



Student Transitions: Example of transitions practice

Title: *Designing 'Live'* – A series of one-day design Charettes bringing together HWU students of different disciplines and stages

Transition(s) the practice supports: Transition from FE to HE (= articulating students from HNDs); Transitions from HE to workplace (= graduating students). Also transitions from single-discipline to multi-disciplinary working.

Abstract: This series of events ask students of all stages and across multiple disciplines to work together for an intensive 24-hour period, culminating in a short exhibition of the resulting work, to which industry partners are invited. The event is open to students on feeder HND/HNC courses, giving them a flavour of working in a university environment.

Description: 'Designing Live' is a series of between 2 and 4 one-day design 'Charette' events during Semester 2 of the 2014-15 academic year. A project will be introduced to students on a Friday afternoon, and followed by an intensive day of active teamwork all on one site, finishing with a celebration in the evening alongside invited guests. The pedagogy is 'learning by doing' in an environment free from fear of failure, supported by a group, and culminating in a public event. It is hoped that these short bursts of activity across year groups and disciplines will increase student confidence in unfamiliar territory.

The scheme is supported by a Tumblr blog, managing information dissemination, documenting events, and providing a public face to participants and visitors. The events will be promoted via participating staff, via posters and social media (Tumblr, Twitter).

The charettes will be voluntary, and open to students from HWU courses in Interior Design, Textiles and Architectural Engineering, and to students on corresponding courses at FE Colleges, in particular colleges with whom articulation agreements are in place, or are being developed: (WCS, Glasgow Clyde, Edinburgh College and Fife College). The project will nurture relationships, personally and pedagogically, between these colleges and the university. It will also aid transition from F.E. to H.E. introducing Articulation students to their peers at HWU in an informal, co-operative environment.

Students will be required to work in interdisciplinary teams across institutions and year groups for a 24-hour period. A concise, fun brief will be issued, and a small prize awarded to the best team(s) at a gallery/drinks event concluding each day's work. The small prize and public gallery event serve as incentives



enhancement
themes

for student involvement as the projects will be ex-curricular and not formally assessed.

The one-day events will emphasise different skillsets, which assist at the above transitional stages; suggested themes are Concept Development (x2); Live Build; Client Presentation. These directly address known weaknesses in articulating college students and reinforce confidence in graduating students. The themes have been developed from conversation with teaching staff and external examiner feedback.

The requirement to work as cross-disciplinary teams at different stages also reinforces confidence, communication and collaboration skills, presentation abilities: all essential qualities for graduating HWU students and in line with university-wide Graduate Attributes.

Finally the events also act as showcases for Heriot-Watt University in terms of outreach (when working with community) and industry engagement (invited professionals to evening gallery events). These experiences are key to Student Transition into the workplace, but also act as a promotional tool for the university in the community.

FEEDBACK from students will be a key part of this proposal and at the end of each day event, students will be asked to complete a short questionnaire- then asked again (via email survey) to reflect on their experience a week after the event. Feedback from one event will inform and enhance the next, so that the project develops along its lifetime. Feedback will form a key part of the dissemination.

Staff are also interested in the development of Live Projects as a pedagogic tool and wish to use the experience of this project to develop an understanding of the risks and opportunities afford by Live Projects in the particular forum of EGIS and SoTD L&T.

Link to 'Designing Live' Blog: <http://dlhwu.tumblr.com/>

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