



Embedding Responsible Design Practice into GB&I BA (Hons)

The starting point for my Action Research Project was a BDI Design School Away Day

As Ual Educational Developer for Climate and Social Justice, Laura Knight from University of the Arts, Teaching & Learning Exchange spoke to staff from the Design School about the Ual Research Strategy 2022 - 2032 and the importance of embedding the Ual Climate, Racial and Social Justice Principles into every aspect of our courses. As a staff team on Graphic Branding & Identity BA (Hons) we discussed the implications of this and how we might go about it.

We talk about responsible design practice in our course handbook & unit guides, we even mark this through our Learning Outcomes but how do we make this become real for our students to understand & value.

BA (Hons) Graphic Branding and Identity Course Handbook 2023/24

Unit Code	PU002671
Unit Title	Major Project (Route A&B)
FHEQ Level	Level 6
Effective From	September 1st 2023
Credits	60
Programme	LCC Branding and Design Innovation(L064)
Unit Introduction	This unit is the culmination of the course and provides you with the opportunity to utilise all your practical, critical and analytical skills in the realisation of projects related to the development of your individual portfolio. Building upon previous experiences of the design subjects covered by the course to produce a showcase of work, you will be expected to confidently demonstrate organisational skills in the selection and management of appropriate, considered and resourceful media, techniques and technologies. In answering the briefs you should demonstrate intellectual rigour and conceptual ability and exhibit visual, oral and written skills relevant to the communication of research outcomes.

Learning Outcomes	
LO1	Demonstrate expertise in engaging in sustained, in-depth and relevant research from diverse sources that include relevant social, cultural, political and environmental contexts (Enquiry);
LO2	Demonstrate competence and confidence in applying expert subject knowledge to a final project outcome and portfolio of work, applying knowledge of the appropriate professional context for the work (Knowledge);
LO3	Confidently select and describe strategies for managing projects, deadlines and consultations including your process for Identifying, exploring and developing appropriate media and techniques. (Process);
LO4	Showcase design, technical and craft skills that reflect the principles of responsible design practice applying critical and analytical skills, and the synthesise of ideas from research in the realisation of project work. (Realisation)
LO5	Demonstrate a high level of expertise in selecting and applying appropriate communication and presentation models (Communication);

LO4 Responsible design practice

Question; How can we implement responsible design practice into our course?

Other Learning Outcomes in the BA (Hons) GB&I Course Handbook 23/24

Self-Initiated Project (Route B)

Learning Outcome 2 (Knowledge);

Thoroughly apply approaches that demonstrate intellectual rigour, subject and contextual expertise, while **committed to social justice, sustainable practices and awareness of impact on planetary health.**

Industry Practice (Route A&B)

Learning Outcome 2 (Knowledge);

Articulate a project's issues, content and contexts including **relevant social, cultural, political and environmental factors, reflecting your critical awareness of contemporary practice.**

Existing Ual frameworks



The wellbeing of our planet is of unparalleled importance to humanity's future. And yet it is under threat.

All universities – like all organisations and all individuals – have a duty to respond: to put themselves on the side of solutions instead of continuing harm.

The UAL Climate Action Plan was first published in 2021. It brought together various strands of climate-oriented action at UAL into a plan for systemic change.

**Climate Action Plan Summary:
Changing our system**

For UAL to realise its socio-environmental purpose, it must be the subject of profound and radical change. Climate justice requires change across institutional and individual levels.

**Action 1:
Change the way we teach**

Our students will engage in discourse relating to climate justice as part of the UAL curriculum. Through teaching, learning and practice, developing work of environmental, cultural, economic and social value. We will equip our students with the education and creative agency to further climate and environmental justice. Our aims and actions to achieve this are:

- Increase our climate and environmental literacy.
- Embed climate justice in all our courses. Acknowledging its intersection with social and racial justice.
- Provide support and development opportunities for staff. Support the development of knowledge and skills to aid in transforming the curriculum to address climate justice.
- Create the conditions for collaboration at UAL. Enable our students and staff to make individual changes, take action and advocate for further change in the curriculum.

**Action 2:
Change the way we research and exchange knowledge**

We will use whole systems thinking to explore and communicate new ways of responding to the climate crisis. Conducting research and knowledge exchange that addresses climate and related social challenges and creates possibilities to thrive. Whether that be in luxury, in society or in our personal lives. Our intentions and actions to achieve this are:

- Apply our research expertise to our own systems and operations.
- Make the case for the contribution of creativity and culture in climate and environmental justice and its impact in society and the economy.
- Increase the scale and impact of our climate-related research and knowledge exchange. Imagine, inform and influence change in policy, industry and the higher education sector.

SUMMARY

Image by Shutterstock, Arturandrei, iStock, Getty Images

**Action 3:
Change the way we operate**

If we are to lead by example, we must first address our own operations. This means setting ambitious Science-Based Targets to avoid climate breakdown. We have committed to net zero emissions by 2040, a decade earlier than UK government targets. Along with a commitment to net zero scope 1 and 2 emissions by 2030. This commitment will cut thousands of tonnes of carbon dioxide (CO2) from our operations. We need transparent reporting and accurate inventories to enact decarbonisation proportionately. To target our largest emitters through multiple efforts, from technical to behavioural change.

Our actions to achieve this include:

- Set Science-Based Targets to chart our emissions reduction pathway. These targets will be in line with the latest climate science and within a just share of the Global Carbon Budget.
- Change how and what we consume as a university by setting carbon budgets, consolidating suppliers and working with our supply chain to reduce emissions.
- Reduce Scope 1 and 2 sources of carbon emissions through effective utility management.
- Reduce indirect sources of carbon emissions through reducing waste, cutting unnecessary travel and encouraging behaviour change.
- Pilot tangible actions in departments, to support the reduction of direct and indirect emissions.
- Commit ourselves to climate justice in our job roles.

**Action 4:
Change the way we work together**

We need to share our research and creative practices with others to make a bigger impact. This means working across disciplines, sectors and communities, well beyond the creative industries. Above all, working with climate justice movements across the world. At UAL, we must work together to create an internal movement, devoted to change.

Our commitments and actions to achieve this include:

- Build an internal movement for change with students and staff. To create opportunities for everyone to contribute to climate action at UAL.
- Co-produce knowledge within and across disciplines, sectors and communities.
- Work with educational, government, industry and civil society partners, to use our voices to advocate for change.

SUMMARY

Image by Shutterstock, Arturandrei, iStock, Getty Images

Action 1: Change the way we teach

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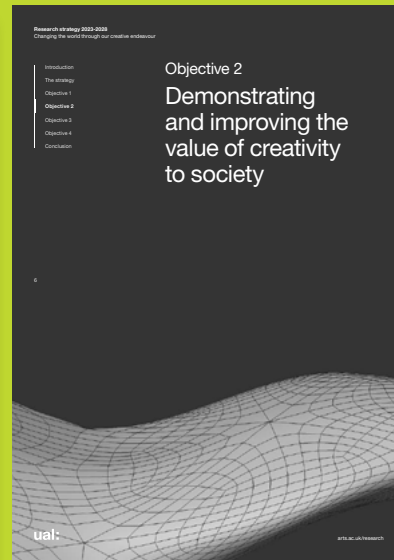
Our aims and actions to achieve this are:

- Increase our climate and environmental literacy.
- **Embed climate justice in all our courses.** Acknowledging its intersection with social and racial justice.
- Create the conditions for collaboration at UAL. **Enable our students and staff to make individual changes, take action and advocate for further change in the curriculum.**



In 2022 the University of the Arts London (UAL) launched its new strategy, 'The World Needs Creativity'

'To change the world through our creative endeavour'



The Responsible Design Framework

The Responsible Design Framework (RDF) was developed in 2015 within London College of Communication's Design School. It is a framework and set of case studies designed to evidence a developing range of practices. It seeks to inspire students to consider a way to practice design that responds to the eco-social challenges of our time with the skills and values of responsible creative citizens. It gives guidance for embedding responsible approaches and principles within the curriculum by identifying both explicit and tacit knowledge.

The Process

Interrogating and improving the way we design via /

- 1 **Resourceful making:** scrutinising medium / material choice and energy use.
- 2 **Systems thinking:** analysing reusability, lifespan and waste impact.
- 3 **Co-design approaches:** being stakeholder-centred and participatory.
- 4 **Responsive reactions:** applying and evaluating approaches in response to need.



ual: the exchange

Climate, Racial and Social Justice principles

- 01. Move with urgency**
to become a community that has the capabilities to address the social, racial and environmental injustices of climate emergency using creativity and resourcefulness. We offer hope through action, committing to the decolonisation and decarbonisation of our education and creative practices.
- 02. Cultivate systems thinking and practices**
that meaningfully acknowledge the interconnections and complexity of life on earth.
- 03. Foster futures thinking**
to design for possible futures that restore and regenerate, unleashing the power of imagination through participatory and speculative methods.
- 04. Design for human equity, social and racial justice**
by mobilising critical thinking, humbly questioning the norms, practices and biases embedded in our societies and cultures. We recognise and reflect on our individual actions and societal values through self-awareness and reflective practice.
- 05. Accelerate activism and advocacy**
by participating in co-creation and actions that realise change in solidarity with those within and outside of our community. We advocate for justice for nature and humanity through our creative practices.



