

ARP -> PAR:

WASTE NOT, WANT NOT



Lecturer in
Construction Technology,
Live Build and
Making Projects



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.”



Story

Case Study: Sustainable Exchange with Copeland Park & Bussey Building

Written by
Alexandra Rodriguez Gifre

Published date
13 July 2022

Share story



First-year students from **BA Interior and Spatial Design** at Camberwell College of Arts collaborated with **Copeland Park & Bussey Building**, dubbed as Peckham's Cultural Quarter, to co-develop a programme of sustainable practices for businesses operating in the local area.

The Challenge

During the 9-week live project, titled Sustainable Exchange, students worked alongside 10 business partners based at Copeland Park & Bussey Building – including radio broadcasters, yoga coaches, printmakers, chefs and others – to identify social and environmental opportunities that could be implemented through spatial design.

The 76 Interior and Spatial Design students were split in groups of 8 and matched with respective business partners, coordinated by project lead Lucy Eccles and year-one leader Reem Charif. Their task was to use research design insights to propose more socially and environmentally sustainable approaches to the businesses' production cycles.





Lecturer in
Construction Technology,
Live Build and
Making Projects



BA Interior and Spatial Design

1.

Establishing local
partnerships for live
projects



2.

Creating a curriculum to enhance technical skills





Lecturer in
Construction Technology,
Live Build and
Making Projects



BA Interior and Spatial Design

1.

Establishing local
partnerships for live
projects



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
HYEON-YI LIM
JONATHAN CHARLES DILLET
LIM KERCHWING
LUCINDA ECCLES

TUTORED BY KATHY LI AND LEE IVETT



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Live Projects



MATT + FIONA –
Working with young
people on Live
Projects



Wood Program –
Advanced Timber
Construction



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Lecturer in
Construction Technology,
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LIVE BUILD

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

ual:

Waste Production

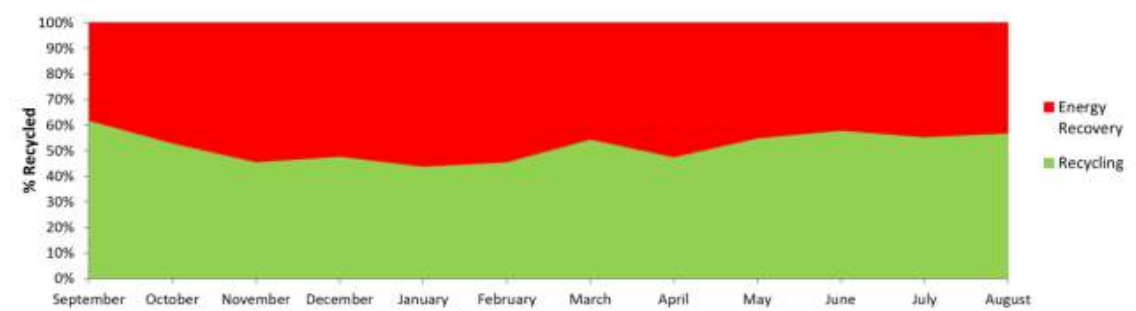
UAL does not send any waste to landfill. Material we cannot reuse internally goes to two streams.

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.

