

PgCert Action Research Project

Situated and socially engaged pedagogy

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Research Question

How might co-production be
embedded into a socially engaged
pedagogy?

Context

1

WE SEE THE
PRODUCTION OF
SPACE AS FUNDA-
MENTALLY SOCIAL
AND POLITICAL

3

WE USE OUR
NAME TO RETHINK
OUR PROFESSION,
IMAGINING ROLES BEYOND
DISCIPLINARY LIMITS,
AND ACTIVELY ENGAGING
IN OUR ART SCHOOL
SETTING

5

WE PROVIDE
FLEXIBLE,
ALTERNATIVE
PATHWAYS
FOR STUDY
ENCOURAGING
DIVERSE CAREERS
AND INNOVATIVE
FUTURE PRACTICES

A manifesto for Spatial Practices
at Central Saint Martins

2

WE SUPPORT
NOT ONLY THE
DEVELOPMENT
OF RADICAL
IDEAS, BUT ALSO
THE RADICAL
POTENTIAL OF
MAKING AND
BUILDING

ual: central
saint martins

4

WE ENGAGE
CREATIVELY WITH
THE REALITY
OF THE CITY
AROUND US, AND
ITS LEGISLATIVE
AND ECONOMIC
CONSTRAINTS
BY UNDERTAKING
LIVE PROJECTS
THAT HAVE
AGENCY

Rationale



Initial Site Visit

Intervention

Brief 01: Starting with ourselves



"You are your own stories and therefore free to imagine and experience what it means to be human without wealth. What it feels like to be human without domination over others, without reckless arrogance, without fear of others unlike you, without rotating, rehearsing and reinventing the hatreds you learned in the sandbox. And although you don't have complete control over the narrative (no author does, I can tell you), you could nevertheless create it."

Text: Toni Morrison, Extracted from the Commencement Address Class 2004

Image: Toni Morrison In New York, November 2008. Portrait By Damon Winter/*The New York Times*/Redux

1st design studio day_Tuesday, 03 October (in university):

Task 1. Prepare a 2 minutes audio recording that describes who you are assuming that your peers are finding out about you for the first time. Before making your recording, please read the following reading list and reflect on how you would describe yourself to your peers:

- [NUS article on Liberation, Equality and Diversity in the Curriculum](#)
- [Shades of Noir's Discourse: The Power of Language and Communication](#)

Task 2. In the groupings of 4/5 people that we have prepared, share your individual recordings and reflect together on the similarities shared and the differences that exist amongst you. Collaboratively record either via notes or via audio recording your collective reflections.

2nd design studio day_Friday, 06 October (morning – in the university; afternoon – on site)

Morning session:

Task 3. Remaining in your group, present the summary of your reflections to the studio. After all groups have presented, we will agree a manifesto that will frame our ethnographic site research.

Afternoon session:

Task 4. We will be introduced to Broadwater Farm through a walk with a resident. We would like you in your groups to observe and record the people that you come across as well as the physical environment of their place of home. Consider how you might use the earlier tasks and our collective manifesto for how you might engage with residents of the estate.

Expected Outcomes:

How you present your findings can take any form or media you choose, however, bear in mind that your research study will need to be presented in A2 landscape format in your evolving portfolio and as A4 landscape or portrait in your design journals.

Additional Resource:

- <https://shadesofnoir.org.uk/journals/>

Artefact developed in Inclusive Practice Module
was implemented as the first intervention

Intervention

Co-produced Design Studio Manifesto

- Openness
- Talk about who we are
- Develop solid relationship with residents
- Respectful about the answers provided
- Having confidence and not being too pushy
- Let the interaction be conversational
- Not talking down to people
- Sensitivity about use of language
- Eye-to-eye
- Be a listener
- Hear their views
- Creating space for collaboration and to listen residents' needs
- Be clear, communicative and snappy
- Use recording material to ensure accuracy of information provided
- Ask permission before we take pictures and recordings
- Language needs to be logical
- Residents need to understand your questions (a lot people might not know what architects do)
- Be friendly, polite and empathetic
- Accept rejection
- Be patient
- Provide different ways for people respond
- Showing a genuine interest in what people have to say
- Proper questionnaire