Principles

02 to 05

ALL feel relevant to my project proposal which I hope will foster future thinking and design for human equity, social justice and advocacy.

Action Research Project

My proposed question.

How can I embed a sense of social purpose (through making) into the course I teach on - GB&I BA (Hons)?

Courses I attended in preparation for my ARP

- Carbon Literacy training
- What is climate justice?
- Facing climate fears

What is Climate Justice?

The climate crisis has global impacts, but it does not affect all people in equal ways. If climate justice is not included when tackling the climate crisis by sustainable transformation or climate policy, social inequality may be widened.

Climate Justice acknowledges the historical responsibility of countries in the global North for the climate emergency. It also advocates for those who have done the least to cause the climate crisis but are the most affected. Building climate justice into solutions aims to create an inclusive, fair, free, equal and sustainable future.

UAL Climate Glossary, 2023

Group pledge:

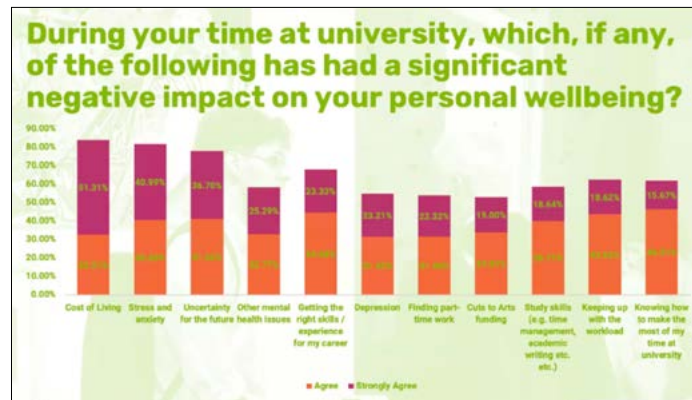
(a). As a result of your Carbon Literacy training, what significant, new carbon reduction action are you committing to undertake, involving a wider group of people?

(b). Who is the wider group of people?

(c). Estimated CO2e saving per year:

(d). In your own words, please outline why your new action is significant to this wider group (i.e. How will this action involve others? Think about your role/position, and how much carbon will be saved collectively, directly or indirectly).

(e). Please outline in your own words how it reduces the wider group's carbon footprint (think specifically in relation to the climate science portion of your training and which actions reduce which GHG):



Perspective 1 (MA Student)

I'm neurodivergent and have a weird relationship with time. So when I learnt about the impact of carbon on our planet, everything changed for me. I couldn't let go of it.

I've now spent a long time working in the field. But every time I start to make progress with any work, I am confronted with some form of discrimination or exclusion.

It feels like there is a glass ceiling for climate work, where decision makers repeatedly block any form of progress. Previously the barriers to combat these injustices impacted me to the point where I resigned from my job.

Perspective 2 (BA Student)

When I'm in London I'm a lot more concerned than when I'm back home.

At home, I can go into the field and just appreciate the beauty of the earth. Then I come here, and feel like oh God, what are we doing to it? It makes me feel a lot of sadness, and frustration. I do feel quite hopeless from it.

Perspective 3 (BA Student)

I have the climate emergency in my mind a lot. It's really hard to ignore in my country, where we've been having massive problems because of landfills established in vulnerable areas.

People who live next to the landfills are already vulnerable, and now they're experiencing problems with intoxication. It's really shocking.

Perspective 4 (MA Student)

At the University, I see a disconnect between the statements that are being made, and the opportunities available for us to actually get involved and engaged.

So, I oscillate between being optimistic and hopeful, and then just feeling completely overwhelmed. I'm tired of using my voice, because it feels like every time I raise an opinion that someone shuts me down.

Perspective 5 (UAL Staff)

I'd like to introduce climate more into my class, but it's so delicate. You don't want to look as if you're trying to brainwash students, or ask them to be activists.

We're also in an international cohort; we don't know the full background of our students or how they could be affected differently by this topic.

Perspective 6 (UAL Staff)

One of the things I've learned along the way is that as a species, we would rather doom than doubt. Or, another way of putting it is that we tend to go towards doom rather than bear uncertainty.

And on the other hand, as artists and designers, if we're not uncertain, then we're not alive. That's why I think that within the way that creative people work there is an answer, at least to adaptation, if nothing else.

If we can find ways to help young people deal with the emotions that uncertainty provokes, it may mean that we don't all need to bear this sense of collective doom.

Perspective 7 (UAL Staff)

I teach a unit where we look at a lot of theoretical ideas around power and politics. At first, it can be difficult for students to grapple.

But when they do, they start to understand that we're in a system that looks very bleak. When they really grasp the scale of the issue, they're devastated. But what can I do? We don't have the answer. I would love to offer further support to them, but I'm only paid to offer a 12 week unit.

Perspective 8 (UAL Staff)

I've become very conscious of the gap between how serious the problem is, and how many people are either looking the other way, or focusing on something small because it makes them feel comforted. My anxiety is as big as that gap.

It's hard to devote so much time to something, but see that we're losing ground on so many fronts. At the same time, there's an enormous social pressure to think positively.

What is Climate Justice?

Rachel Clarke
Course Leader BADCJ
rachel.clarke@lcc.arts.ac.uk

Alejandro Martinez
Visiting Practitioner
a.martinez@lcc.arts.ac.uk

Carolina Caycedo and David de Rozas
Som: Sak / The Land of me: Sun - La Tierra del Sol, 2020

Climate justice

The climate crisis is a social and political problem, as well as an environmental one.

Different communities feel the effects of the climate crisis differently.

The responsibility for the crisis rests with some countries and companies more than others.

The lives of those already facing injustice and oppression – like the LGBTQI+ community in Jamaica, for example – are made harder by the impacts of the climate crisis.

Friends of the Earth

<https://groups.friendsoftheearth.uk/resources/whats-climate-justice>

Design for Climate Justice

Design for activation: developing creative, equitable and collective climate action.

Design for imagination: creating more equitable alternative futures that speak to past and present injustices.

Design for recognition: responding to how the climate emergency impacts people and species differently around the world.

My Action Research Project has become part of my Carbon Literacy Pledge

Carbon Literacy Pledge

I am interested in embedding sustainability & craft into my course - Graphic Branding & Identity BA (Hons). I plan to use this as a basis for my Action Research Project for my PgCert and as part of that process speak to new course leader Rachel Clarke - Design for Climate Justice BA (Hons) as a starting point.

My students and those involved with the new Design for Climate Justice course at LCC starting in September 2024.

To share my learning with my students and embed climate justice into their ways of working as future participants in the design industry.

By thinking about sustainability in regards to the graphic design industry, my students will have the knowledge and awareness to make changes both in the work they make while at Ual and their future careers as designers, the impact they can have to make changes in society. As a starting point we can consider what they already know and what we can research together to increase our knowledge, such as making a list of the materials we use, identify their impact from a zero waste perspective and how we could replace them with a sustainable perspective. Creating a monthly newsletter highlighting sustainable practice in the design industry and holding a yearly event with an exhibition of work and lecturers by key speakers on the subject.

I will eat vegetarian food when I teach at LCC. I am currently completing my PgCert via Ual and plan to create my Action Research Project on sustainability and craft into my subject area - this will create awareness and discussion points with my students that will help us to create a climate circle and get involved with the Ual policies for Climate Justice.

My personal pledge is to not eat meat which will reduce my CO2 emissions and my larger goal is to embed sustainability into my course which will involve others to knowledge share, create discourse and advocate change for my



I started to think about how I could make responsible design practice into something tangible that students could think about in relation to the projects they were working on and in their practice as professional creatives.

How could I connect thinking, making, materials and human interaction...

We ran a workshop called 'Analogue Tuesday' as part of our Attainment series with 2nd and 3rd year students earlier in year, where they were asked to make mock-ups of their projects out of cardboard, clay or Lego. They were not allowed to use any digital devices to create their outcomes. The experience made students think about their branding projects in a new & refreshing way.



Around this time, I was reminded by my tutor & encouraged to make this project something that **I wanted it to be**, something that I would enjoy.

As I currently spend most of my time teaching, I decided that I wanted to **design & make my outcome**, using some of the skills I teach on GB&I and by using the fantastic facilities available at LCC. I set about collating my research to use for this project.

I wondered if it was enough to spend the three months allocated for my Action Research Project asking questions?

However, the results of those questions would become the data for the outcome of my ARP.

