

ARP -> PAR:

WASTE NOT, WANT NOT



Lecturer in
Construction Technology,
Live Build and
Making Projects



BA Interior and Spatial Design



Lecturer in
Construction Technology,
Live Build and
Making Projects



BA Interior and Spatial Design

1.

Establishing local
partnerships for
live projects



LIVE PROJECT – What is it?

“A live project comprises the negotiation of a brief, timescale, budget and product between an educational organisation and an external collaborator for their mutual benefit. The project must be structured to ensure that students gain learning that is relevant to their educational development.”





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1.

Establishing local
partnerships for live
projects



2.

Creating a curriculum to enhance technical skills





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BA Interior and Spatial Design

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Establishing local
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3.

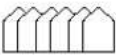
Co-design and build the degree show



2.

Creating a curriculum to enhance technical skills





THE MACKINTOSH SCHOOL OF ARCHITECTURE

RESEARCH PROJECT:

LEARNING FROM LIVE BUILD 2014

MSA STAGE 4

ALEXANDER MACKENZIE
HOLLY LINDA GARDNER
HSEUNG-YI LIM
JONATHAN CHARLES DILLET
LIM KERCHHONG
LUCINDA ECCLES

TUTORED BY KATHY LI AND LEE IVETT



Live Projects

MATT + FIONA –
Working with young
people on Live
Projects

Wood Program –
Advanced Timber
Construction

Lecturer in
Construction
Technology,
Live Build and
Making
Projects

LIVE PROJECTS

COLLABORATION

MATERIAL
SUSTAINABILITY



Research Question?



LIVE BUILD

COLLABORATION

MATERIAL
SUSTAINABILITY

+



=

Research Question:

WASTE NOT, WANT NOT :

How can we champion material circularity, reduce waste, and encourage the responsible use of materials within our ISD studio community?

Why is it relevant?
- Our Course

College	UCAS code	Start date	Course length
Camberwell College of Arts	W253	September 2024	3 years

BA Interior and Spatial Design at Camberwell College of Arts covers a range of disciplines including architecture, art, furniture, interior and spatial practices.

Course overview

The course explores the practice and ethics of interior and spatial design. Taking a critical approach, you'll consider how interior and spatial design can resolve real world issues and drive positive social change.

You'll undertake ambitious live projects in real spaces with local and global partners. This practical experience will help you realise sustainable interior futures in real life contexts. You'll learn how to work with others, take calculated risks and create spaces that meet the needs of its users.

Throughout the course, you'll explore climate, social and racial justice in relation to the discipline. This will help you develop your own ethical and socially engaged practice. You'll also be encouraged to rethink the profession and identify new emerging career options for interior and spatial designers.

Why is it relevant?
- UAL

'Recirculating materials and minimising waste is embedded across our operations and within our teaching and learning.'

ual:

Waste Production

UAL does not send any waste to landfill. Material we cannot reuse internally goes to two streams.

Waste to Energy – this is all the waste which cannot be recycled and instead is burned for energy. We should aim to keep this figure as low as possible.

Mixed Recycling – this is all refuse that is fit for recycling. We should aim to keep this figure as high as possible.

We can then monitor each site's progress towards our recycling goals.