Intervention

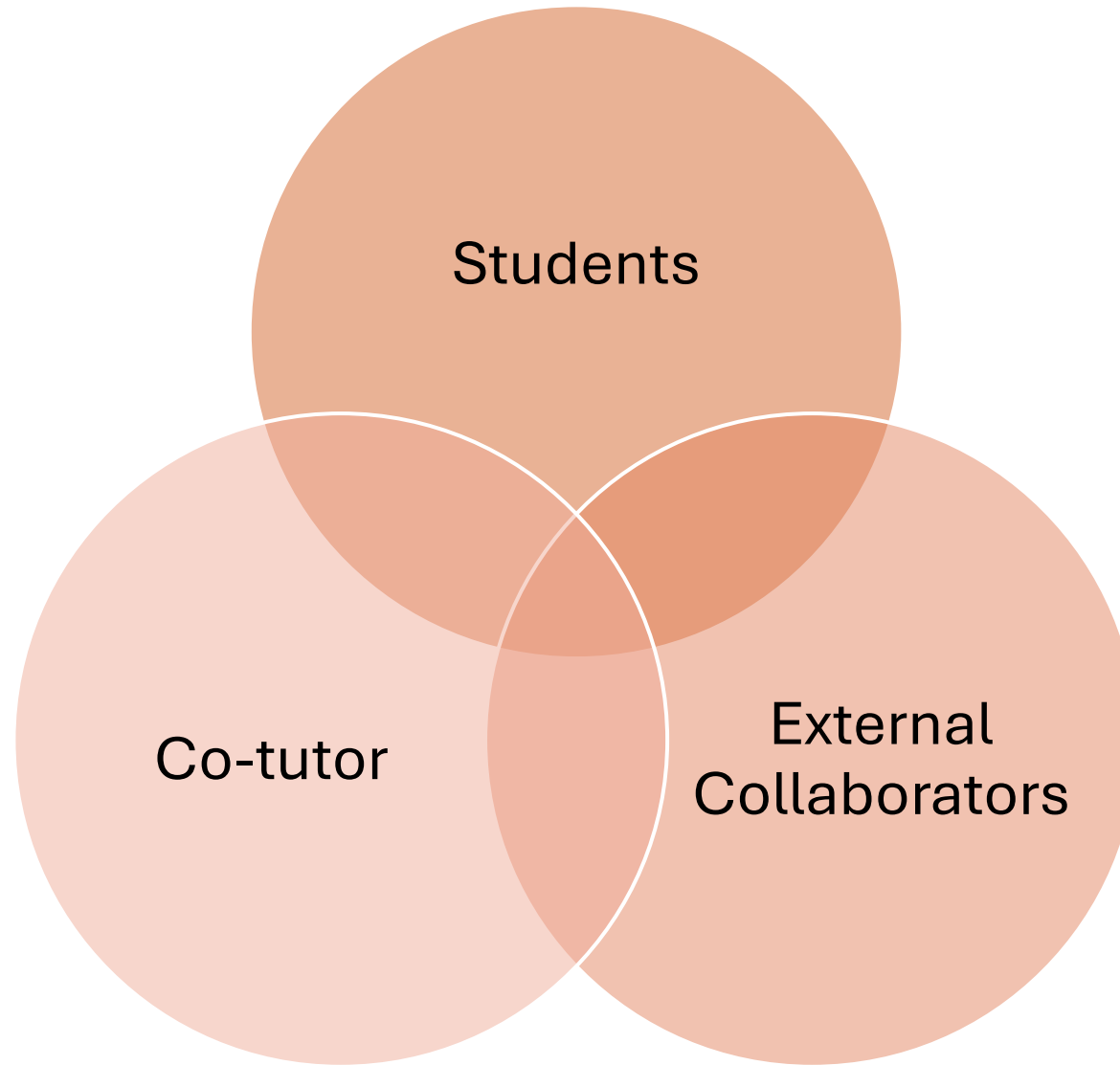


Third intervention

Research Methods

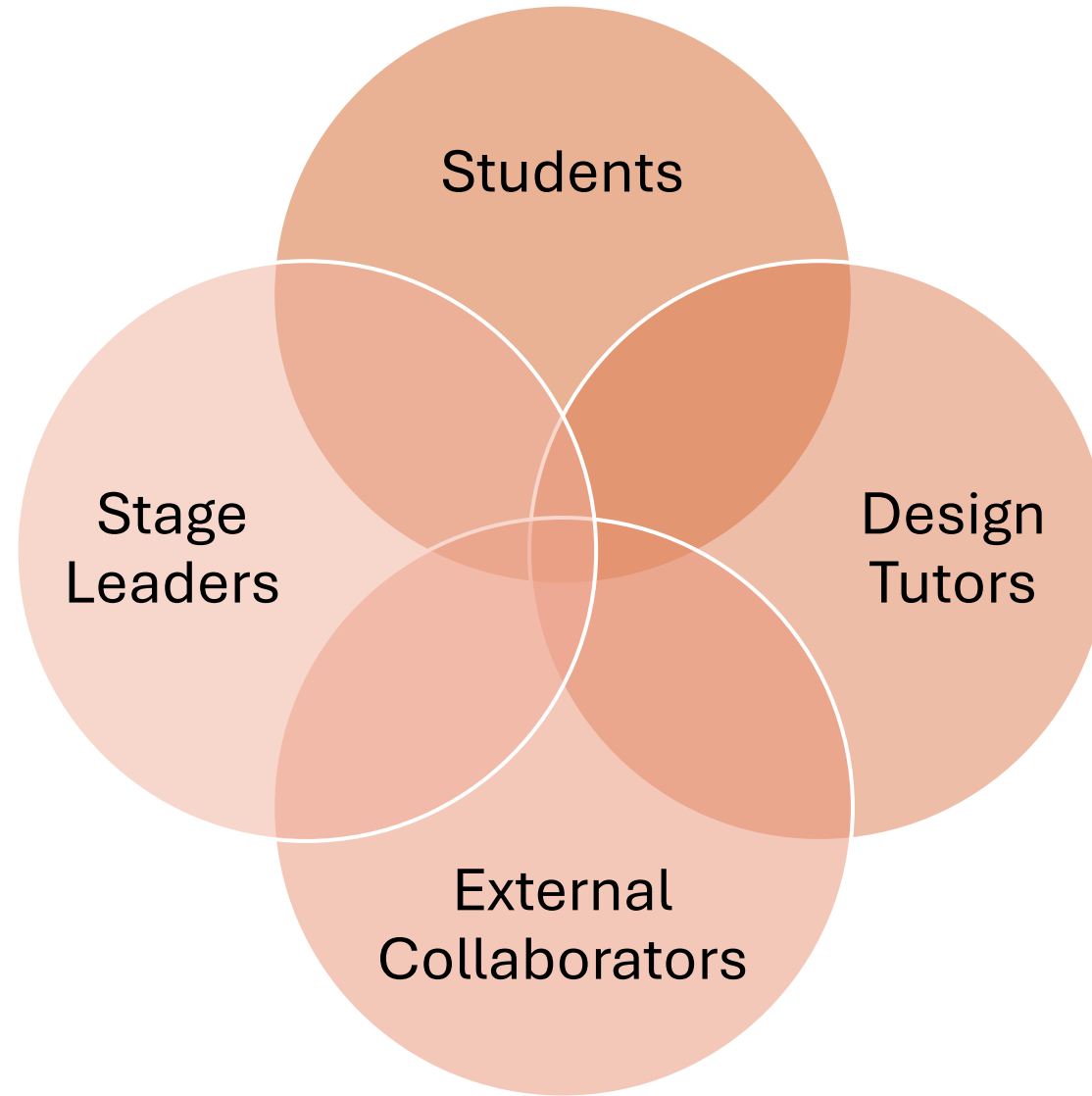
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89%	72%	50%	55%	83%	67%	61%	80%	88%	50%		88%	94%