I used **participatory research methods** to collate my data, allowing me to experiment, test and see the different results it would yield.

I used ...

- Mixed methods
- Arts based research
- Questionnaires
- Semi-structured interviews
- A focus group discussion

with students from GB&I and staff from other courses.

“I have argued for many years that it is worth knowing about as many methods as you can, because that gives you a better chance of answering your research questions. Methods are tools, and the more tools we have in our toolboxes – within reason – the better equipped we are to do the work we need to do.”

Kara, H. (2024) *Research* <https://helenkara.com/category/research/>

“It serves as an enrichment to the palette of tools used in qualitative research. It has been used in the presentation of findings (Bagley & Cancienne, 2002; Conrad, 2012; Gray & Sinding, 2002) and so occupies a space that could be responded to and evaluated as both art and research. It has been used to investigate art and the process of art-making. The emergence of the concept and practice of *a/r/tography* (Belliveau, 2015; Irwin, 2013; Springgay, Irwin, & Kind, 2005), for example, places art-making and its textual interpretation in a dynamic relationship of inquiry into the purpose, process, and meaning of the making of an artwork.” Greenwood, J. (2019) *Arts-Based Research*

Group discussion - Sociocultural theory

Lev Vygotsky strongly believed that community plays a central role in the process of making meaning.

Data collection

I asked questions via questionnaires to both staff and students, some were more successful than others. I realised I needed to take the time to actually speak to people. I conducted interviews with colleagues, held a drawing workshop - asking about memories and feelings associated with the act of creative making. I emailed and asked people (politely) again & again for their input and ran a focus group discussion talking with my final year students about social responsibility and the future of graphic design.

What didn't work...

Sarah Mansell Pg.Cert Action Research Project
s.mansell@lcc.arts.ac.uk

My proposed question.

How can I embed a sense of social purpose (through making) into the course I teach on - GB&I BA (Hons)?

The aim of my enquiry is to gain new insight into how I might support and encourage a sense of social purpose and sustainability through making & doing activities, as part of the learning experience for students on GB&I BA (Hons). By posing and collating data via a series of questions to staff and students. My plan is to design and make a series of creative prompt questions distilled from my data that can be used as 'Wild cards' in workshops for students to consider and engage with as part of their creative process.

Thank you for agreeing to take part in my project. Please read and answer the series of questions posed, don't feel you need to answer all of them, just those that have a relevance to you in terms of design and sustainability. Please return this document along with your signed consent form by Thursday 16th of November 2023.

Questionnaire

• What do you think are the 3 most important things as arts practitioners, we should know about sustainability?

• How do you think reusing resources can aid creativity?

• Is it important to 'make' away from the digital experience?

• Can you say something about the importance of 'play' as part of the design process?

• How can sustainability affect the design industry positively or vice versa?

• Can graphic design connect humans and particularly future generations to the natural world?

Initially...

I sent out 4 staff questionnaires.

I only got 1 response that didn't answer many of the questions I asked.

The answers were indepth but formal in a way that wouldn't happen if I was in conversation with the interviewee.

I realised I needed to change my approach.

What did work...

ual: university
of the arts
london

Participant Consent Form

Project Title: Action Research Project

My proposed question.

How can I embed a sense of social purpose (through making) into the course I teach on - GB&I BA (Hons)?

You are being invited to take part in a research project. Before you decide to take part it is important for you to understand why the research is being done and what it will involve. Please take time to read the information sheet carefully and discuss it with others if you wish. Ask if anything is unclear or if you would like more information.

- I understand that I have given my consent to be interviewed about my thoughts on how to encourage a sense of social purpose and sustainability through making & doing activities within GB&I BA (Hons) course.
- I fully give my consent to take part.
- I understand that I have given approval for my opinions to be included in the research outputs. Anything I say may be used in academic papers relating to the project, although these quotations will be anonymous.
- I have read the information sheet about the research project, which I have been asked to take part in and have been given a copy of this information to keep.
- What is going to happen and why it is being done has been explained to me, and I have had the opportunity to discuss the details and ask questions.
- Having given this consent I understand that I have the right to withdraw from the research programme at any time without disadvantage to myself and without having to give any reason.
- I hereby fully and freely consent to participation in the study, which has been fully explained to me.

Participant's name
(BLOCK CAPITALS): _____

Participant's signature: _____ Date: _____

I did collate the following...

2 staff questionnaire responses.

2 staff semi-structured interviews.

1 student workshop with;
8 student questionnaire responses.
8 student arts-based drawing
activity responses.

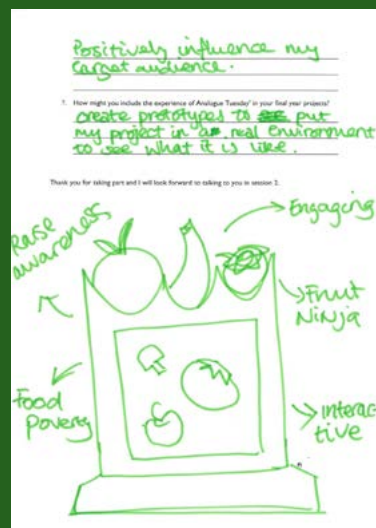
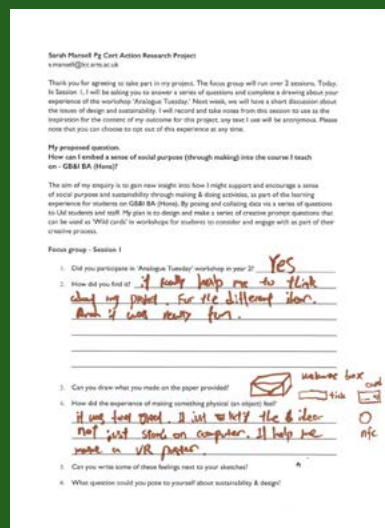
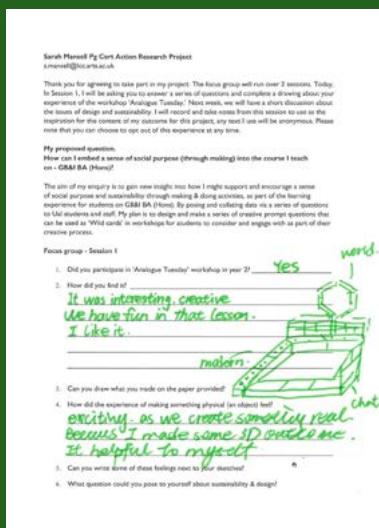
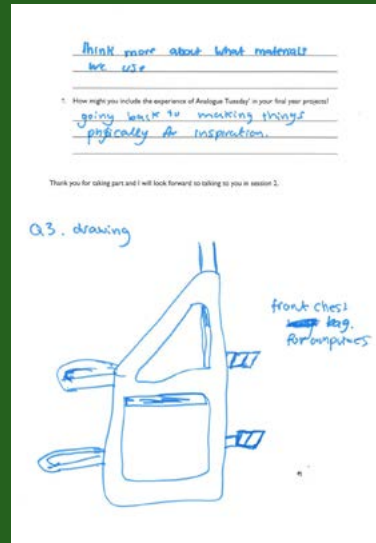
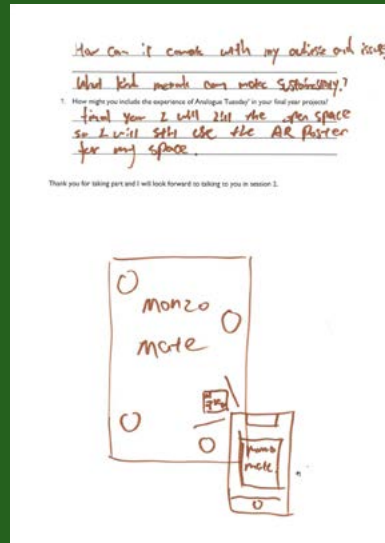
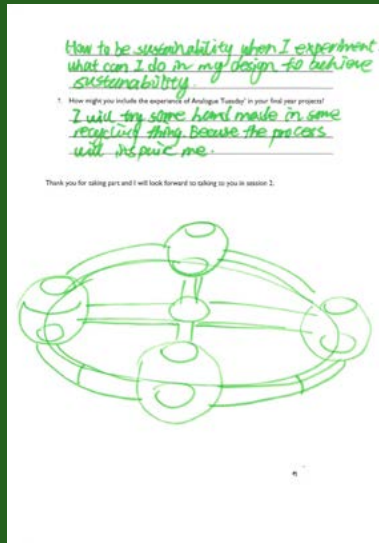
1 student workshop with;
6 participants in a focus group
semi structured discussion.