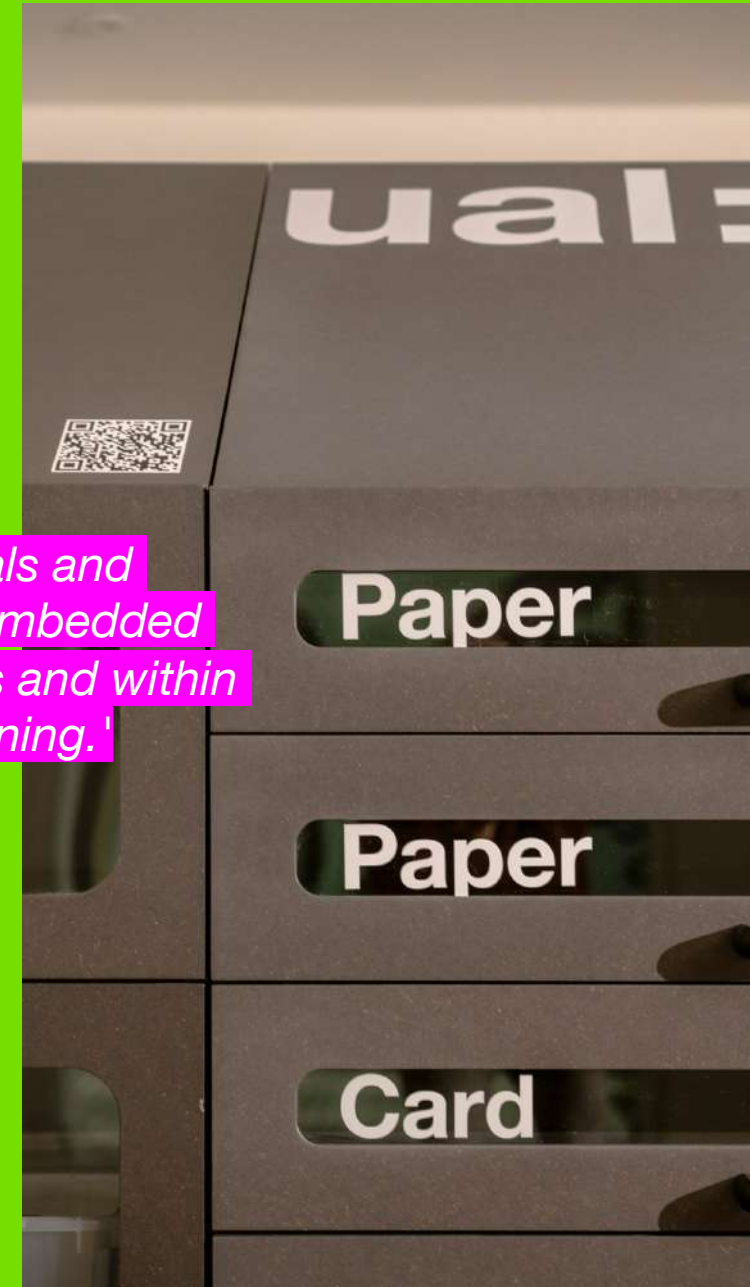
UAL



53% recycled

Why is it relevant?
- UAL

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



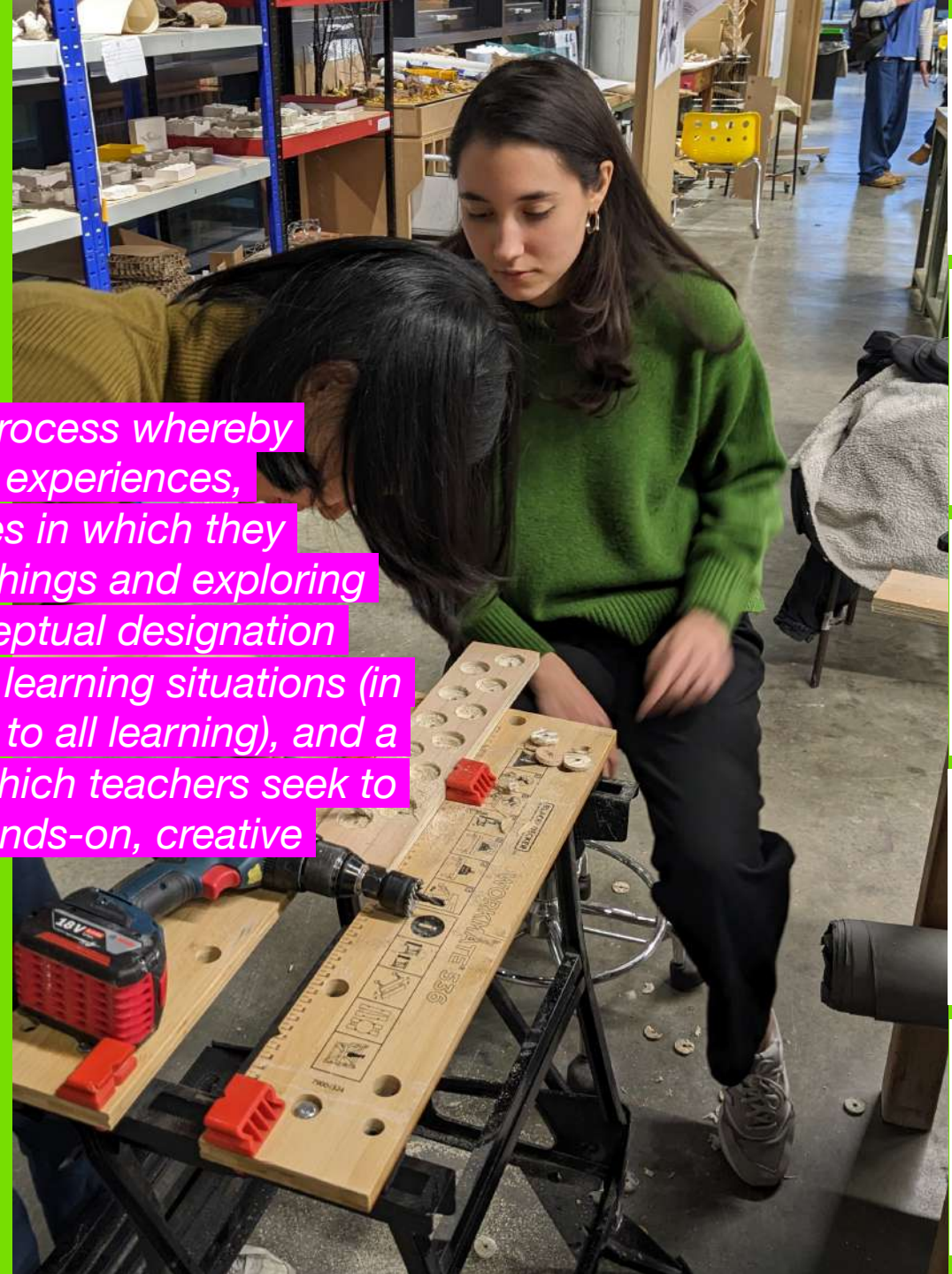
Why is it relevant?
- Wider discussions

'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

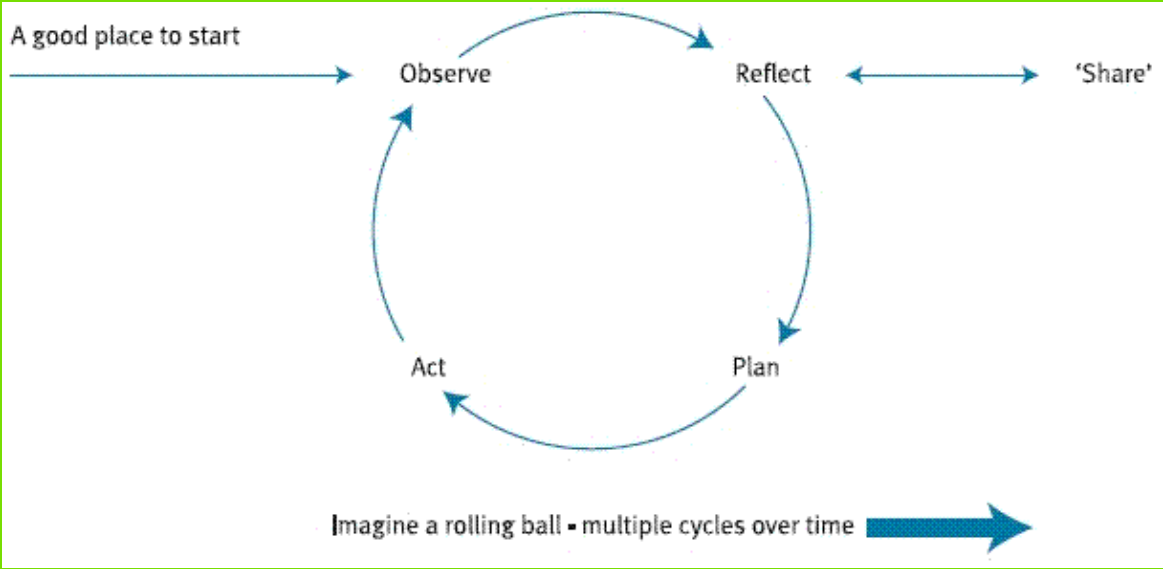
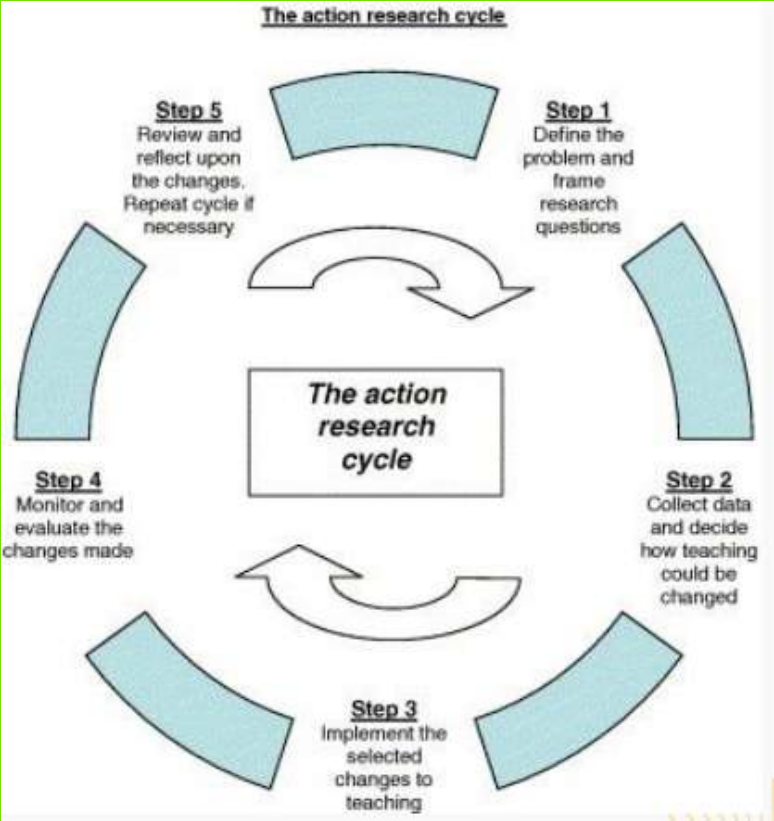
Mutual respect among participants, all contributions valued equally

Co-Production

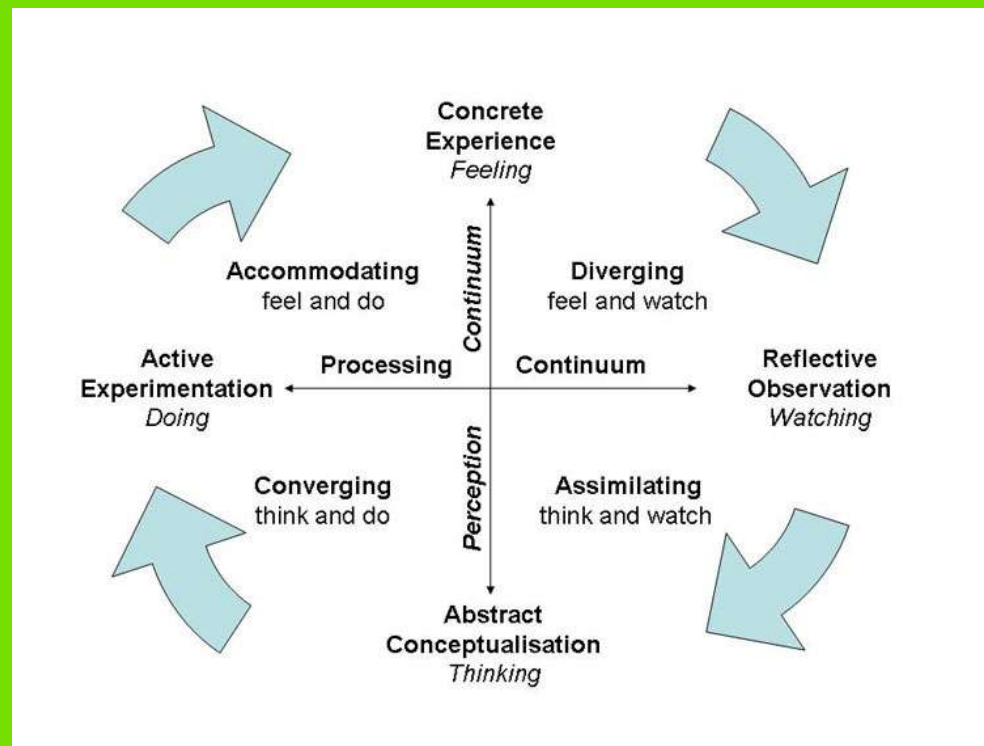
Research is produced collaboratively



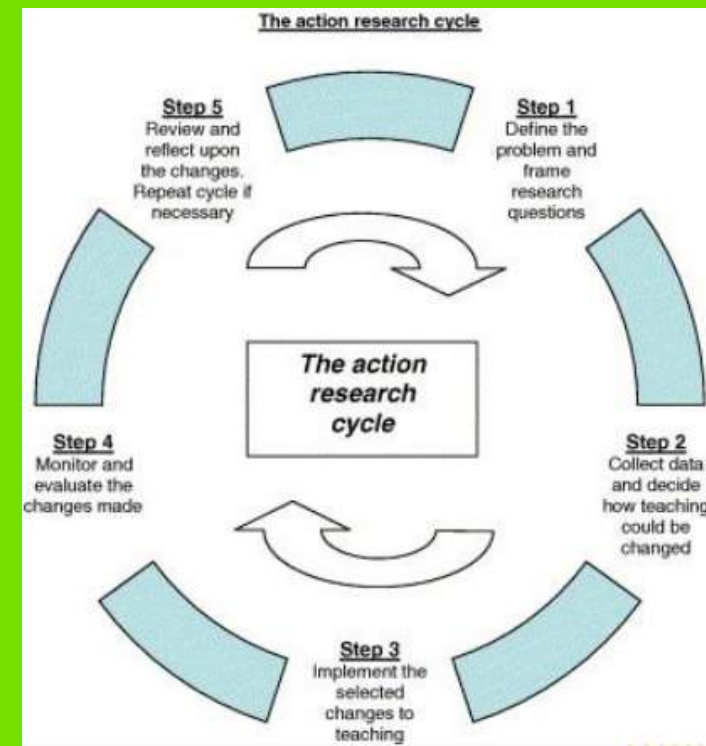
ARP + PAR Research Cycle



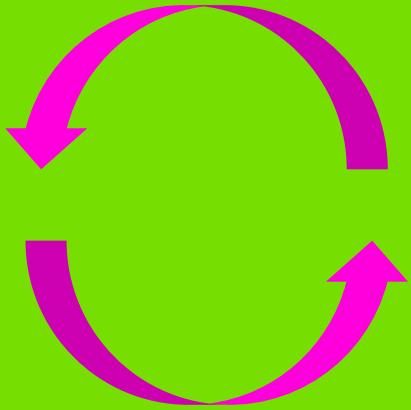
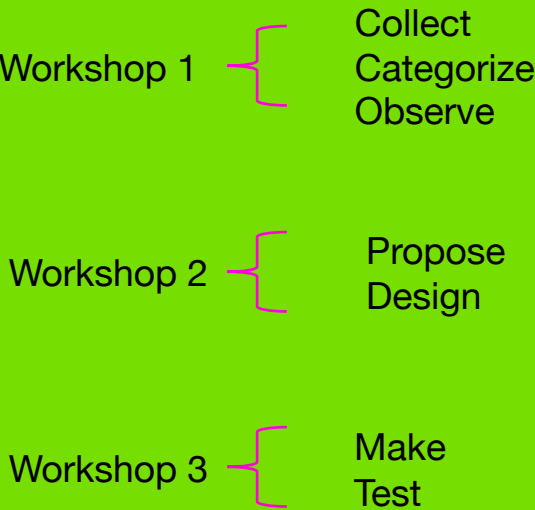
Kolb's Experiential Learning Cycle



Action Research Cycle



ARP Methodology



Experiential Learning Cycle

1. Concrete Experience

Collect
Categorize

2. Reflective Observation

Observe

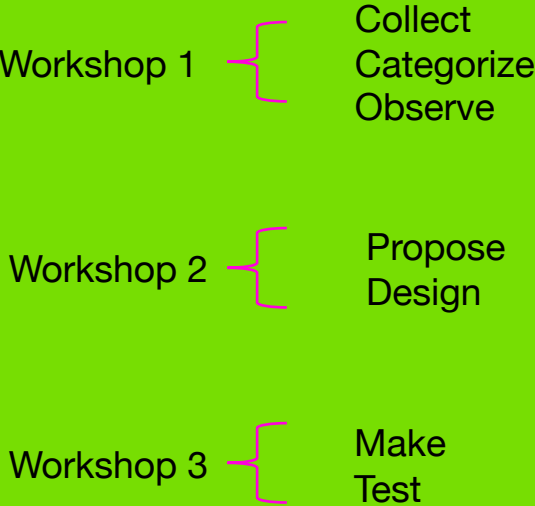
3. Abstract Conceptualization

Propose

4. Active Experimentation

Make

PAR Methodology



MATT+FIONA Methodology

“Architecture education for young people helps us create a deeper understanding of our surroundings and a demand for a better environment in the future.”

-Pihla Meskanen, CEO of Arkki International, and Director of Arkki, School of Architecture for Children and Youth, Finland 1993-2019



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 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.



