere to religious restrictions. These measures help create a more inclusive atmosphere where students of various faiths can feel respected and supported. However, challenges remain. Despite official policies, students may still encounter ignorance or insensitivity from peers and faculty, which can manifest as exclusion or microaggressions. Additionally, the representation of different faiths in curricular content and campus events can be uneven, sometimes leading to a lack of understanding and appreciation of diverse religious perspectives."

"Quite inclusive as there are a range of people from ethnic backgrounds "

"Creating an equal and supportive learning environment in classrooms is crucial. Many universities have made progress in promoting diversity and addressing issues like racism, gender bias, and discrimination. However, challenges still exist. Continuous efforts are needed to ensure that all students, regardless of their backgrounds or identities, feel valued and have equal access to educational opportunities."

4. Can any of the aspects above directly or indirectly manifest as reasons of fear or bullying or discrimination or disability among others which in turn reduces interest to socialize in physical classroom, thereby avoiding to attend classes? Kindly share your thoughts or experiences

"Discrimination in any form can make an environment feel unsafe or unpleasant to be in, meaning someone will actively avoid being there."

"Yes, aspects like faith, disabilities, racism, socio-economic status, and gender bias can manifest as reasons for fear, bullying, or discrimination, which can significantly reduce a student's interest in socializing and attending physical classes. Students who face mockery or exclusion because of their religious practices or beliefs might feel alienated and anxious about participating in class. Similarly, those who encounter prejudice or microaggressions due to their race,

financial background, or gender may experience a hostile learning environment, leading to social withdrawal and absenteeism. Personal experiences and reports often highlight that such negative encounters not only impact academic performance but also mental health, making the classroom an unwelcoming space rather than a place of learning and community."

"A group recently had a falling out so some of the group have been more withdrawn from the classroom. "

"Yes. Aspects such as racism, gender bias, and discrimination can lead to fear, bullying, or social isolation, which reduce a student's interest in attending physical classes and engaging with peers. This environment can create significant barriers to their educational experience and personal well-being."

5. Do you have any ideas or strategies to mitigate any of the reasons stated above, so that it improves physical attendance in classroom thereby improving inclusiveness in a broader context?

"Group activities, events and trips could help people socialise more and get passed barriers with the potential for discrimination. Communicating the resources and support systems in place in regards to mental health and financial hardship to all students."

"Implementing comprehensive anti-discrimination policies and mandatory diversity training for students and staff can create a more inclusive environment. Additionally, establishing support systems like counseling and peer mentoring programs can help affected students feel more connected and supported, improving their physical attendance and overall classroom inclusiveness."

"Be allowed to pick groups"

"To address these issues and enhance physical attendance, strategies involve fostering an inclusive classroom culture, ensuring accessible transportation, and promoting diversity training for staff and students."

6. What all do you think a student would miss by not being regular to classes?

"Socialising with other students More in depth learning and support Access to on site resources "

"A student who is not regular to classes misses out on direct instruction, which includes real-time explanations, interactive discussions, and immediate clarification of doubts from the instructor. This absence also means losing valuable opportunities for class participation in group activities, debates, and hands-on learning experiences, which enhance understanding and retention. Additionally, irregular attendance hinders peer interaction, resulting in a lack of relationship-building, networking, and collaborative learning, all of which provide support and diverse perspectives."

"Important context clues"

"A student who does not attend classes regularly may miss out on direct interaction with instructors, real-time feedback, in-class discussions, collaborative learning opportunities, networking with peers, hands-on activities, immediate

access to resources, and a structured learning environment that promotes discipline and engagement."

7. Do you think online classes are real alternatives to physical class? Justify pros and cons especially highlighting your positionality and your stand on inclusiveness.

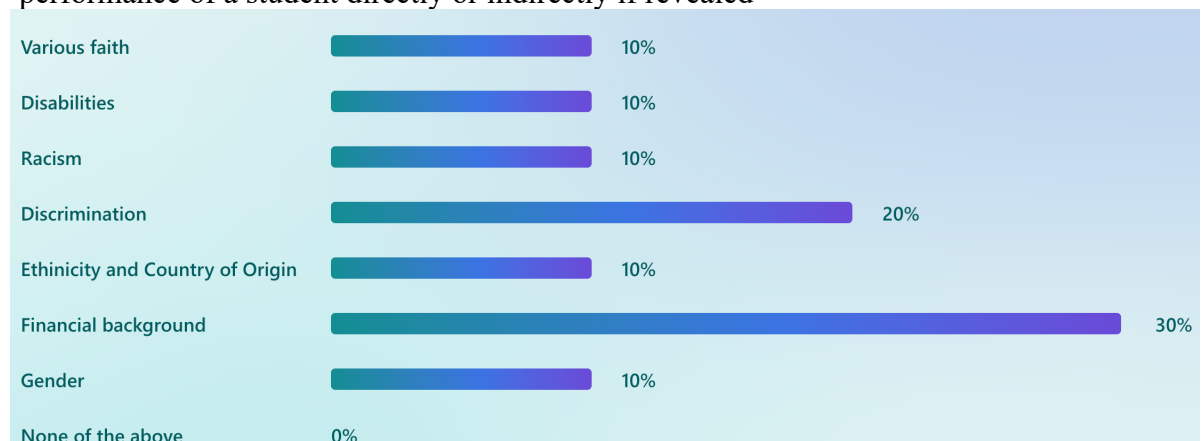
"I feel online classes and recordings are a useful tool that should be used along side in person classes. Pros Can attend while sick Access from any location Go back over content easily Cons Less social interaction Not as much support Less access to resources Harder to focus due to distraction"

"Online classes can be real alternatives to physical classes by providing flexible, accessible learning options that cater to diverse needs, enhancing inclusiveness. However, they may lack the immediacy of in-person interaction, hands-on activities, and community-building that physical classes offer, potentially impacting engagement and support."