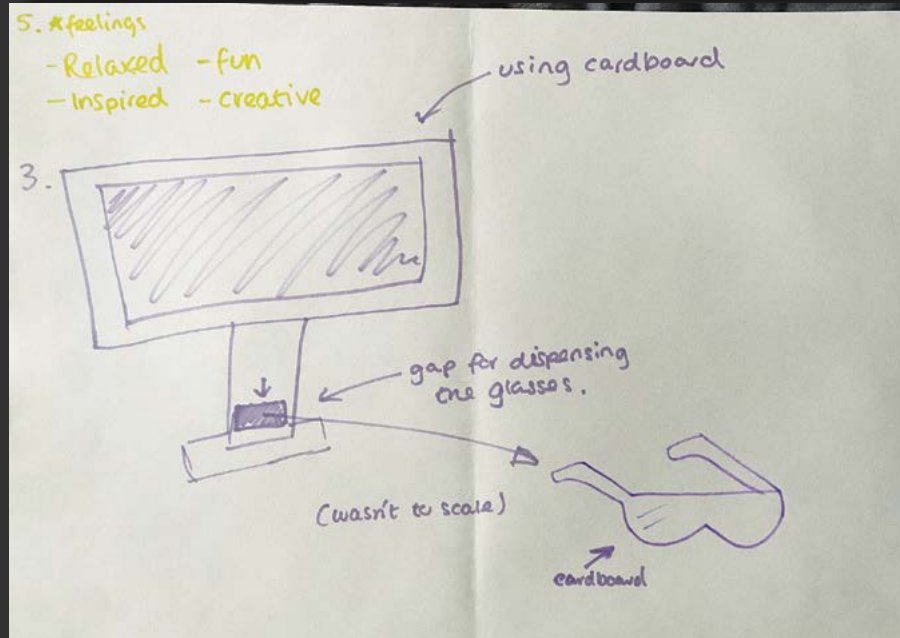
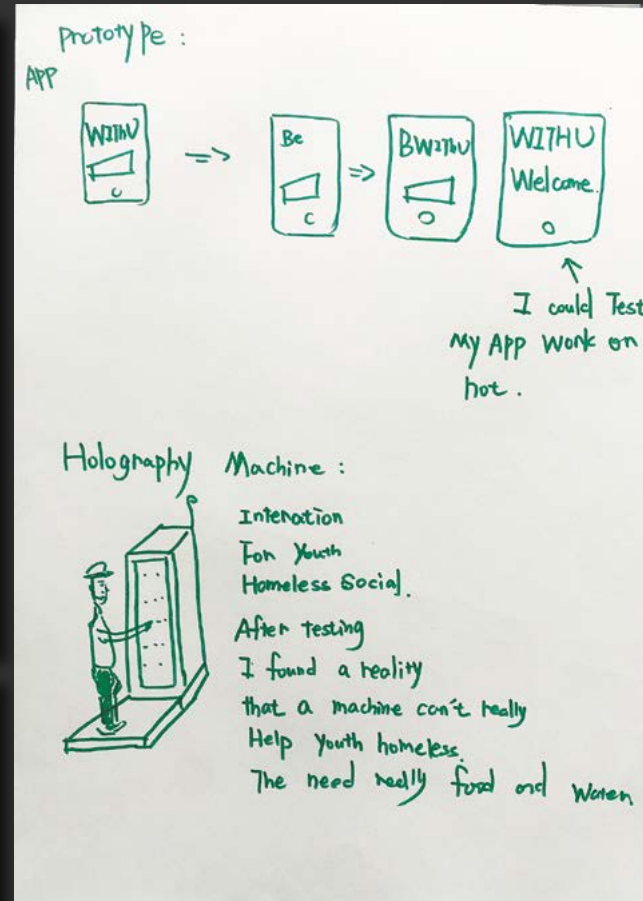
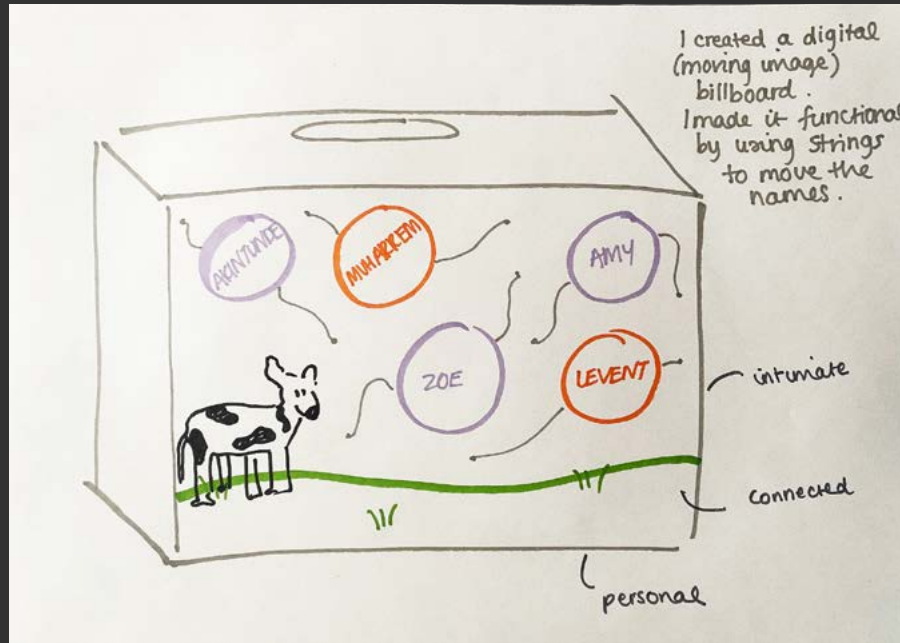
1 student questionnaire response.

Some of the questions I asked

and visual responses from my students

- How did the experience of making something physical (an object) feel?
- What question could you pose to yourself about sustainability & design?
- How might you include the experience of 'Analogue Tuesday' in your final year projects?





I asked students to draw what they had made in the workshop *Analogue Tuesday* and to describe how the experience felt.

Some of the answers I received from students

'A lot of projects we tend to talk about our ideas, you have maybe a vision of what you want something to be in your head but until you can actually, physically make it – drawing is one thing, but to physically make the objects helps somebody else understand what it is you're trying to create.'

'Find out where my resources come from, educate myself regularly as part of my research.'

'Fantastic way to present your ideas to your friends because you can just ask them – do you think this works? Do you know what I'm making? To get real feedback. Just showing them a 2D page which they might need you to brief some background information at first, so feed back might not be clear.'

'This does make you think about that going into the future and the kind of company you want to work for. (Sustainability – aligned thinking.)'

'Trying to think about other resources that could be reusable so that they have a longer life.'

Some of the questions I asked my colleagues

- What do you think are the 3 most important things as arts practitioners, we should know about sustainability?
- Can you say something about the importance of 'play' as part of the design process and 'making' away from the digital experience?
- Can craft, making & human interaction connect us?
- How can design benefit people and communities by limiting its environmental impact?
- How do you think reusing resources can aid creativity?

“Human existence, because it came into being through asking questions, is at the root of change in the world. There is a radical element to existence, which is the radical act of asking questions... At root human existence involves surprise, questioning and risk. And because of all this, it involves actions and change.”
Freire, P. (1989) *Learning to Question: A Pedagogy of Liberation*

“Thinking is an action. For all aspiring intellectuals, thoughts are the laboratory where one goes to pose questions and find answers, and the place where visions of theory and praxis come together. The heartbeat of critical thinking is the longing to know—to understand how life works.”
Hooks, B. (2010) *Teaching Critical Thinking: Practical Wisdom*



Some of the answers my colleagues gave

'I think after the climate emergency in 2018-2019 there was a big push for students to see more projects visibly respond within the curriculum, responding to the climate of urgency and also decolonising the agenda.'

'Being specific about what sustainability means.'

'Graphic design can benefit people & communities by limiting its environmental impact.'

'Do the right thing.'

'Responsibilities for designers, you need to think before designing, during designing and after designing, how it can be the whole process.'

'How you make a small thing so that it feels more real, you have a connection to it.'