UAL



53% recycled

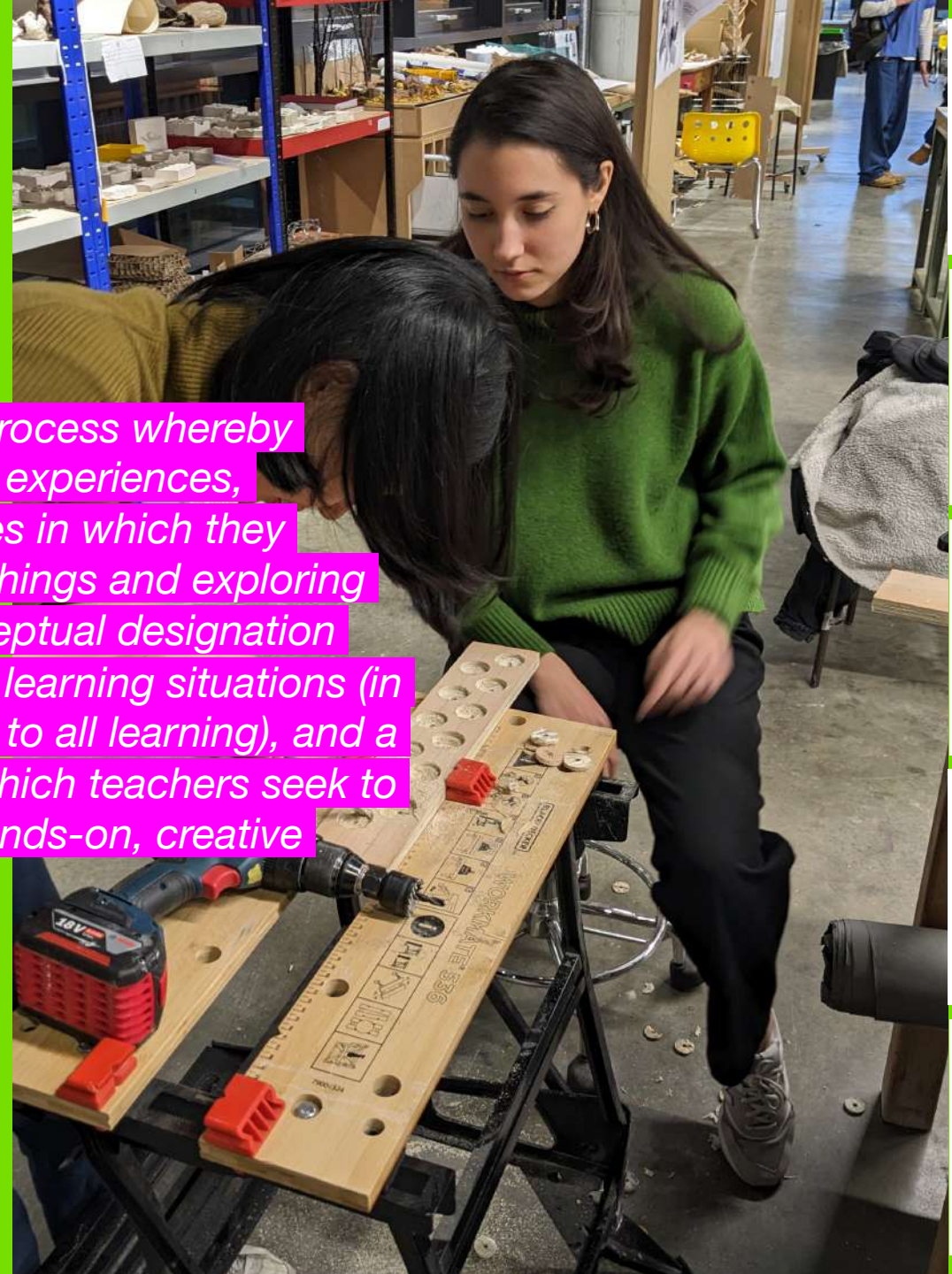
Why is it relevant?
- Wider discussions

'The everyday is in fact a site of constant renegotiation, and thus resistance and transformationit is here, in daily life that societies are (re)produced and therefore must be the starting point for action.'



Why is it relevant?
- My Teaching

“Learning by doing is the process whereby people make sense of their experiences, especially those experiences in which they actively engage in making things and exploring the world. It is both a conceptual designation applied to a wide variety of learning situations (in fact, as some would argue, to all learning), and a pedagogical approach in which teachers seek to engage learners in more hands-on, creative modes of learning.”



Research Question:

WASTE NOT, WANT NOT :
How can we champion material circularity, reduce waste, and encourage the responsible use of materials within our studio community?



ARP Methodology:

Involving students in the process

They are studio users

Co-ownership / sense of belonging

ARP -> PAR

Action Research Project -> Participatory Action Research

PAR :

Participation

Participation and Cooperation vs. Competition

Equality

Mutual respect among participants, all contributions valued equally

Co-Production

Research is produced collaboratively



How am I implementing it?
Roles and Participation

Topic

Methodology

Data Collection

Proposal

Evaluation



Me (Primary Researcher)



Students (Co-Researchers)

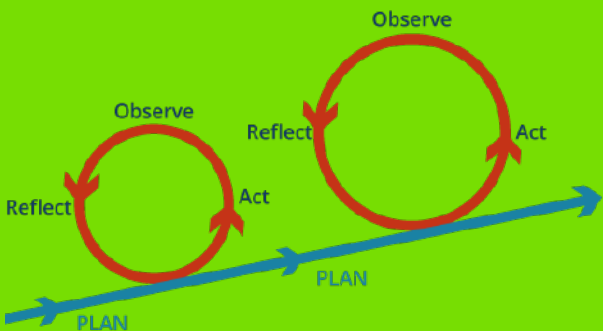
PAR Methodology:

- Workshops x 3
- Focus Group
- Participant Observations
- Surveys

'PAR does not follow a set research design or particular methodology, but constitutes a strategic rallying point for collaborative, impactful, contextually situated and inclusive efforts to document, interpret and address complex systemic problems.'