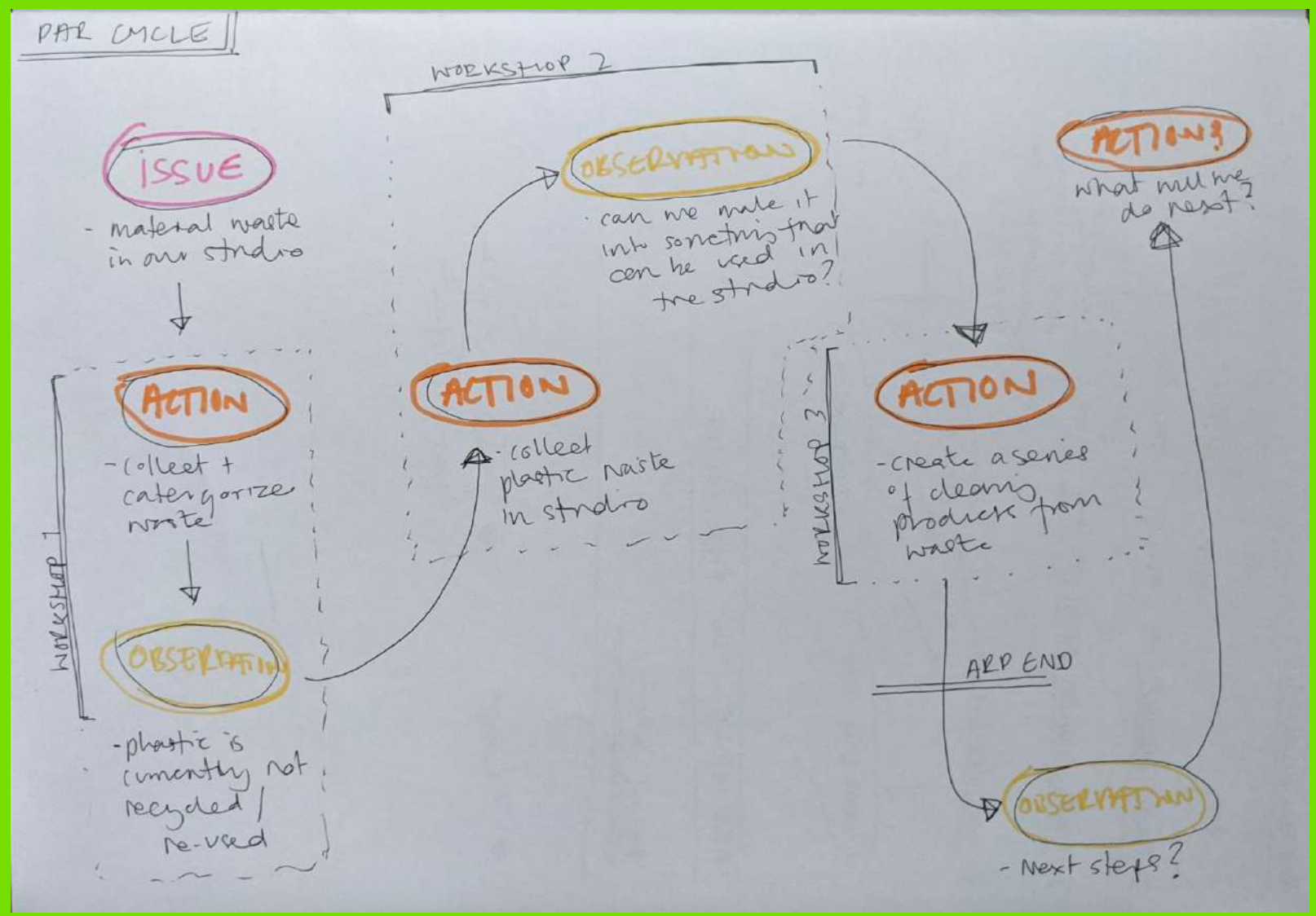
Use

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



Workshop Methodology:

- Workshop 1 { Collect
Categorize
Observe
- Workshop 2 { Propose
Design
- Workshop 3 { Make
Test



How am I implementing it?
Roles and Participation

Topic

Methodology

Data Collection

Proposal

Evaluation



Me (Primary Researcher)



Students (Co-Researchers)

What are we each bringing?



Me (Primary Researcher)

- Experience running live projects
- Knowledge of materials and sustainable cycles
- Research about wider material use in UAL
- Experience in design and making



Students (Co-Researchers)

- Experience of using the studio for curriculum projects
- Knowledge on material use in the studio
- Observations about the studio
- Education in design and making working in groups

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: FOCUS GROUP

Selection of 5-10 students from all years.

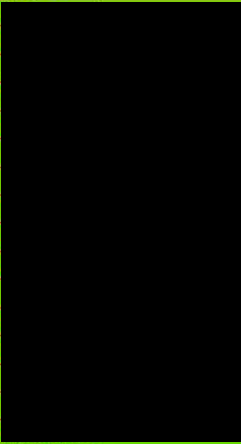
Accessibility:

- Workshops to take place during non-academic hours (Wednesday afternoon)
- Students able to commit to at least 2/3 workshops

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		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

Reflection

Although being an open call to all students, the majority of those signed up were 3rd years. This is not representational of all the users of the studio spaces.

Other voices:

- Teaching Staff (Academic + Technical)
- Students from all years
- **Cleaning Staff**



Methodology: WORKSHOPS



Briefing

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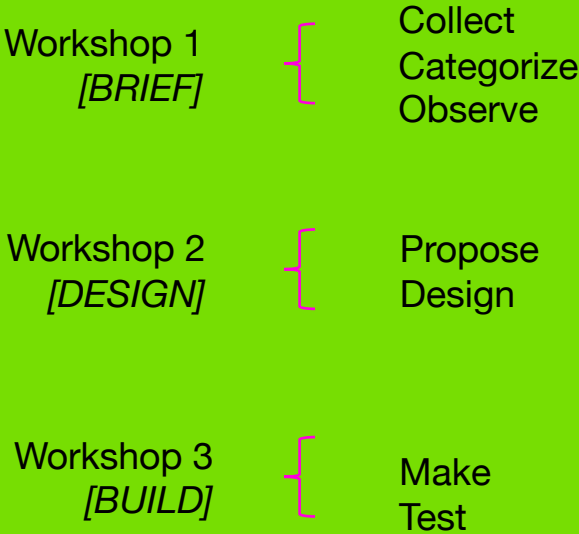


Use

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



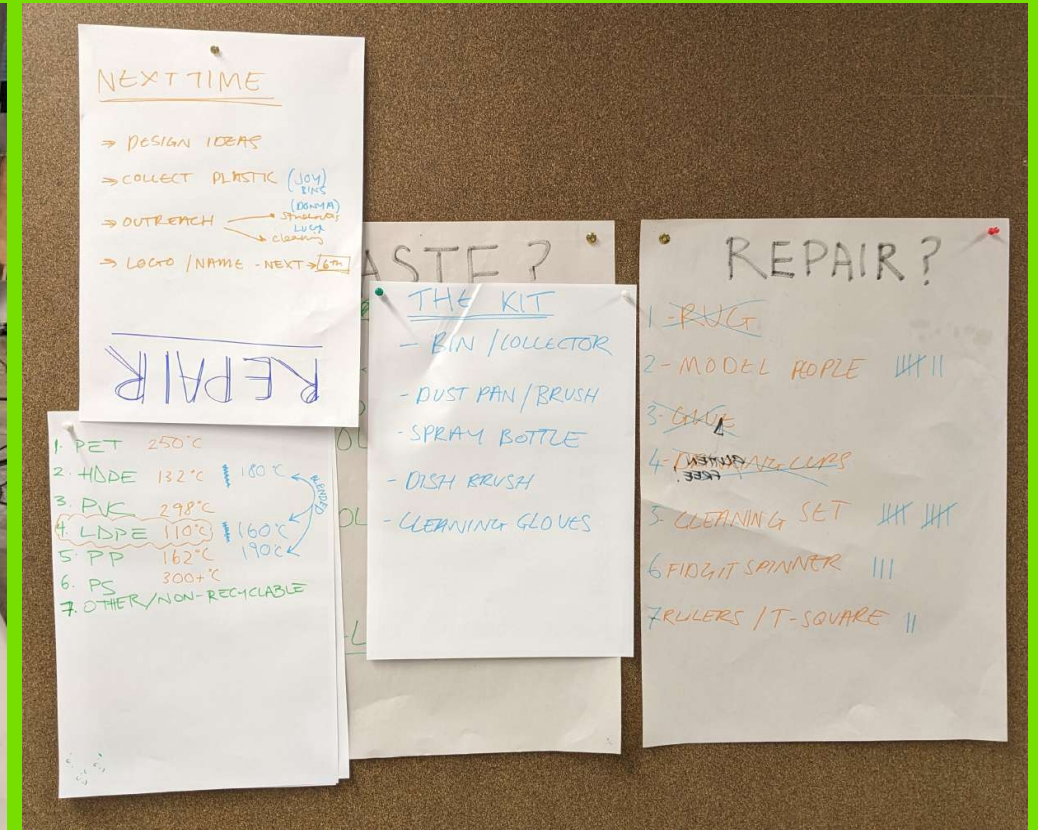
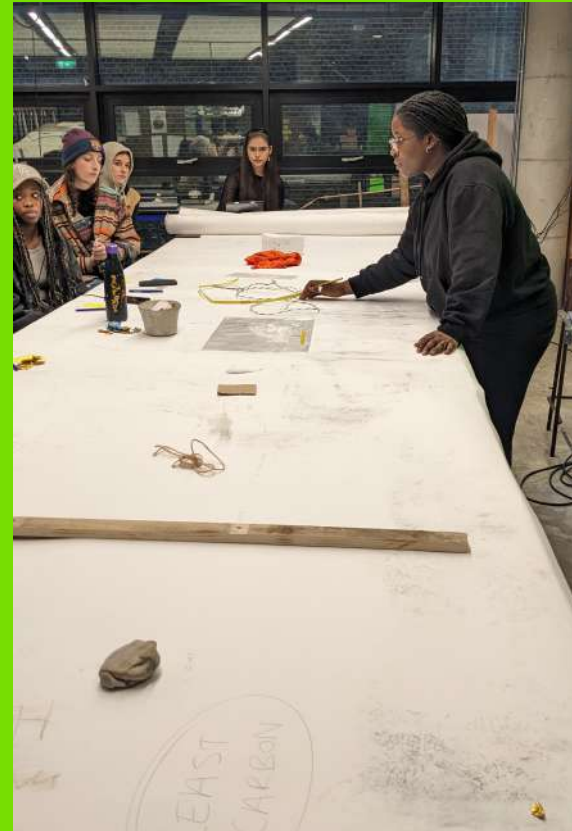
Methodology: WORKSHOPS



Methodology: PARTICIPANT OBSERVATIONS

Methods:

1. Photographs
2. Using large format paper to record conversations/ key points during session
3. Post workshop summary
4. Teams Recording of session



Methodology: PARTICIPANT OBSERVATIONS

Methods:

1. Photographs
 - Worked well
2. Using large format paper to record conversations/ key points during session
 - Gaps in recording
3. Post workshop summary
 - Good for capturing a general sense but not in depth
4. Teams Recording of session
 - Not useable

Well, you're doing the wrong thing, but that's OK what's this question? Let's go to Dish press.

That's OK.

But that's all like plastics, so it should be good point, though actually we should put up foods. It should be food safe, yeah.

Yes, I made a double watch that church.

Every time I wash my stuff here, I also go.

Another time is like normal. Wow.

Yeah.

The different types of OCD platforms and then.

Umm OK.