"I don't think online is the best alternative because it doesn't encourage a good routine. And it's easy to lose track of work if you're sat at home. Whereas a pro of this is that it leaves more time to get up, get yourself sorted and be more relaxed."

"Online classes offer flexibility, accessibility for remote learners, and a range of digital resources, making education more inclusive for some. However, they lack the direct interaction, immediate feedback, and sense of community that physical classes provide, which are crucial for engagement and deeper learning. Therefore, while online classes are valuable, they are not a complete substitute for the benefits of physical attendance in fostering an inclusive and interactive educational environment."

8. Select all that you think may be hidden factors in a classroom which affects performance of a student directly or indirectly if revealed



9. You may try to write few points about the rationale of your above choices

". "

"Online classes offer flexibility and accessibility, allowing students from various backgrounds and circumstances to participate, which supports inclusiveness."

However, they often lack the interactive, hands-on experiences and social connections that physical classes provide, which are crucial for holistic learning and community building."

"Commuting in London in general is just pricey. As well as the food surrounding is at such an extortionate price. "

"Financial background can be a hidden factor affecting a student's performance due to limited access to resources, increased stress, balancing part-time work, social exclusion, and health-related challenges."

10. Any other inputs you think may be useful related to this survey

"Other hidden factors impacting student performance may include family dynamics, mental health, learning disabilities, cultural or language barriers, and access to technology."

2. Student Representative Involvement (Survey Responses)

The link: <https://forms.office.com/e/pi8uuV1vUr>

This was sent to 4 Student Reps, only one responded.

The idea of this survey to understand how Student Reps can be influential in bringing in inclusivity, motivate peers to be regular to classes, help build strong community.

As it is just one response, nothing substantial can be based on it, but answers around discrimination looks very positive among this class cohort which is a real proud moment for UAL as Students are the real reliable measurement metrics 😊

The screenshot shows a Microsoft Forms survey titled "Student Rep perspective". The survey is displayed on a computer screen. The title is in a teal box. Below the title, there is a message: "Hi all, I would love to extend your support on this quick task which is needed as part of my PGCERT submission. Just help me answering these questions in the point of Student Reps. (Note: No revealing personal details are expected, the answers are enough to be based on your observations and experiences so far)." Below this message, there are four questions, each with a "Required" label and a "Text" icon. The questions are: 1. "Do you think a Student rep can be influential in increasing the attendance of his/her fellow classmates? If yes, List the ways by which you think you can achieve? If no, List the reasons for the same?" 2. "In your perspective or experience, on what basis groups are formed for group projects?" 3. "Did you observe any underlying pattern among the groups? If yes what are they?" 4. "Have you seen or known of any case where someone frequently absent or withdrawn or feel uncomfortable to be in group? What do you think the reasons can be?" Each question has a text input field below it.

1. Do you think a Student rep can be influential in increasing the attendance of his/her fellow classmates? If yes, List the ways by which you think you can achieve? If no, List the reasons for the same?

"I don't think so. Because some people often don't reply to messages."

"Yes, a Student Representative can be influential in increasing the attendance of their fellow classmates. Such as: Keep students informed about important dates, events, and deadlines. Motivate peers by sharing personal success stories and the positive impact of regular attendance."

2. In your perspective or experience, on what basis groups are formed for group projects?

"Suitable team members, diligent team members"

"Students choose their own groups, often based on friendships or previous positive experiences."

3. Did you observe any underlying pattern among the groups? If yes what are they?

"Everyone's work intensity is equal and there is a good leader in the team."

"Students with similar academic performance levels tend to group together. Students may feel more comfortable working with peers who have similar capabilities, or instructors may deliberately group students this way to balance contributions."

4. Have you seen or known of any case where someone frequently absent or withdrawn or feel uncomfortable to be in groups? What do you think the reasons can be?

"Yes Maybe sometimes they have jobs ?"

"Yes, students may feel nervous or anxious about interacting with others, especially in a group setting where they fear being judged or not fitting in. High-achieving students might fear that group work will lower their grades if they perceive their peers as less committed or capable. Students with poor time management skills might struggle to coordinate with a group and prefer working alone at their own pace."

5. Do you think there is any form of discrimination that hampers inclusivity (eg: based on religion, belief, skin of colour, ethnicity or language or any other..) in classroom participation or group projects?

"No"

"Students from different cultural backgrounds might feel out of place or struggle with communication norms in group settings."

6. Also your opinion about considering any form of discrimination that can prevent a student coming regularly to classes?

"Perhaps discrimination will be one of the reasons for students' absenteeism. But there is no discrimination at present."

"Students from minority racial or ethnic backgrounds might face overt or subtle prejudices, leading to feelings of alienation, decreased self-esteem, and a lack of belonging. This can result in avoidance of classes where they feel unwelcome or targeted."