

EXPLANATION OF THE QUALITATIVE ANALYSIS

All written reflections are produced by the students and submitted online via a private upload link. The text is entirely unaltered beyond reformatting for presentation here. Where necessary names have been hidden.

Portions of the students' reflections have been highlighted in colour, each colour represents one of the questions asked as part of the quantitative survey they were given to explore areas of overlap in the reflections across both formats.

Below the written reflections is a brief summary and suggestions for improvements to be made to the group work in future, based on what can be learned from each student's account. These focus specifically on how collective working can be improved without touching upon the students' physical output.

KEY

How much of the work you carried out was collective?

How much of your work was helpful for others?

Was working collectively enjoyable?

How much did you learn from working together?

How much of the group's time was productive?

How comfortable did you feel speaking in the group?

STUDENT 1

I think our team cooperated very well in the whole project, both in the early stage of the basic guide and in the later stage of the final model production, we showed the team spirit very well, especially when we encountered problems, good communication and the call of inspiration helped us get the most perfect solution in the shortest time.

Especially in the survey of some flat terrain, we are very regularly responsible for their own parts and the final data is well summarized together, which greatly improves our work efficiency to a certain extent, and makes the data extremely accurate. However, we also have some problems in this process, such as our lonely idea can not be unified in the shortest time, so that many people do not know that we have changed the new scheme and spent a lot of time on the measurement of the old scheme, so that we have technical bottlenecks in the production of models.

What is more commendable to me is the unity of each team member. Everyone has their own ideas and expectations for the model. However, when facing difficulties together, everyone can give way to each other and consider the most balanced design plan together, and there is no quarrel in this process. This is also a big reason that helped us get this model successful.

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Summary:

Positive experience with group problem solving and division of labour. Generally efficient. Members able to give opinions and hear others.

Improvements:

- Assist in establishing good communication at the start to ensure efficiency and avoid abortive work.
- Encourage division of labour as smaller groups rather than as individuals to account for differing levels of comfort with presenting findings/work/opinions.

STUDENT 2

Week 1 Overview:

In week 1, I enjoyed the team lunch and learning about the 1:20 and 1:100 scale. We went to Spitalfields for the team lunch, and while we were there, we were supposed to research the performative food displays and movement around us. Scale drawing allowed me to visualise how my design would fit into a real space (my site). Translating the dimensions of the site accurately onto paper helped me appreciate the precision and detail involved in scale planning. It also showed how even small adjustments in scale can dramatically impact the user experience in an actual space. This drawing technique did show me how important scale drawings are for bringing creative ideas to life in a functional, accessible way.

Week 2 Overview:

In week 2, we struggled with communication and managing our time. I was ill this week so couldn't come in. That's why I was given the task of making the poster. However, due to miscommunication, some of the group members started doing tasks within the project that were not assigned to them and were in fact supposed to be done by another member. I do believe if our communication was clear and time was managed well, the final outcome would have been better. I did, however, enjoy learning how to draw 1:20 section. I like how you cut your site or building in half and then draw what you can see to scale.

Week 3 Overview:

In Week 3, I found the last-minute problem-solving particularly exciting. We all came together to fix unexpected issues quickly and effectively. I feel confident in these high-pressure situations, as I tend to work well when things need quick thinking and decisive action. As we focussed on adding finishing touches we faced challenges, like how to transport the model downstairs. During the move, the model was damaged, starting some rapid repairs right before the activity began.

Once everything was set up, it was exciting to see how much the children enjoyed the maze activity. They became quite energetic after having the mochi and even began disassembling parts of the model, which was both amusing and a little chaotic. After the activity, disassembling the maze wasn't an issue anymore.

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Summary:

Mixed experience, struggled to work well as a group initially but came together when a lack of time and need for problem solving became apparent.

Improvements:

- Assist in establishing good communication at the start to ensure efficiency and avoid abortive work.
- Emphasise the aim of group work being about helping others rather than having them help you.

STUDENT 3

After presenting our creative process previously, I will now focus on critically reflecting on our group work throughout the entire project. Overall, I believe our group succeeded in creating a project that met all the required criteria. Nonetheless, I'll outline both the positive aspects and the areas that needed improvement. Firstly, several elements of our collaboration went well. Although we worked as two separate groups, our communication was consistently strong. We supported one another, maintained fairness in sharing resources and materials, and cooperated in a healthy, respectful way. Importantly, we stayed organized and mindful of deadlines, which kept us on track and ensured everything was submitted on time without unnecessary stress. This level of coordination contributed to a smoother overall process.

However, there were aspects we could have improved. For example, the contribution from group members was uneven. While some consistently pushed the group forward, others contributed less, with some even missing days while others worked on the project. One key reason for this imbalance was that our initial idea was not well-suited to everyone's skills and abilities. Coming up with a better idea that would have allowed us to use materials and devices everyone felt comfortable with might have led to better participation from some group members. At times, it felt as though some members knew exactly what to do next, while others struggled to find ways to engage meaningfully in the project.