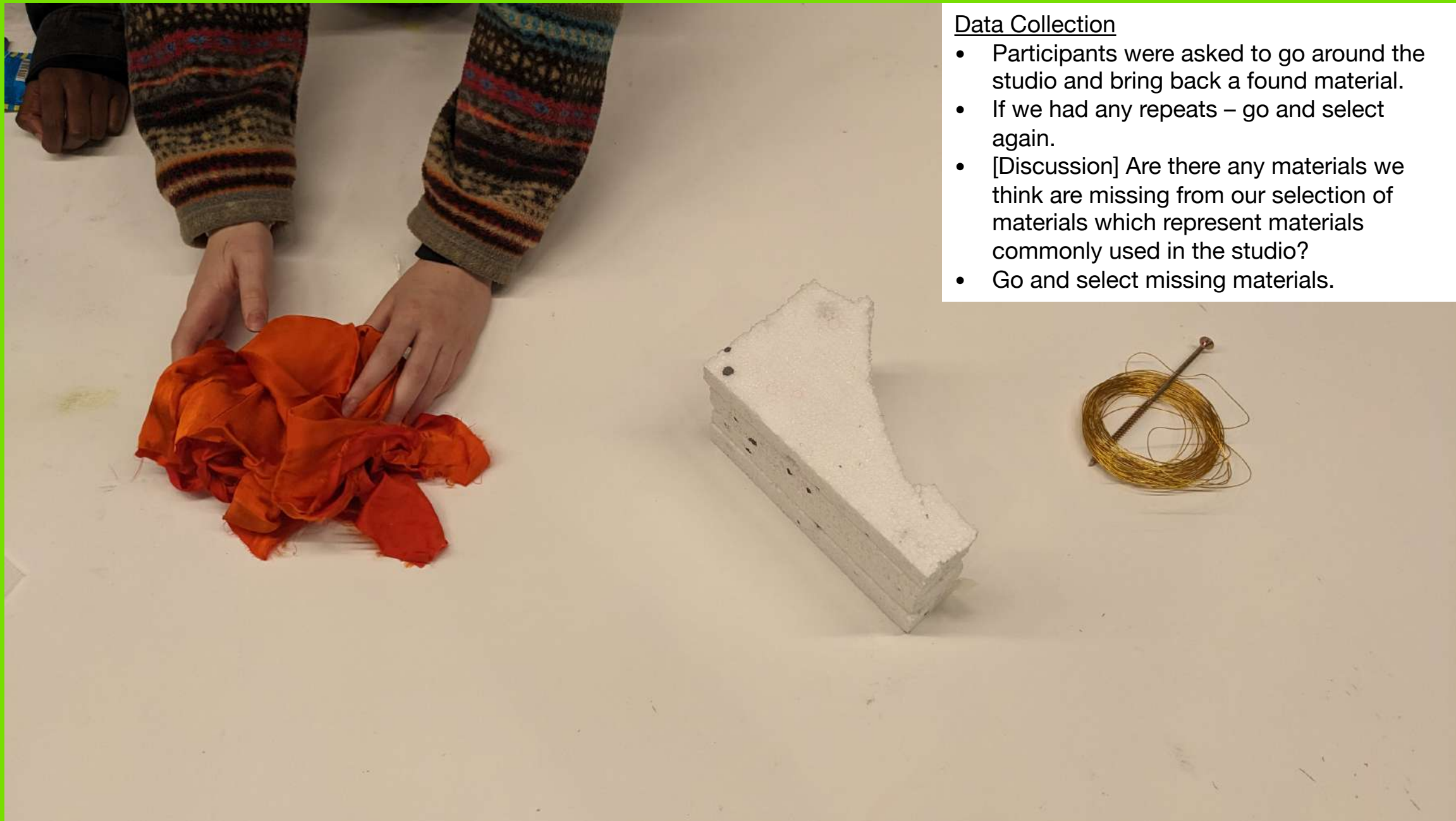
In terms of what we wanna do.

Next week, cleaning gloves, cleaning gloves, cleaning gloves.

Excerpt of transcript from Workshop 2

Methodology: SURVEYS

Questions	What is your understanding of Participatory Action Research?	What made you want to take part in the WNWN 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>



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.



Embodied Data Collection

Embodied data collection in research involves gathering information through direct experiences or interactions with subjects, environments, or phenomena.

Advantages of using this method:

- Participants are all equally involved in the data collection
- Sensory engagement with the data
- Context specific

Potential risks:

- Data collection is specific to the time period of the workshop, may not be representational of material use in the studio throughout the year.
- Participants might be influenced by seeing what other participants are selecting.

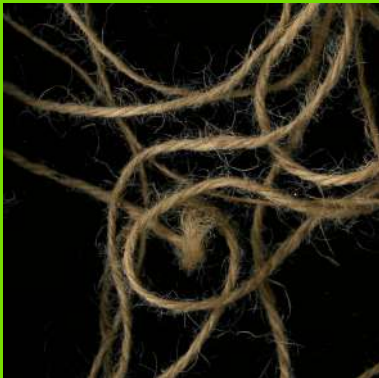
DATA SET: Materials collected from the studio



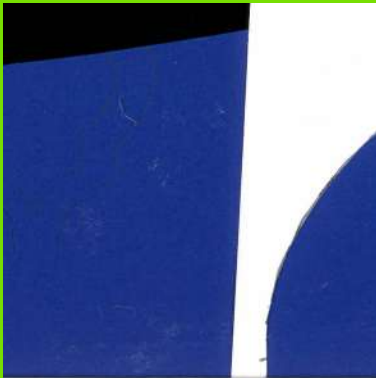
Clay



Wood



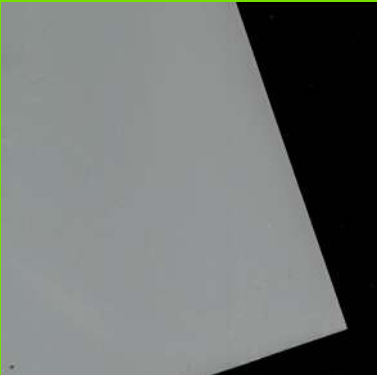
Jute String



Paper



Plastic



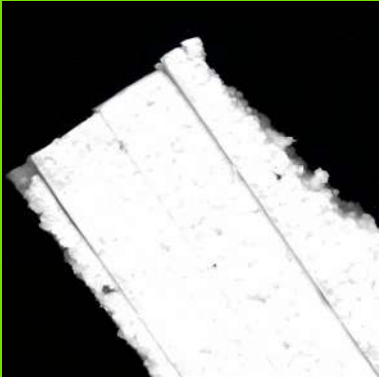
Perspex



Nylon Rope



Fabric



Foam



Wire



PLA



Data Categorization

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Least to most carbon to produce (based on group knowledge)?





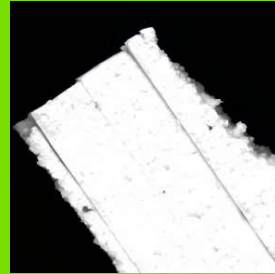












1.

2.

3.

4.

5.

6.

7.

8.



Data Categorization

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Embodied data collection



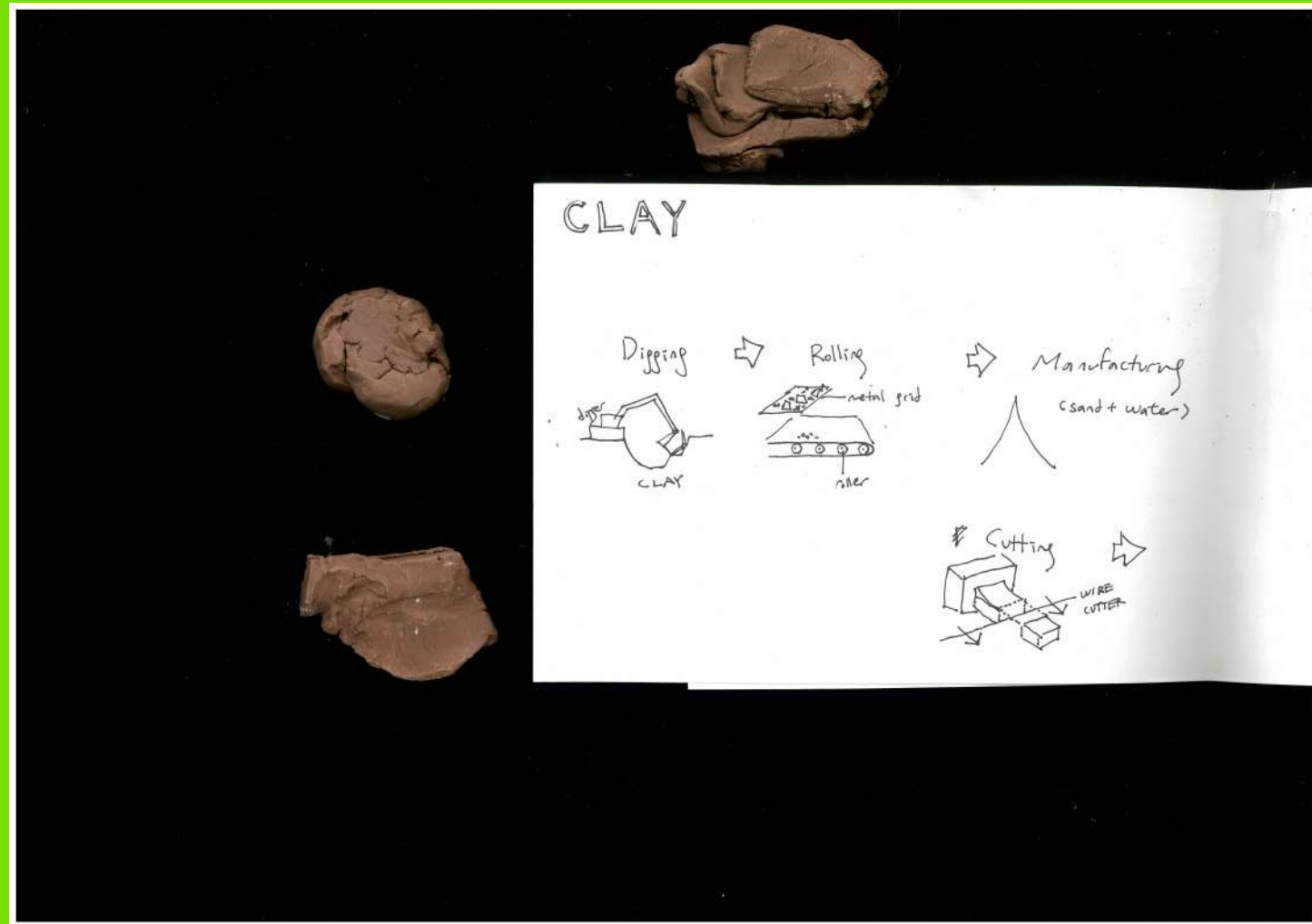


How did it get here?