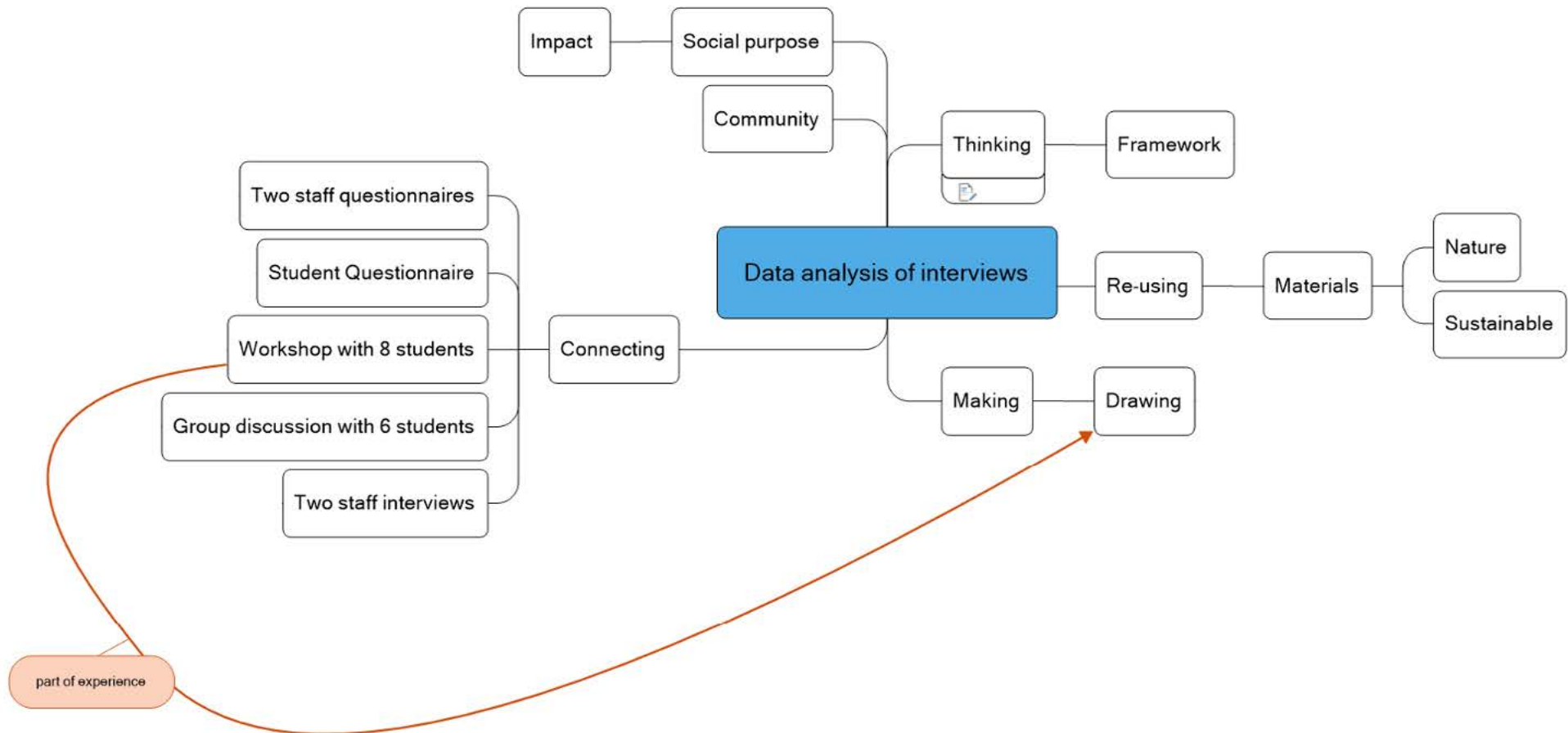
'How is somebody gonna interact with your product or service?'

I used **thematic analysis**, to investigate my data.

- I read text after text, editing multiple interview and questionnaire response documents into one.
- I began to find repeated themes throughout these texts.
- I put all the statements that I had under the themes.
- I edited these again and again until I had a final set.
- I then took these statements and remade them as a series of creative questions as prompts.

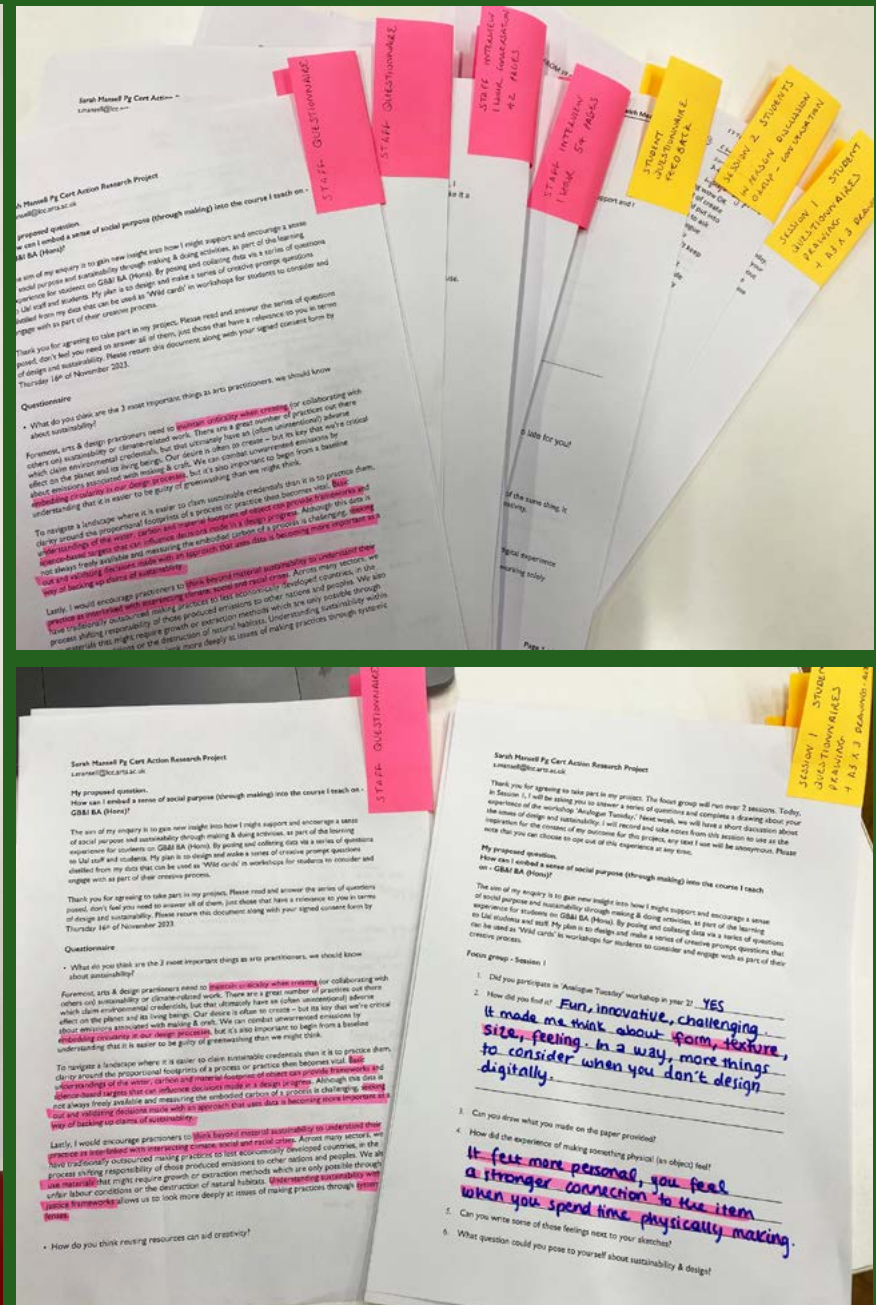
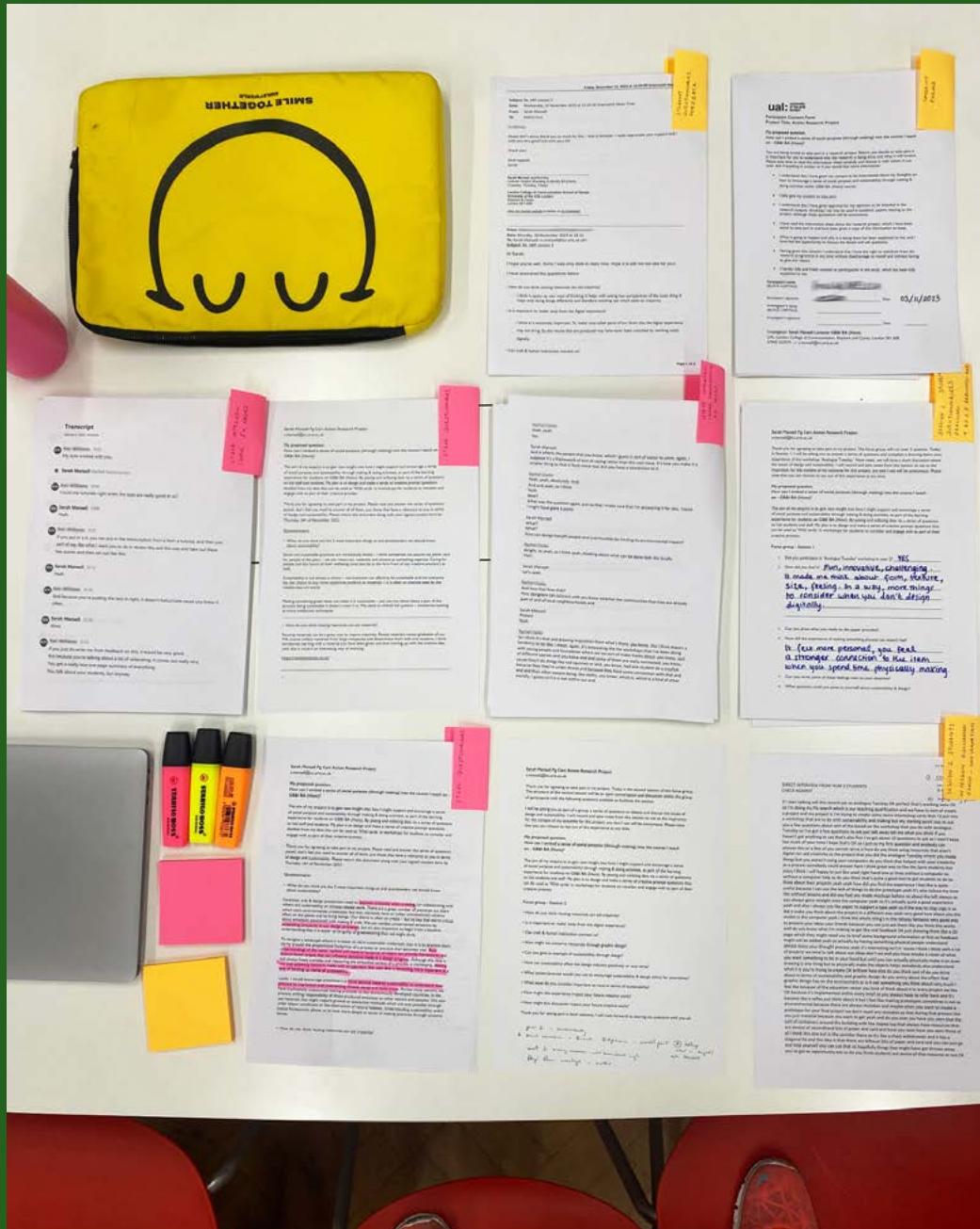
Braun and Clarke (2006) Recommended that researchers work systematically through the entire data set, giving full and equal attention to each data item, and identify interesting aspects in the data items that may form the basis of themes across the data set.