In summary, despite these challenges, I think we did a good job overall. The functionality of our machine and the enjoyment children experienced while interacting with it were clear indicators of our project's impact. The successful outcome, combined with the positive engagement we witnessed, showcases that our project was ultimately a success.

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Summary:

Mixed experience, good communication and time management but inconsistent engagement across the group, perhaps exacerbated by lack of consideration towards everybody in early design phase.

Improvements:

- *Recommend initial development of ideas be done through group discussion rather than as individuals to encourage cohesion, consideration and a 'common goal'.*
- *Emphasise responsibility to others, aiming towards taking responsibility for one's own contribution to the group.*

STUDENT 4

Our group collaborated well overall, despite challenges early on. Ironically, we began by splitting up and working individually to develop our ideas. This was beneficial as it allowed each of us to properly devise something that we felt was worth contributing to the group discussion, but it was unhelpful when we met to discuss ideas, as each of us had by then spent some time on our design ideas and had become quite attached to them. Complicating things further, due to a communication error, half the group were working on a machine that provided a fun way to choose the fruit, while the rest were designing juicers, which caused a disagreement about the fundamental function of the machine. We resolved to combine a few designs and make a machine where the kids threw balls at hanging fruit, and when they hit them, they could crush that fruit in a juicer integrated into the structure. Ultimately, the initial disagreement was worth it as the machine was much more engaging for the kids than it would have been with just one of these elements.

Once we'd settled on a general design for the machine, the group collaborated well to refine it through the testing and detailing phases of the design process. We each had suggestions for how the juicing could work, and it was straightforward to test each of these and select the most effective in terms of juice yield.

To produce the actual machine, I was given the task of assembling the hanging baskets, as I was the only one who could sew. The bags took a very long time to make- approximately 16 hours- whereas the frame was much quicker to assemble. Similarly, [REDACTED] was assigned the job of coordinating the posters, but it was then assumed that she would single-handedly produce them, which she exhausted herself doing.

Both issues could have been resolved with better communication and coordination within the group, with someone cutting the different pieces of fabric for the bags to reduce their overall production time, and people contributing drawings to be digitally incorporated into the posters. The extra manpower would have improved both the bags and the posters, which received some criticism in our formative review.

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Summary:

Challenging start but helpful learning through navigating difficulties together. Better distribution of effort needed throughout the group.

Improvements:

- Assist in establishing good communication at the start to ensure efficiency and avoid abortive work.
- Recommend initial development of ideas be done through group discussion rather than as individuals to encourage cohesion, consideration and a 'common goal'.

STUDENT 5

As a studio we started by splitting into groups. This was initiated by 3 or 4 of us who wanted to work on an idea that we liked and then a total of 6 of us decided to work as a group. During the studio sessions we worked relatively well together with ideas being formed at home and then brought in to share with everyone else. [REDACTED], [REDACTED], [REDACTED], [REDACTED] and I came up with potential ideas for the food play machine we were tasked with building, and initially it was just [REDACTED] focusing on the poster. We then collectively agreed to go with Lawrence's 'merry-go-round' inspired design. Since this was quite a different idea from what others had, and it seemed much more appropriate. [REDACTED] then helped out [REDACTED] with the poster design and [REDACTED] decided to focus on the design of the mechanism on which the top section would spin. [REDACTED] then also wanted to design the poster, since she was away from the group meetings near the beginning due to talking to the clients, and she wanted to apply her research on bananas and strawberries.

The collaboration between us, and the ideas that came from it, were mainly situated within [REDACTED], [REDACTED], and I, and while others were doing the 1:20 drawing, which we had already finished, and we were figuring out and modelling the initial prototype. Then when it came to making, we were also the same people that would start making the base using wood and tape. The base we made ended up being relatively strong, however we thought it needed to be strengthened and that came from cutting wooden supports and placing them inbetween the horizontal beams. On that same day, [REDACTED] stayed around later in the afternoon to make the mechanism on the top to connect to the hula-hoops which [REDACTED] brought in previously. Since this was on thursday, most of the others had gone home once they had finished their part, and I too decided to go home. I then came in on the Friday to help [REDACTED] finish off the machine by helping tie the hula hoops on and a few final touches before the activation on Monday. Our duty to 'Society and the end user', being the children, was to make sure it was made strong enough and was safe enough for them to use. On the day of activation we all came in an hour or so earlier to work on anything that needed changing, and it felt like we all seemed excited to present the project to the children. When activating it at the site everyone decided their own role, including [REDACTED] and I primarily photographing and videoing the experience; [REDACTED], [REDACTED], [REDACTED] and [REDACTED] all helped the children with attaching the bags to the machine and adding the chocolate sauce to the bags. Once the activation was over, we all went back to the studio, with me taking the machine and others taking the bags as well as the box with the extra items inside. I would say that the dynamic within the group was relatively positive and everyone seemed determined to get the project done relatively efficiently. We also got along quite well, with what I would like to say was a situation with minimal leaders with everyone understanding what they needed to do (nobody necessarily needed much help). This meant that we could all do our own thing without worrying about whether another element was being done. For example, I was working on the machine itself the whole time, and I felt confident in [REDACTED], [REDACTED] and [REDACTED] making the poster. During the period of dismantling the machine, we were also respectable and binned the unrecyclable stuff and kept the pieces of wood in my box for future use, as well as keeping the area around us tidy.