Researching the process of material production:



Clay

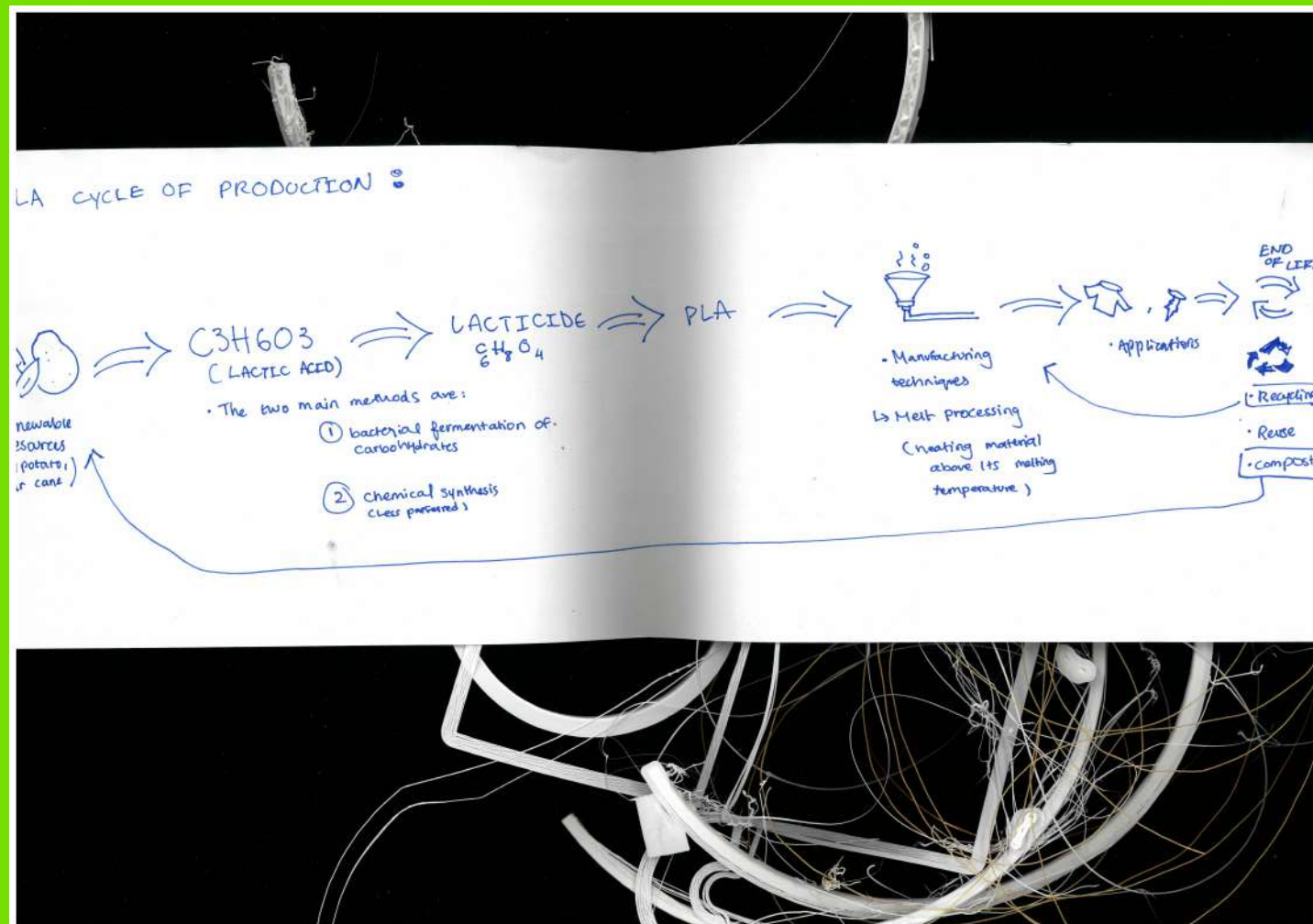


How did it get here?

Researching the process of material production:

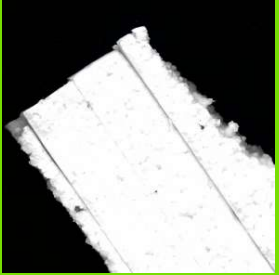


PLA

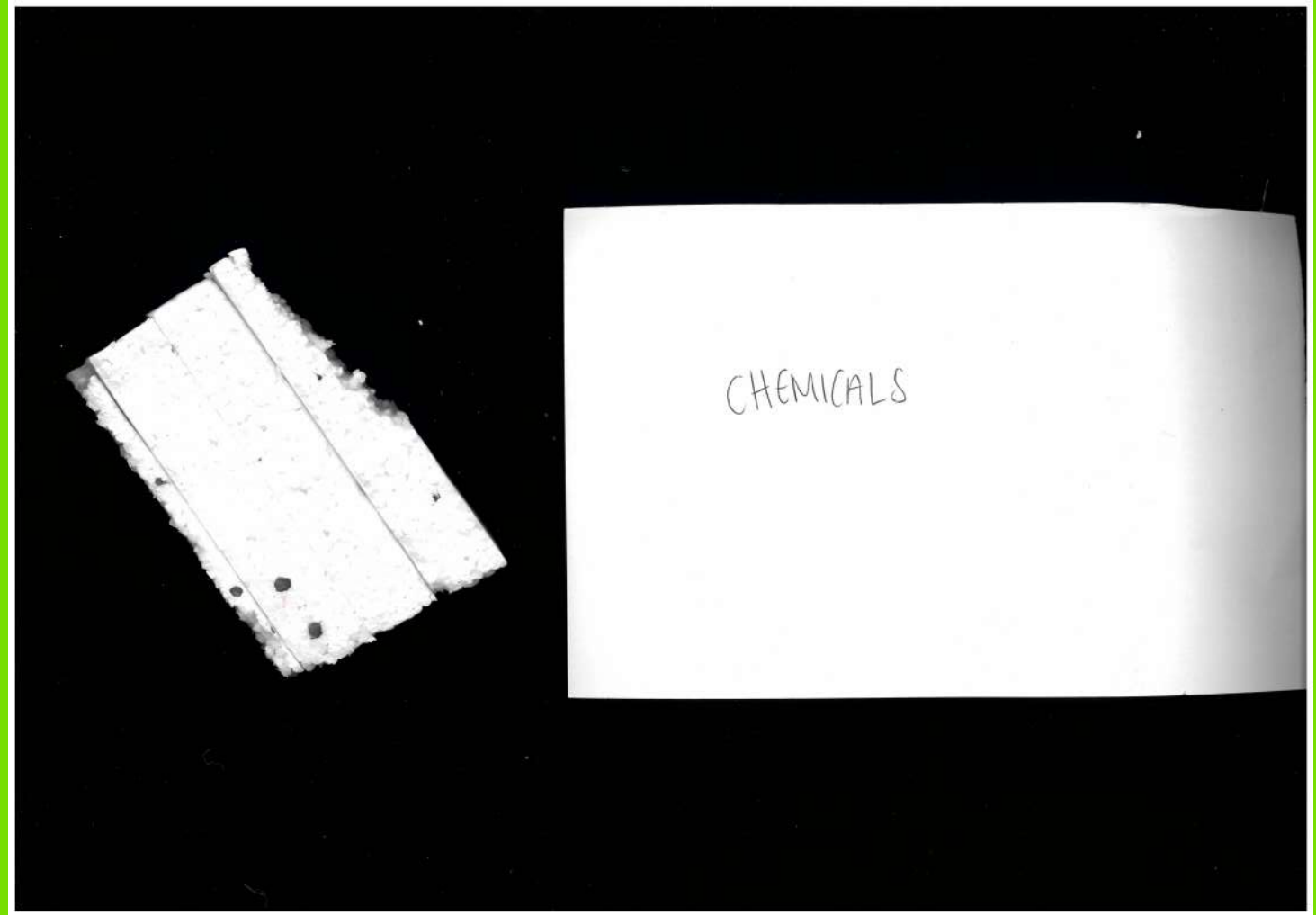


How did it get here?

Researching the process of material production:



Foam

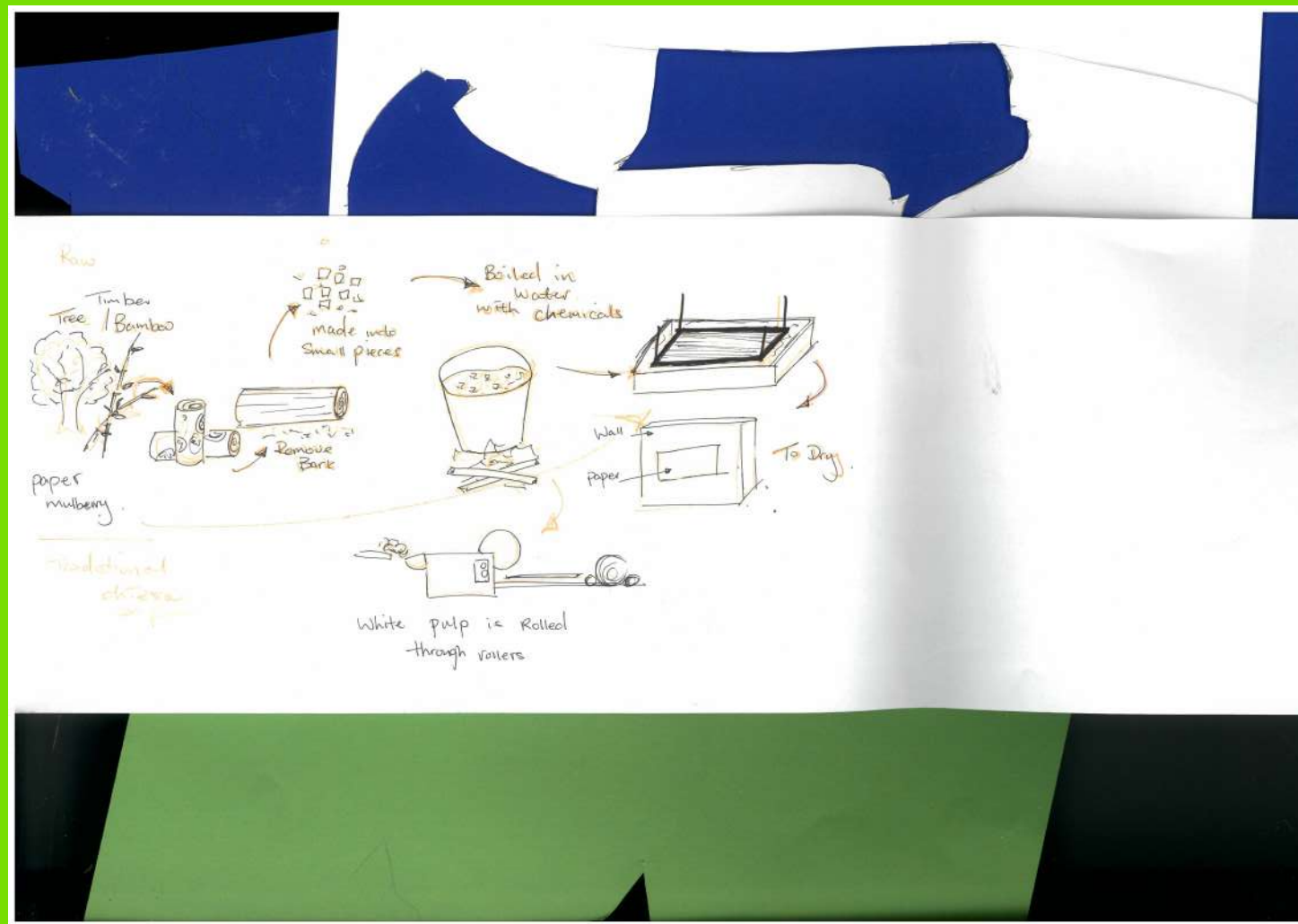


How did it get here?

