



## Welcome to the Spring 2010 Newsletter of the Centre for Excellence in Teaching & Learning through Design

Although this is our last Newsletter it is by no means the last you will see of CETLD. We are continuing to disseminate our findings. As you can see below we have put out a call for papers for our forthcoming conference entitled “*Learning at the interface: Museum and University collaborations*” at the Sackler Centre, V&A, 1-2 July. A show of work by students from the University of Brighton and Royal College of Art, created in response to the V&A and its collections will be exhibited at the V&A in parallel with the conference.

On the 21-23 July we will present the conference and design summer school “*Re-shaping Learning? The future of learning spaces in post-compulsory education*” at the University of Brighton (please see the call on our website).

By the end of the academic year 2009-2010, we will have produced three books. The first emerges from the CETLD/V&A collaboration (Cook, Reynolds and Speight), “*Looking to Learn, Learning To See*” (published by Ashgate). This book brings together scholarship about student learning in museums and will be the first book of its kind in the UK.

The second book, by Philippa Lyon, will explore the issues about design education in higher education that have emerged from CETLD’s over 40 projects.



The results of the CETLD-funded theoretical research on learning spaces by Dr. Jos Boys will be published as a book entitled “*Towards Creative Learning Spaces: Re-thinking the Architecture of Post-Compulsory Education*” by Routledge at the end of 2010. Contributors include Etienne Wenger, Ronald Barnett, and from the CETLD David Anderson (V&A), Anne Boddington (UoB) and Jos Boys.

We are in the process of migrating our website to the Faculty website where we hope it will continue to inspire further research beyond the lifetime of CETLD in its current form. Meanwhile, do keep an eye on our current website where news and events will continue to appear. Have an enjoyable read!

Sol Sneltvedt, Project Manager

## Observational Learning Through Professional Studio Practice

Alma Boyes and Cynthia Cousens are building on the knowledge developed in their CETLD research project “*Exploring teaching and learning Through Practice*” report 2008, which primarily explored the value of live performance in respect of virtual representation, and claims that the richness of non-

verbal communication helps form the particular languages used in demonstrating and teaching practical skills. This research raised questions about the limitations of demonstrating a technique out of context of a range of processes and the difficulty of reflecting true time span of processes and the rhythm of making.



This project goes on to research the value of learning practical skills by the direct observation of an expert making in a professional workshop and as part of the entire process of the production of an artefact. Currently students within Higher Education learn skills by means of observing demonstrations of specific techniques given by academic or technical staff and sited in the University workshops. The research seeks to find value by bringing the demonstration into a wider professional and creative context.

So far small groups of students have spent a day observing 2 internationally renowned artists in Ceramics and Metals, Professor Christie Brown and David Clarke working in their workshops. The feedback from the students has been very encouraging:

*'A fantastic experience. When there is no talking you actually concentrate much more on what they are doing. Rather than asking lots of questions you can answer a lot of them for yourself just by observing & thinking. Its inspirational to watch any maker at work. You can absorb the whole environment, not just the technique'.*

The final report will be on the CETLD website by March 2010.

## DesignCETL Hosts Learning Spaces Research Meeting

The CETLD Learning Spaces project recently hosted the second UK Learning Spaces Special Interest Group (<http://learningspacesig.wordpress.com>) meeting in collaboration with the CETLC InQbate team at University of Sussex. The one-day visit was attended by education, museum, library and technology specialists, and participants engaged in research discussions and guided tours of both the DesignCETL Grand Parade building and the InQbate space.

At the DesignCETL, the group focussed on evaluation methods and tools used in familiar or interesting examples of learning spaces that they each brought to the meeting. The kinds of information on learning space that researchers feel is currently missing from their datasets include data about why certain spaces are not used, despite best design intentions, and what is it we can learn from spaces that have not been designed with learning in mind that are appropriated as learning spaces? Novel methods for collecting feedback from space users that had been found effective included the idea of a video box for students to record a self-report of feedback to the team. This could be supplemented by a short hit-list of specific items the evaluation team are also interested in. The morning included a guided tour of various learning spaces in the building led by Anne Asha.

