



Introduction

The Design CETL now has 22 projects underway investigating different aspects of learning and teaching in design education and the use of collections across the partnership of the University of Brighton, the RCA, RIBA and the V&A (www.brighton.ac.uk/design/cetld/projects). We are now about half way through the five year funding period for CETLs and the early projects are starting to produce results in the form of conference papers, reports and audio-visual materials. See for instance the collaborative 3D design and medical school project, 'Using biomechanics in chair design'.

Future developments include a 2 year project on learning spaces, of which more later. This edition of the newsletter also looks at:

- the Domestic Interiors Database at the Royal College of Art
- progress on work at the V&A
- RIBA Research wiki
- the student-led event and project from the University of Brighton's Master in Architectural Studies students: Mobility of the Line
- feedback from the ELIA Teachers' Academy, 12-14 July 2007

If you have any comments about the work of the Design CETL or the contents of this newsletter we would like to hear from you: CETLDesign@brighton.ac.uk

The Domestic Interiors database at the RCA

The Domestic Interiors Database CETLD project at the Royal College of Art is being co-ordinated by Research Fellow

Harriet McKay. Working with Dr Viviana Narotzky and Professor Jeremy Aynsley in the History of Design department, Harriet McKay is hoping to make contact with a number of colleagues working on Teaching and Learning projects as well as the students and other users from the partner institutions.



Sitting room, No 8, Highpoint.

Part of an academic research unit, DesignHistoryRCA, the project seeks to enhance the recently compiled Domestic Interiors Database (DIDB), a collection of 3,300 entries which brings together sources for understanding visual and textual representations of the domestic interior in Europe and North America from 1400 to the present. The project's is to extend of the Database's accessibility, use and audiences, and enhance these groups' understanding of it as a resource and as a learning tool. The organisers propose to investigate its application in a number of educational contexts within the remit of the interests of CETLD.

Specifically, the project's aims are to:

- Test the applications of DIDB as a virtual learning site.
- Engage with students, lecturers, curators and designers in a

number of design disciplines to evaluate their needs for enhanced, practice-based learning.

- Encourage inter-disciplinarity among a target audience of those with an interest in the history, theory and practice of design, who will be invited to participate in workshops.
- Encourage postgraduate students at the host institution of the Royal College of Art and undergraduate students at the University of Brighton, to investigate the potential of the Database.
- Develop with colleagues in Learning & Interpretation at the Victoria and Albert Museum and Education at RIBA, an understanding of the potential for extension of the Database, stressing the value and ease of access to Museum collections as points of reference. Analysis will take place of the Database as a resource which makes a direct link between established archive-based research and 'state of the art' electronic teaching, independent study and research.
- Seek ways in which the application of the project may enhance sustainability through providing electronic access to often vulnerable museum objects



William Redmore Bigg, 'Poor Old Woman's Comfort' (1793), V&A 199-1885

A priority now that the project is up and running is to identify student groups with whom to run workshops. 'If possible' McKay says, 'we'd also like to convene a workshop involving CETLD partners as an opportunity to think through further uses of the Database and explore any possible links and future uses that partner institutions might wish to explore.'

If you would be interested in hearing more please contact harriet.mckay@rca.ac.uk



Sitting room corner, Norfolk, 2007.

CETLD work at the V&A: iGuides Project

The iGuides from StreetAccess project continues into the autumn term of 2007 with a renewed focus on trail development and formative evaluation of trails with students. The trails are web-based and students will access them on PDAs in the Victoria and Albert museum.

A 'thrill' trail created by RCA Senior Tutor in Design Interactions Brendan Walker, a trail narrated by RCA Senior Tutor in Ceramics Alison Britton and a trail encouraging students to simply 'hang out' in the museum, on the recommendation of Brighton Principal Lecturer in 3D Chris Rose, are some of the ideas being developed.