Researching the process of material production:

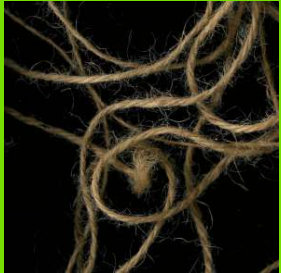


Paper

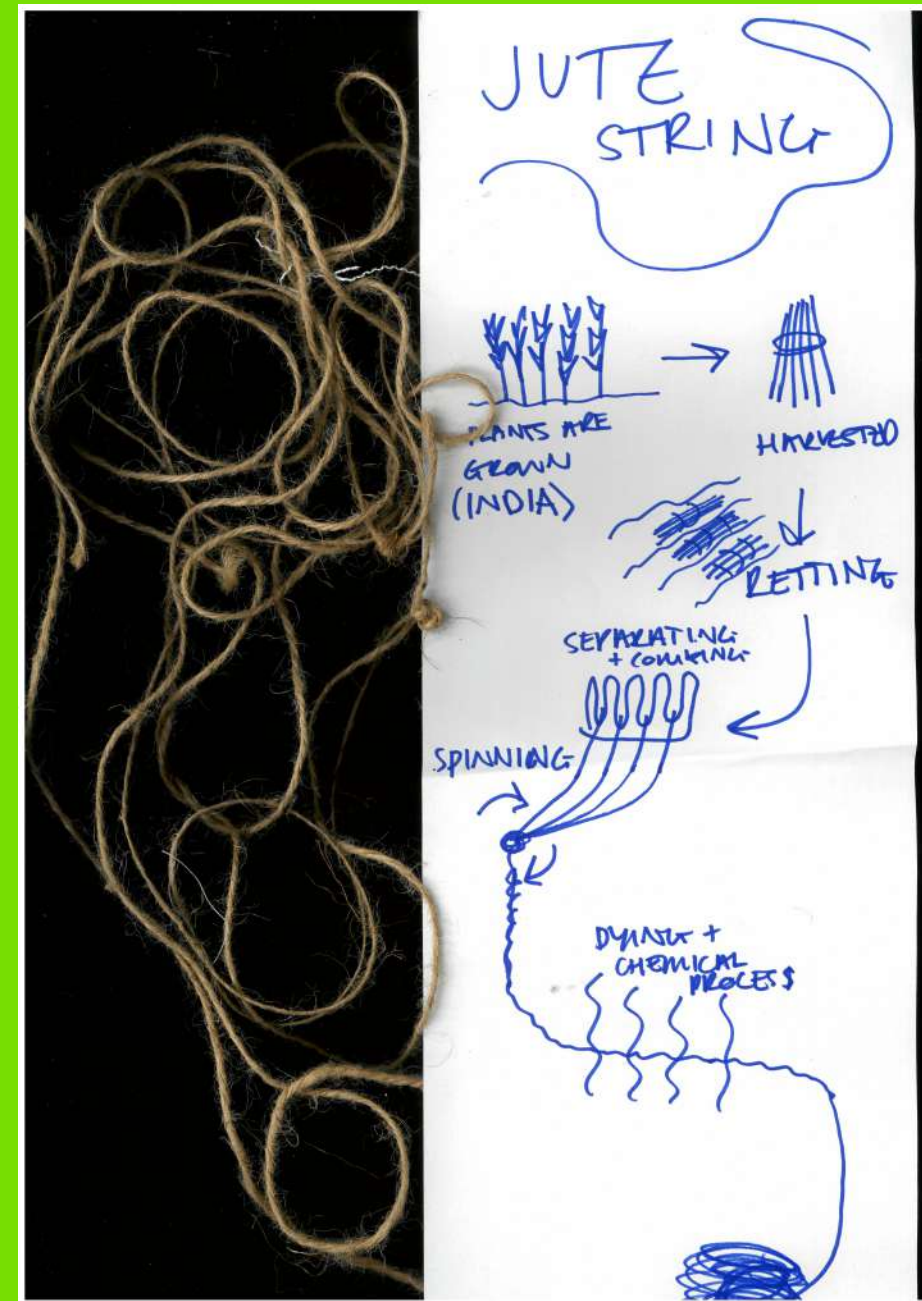


How did it get here?

Researching the process of material production:



Jute String

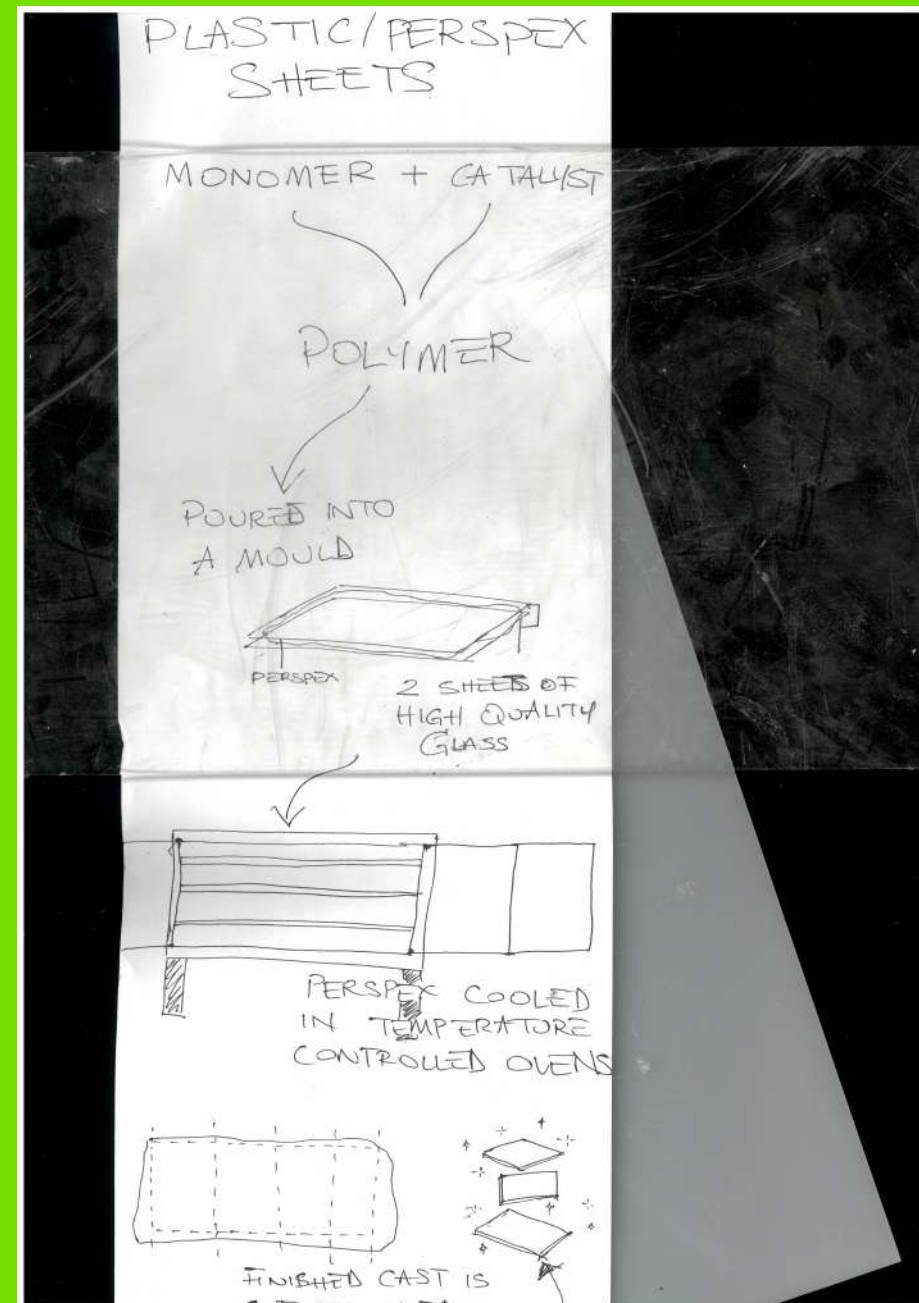


How did it get here?

Researching the process of material production:



Perspex

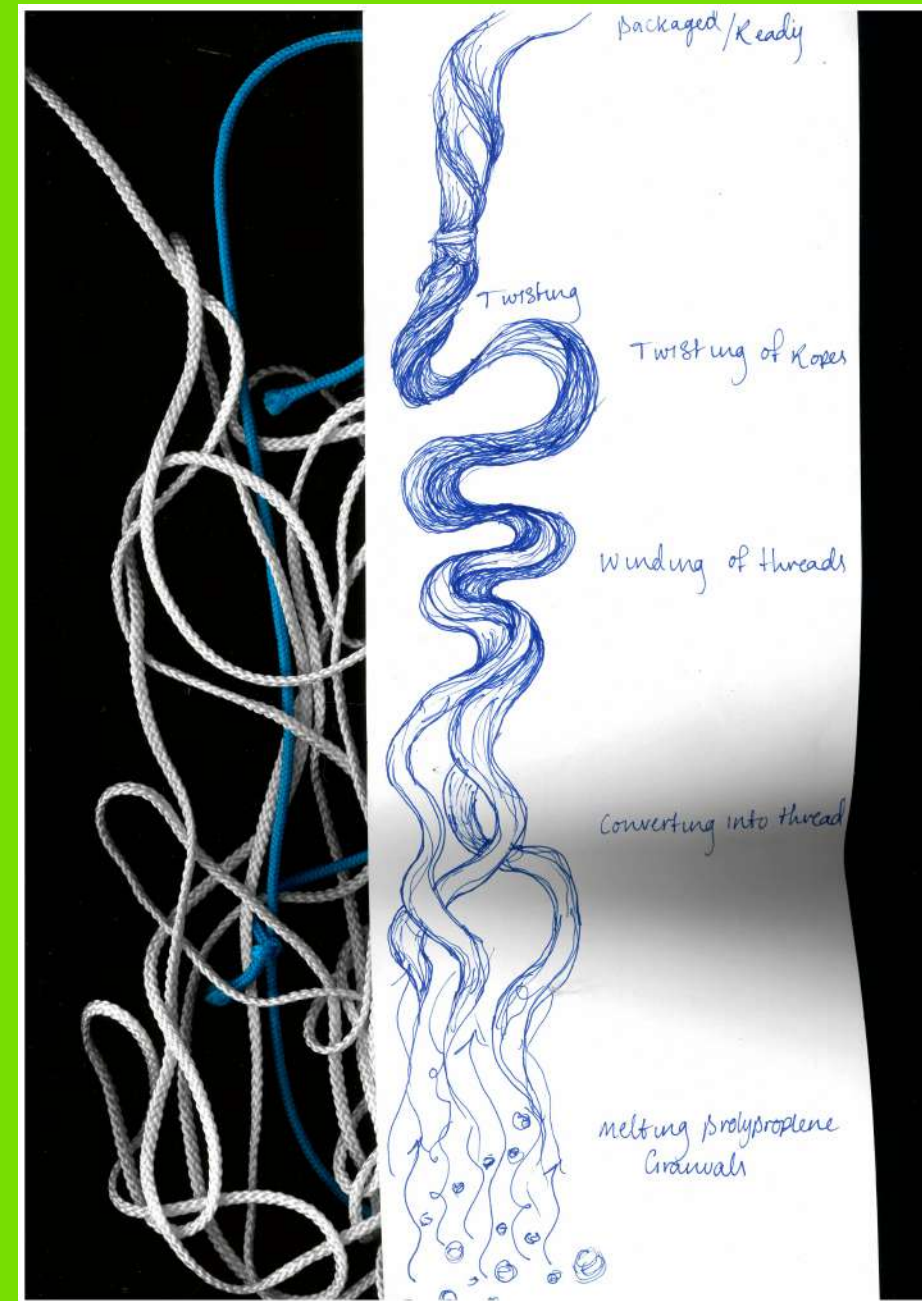


How did it get here?

