

**LINCOLN HIGHER EDUCATION RESEARCH AWARDS (LHERA)**

**FINAL REPORT 2017-18**

*Please complete all sections of the proforma below and return to* [*lheri@lincoln.ac.uk*](mailto:lheri@lincoln.ac.uk) *by 29th June 2018*

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| **Project title** | Designing in Partnership: A Live Product Design Project |
| **Project lead** | Neil Housego and Alexa Mottram |
| **Other collaborators** | Click here to enter text. |
| **Project duration** | *Nine months* |
| **Project dates** | *From: 01/10/2017*  *To: 09/07/2018* |
| **LHERI funding received** | *£750* |
| **Please provide an overall account of the project describing the research questions, ethics approval process, brief overview of the methodology and main activities, including how students and collaborators contributed to the research** *(max 500 words)* | |
| The research project follows the course of a 28-week Design Project within Level 2 of the BA Product Design programme. The Design project brief required the students to work with the charity LIVES to re-design their delivery of CPR (cardiopulmonary resuscitation) training to primary school pupils. The charity works with many children with the aim to increase knowledge of CPR techniques and ultimately reduce death due to heart attack and seizure. LIVES have asked the University to help them improve their system as they have identified a number of problems with their current equipment and techniques.  We also partnered with Monks Abbey Primary School and the second year student project brought all three groups together (our students, LIVES and Monks Abbey) to produce design outcomes that respond to both the needs of the client and the target audience.  As a programme we integrate live projects regularly and believe a relationship with a live client enhances the learning experience for our students. We have never formally documented or explored this and will therefore benefit from the learning outcomes that this research project will facilitate. The findings from this research will inform our future project planning and enable us to develop our delivery of this type of project.  This particular project is interesting in that we were working not only with a live client but also a user group so the students were able to interact with two external groups over the course of the 28-week module.  Our hypothesis was that this expansion of the learning environment would increase engagement, motivation and confidence in the students and deepen their learning experience. The aim of this research project is to firstly test that hypothesis and secondly explore and analyse the impacts the project has on the student learning experience.  KEY ISSUES/RESEARCH QUESTIONS   * What is the impact of external collaboration on student engagement, motivation, confidence and learning? * What are the drawbacks/challenges to the partnership/live project model? * What are the challenges, impacts and best-practice models to consider when facilitating interactions between students and external clients and members of the public?   Main Activities   * Design process within the student project is completed * 2 Client feedback sessions have taken place * Have gathered data in the form of two student questionnaires, visual documentation of teaching sessions and staff observations have been completed. * Learning tools have been produced and tested. Evaluation of this process is on-going * Have run co-design sessions with the target user and the client using tools produced (observed and documented in photos/ videos) * Themes are emerging that will help form the basis of a conference paper and article(s).   Ethical Approval  An EA2 application was submitted and approved in April.  Methodology  This project made use of a lab-type methodology that included experimentation and exploration to test the hypothesis. Student feedback was gathered through blackboard surveys at two points in the project. Staff observations and visual documentation of studio activities were also recorded. Student attainment levels may be fed into the analysis phase.  Contribution of Students and Collaborators  The role of the student and collaborators in the form of the LIVES charity representatives and the end user group (Monks Abbey school pupils) were integral to the process as the research centres around these collaborations/interactions. | |
| **What challenges, if any, occurred during your project and how did you overcome these?***(Max 250 words)* | |
| We did not manage to gather as many student responses to the final survey as we had hoped. This fell very close to final project deadlines and students were less willing to engage with the research process. In hindsight the survey should have been disseminated earlier. Nevertheless we have gathered sufficient data to progress the project.  Integrating research into the teaching timetable and student schedules has proved a challenge. At times it has been difficult to balance the generation of teaching tools, implementing the experimentation of the tools within the student project and reflecting on research progress when running a full design project/student module. To a certain extent this is unavoidable, particularly due to the exploratory nature of the project. | |
| **Please outline the major tasks and milestones delivered in this project. How far do these follow the outline in your original application? Please detail any variations and additional deliverables that occurred** *(Max 250 words)* | |
| |  |  |  | | --- | --- | --- | | **Original Timeline** | **Original Tasks and Milestones** | **Variations / additional deliverables** | | NOV 2017 | Project Launch  Research stage of Design Project: working with LIVES and school pupils |  | | JAN 2018 | Design development – Sketch models for exploration with client and pupils  Concept proposal pitch to client  **Data gathering point** |  | | MAY 2018 | Design refinement – prototyping  Final evaluation: **data gathering point** |  | | JUNE 2018 | Writing up project report, journal article. Presenting research/planning dissemination to School of Design and beyond. | We now plan to write a conference paper rather than a journal article. | |  |  |  | |  |  |  | |  |  |  | | |
| **Please provide details of all outcomes and outputs from the Higher Education Award funded project, including any activity you plan to take forward beyond the funding –** *this will include specific details of dissemination / scholarly outputs, evidence of impact or potential impact from the research processes and findings, plans for ‘next steps’ with the research etc.* | |
| LHERA Dissemination exhibition  Conference paper to be presented at either Cumulous Association, European Design Association or the Design Research Association (writing up is on-going)  Opinion article for The Conversation (planned)  Teaching tools to be developed further  Potential for journal article in future | |
| **Please provide outline details of expenditure against the budget** *(this should be available from TechOne)***. If your project costs varied from the original application please provide details.** | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Project budget code:- |  |  |  |  | | |  |  |  |  |  |  | | Income | Budget | Actual | Remaining |  |  | |  | 750 | 630.93 | 119.07 |  |  | | Pay |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | | Non-pay |  |  |  |  |  | | Co-Design Materials | 50 | 326.06 |  |  |  | | Sketch Modelling | 200 | 208.27 |  |  |  | | Prototyping | 500 | 96.60 |  |  |  | |  | 750 | 630.93 | 119.07 |  |  | |  |  |  |  |  |  | | |
| **Is there any feedback you would like to give to the HE Research Institute to assist us in the development of these awards in future?** | |
| We found the networking events useful in that they connected us to the other projects and researchers in different parts of the university. We have enjoyed strengthening those relationships through the exhibition design.  It would have been good to have a launch event or open evening for the dissemination through which we could all have met up to celebrate the progress of our research. | |

Completed by ……Neil Housego and Alexa Mottram………………………………….

Date …………11th June 2018………………………………………

Please submit this report to [lheri@lincoln.ac.uk](mailto:lheri@lincoln.ac.uk) no later than …………….