Methodology: WORKSHOPS

PAR Methodology:

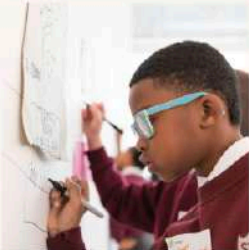


MATT+FIONA Methodology:



Briefing

We trust young people to understand their own needs best. We help them to identify what these are and to transform them into a project brief that is ambitious but feasible. Our workshops to enable the children and young people to set the brief and design a response.



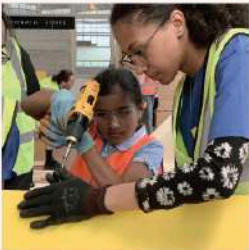
Design

Young people take ownership of the design process. We develop new drawing, model-making and prototyping methods that make this process enjoyable and transparent.



Build

We help children build their design using real, but child-friendly fabrication methods.

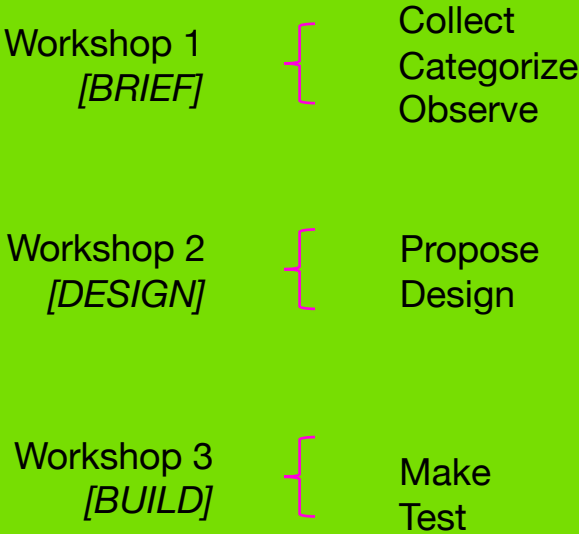


Use

The spaces created are cherished by the end users and local community



Methodology: WORKSHOPS

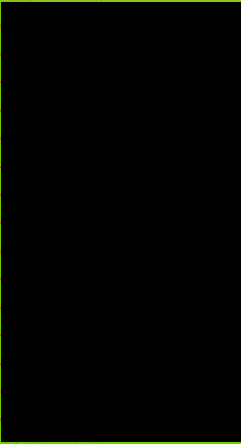


Methodology: FOCUS GROUP

WASTE NOT, WANT NOT!