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Summary:

Decisive in division of labour but appears to be fragmented in development and execution as a result. Reads as if group's attitude was to get project finished quickly and efficiently rather than learn and enjoy the process.

Improvements:

- Recommend initial development of ideas be done through group discussion rather than as individuals to encourage cohesion, consideration and a 'common goal'.
- Encourage efficiency of work but also culture of learning through rotating roles for a range of experiences.

STUDENT 6

In the first week, on Tuesday we sat down and decided on where to go for the group meal. We went through what our favourite foods were and where we liked to eat. During the discussion, it was hard to reach a consensus due to the fact that we were a lot of people all together and it was hard to express ideas as some people are more dominant in speaking than others. On Thursday, the studio visited Camden market, however there were some issues with bad planning and communication, some of us had to stay behind, and some had left Camden without communicating with the others. In the future, we should prioritise good planning and making sure to communicate with others effectively.

In the second week, we went to survey the site and take measurements to make the plan and section drawings. We were very productive as we decided on roles. This week we also had to make sure to have a proper idea on what our machine was going to be. Since the studio split into two it was easier to speak, however it was hard to explain ideas to each other.

In the third week, on Monday we experimented and decided on the measurements and materials for the machine. On Tuesday, we took materials home to cut material for the maze and make bags to put fruits in and a small note with facts. Wednesday was the main making day, unfortunately not all of us could come in. On Thursday, all the details were added. In the weekend we all decided on names and last added details. Then it was activation day on Monday, everything went smoothly.

To work better in a group in the future, we should allocate responsibilities and roles so that there is not much confusion on what people should be doing. We should also organise ourselves better by making sure that we have enough time to get everything done.

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Summary:

Difficulties with communications throughout. Suggested this maybe led to timekeeping difficulties though unclear. Project development appears to have gone well though little comment on working together during this.

Improvements:

- Assist in establishing good communication at the start to ensure efficiency and avoid abortive work.
- Assist in planning of project development to help set realistic responsibilities and timescales.

STUDENT 7

This project was based on collaborative practice within our studio groups. It highlighted the importance of group communication and team effort, as well as aspects of conflict and resolutions.

We started this project with an exploration of different food settings and with the interaction of food and people. Through this exercise, we were able to get to know each other and be comfortable around each other. The next stage included the brainstorming of ideas, where the skill of communication was of high importance. The sharing of our ideas was difficult at first, due to everyone's diverse imagination; it sometimes even stopped us from moving on with the project. I noticed that our group did not include the character of a natural leader; we were hesitant to share our ideas and give critical feedback to one another for too long, which delayed decisions and added the feeling of time pressure onto us. The eventual choice of our studio to collectively settle for three ideas and vote for the one each member liked best was a good decision, as it effectively helped us embrace the final phase of our project.

We also faced the challenge of lack of participation from some members of the group. We were left with one to two members short during the project, which forced all of us present to take on more responsibilities than initially planned. The voting method helped not only in the choice of the final idea, but also in the selection of the roles each member of our studio would assume. For the building of the structure, we chose two leaders to guide the way, which allowed for an efficient delivery of our machine within the given deadline. Although there were challenges within the collaborative element of this project, our group came together in the end and was able to deliver a fun, interesting and effective product that we were proud of.

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Summary:

Hesitant communication to begin with, slowing early development but productivity growing as comfort with one another allowed for clearer decision making. Lack of commitment from some members necessitated increased effort from others.

Improvements:

- Assist in establishing good communication at the start to ensure efficiency and avoid abortive work.
- Emphasise responsibility to others, aiming towards taking responsibility for one's own contribution to the group.