Research Methods



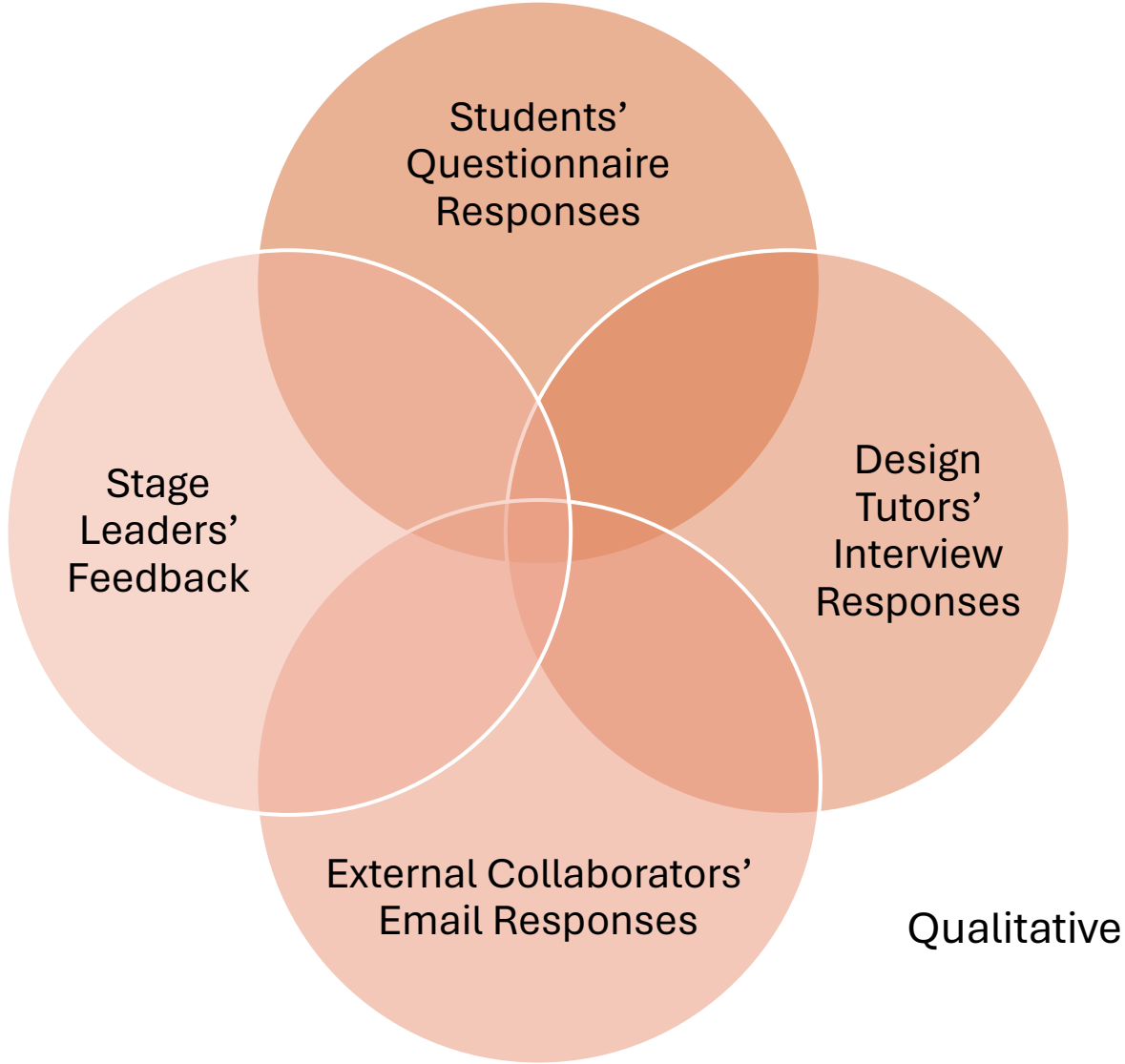
Originally Intended
Participants

Research Methods



Revised Participants

Research Methods



Attendance register

Quantitative

Qualitative

Thematic Analysis

- We shouldn't engage unless we were working in equitable and participatory ways with the people that are impacted by those changes and by those outcomes (ethics)
- participatory design starts to affect a kind of participatory democracy in terms of how we make decisions about how we live in places together (ethics)
- prototyping in context of the people that collaborate and invest actually gets something that works on the ground for them in their context (ethics)
- we try and do is to be that institutional memory, have that collective memory try to make sure that our students aren't going in repeating works already done trying to ensure there's reciprocity around the engagements trying to ensure there's some kind of strategic continuity that one thing builds to the next so that our staff and students truly do become resources in some broader shared collective strategy towards collective impact (culture; structure)

Findings

Introductory task:

“It might be helpful to supply a list of questions to ask each other, since ours ended up being pretty surface level.”

Student Participant A

Manifesto:

“It was good but I feel it was too focused on HOW to gather/ask/introduce yourself to residents rather than what to ask them to get the best results. It felt very flimsy when we actually put it to use since most of it was just common sense.”