Open Call to all BA ISD Students

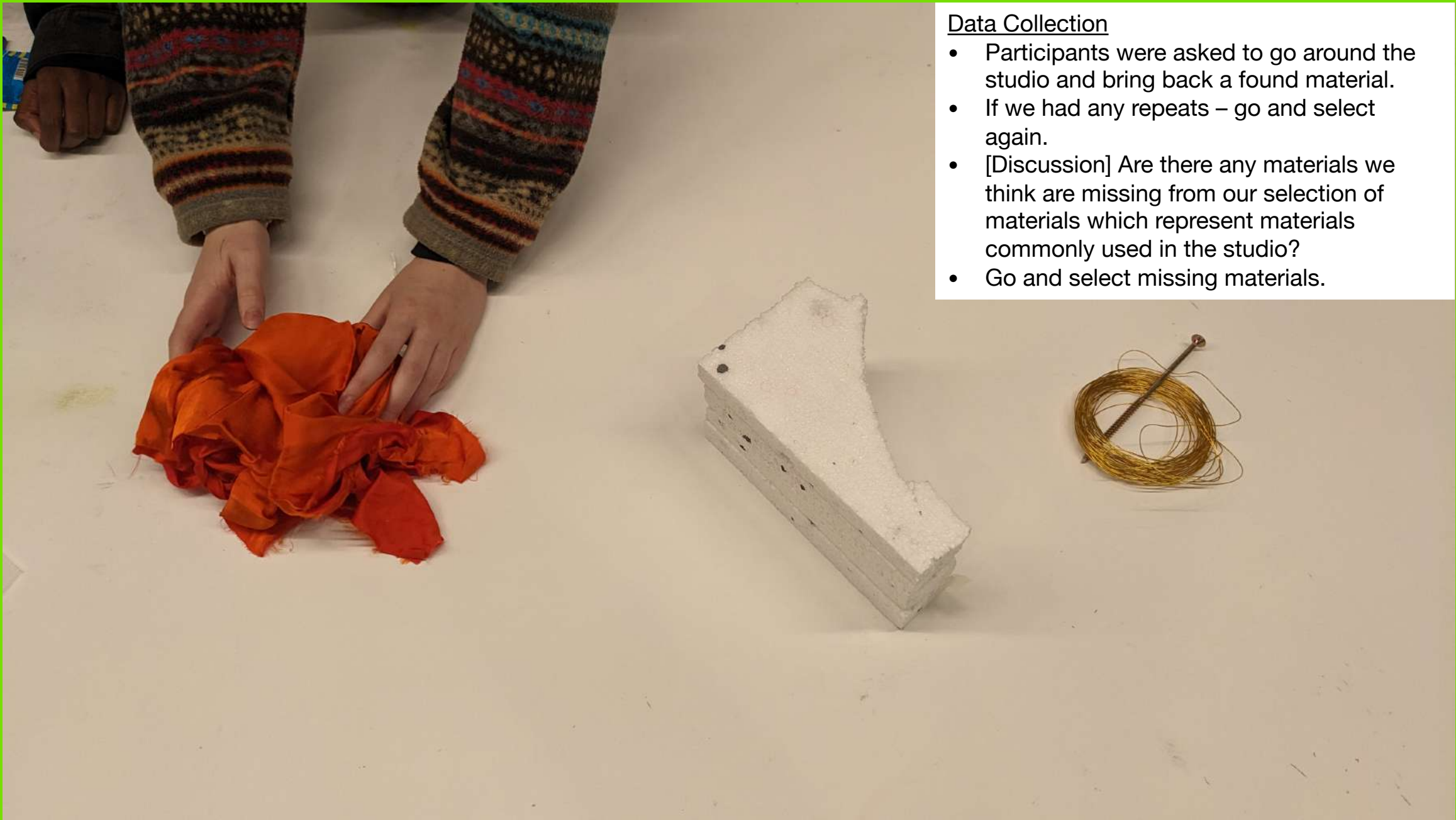
Add your name and mark the workshops you are able to attend (x), you **MUST** be able to attend at least two of the workshops.

Name	Workshop 1 08/11/23	Workshop 2 15/11/23	Workshop 3 22/11/23
	X	X	X
	X	X	X
	X	X	X
	X	X	X
	X		X
	X	X	X
	X	X	X
	X	X	X
	X	X	X
	X	X	X
	X	X	X
	X		X
	X		
	X		

These workshops will take place in the ISD studio and will be led by Lucy Eccles as part a research project for UAL and students participating will be asked to sign an ethical consent form.

Methodology: FOCUS GROUP





Data Collection

- Participants were asked to go around the studio and bring back a found material.
- If we had any repeats – go and select again.
- [Discussion] Are there any materials we think are missing from our selection of materials which represent materials commonly used in the studio?
- Go and select missing materials.

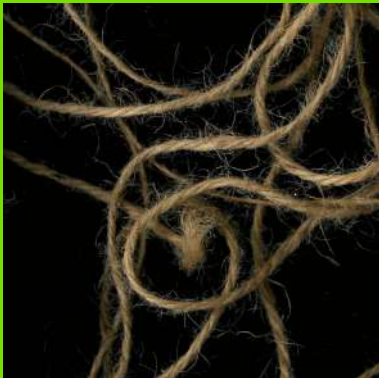
DATA SET: Materials collected from the studio