Researching the process of material production:



Nylon Rope



How did it get here?
Researching the process of material production:



Plastic

How did it get here?

Researching the process of material production:



Wood

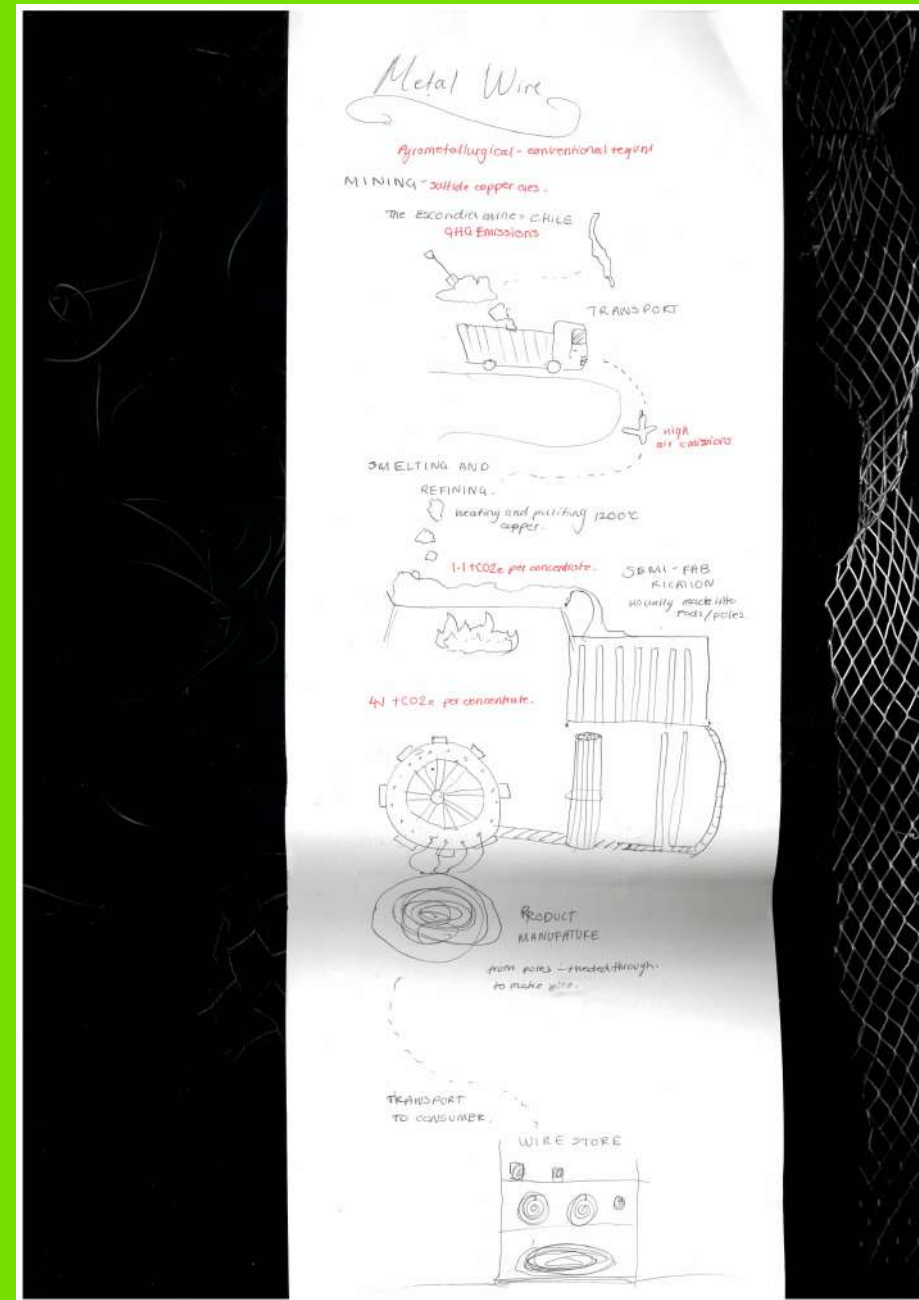


How did it get here?

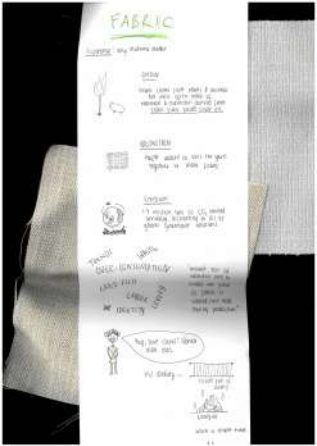
Researching the process of material production:



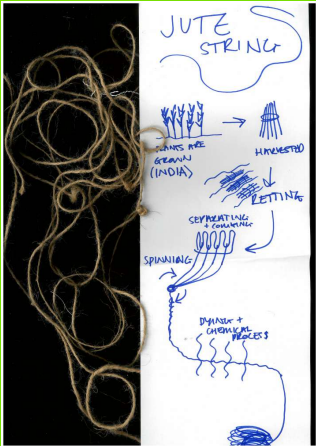
Wire



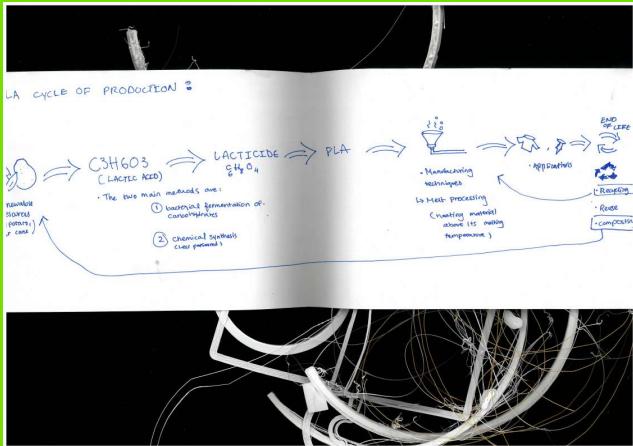
Fabric



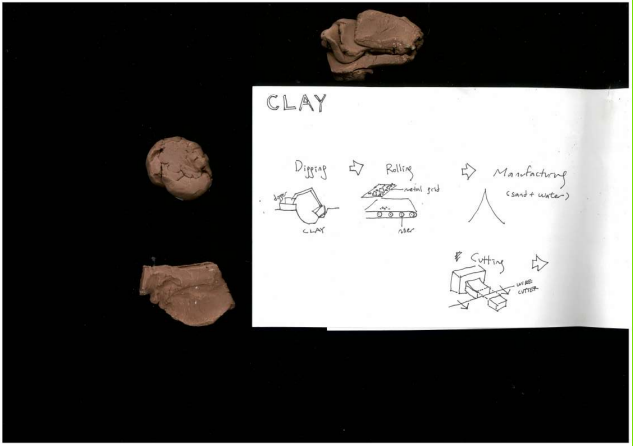
Jute String



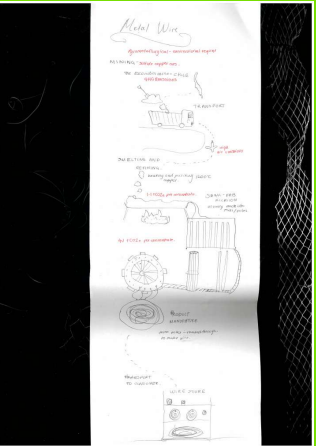
PLA



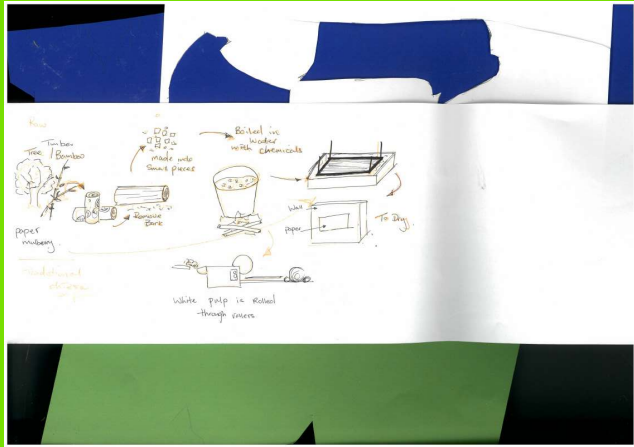
Clay



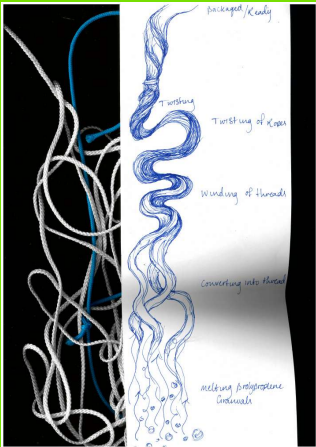
Wire



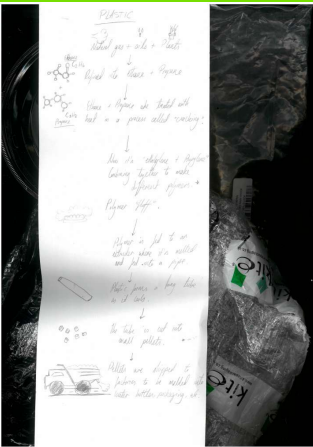
Paper



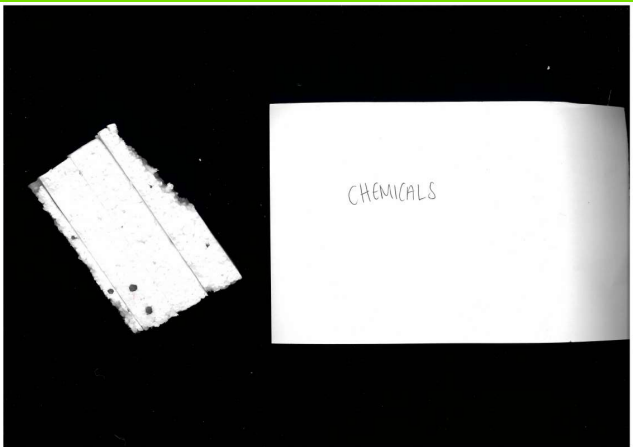
String



Plastic



Foam



Wood



WORKSHOP 1 : COLLECT / CATEGORIZE / OBSERVE

Materials which can be re-used in the studio

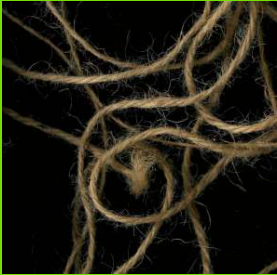
Waste



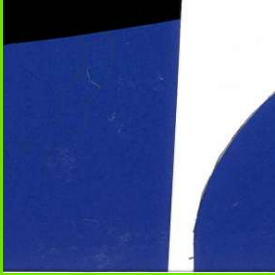
Clay



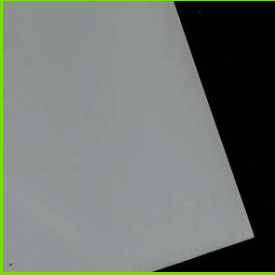
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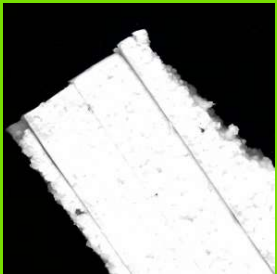
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Nylon Rope