Lunch and the afternoon session were spent in InQbate – the CETL in Creativity at Sussex University. Vibrant discussions emerged to explore what participants have done to embed innovation into learning spaces. For example, evaluating through small case study approaches across a wide variety of variables like community use of a University space, press coverage, and not focussing solely on student ratings of a course as a whole. Methods of targeting enthusiastic tutors who have energy for developing and trying innovative teaching methods with support; and considering the values placed on a new space by altering what is evaluated and by whom e.g. beyond timetabling or space usage surveys and moving towards more creative ways to assess the value of learning spaces holistically, were also advocated. Other questions included, what has been experienced, achieved and what new skills introduced beyond the curriculum requirements? Where have students taken their own learning further through

enthusiasm without explicit course requirements and what triggered this?

Participants started planning for the next meeting, and this is likely to be scheduled for spring 2010, in London.

Hilary Smith, Research Fellow, Learning Spaces

### **PLAYGROUND - a printed magazine devised by students to showcase the creative talent within Grand Parade**

Funded by the CETLD, the magazine is open to all those who study, or are interested in the arts, within the University of Brighton. From artists and designers to performers, photographers and writers: we aim to display submissions from as many creative areas as possible. The series of publications achieved through this project will form a student-led archive – for past, present and prospective students - documenting the hive of creativity, ambition and enterprise within the current generation of Grand Parade students, and providing the University of Brighton with a record of its students' designs, constructions and conceptions.



If you wish to contribute to the next issue of Playground, send your queries/submissions to [playgroundzine@gmail.com](mailto:playgroundzine@gmail.com) by 22nd February 2010.

Project Leader: Carianne Whitworth, members Matt Edwards, Josephine New, Harry Trimble

### **Design and the Creative Industries Conference 26th March 2010**

Sallis Benney Theatre, Faculty of Arts, University of Brighton

The University of Brighton is pleased to announce a one-day working conference to be held at the University of Brighton on 26th March 2010. It will present an opportunity for the Design and the Creative Industries to develop advice for government and business on effective ways to achieve Industry-University collaboration and partnerships.

The day will offer opportunities for industry professionals, academics, students and policy makers to meet and discuss how best to develop practical ways to build sustainable partnerships and collaborations for mutual economic, social and cultural benefit.

The presentations, contributions and discussions will lead to a concise report that will be developed and published to advise the future government on the opportunities and current barriers for partnership and how these might be overcome.

Read more about the conference at: <http://arts.brighton.ac.uk/business-and-community/design-and-the-creative-industries-conference/more-about-universities-and-industry>

### **Learning at the Interface Conference 1st - 2nd July 2010**

Sackler Centre for Arts Education, V&A, London

How can museums and universities work together purposefully to enhance the learning of higher education students?

The conference aims to provide a forum for debate of issues and ideas that are relevant to the museum and higher education sectors. It will bring together policy makers, curators, educators, academics, students and leading professionals from the educational, creative and cultural sectors. Shadow Minister for Culture and Creative Industries Ed Vaizey and Roy Clare CEO of the Museums Libraries and Archives Council are amongst our keynote speakers.

## Call for Papers - Learning at the Interface Conference

We invite proposals for contributions from delegates wishing to present a 25-minute paper. Papers should respond to the themes below, and offer a critical perspective of museum and HE policy and practice and make recommendations for future practice.

### Conference Themes:

- \* Museums and university partnerships - opportunities and barriers
- \* The role of museums in supporting HE student learning
- \* The educational philosophies and theories that underpin learning and research in museums and HE



Those interested in presenting papers at the conference are requested to submit an abstract by 7th February 2010 by email attachment (the document should be Word 2003 compatible) to Sol Sneltvedt (e-mail: [S.Sneltvedt@brighton.ac.uk](mailto:S.Sneltvedt@brighton.ac.uk)).

The abstract should not exceed 500 words presented in font size no smaller than 10pt and should include the following information: Author name(s), email address, position title and overall structure of the paper and 5 keywords. Authors will be notified of the acceptance of their proposals by 8th March 2010.

Papers will be peer-reviewed and will be published online. We are currently seeking a publisher to develop all contributions and to extend this emerging field of study. Accepted authors must submit papers of between 2500 and 3500 words by 5:00 pm on 17th May 2010.

Read more about the conference at: <http://cetld.brighton.ac.uk/events/learning-at-the-interface-conference-information>

### Contact us

Further information about all Centre for Excellence in Teaching and Learning through Design activities and events can be found on the website:

<http://cetld.brighton.ac.uk>

For any other inquiries please contact us:

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