Clay



Wood



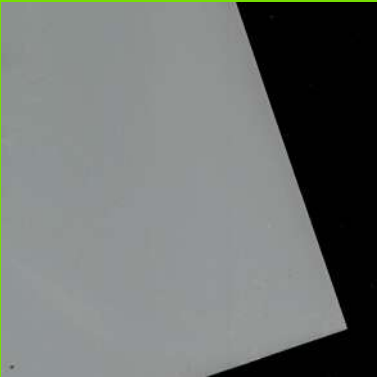
Jute String



Paper



Plastic



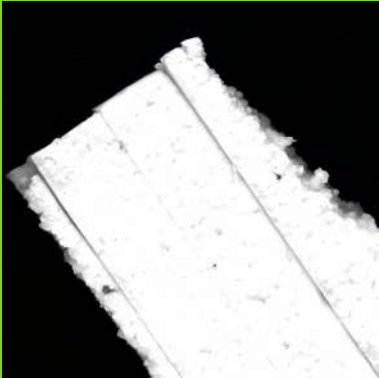
Perspex



Nylon Rope



Fabric



Foam



Wire



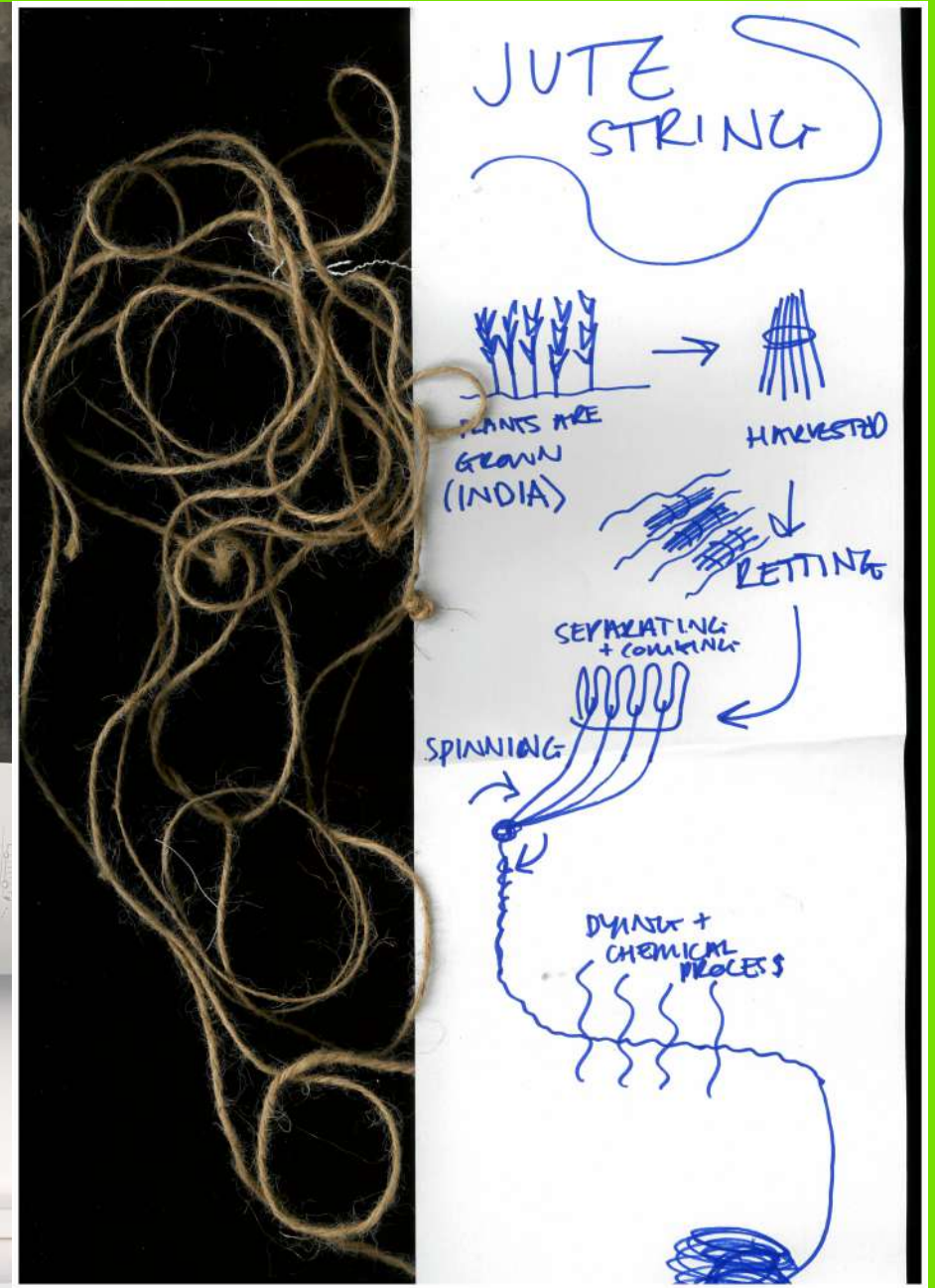
PLA

Research

- Each person took one of the materials and researched how it was produced.