Fabric



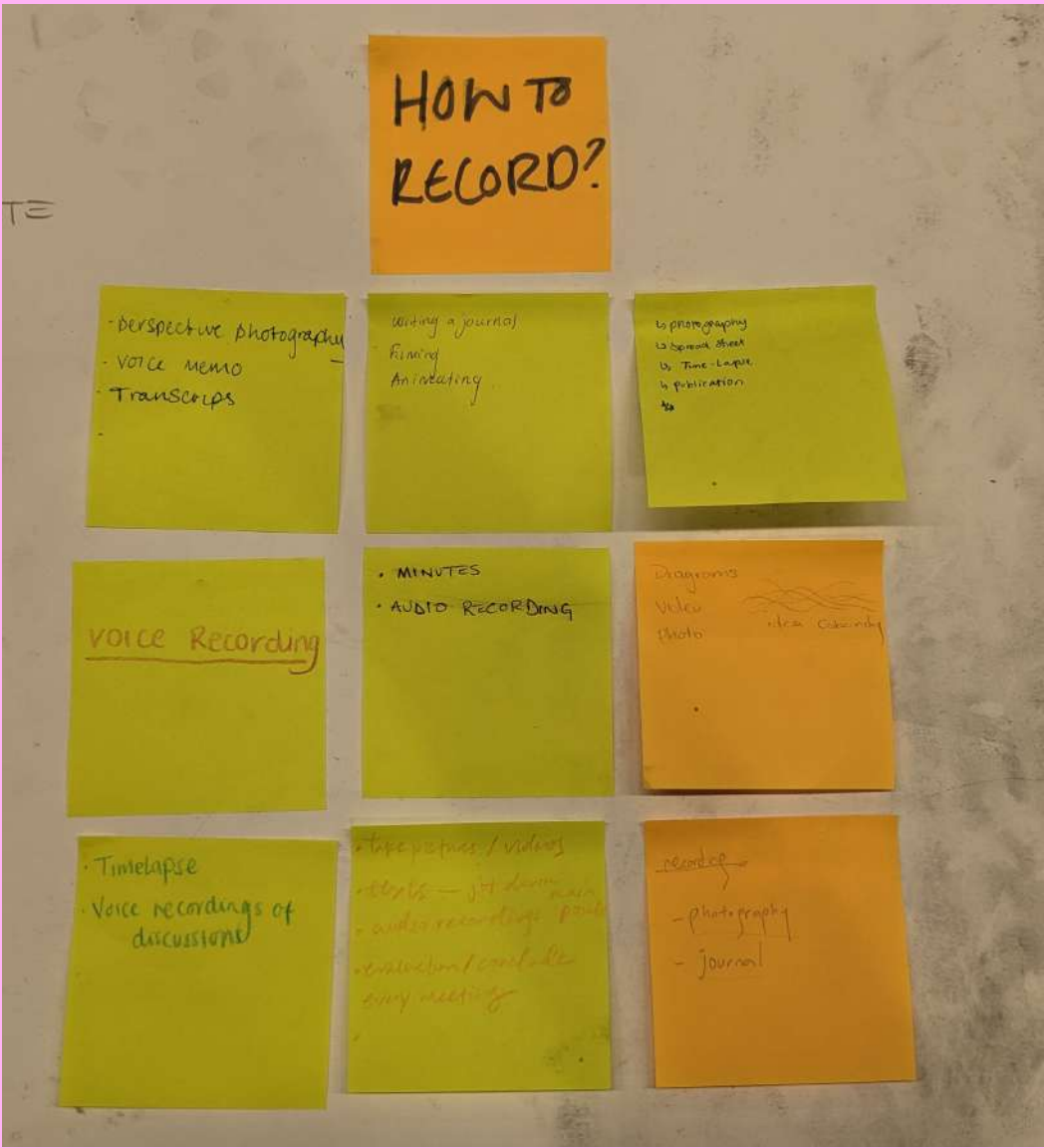
Foam



Wire



PLA



WORKSHOP 1 : COLLECT / CATEGORIZE / OBSERVE

DISCUSSION:
How can we record the process?

AUDIO

- Voice Memo's
- Transcripts
- Voice recordings
- Audio Recording

PHOTOGRAPHY/FILM

- Timelapse
- Animating
- Filming
- Photography
- Publication
- Voice recordings
- Minutes

WRITING / DRAWING

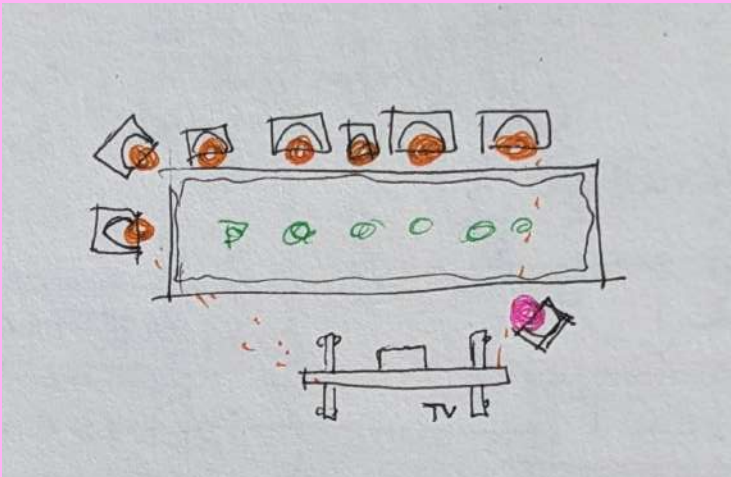
- Writing a journal
- Minutes
- Diagrams

NEXT STEPS:

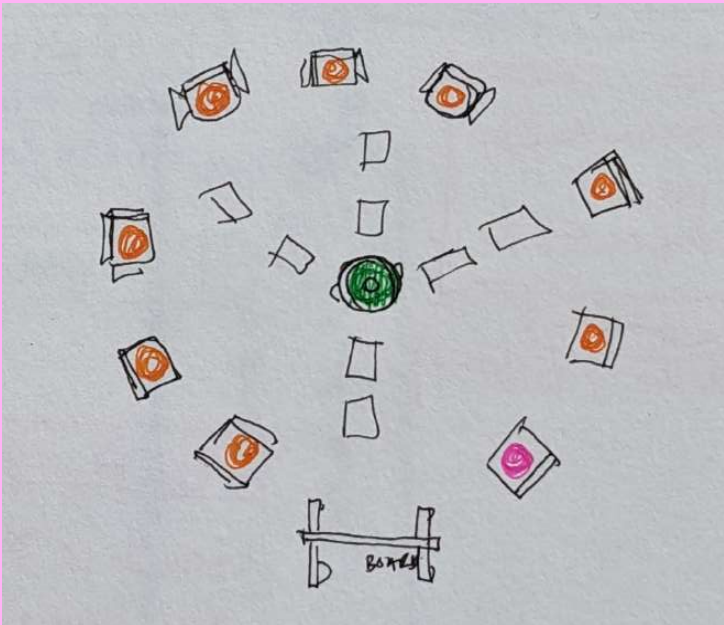
- We are going to collect waste from studio and put it in the bin
- We are going to make postcards

REFLECTION:

- Student / Teacher Dynamic
- Politics of space
- Is it PAR?



Workshop 1 – Spatial Arrangement



Workshop 2 – Spatial Arrangement

KEY

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

'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.'

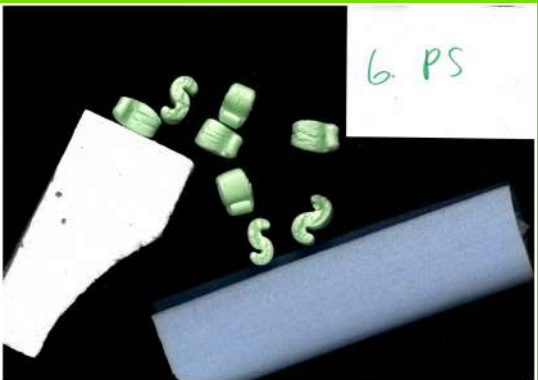
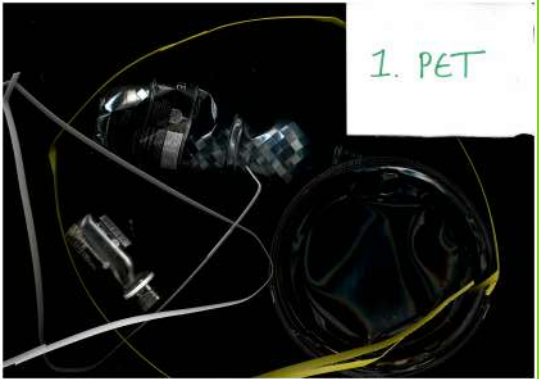
Talisma, Ivy; Muchenje, Fungisai (2022). Participatory data gathering and co-analysing data with participants using thematic analysis. University of Manchester. Presentation.
<https://doi.org/10.48420/21065971.v1>



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

Participatory Action Research: Towards A More Fruitful Knowledge
by Tom Wakeford and Javier Sanchez Rodriguez







Context

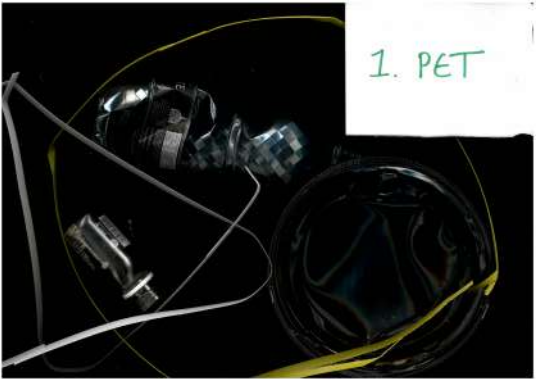
Question

Methodology

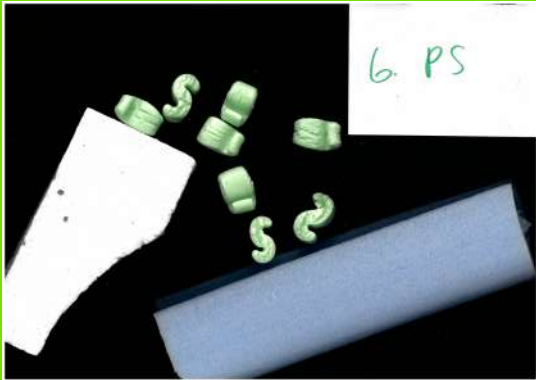
Outcomes

References

Commonly recycled plastics



Less commonly recycled plastics



NEXT TIME

- DESIGN IDEAS
- COLLECT PLASTIC (JOY) (LINES) (DONNA)
- OUTREACH → structure, LUGG, 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



Context

Question

Methodology

Outcomes

References



Context

Question

Methodology

Outcomes

References

ARP -> PAR -> Community of Practice

Action Research Project -> Participatory Action Research