Data analysis of interviews and questionnaires



Thinking

These interviews were conducted via a list of 10 questions I wrote on the themes I was interested in discussing and wanted my interviewees to talk about. I used the questions as a basis to talk and discuss various points and gain knowledge that I could use in my ARP.



uol
University of the Arts London
PgCert 2023 - 2024

My proposed question
How can I embed a sense of social purpose (through making) into the course I teach on - GB&A (Hons)?

Sarah Marshall Pg Cert Action Research Project
L.marshall@arts.ac.uk

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QUESTIONS

1. Did you participate in 'Amalgam Tuesday' workshop in year 2? **YES**

2. How do you feel about it? **Fun, innovative, challenging, size, feeling - in a way, more things to consider when you don't design digitally.**

3. Can you draw what you made on the paper provided?

4. How did the experience of making something physical (an object) feel? **It felt more personal, you feel a stronger connection to the item when you spend time physically making it.**

5. Can you write some of those feelings next to your sketches?

6. What question could you pose to yourself about sustainability & design?

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- Graphic design is a bit like fast fashion, it's quite 'throw away'
- Reaching people that that connects with them
- Designed for reuse in graphics
- Maintain criticality when creating
- Look more deeply at issues of making practices through systemic lenses.
- Craft and making offers a vital lifeline for us to connect
- You feel a stronger connection to the item when you spend time physically making
- Create successful NEW ideas using OLD materials
- To test my ideas, I would like to create them physically to help me decide which direction to take
- To make, to test how it feels
- I could 100% immerse myself, feel concentration
- I found it inspirational to help me think of my ideas in a physical way
- Refreshing, removed my creative block – more relaxed with ideas
- Create something real
- Try something handmade, recycled because the process will inspire me
- Feels real
- It helped me to think about my project, different ideas
- Allowed me to test out my idea to see it in real life
- Interesting, I was able to mess about and create something of my project that's 3D
- Helpful with visualising things in person rather than on a computer
- Non limiting
- Going back to making things physically for inspiration
- Reusing materials can be a great way to inspire creativity

THINKING

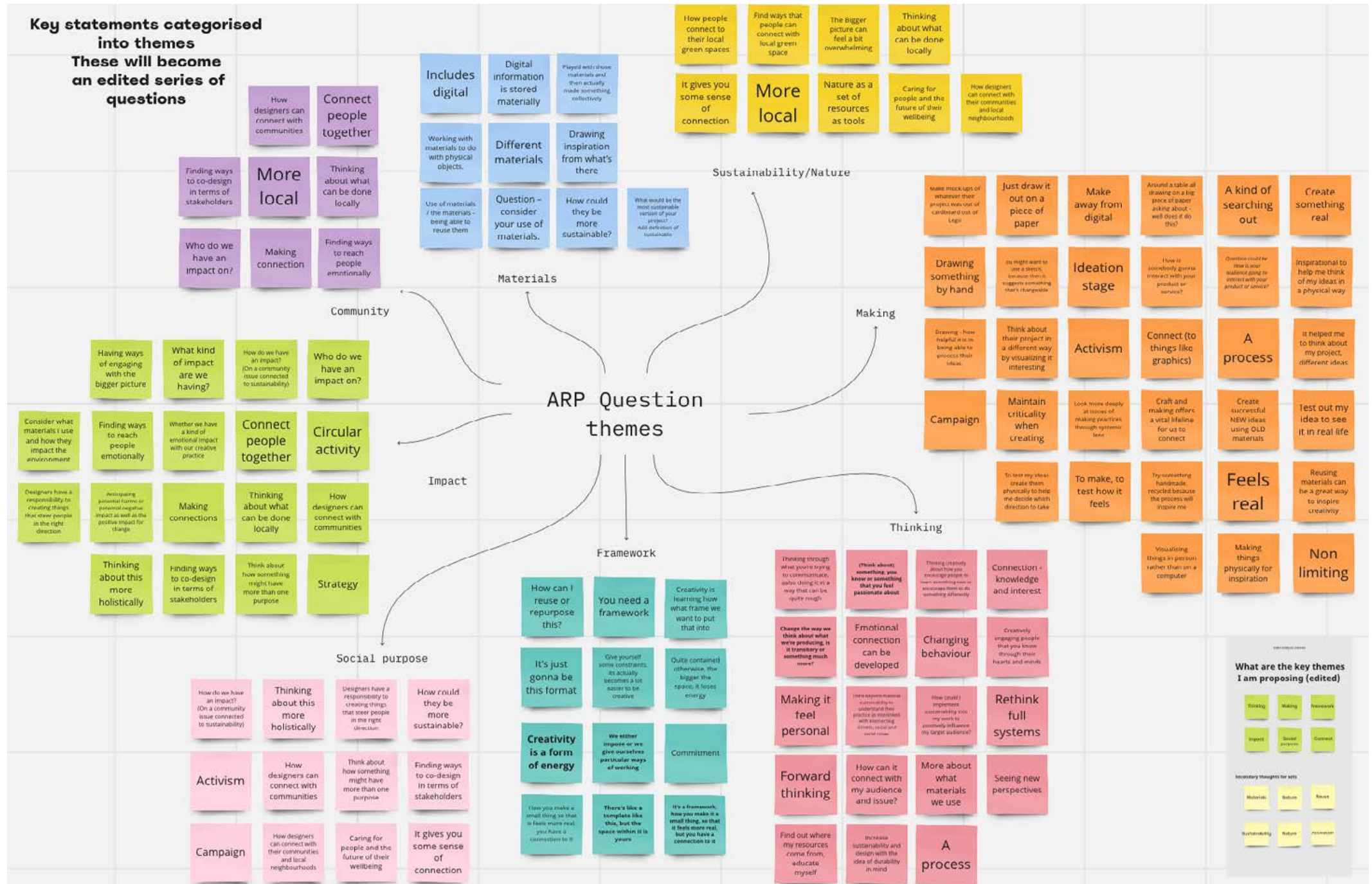
- There is something about thinking through what you're trying to communicate, and also doing it in a way that can be quite rough
- It's always about **(Think about) something, you know or something that you feel passionate about or something that you, even if it's a sort of a memory.**
- Thinking creatively about how you encourage people to learn something new or encourage them to do something differently
- Designed for reuse in graphics
- Speaking to government
- Connection - knowledge and interest
- Its finding a way, young people in particular can connect
- **Change the way we think about what we're producing, is it transitory or something much more?**
- Emotional connection can be developed
- For changing behaviour
- Creatively engaging people that you know through their hearts and minds
- Making it feel personal
- Forward thinking
- Seeking out and validating decisions made with an approach that uses data is becoming more important as a way of backing up claims of sustainability

it is yours

- Extinction, Rebellion, Greenpeace and Amnesty International they've used graphic communication, it's very powerful
- Just Stop Oil - that's quite distinctive, it's almost like anti brand in a way, but it is still very much a brand. The orange paint they were throwing, a specific colour - ohh it's this group. Quite cross generational, brought together through that campaign. good branding and good communication skills
- It affects the people that you know, which I guess is sort of easier to umm, again
- **I suppose it's a framework of sort of saying rather than this vast issue, it's how you make it a smaller thing, so that it feels more real, but you have a connection to it**
- **Activation**
- (Facilitate) change it in some way
- Connecting to your community
- (Consider) what's the positive impact
- Embedding circularity in our design processes
- Basic understandings of the water, carbon and material footprint of object can provide frameworks and science-based targets that can influence decisions made in a design progress
- Understanding sustainability within justice frameworks