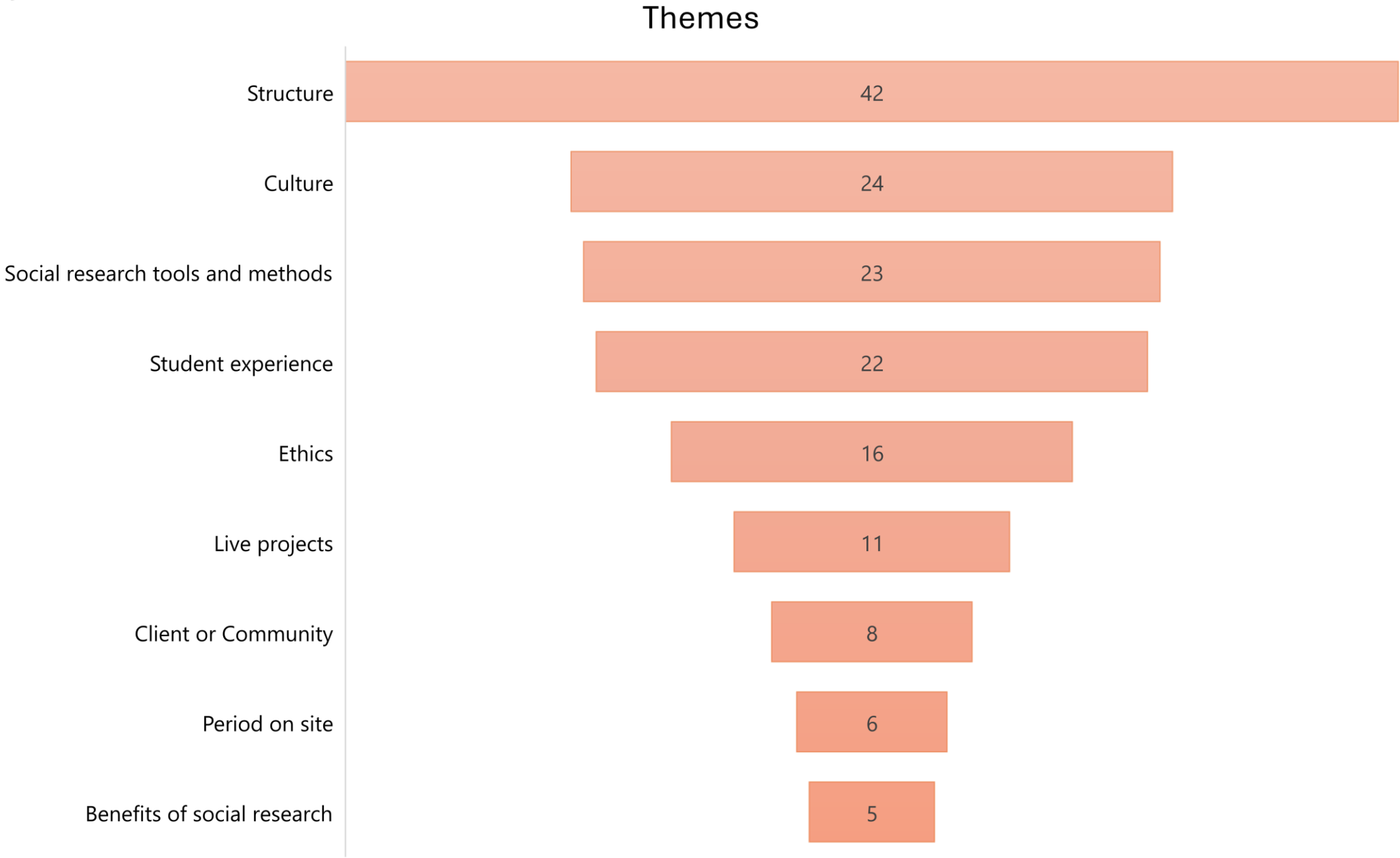
Student Participant A

Situated Learning on Broadwater Farm Estate:

“It is true that regular site visits are helpful in understanding the site. In my personal opinion, it would be a good idea to conduct field visits and classes in school classrooms alternately to discuss what was learned from the field visit and understand in advance what to see during the next field visit.”

Student Participant B

Findings



Findings

“...it’s not part of architecture training to teach social research techniques. I don’t even mean deep academic level, I mean in terms of designing a questionnaire, and that in itself requires a lot of upskilling...”

Tutor Participant G

the interesting aspect of social research is the unexpected, the thing that would not have happened if you hadn’t done that. And it can’t be gotten from desktop research, and it can’t be gotten from certain types of fieldwork because if you approach it in a kind of data driven or scientific way, it tells you one kind of information

Tutor Participant G

Findings

“For me the real skills that architect can develop if they are well trained is to be kind of agents of change rather than directors of change.”

Tutor Participant G

Infrastructuring as a verb ... that our projects rehearse different ways of being, and we can start with projects that are less critical in terms of, I mean by that ... If it goes wrong, it's not such a problem ... We start with these kinds of projects and gradually as we become more confident in our relationships and our abilities to collaborate and understand each other, work well together, we can start to tackle perhaps more, more, more, more critical challenges.

Tutor Participant E

Next steps

Future guiding principles to explore:

- Develop clear reciprocity with external partners
- Develop clear aims and deliverables for each teaching session and co-produce tools, methods and approaches with the students
- Present examples of social research tools that students can adopt and adapt for their own enquiries
- Continue to collect data from students and external participants to identify areas that need further consideration and improvement
- Start small and 'infrastructure' within a longer project timeline to allow for building confidence within the studio cohort and developing culture broadly within the course.

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Thank you