As well as generating innovative educational materials, these collaborations may show whether trails can be a way of sharing different types of expertise between institutions. Different functions of trails are also emerging; as well as conveying information they can, for example, encourage different ways of looking at the museum environment, build up visual research skills and allow students to access digital versions of archival material while they are in display areas.

Pedagogic questions being raised by the project include how much direction should be given in a museum as a free-choice learning setting, what kind of learning objectives are appropriate, and the suitability of these trails for different levels and subject areas. In addition, since a trail can be seen as a type of narrative, the project may lead to an examination of narrative or story as a pedagogic approach to learning in the museum.

Evaluation of iGuides

The aim of the formative evaluation is to assess the students' learning experience when using trails in the museum. CETLD staff have worked closely with Fashion, Textiles and 3-D design students from the University of Brighton and the Royal College of Art. Some of the students involved in the evaluation programme have gone on to design and input into trails for other students to use at the V&A.



Analysis of the formative stage of evaluation is well underway. Preliminary findings have shown that:

- Students spend much longer looking at objects when using the trail
- Students appreciate extra information about the objects on display
- Students prefer conducting a trail outside their own subject area
- Students enjoy the capacity that the technology offers. They like to make notes, record audio and take photographs
- It is difficult to gauge the content of trails at the right level for undergraduate and postgraduate students

Other CETLD work at the V&A

Rebecca Reynolds is continuing to develop her optional module, which is due to start on 15 January 2008. This will run as an extension studies module for Level 2 students, in collaboration with University of Brighton Senior Lecturer in Illustration, Margaret Huber. Called 'Breaking into the V&A', it will explore different 'ways in' to using museums and encourage use of the V&A's collections and archives.

Catherine Speight is starting work on her project, Co-Learning with Museums and Archives: CETLD Student Placement Programme, and Beth Cook is also due to start work on a research



project looking at 'behind the scenes' access to the museum. More information about all of these projects is available on the CETLD website.

Exhibitions at the V&A

Two major exhibitions have recently opened at the V&A: [The Golden Age of Couture: Paris and London 1947-1957](#) and [The Art of Lee Miller](#).
<http://www.vam.ac.uk/exhibitions/index.html>

RIBA Research & Development Today a Wiki: Tomorrow the world

'I read somewhere that everybody on this planet is separated by only six other people. Six degrees of separation. Between us and everybody else on this planet.' John Guare (1991)

A small world

The concept that any two people in the world are linked by an average of five acquaintances was popularised in John Guare's play and the subsequent film: 'Six Degrees of Separation', but the idea attracted attention much earlier through the work of Stanley Milgram, a Harvard professor investigating social networks. Milgram's experiments demonstrated a fact that constantly surprises us: we live in a 'small world'. Although the size of the world's population is enormous, the number of links between any two people is exponentially small. This property of social networks is common to any web that is highly connected. It is known as the 'small world phenomenon'.

Our aim

A key purpose of the RIBA is to make stronger connections between architectural research and practice. This aim includes a role for its R&D department as a broker in the knowledge marketplace, reducing the distance between researchers, academics and practitioners and enabling an efficient exchange of ideas, skills and assets - an eBay for architectural research. The traditional model of R&D involves specialists working inside closed organisations, where results are jealously guarded by applying intellectual property rights. However, an expanding knowledge economy, propelled ever-further and faster by continual breakthroughs in information and communications technology, is breaking down the distinctions between thinking and doing, whilst information is increasingly perceived as a public good.

A new model for R&D

As the closed, hierarchical model adopted by R&D departments in the industrial era disappears, a new model for a digital age is emerging which is more open, transparent and democratic. The Internet is enabling ideas and projects to

be created through a process of peer review amongst on-line communities which are spread across the world and which organise themselves around specific tasks rather than being centrally planned and controlled. In the corporate sector, competition and globalisation are encouraging organisations to use the Internet as an effective means of leveraging their efforts in R&D - sharing information and collaborating with external partners, even their competitors. It is important that the RIBA fully understands these emerging trends and their implications if it is to exploit the many opportunities they offer to the architectural research community.