MAKING

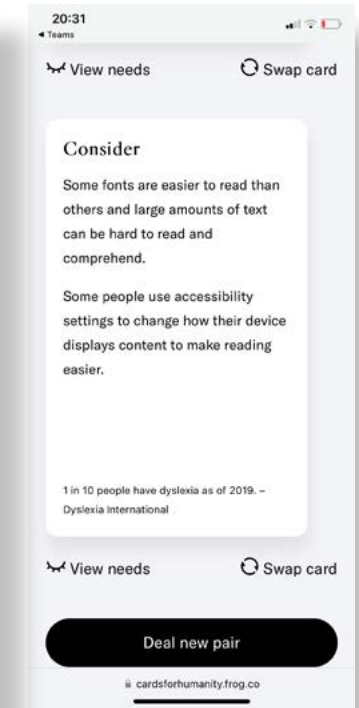
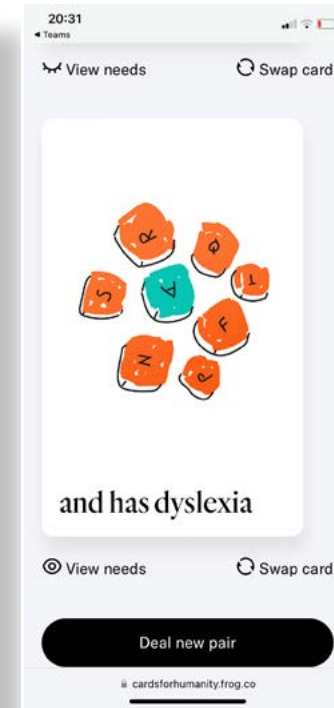
- Make mock-ups of whatever their project was out of cardboard out of Lego
- Just draw it out on a piece of paper
- Make away from digital
- Doing that on a screen, I think it just creates a barrier where if you've got no screens which would often be around a table all drawing on a big piece of paper asking about - well does it do this?
- There's like a pulse to it
- A kind of searching out
- Drawing something by hand
- Depending on where you're at, you might want to use a sketch, because then it suggests something that's changeable
- Ideation stage
- I used to force a lot of computing students to draw and they would say I can't draw
- How is somebody gonna interact with your product or service?
- Question could be *How is your audience going to interact with your product or service?*
- Drawing - they really surprise themselves at how helpful it is in being able to process their ideas.
- Think about their project in a different way by visualizing it interesting
- It was a shared thing that they passed
- Design, graphic design has been really powerful for changing behaviours in the past, for negative impacts
- Used materials
- It's about activism
- A process
- Campaign, good branding, communication skills
- Connect to things like graphics



Prompt card designs

Research

As a starting point for the design of my own creative prompt cards, I researched and investigated my competitors. A technique I have used throughout my career as a retail designer. I looked at the content of the prompt cards, the actual questions they proposed and I considered the design of other packs available to promote creativity, consider inclusion or just a way of getting to know yourself better.



School of Life, Brian Eno & other prompt card examples.



UNLIMITED...

Cards for Inclusion

Illustrated by Seohye Lee
Concept by Jo Verrent

Share your solutions:
#cardsforinclusion
@weareunltd

More information at:
weareunlimited.org.uk/cards-for-inclusion

Instructions

Contents
80 cards in total:
25 What cards
25 Where cards
5 Blank cards

Aim of the game
Find as many solutions as possible to overcome the access barrier to your arts event. Play with a diverse group of people for a wider variety of solutions.

Set up
1. Place each set of cards (What, Where, Barrier) into piles.
2. Shuffle each pile.
3. Take one card from the top of each pile.

Let's play
In a group, discuss your three cards. Imagine the art (What) in that place (Where) and the Barrier that is stopping people from taking part.

How many solutions can you find?
Once you have as many solutions as possible, take another three cards and challenge yourselves again. Everyone's a winner!

Use the blank cards to personalise your cards to match your specific situations.

Barrier

Barrier

Barrier

Barrier

We need to understand it

UNLIMITED

We need to be quiet

UNLIMITED

Crowds

UNLIMITED

We need to move

UNLIMITED

How could your project engage with the bigger issue of climate change?

Recyclable / Repurpose / Reuse at least part of your project

Show your audience how

Think about how your project might have more than one purpose

How could you reuse resources as part of your project?

Consider what materials you have used and how they impact the environment

Look at the project you are working on, what could you reduce? Consider how and why?

Use your agency as a designer to create an outcome that might steer people in the right direction

Can you embed sustainable goals into your project?

Spend the next half an hour playing with the materials available in your studio space.

Draw inspiration from what's there to develop your project in a new way.

Think Make Use Connect

Look at the project you are working on, consider what materials you have used. How do they impact the environment? What could you reduce?

Think Make Use Connect

Instructions

Choose one card from the pack by random or select from the themes of think, make, use or connect.

Read the instruction and apply the activity to the project you are currently working on.

Share your outcome with your group.

Make a commitment to design or create something that you feel strongly about.

Think Make Use Connect

Consider your use of materials. How could they be more sustainable? What would be the most credible version of your project?

A sustainable activity is able to continue without running out of resources or causing harm.

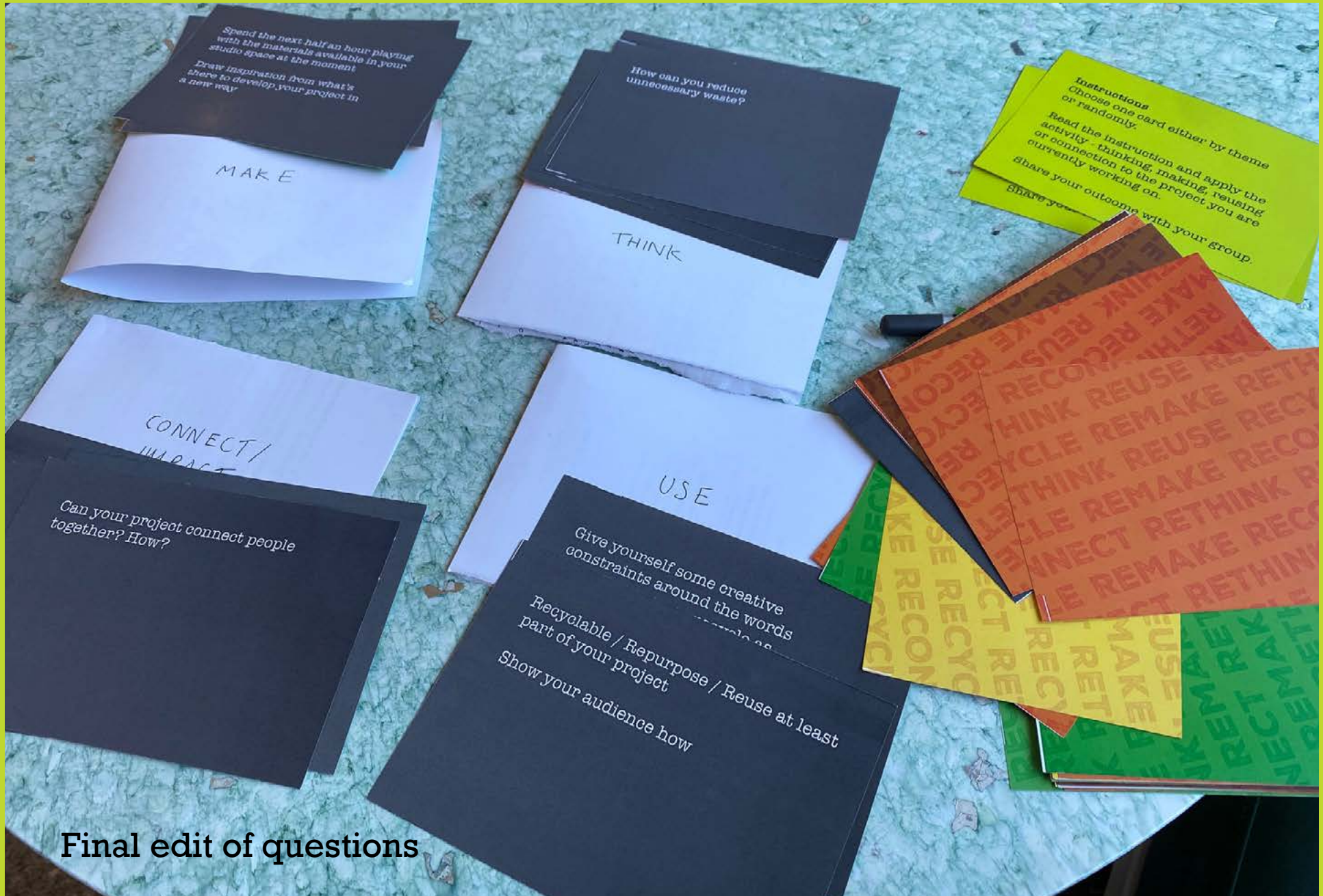
Think Make Use Connect

Prompt card designs

I took the questions I collated, and designed them as a series of prompt cards within four categories of creative themes.