Materials which can be re-used in the studio

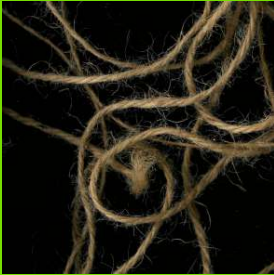
Waste



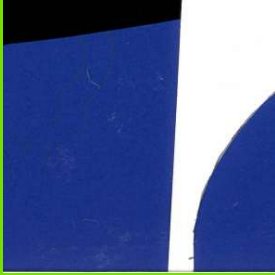
Clay



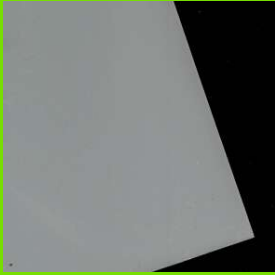
Wood



Jute String



Paper



Perspex



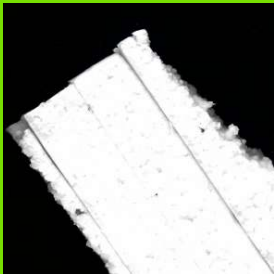
Plastic



Nylon Rope



Fabric



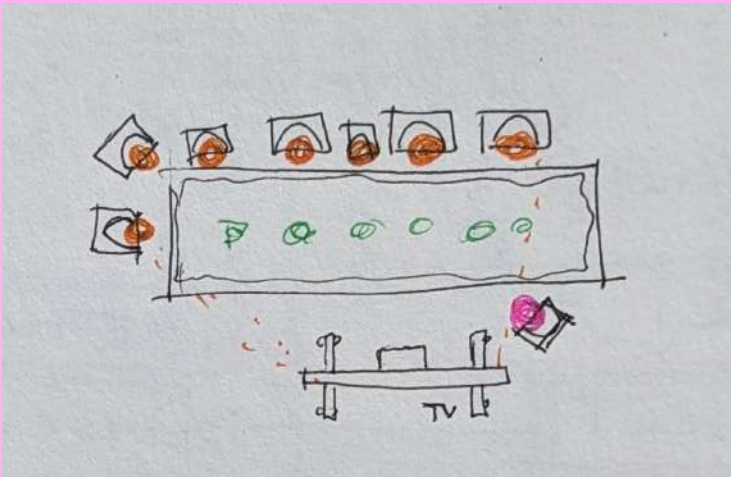
Foam



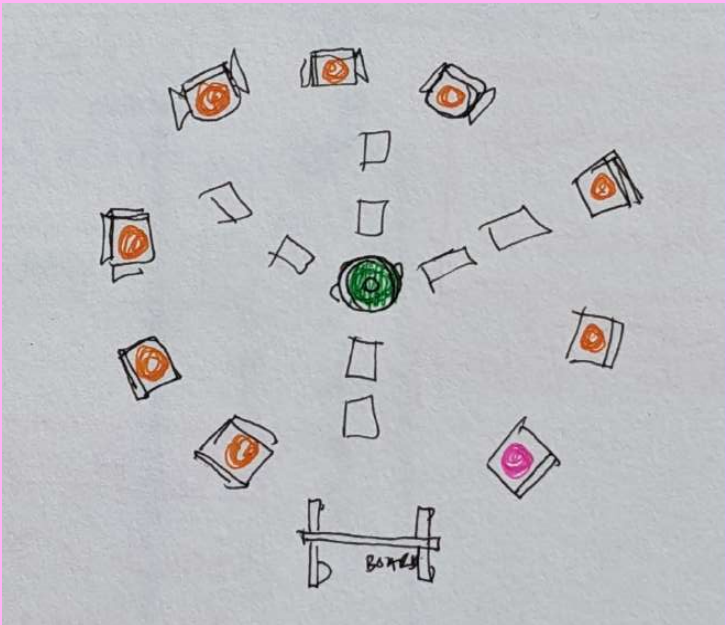
Wire



PLA



Workshop 1 – Spatial Arrangement



Workshop 2 – Spatial Arrangement

*'the significance of circles across world cultures and how they **promote a sense of safety, equality, friendship....**They dissolve power dynamics, the moment you put people in a circle, something feels different about that experience.'*

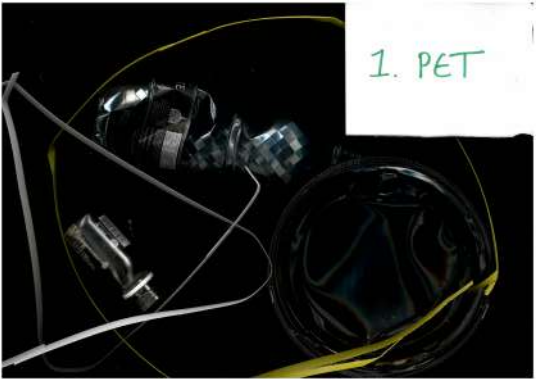
KEY

- Me (Primary Researcher)
- Students (Co-Researchers)