The RIBA Building

RIBA Architecture Research Wiki

A 'wiki' is both a software application and a website that anybody can edit using only a normal web browser. But fundamentally, a wiki is simply a collaborative network - an on-line community with a shared purpose or common interest. Wikis have been used to create a number of quality information goods - probably the best known example is Wikipedia, an on-line encyclopaedia. In a similar way, the RIBA Architecture Research Wiki will operate as a dedicated forum, or knowledge exchange, for the architecture (and wider) community on a national and international scale. A functioning wiki prototype has been established and has attracted a small but steadily growing group of participants; we are exploring ways to expand this group into a larger and more active community.

Next steps

Whilst many R&D departments now recognise the use of open, collaborative, self-organising networks, and whilst a wiki appears to be a suitable platform for adopting this approach, there are a number of issues that we need to resolve. For this reason, the RIBA has engaged Consilian, an independent consultancy with experience in this field, to carry out a short-term study that will help us develop the RIBA Architecture Research Wiki and ensure its long-term viability. The output of the study will be a clearly defined appraisal of the project's potential, an agreed

strategy for fulfilling this potential, a detailed route map that will deliver the intended benefits, a specification for the IT and communication tools that are needed, and exemplars of good practice in the R&D sector and other areas.



Guggenheim Museum, Bilbao

Connected

Milgrim's studies suggested that the average number of acquaintances between two strangers from opposite ends of the world is five, which is six degrees of separation. But this result is less startling when we consider that in Milgrim's experiments each person in the chain was able to decide whom to contact. Without this procedure, each step towards the target would have become increasingly difficult for the first person: six can sometimes be a very large number. The point is that whilst somebody possessing a map of a small world network can find a short path to their destination, anyone without such a map, and navigating with the use of only local feedback, is likely to give up long before they would ever arrive. Our project promises to build a collaborative network and to chart the necessary connections that will allow any participant to take advantage of the benefits of the small world phenomenon in order to find the information, resources and partners they require.

For more information:

Visit <http://ribaresearch.wetpaint.com/>, email us at research@inst.riba.org or contact Anna Gagliano on +44 (0)20 7307 3714.

Learning Spaces

A central CETLD theme is to examine the design of learning spaces - to see where and how universities and other educational institutions such as museums and libraries can enhance learning through improved physical or virtual contexts. This might be through the adaptation of existing spaces or the development of different kinds of learning environment. It might also be about changing the 'conceptual' spaces of teaching and learning, that is, about shifting conventional assumptions as to where and how educational processes should take place.

This renewed interest in learning spaces has come from a wide range of sources. The concept of lifelong learning, for example, widens the range of places where learning is assumed to take place, away from academic locations to include workplaces, the home and other cultural facilities. The impact of new technologies, whether computers, the internet or mobile devices, is affecting where and how learning and teaching happens. With the advent of Web 2.0 social networking applications, people have started to explore learning spaces beyond what a university formally provides, to understanding from a students' experience just what personal and social intermediary spaces (whether physical or virtual) they actually use to study. And this all in the context of the "Building Schools for the Future" programme which aims to offer prototypes for contemporary learning environments for secondary school students.



The Design CETL is already examining these issues, both through its funded projects and via the HEFCE capital grant which has enabled the CETLD room at Grand Parade and the recently opened CETLD-Bene Education Room at the RIBA, both available for use by staff and students at the University. In order to learn more from these projects and to explore the bigger research questions raised, the CETLD is to advertise for a full-time senior research fellow in learning spaces.

