**Case Study 2: Planning and teaching for effective learning**

**Contextual background (50 words)**

Additional to my role I run the [@lcclondonphoto](https://www.instagram.com/lcclondonphoto/) Instagram account which was set up in 2018 and has become a vital tool for effective learning and building connections within the technical department. It has 5000+ followers and aims to connect students and alumni with exhibitions, competitions, opportunities, timetables and showcases work and happenings around the media photography courses.

**Evaluation (100 words)**

With the rise of social media platforms, our challenge was to connect with our students and the wider photographic community. This was even more prevalent during pandemic and students are now much more likely to keep up to date with information via Instagram than via emails. ([@lcclondonphoto](https://www.instagram.com/lcclondonphoto/)) is tech-owned, informal and informative, keeping students in the loop with tech timetables, workshops and opportunities, with links to our Moodle & ORB pages, and aims to create an online community hub for current students and alumni. There are weekly competitions to win free film during term time – showcasing the winning work and hopefully building an online community where students can have their work and experiences documented and shared more broadly.

**Moving forwards (350 words)**

I need to continue to build upon the foundations of the Instagram, it’s reach, momentum and to construct it efficiently as an effective learning tool, I’ve been gathering research from other Instagram accounts, notably, [ECAL](https://www.instagram.com/ecal_photography/) who have a much larger following, but routinely document student work from guest workshops and alumni book publishing, their documentation feels overall more polished. In *‘Home sweet home: achieving belonging and engagement in online learning spaces’* they discuss how the ‘nature of belonging in online spaces…co-presence is key to feeling connected with others in virtual environments.’ [[1]](#footnote-1)This sense of co-presence is vital in the use of the tech-run Instagram, our students and alumni must feel supported virtually, this means I need to make sure I am always replying to dm’s about timetabling, sharing online timetables for access – especially important for students who live far from campus, resharing their posts, work and achievements and highlighting job opportunities, requiring a high level of commitment and continuous engagement. The technicians tend to have a more informal role and often more personal relationship with students, and I feel this is reflected via the Instagram, and that is why it is a successful tool. In 2024, I started the weekly competitions, sponsored by Kodak, students enter their images and 3 people win each week, I make sure that different students win to gain a wider reach and for parity. This engagement is something I want to build on, potentially making workshop specific reels or video-form content and inputting our online inductions from our Moodle into short-form instruction videos on the Instagram. It is a passion project, and the community it nurtures feels crucial to the student experience. I would like to be able to up the student engagement – offering ‘takeovers’ so that current students would have full control of the content for a few days at a time, but with the number of students we cater for, it feels daunting to be able to make this work albeit via an open call.

**References**

Spark: UAL Creative Teaching and Learning Journal / Vol 5 / Issue 1 (2022) Home sweet home: achieving belonging and engagement in online learning spaces

1. Spark: UAL Creative Teaching and Learning Journal / Vol 5 / Issue 1 (2022) Home sweet home: achieving belonging and engagement in online learning spaces [↑](#footnote-ref-1)