Think, Make, Use, Connect.

Initially I had 48 cards but where questions & themes repeated, I edited them to a final set of 23 prompts with 1 card of instructions explaining how to use the set.



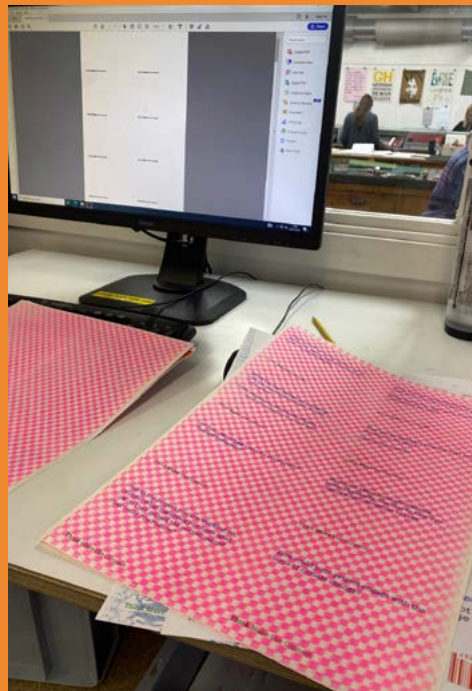
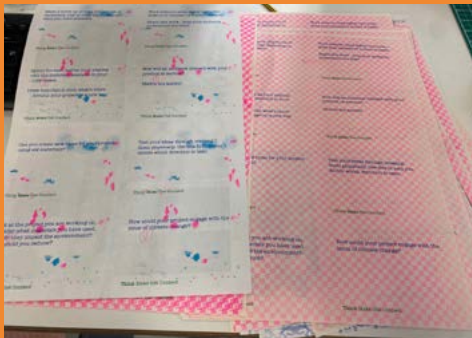
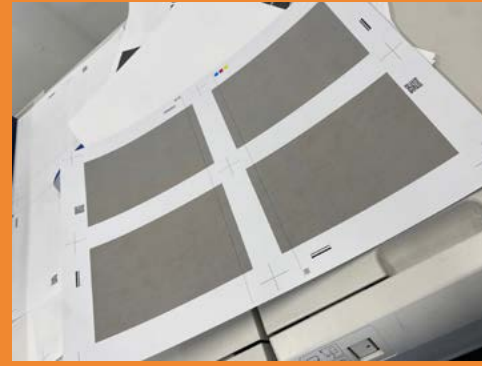
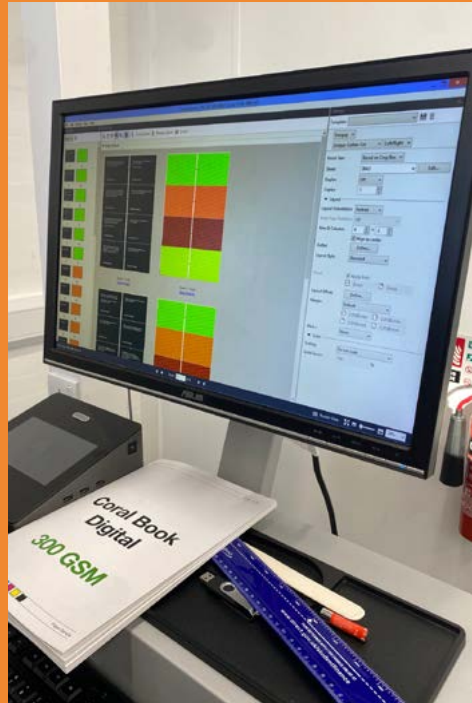
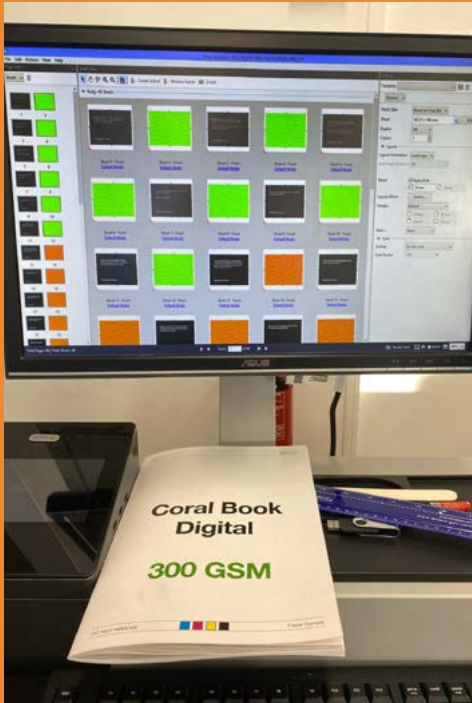
Final edit of questions

After finalising my prompt cards I participated in a Riosgraph induction and learnt how to use the digital print space & print finishing departments at LCC.

From the perspective of being a student, including how to put money onto my student card to pay for my printouts.



Digital & Risograph print spaces at LCC





Print finishing at LCC

Make a commitment to design or create something that you feel strongly about.

Think Make Use Connect

Spend the next half an hour playing with the materials available in your studio space.

Draw inspiration from what's there to develop your project in a new way.

Think **Make** Use Connect

Consider your use of materials.
How could they be more sustainable?
What would be the most credible version of your project?

A sustainable activity is able to continue without running out of resources or causing harm.

Think Make **Use** Connect

How can your creative outcome be circular?

The circular economy is a system where materials never become waste and nature is regenerated. In a circular economy, products and materials are kept in circulation through processes like maintenance, reuse, refurbishment, remanufacture, recycling & composting.

Think Make Use **Connect**

Professional Practice Unit

I shared mockups of the prompt cards with my year 2 students, who study across the School of Design in BA (Hons) courses including Art direction, Design Management, User Experience Design and Illustration & Visual Media. They interacted with the cards and filled in a questionnaire, giving their thoughts and feedback to help me consider my next steps.



Professional Practice Unit

Prompt card feedback from year 2 students across the Design School.

'It feels sometimes that Ual talk about sustainable practise, but don't execute it in the classroom - it just feels like greenwashing. These cards ask direct questions which I can apply to my project, they're very useful.'

'These prompts make me think about my projects differently, they remind me to stay true to my own values and ensure I'm not producing more trash the world doesn't need.'

'These questions help me to reflect from a different perspective. Each question has a certain depth of thought, closely relating to the collective framework.'

'Evaluation data, if properly communicated and understood can potentially provide [educators] with evidence of what works... This however, requires changes to the nature of evaluation data and how it is communicated and a re-envisioning of the processes which can potentially support teaching enhancement.'
(Winter et al, 2017: 11)

Conclusion

My Action Research Project allowed me to explore and experiment with a mixture of methods to conduct my research & data analysis. Connecting with staff & students, to learn about how they felt in relation to responsible design practice as a Ual policy. I got to make a creative outcome to answer the question I had posed at the beginning of this unit. I learnt how to analyse my data thematically and experience what life is like as a student at LCC, which will inform my own teaching practice. I created a full set of prompt cards that can be used in workshops throughout Ual. From the positive feedback I have received from my students (although I am aware of my positionality) I feel that these will work as a way of embedding social purpose into GB&I BA (Hons) and beyond. Through the emotional learning and discussions they will lead to about responsible design practice. I look forward to using them in future workshops I host with students on my course and others.

Next steps

- Use the prompt cards in a range of workshops to gather more feedback.
- Share with GB&I staff for their input and feedback.
- Apply for funding to continue and develop my project through LCC or the Design Council.
- Publish packs of these cards for distribution.
- Consider designing some packaging for the set.
- Add a dice to heighten the sense of play & gamification of the experience.
- Create an instagram account where students can share the outcome of their projects.

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For more information, questions or to organise a workshop using the creative prompt cards, please get in touch.

Sarah Mansell she/her/hers
Lecturer Graphic Branding & Identity BA (Hons)
(Tuesday, Thursday, Friday)

London College of Communication
School of Design
University of the Arts London
Elephant & Castle
London SE1 6SB

07940 522979

s.mansell@lcc.arts.ac.uk