They will have a wide-ranging remit to:

- REVIEW existing practices and spaces; and student and staff experiences
- DESIGN and test new ideas for creative learning spaces in collaboration with staff, students, administrators, architects etc.
- IMPLEMENT change in conceptual, physical and virtual learning spaces across the CETLD partners, through guidelines, case studies and pilot project evaluations
- EXTEND research in this area through strategic and funding development; and through appropriate dissemination and embedding processes

There is currently a considerable amount of interest developing in the area of Learning Spaces, both within CETLs and beyond them. The Joint Information Systems Committee (JISC) has funded research into new physical learning spaces. Their best practice guide "Designing Spaces for Effective Learning" can be downloaded as a pdf from: http://www.jisc.ac.uk/eli_learningspaces.html JISC also offers a supporting info-kit to support planning, design and implementation of new learning spaces, available at:

<http://www.jiscinfonet.ac.uk/infokits/learning-space-design>

Here, you can also download the Scottish Funding Council publication 'Spaces for Learning'.

If you want to try out new kinds of learning space for yourself, the CETL in Creativity, a collaboration between Universities of Brighton and Sussex, has designed and built two innovative learning spaces for staff and students to test out different forms of teaching and learning. See their activities at: <http://www.inqbate.co.uk/>

With the advent of Web 2.0 applications, much interest has been focused on social networking and what are being called social learning spaces, based on blogs and wikis. There are now many online groups and resources in this area. One upcoming conference, to be held on the 26th of January 2007 at Oxford Brookes University, is 'Re-designing Universities: Social Learning Space', jointly hosted by The Reinvention Centre at Warwick University and Oxford Brookes University's ASKe (Assessment Knowledge Standards exchange) CETL. For more details go to:

<http://www2.warwick.ac.uk/fac/soc/sociology/research/cetl/news/symposium/>

Student-led event: Mobility of the Line - An Interdisciplinary Conversation

Master in Architectural Studies postgraduate students are organizing a three day symposium/exhibition event entitled *Mobility of the Line - An Interdisciplinary Conversation* which will be held on the 10th 11th and 12th of January at the CETLD and Research Space at the Grand Parade University of Brighton. The aim of the symposium is to explore how certain disciplines such as film, graphic design, sculpture, photography, performance and animation affect space, and consequently contribute towards innovative design methods in architecture. The *Interdisciplinary Conversation* will focus on a line as a mobile place in which different disciplines

demarcate space through a variety of creative practices.



Floating City

This innovative postgraduate learning and teaching experiment is funded by the CETLD and supported by the Architecture and Interiors Department at the University of Brighton. Masters students will present their practice-led research in a Student Day Symposium and opening of the exhibition of their work. Followed by a two-day Invited Speakers symposium, the topic will be further elaborated through discussions between academics and practitioners interested in interdisciplinary conversations. The current list of invited speakers includes: Professor Neil Leach (Architecture), Professor George Hardie (Graphic Design), Professor Charlie Hooker (Sculpture), Professor Maxine Naylor (Product Design), sculptor Costas Varotsos, performance artist Sean Clute, artist and designer Giacomo Picca, amongst other national and international figures. As a part of their Independent Project and Masterwork Unit of study the event is fully planned and organized by the MA Architectural Studies students and overseen by their Subject Leader Dr. Ivana Wingham. In combination with producing and presenting their own works the students had to work outside of the



conventional academic structure and face the issues that usually arise in practice – such as sponsorship and raising funds, budget management and promotion of the event. Facing a challenge that included attracting a list of international and national speakers and the arrangement of different venues was rewarded by an extremely

positive response considering the modest budget.

In preparation for this event students organized a visit and participation to the *Art of Research* symposium in Helsinki (1-3 October 2007) in which different interdisciplinary approaches to design were discussed and shown at the Helsinki School of Art and Design. In addition to participating actively in the symposium discussions and workshops, Master students also learned about organizational issues with an event of a similar scope, and this visit provided students with a number of potential contacts.