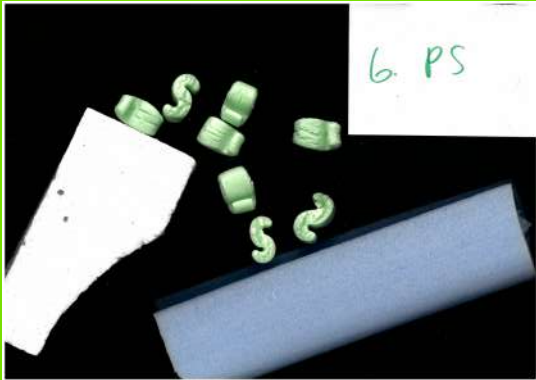




Commonly recycled plastics



Less commonly recycled plastics





Context

Question

Methodology

Outcomes

References

NEXT TIME

- DESIGN IDEAS
- COLLECT PLASTIC (JOY) (LINES)
- OUTREACH (DONNA) (STRUCTURE) (LUG) (CLEANING)
- LOGO / NAME - NEXT → 6th

REPAIR

- 1. PET 250°C
- 2. HDPE 132°C 180°C
- 3. PVC 298°C
- 4. LDPE 110°C 160°C
- 5. PP 162°C 190°C
- 6. PS 300+°C
- 7. OTHER / NON-RECYCLABLE

WASTE ?

THE KIT

- BIN / COLLECTOR
- DUST PAN / BRUSH
- SPRAY BOTTLE
- DISH BRUSH
- CLEANING GLOVES

REPAIR ?

- 1. ~~RULER~~
- 2. MODEL PEOPLE IIII
- 3. ~~GLUE~~
- 4. ~~TWISTED PLASTIC CURPS~~
- 5. CLEANING SET IIII
- 6. FIDGET SPINNER III
- 7. RULERS / T-SQUARE II



Context

Question

Methodology

Outcomes

References









Dustpan + Brush



Desk Brush



Bin



Brush Cleaner



Scrubbing Brush



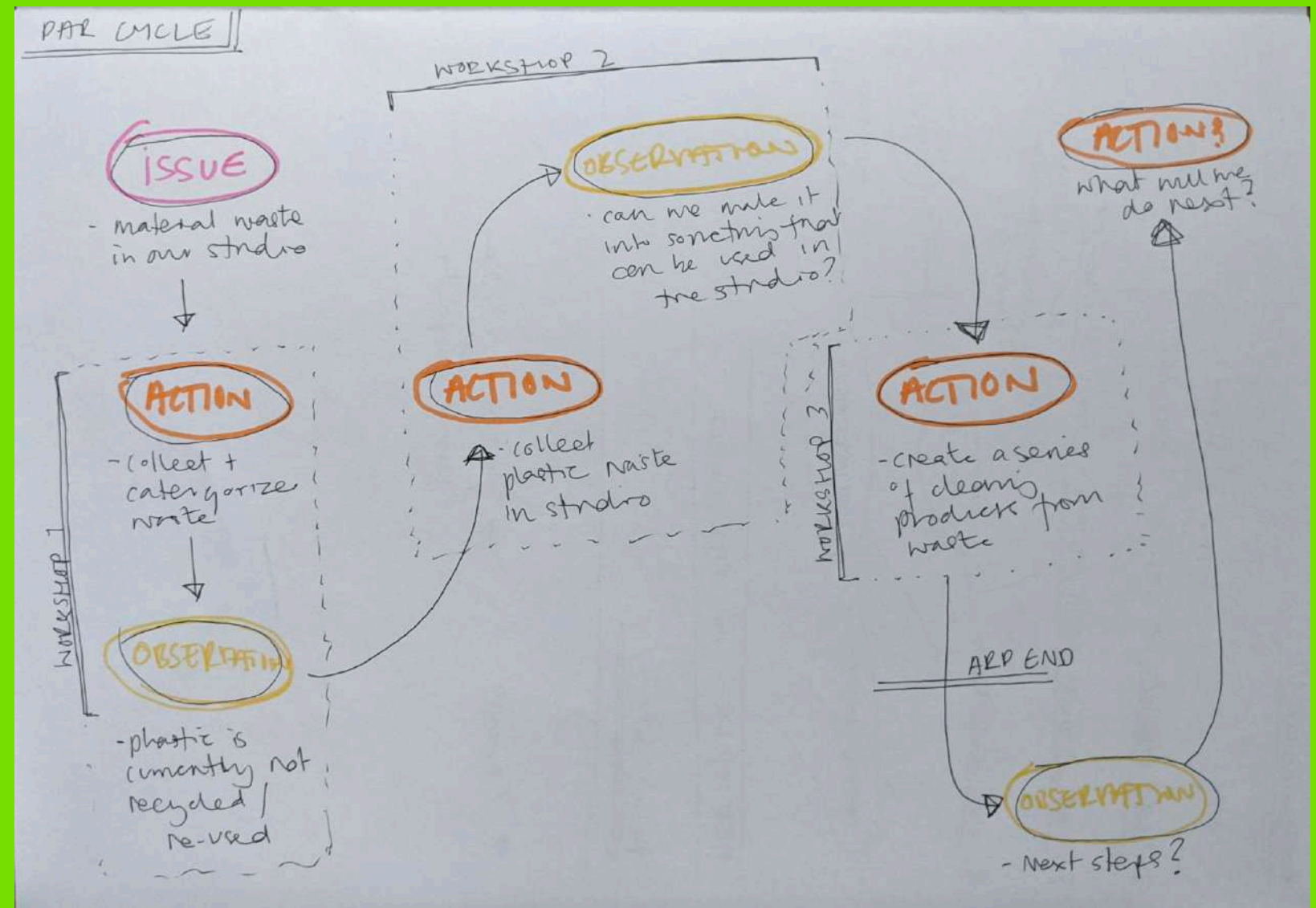
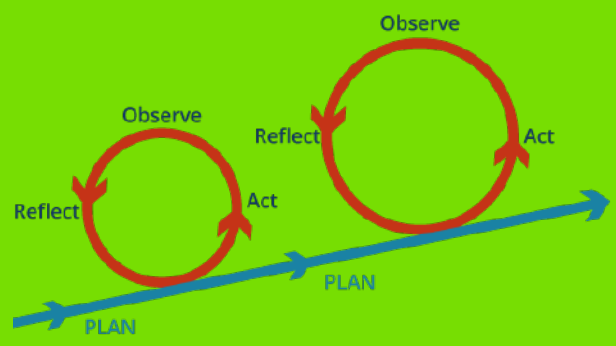
Dish Sponges