Further information about *An Interdisciplinary Conversation: Mobility of the Line* event could be obtained via e-mail to Architectural Studies Postgraduate Organizing Committee on Line@brighton.ac.uk for further information. Current website of the event could be viewed on: <http://cetld.brighton.ac.uk/projects/current-projects/student-led-project-mobility-of-the-line>. Registration fee for the three day event is £20 (£10 for students) and can be done via the site.

ELIA

European League of Institutes of the Arts Teachers' Academy was held at the University of Brighton from 12 - 14 July 2007, co-hosted by the Centre for Excellence in Teaching & Learning through Design (CETLD), the Art Design Media Subject Centre of the Higher Education Academy (ADM HEA) and the Faculty of Arts & Architecture.

The 2007 Teachers' Academy was opened by Professor Paul Greenhalgh, Director and President of Corcoran Gallery of Art and the Corcoran College of Art & Design in Washington DC. By looking at the mission statements of institutions of art, at curricula, at the way the arts were classified, and at the ways in which institutions sought to explicitly affect the social and economic environment he explored the relationship between the processes of teaching and learning, and the reality of practice in the visual arts. He compared early relationship between arts institutions and society to developments in Western art education over the last forty years and suggested that there has been, between the 1940s and 1980s a paradigm shift which has seen a widespread return to a socio-economic agenda more redolent of the later nineteenth century. He asserts that institutions have conducted teaching and research in response not only to where they believe they are going, but also, and more emphatically, on where they believe they have been. And in doing so, many of them have configured themselves around myth rather than reality.

The first day ended in conversation with Wayne

Hemingway, who is the co-founder of fashion label Red or Dead and HemingwayDesign. Inevitably the conversation was entertaining and wide ranging, touching on Hemingway's experiences as design entrepreneur, advocate for popular culture and collaborator with developers for high quality populated public spaces.



Wayne Hemingway at ELIA 2007

Day two opened with a presentation from graphic designer and Director of Schumacher College in Devon, Prof. Karen Blincoe. "There is Another Way: Traditional versus holistic and sustainable education in design" claimed that rational, atomistic approaches to teaching and learning, more often than not destroy human curiosity and ability to learn by doing. These dominant and orthodox approaches, she argues, ignore "inherent and embedded knowing" and disregard the fact that people learn in many different ways and at many different levels. The presentation explored holistic and sustainable teaching and learning methodologies and principles and examined the impact these could have on design education, design students, design practice and subsequently our societies.

At the close, a plenary discussion brought together ideas developed across the two days. Chaired by Klaus Jung, the outgoing president of ELIA, debate was initiated by Dr Dragan Klaić from Belgrade. Klaić is a Permanent Fellow of Felix Meritis in Amsterdam and teaches arts and cultural policies at Leiden University. He is the initiator and Chair of the European Festival Research Project and active across Europe as writer, lecturer, researcher and advisor. Dragan's presentation, "Another Crowded Bandwagon? From Divine Creation to Creative Industry" sought to dispel some of the conceptual fog around the notion of creativity and its relation to the transformation of the economies in Europe, prevailing artistic ideologies and shifting modes of cultural production. He was joined by Anne Boddington, Dean of the Faculty of Arts and Architecture and Director of the Centre of Excellence for Teaching and Learning through Design at the University of Brighton; David Clews,

Manager of the Higher Education Academy Art, Design, Media Subject Centre and Carla Delfos, Executive Director of ELIA. The plenary drew together ideas emerging from trigger papers, the workshop experiences and showcase presentations as well as from serendipitous discussions from the two days. Judging by the response of delegates the organisers' ambition to test Josef Albers' reflection "that learning is better than teaching because it is more intense: the more that is taught the less that can be learned" may well have been fulfilled.

Contact Us

CETLD
Faculty of Arts & Architecture
University of Brighton
58-67 Grand Parade
Brighton BN2 2JY

Tel +44 (0)1273 642899
Fax +44 (0)1273 643915
Email CETLDesign@brighton.ac.uk
Web www.brighton.ac.uk/design/cetld