Methodology: SURVEYS

Questions	What is your understanding of Participatory Action Research?	What made you want to take part in the WNNW research project?	In your opinion, what were the most significant findings from the research?	Do you have any key reflections from the research process, outcomes and/or workshops?	Do you think the research was relevant or impactful for you as an individual?	Do you think the research was relevant or impactful for the studio community?	Would you be interested in continuing this group research?	If yes, in what format can you imagine this happening? How frequently would you want to meet?
Response A		<i>To understand more about the amount of waste produced by students in the studio and different classification of wastes and how they can be recycled.</i>	<i>The process of reusing different types of materials</i>		Yes	<i>Yes to some extent, as it allows students to recreate/construct from their own waste.</i>	Yes	<i>Working in a bigger scale and more architecture related. Every two weeks</i>
Response B	<i>Proceeding with research that requires hands on experimentations and discussions of an issue, identifying possible solutions as a group</i>	<i>I thought it was an interesting form of researching about a present issue in the design world and as designers I think its great to experience different approaches</i>			<i>I think the research was a great experience of diving into detail of an issue, but I don't think it was relevant to me as an individual the more I participated</i>	<i>Not so impactful as a lot of people in the studio are not aware of the research and outcomes</i>	No	
Response C	<i>Volunteering to carry out a project that eventually lead to an outcome that would improve a situation.</i>	<i>My interest in sustainable design goes hand in hand with the concept of zero waste.</i>	<i>The amount of plastic types that don't necessarily get to be recycled. Also the majority of waste a studio creates is plastic that can't be recycled.</i>	<i>Not many except that the group work was very easy and we worked well in brainstorming.</i>	<i>It definitely helped my understanding of immediate materials that can be reused in an efficient way.</i>		Yes	<i>Maybe twice a month to figure ways to make the sort of products available all of the UAL campuses or making the other ideas discussed</i>

PAR Methodology:



ARP -> PAR -> Community of Practice

Action Research Project -> Participatory Action Research -> Community of Practice

'Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.'

RATHER THAN SIMPLY
OBSERVING + STUDYING,
PAR TRIES TO MAKE SENSE
OF THE WORLD THROUGH
COLLECTIVE EFFORT TO
TRANSFORM IT

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