STUDENT 8

For our food machine project, we started by independently developing ideas before coming together to choose the most ethical concept. My concept was selected because it used materials efficiently and fit with the project's goals. After this, we divided tasks: four of us, including myself, focused on building the model, while the other two worked on data collection and poster design. At first, collaborating was challenging because some team members were unsure of their roles. To help, I showed my sketches and a mini model to give a clear visual guide, which helped the team understand the process and made the work easier. One memorable part was creating the large circles for the tabletop. We struggled to find a large, round object to trace, but a teammate came up with a clever solution by poking a hole in the center of the cardboard, tying a shoelace to a pencil, and using it as a compass to draw a perfect circle. This method added a creative element to the project.

Our material choices were also practical. My mini model used cardboard for the tabletop and wooden dowels for the legs, so we first thought of using wood for the final model. However, we soon saw that wood would make it too heavy. We adjusted by using strong cardboard poles from the Swap Shop, which were both durable and light. We also found thick cardboard for the tabletop from the loading bay, which fit with our sustainable approach.

After everyone understood their roles, we finished the model in three days, working about seventeen hours in total. We brainstormed extra features like detachable watermelon seeds with fun facts, benches from leftover cardboard, a waste bin for seeds, and wheels for mobility. Time constraints kept us from adding these, but the process showed the value of flexibility, creativity, and teamwork in reaching our goal.

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Summary:

Account of a supportive group working together to ensure clarity for all members. Good problem solving through flexibility and creative solutions.

Improvements:

- Assist in planning of project development to help set realistic responsibilities and timescales.
- Encourage efficiency of work but also culture of learning through rotating roles for a range of experiences.

STUDENT 9

Reflecting on our collaborative practice, we faced challenges during the conceptualisation stage that delayed the construction phase. This time delay caused important issues to arise on the last few hours of construction time.

One major challenge was with the chocolate/ hole component of the design. We hadn't set aside enough time to test it in the full machine setup. This issue was made worse by delays from the drying of the papier-mâché and the painting process. At the last minute, we realised that the top piece was too heavy to rest solely on the edges of the box, causing it to sag in the middle.

When [REDACTED] pointed out this problem, we quickly came together as a team to brainstorm solutions. Along with [REDACTED] and [REDACTED], I sketched a design using two cardboard pieces with slits that interlocked with the cardboard below. This structure raised the internal height to match the surrounding edges, creating a supportive base for the top piece. After confirming that this support worked well, we secured the structure by hot-gluing the components permanently.

Another issue arose when we found that incorrect measurements had left the top piece too long. The extra thickness from the papier-mâché made this worse, compromising the edge support. Working together, we looked for solutions that would maintain the design's aesthetics. [REDACTED] suggested adding triangular cardboard supports to the front, which would reinforce the structure without changing the chocolate shape. [REDACTED], [REDACTED], and I cut and hot-glued these supports in place to ensure stability.

While the time management collaboratively could've been better well managed to work together to find solutions. Our teamwork helped us tackle these challenges effectively, allowing us to progress in the design process.

STUDENT 9 – ANALYSIS

Reflecting on our collaborative practice, we faced challenges during the conceptualisation stage that delayed the construction phase. This time delay caused important issues to arise on the last few hours of construction time.

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While the time management collaboratively could've been better, we managed to work together to find solutions. Our teamwork helped us tackle these challenges effectively, allowing us to progress in the design process.

Summary:

A number of problems faced, perhaps as a result of poor planning, but successfully solved collectively through communication and mutual support.

Improvements:

- Assist in planning of project development to help set realistic responsibilities and timescales.
- Encourage efficiency of work but also culture of learning through rotating roles for a range of experiences.

STUDENT 10

Our Groups collaborative practice was a slow start as we all started to get to know each other, starting from the first activity of sharing food. As we all couldn't collectively decide on which cuisine to choose as our first task, we opted for Camden Market where the choice was endless and accommodated everyone's preference. The trip was somewhat a success as we bonded over the multitudes of quality food stalls. My personal experience of Camden Market was that it was an extremely sociable and interactive place with a lively atmosphere, although I didn't find the experience very comfortable due to the lack of seating areas to enjoy food and more importantly lack of utensils. After visiting the market, our first ideas were loose and unreliable, not all the group was participating in group discussion which made it difficult to all agree on a design idea.

However, as the days progressed and we started to feel more at ease with the subject I noticed people starting to come out of their shell, including me, and discuss more openly about what they agreed and disagreed with. The lack of communication at the start caused the first design ideas to be slow and insecure, but after spending more time in the studio with our peers and tutors we developed our "Strawberry Hunt" game quite quickly.

With a solid and stable prototype in place, our collaboration as a group improved dramatically as we allocated different roles to different people and split into two groups that prioritized a certain aspect of the game, although some people took on a leadership role more than others which in my opinion was needed to develop our model. Towards the end of our project, as we approached the deadline, the two groups came together as one to help each other out on things that we were unable to finish with a small number of people, like the finishing touches to the Choco Dip Toss machine, or the last sewing of the fake strawberries. Regarding our design, we aimed to also make it as collaborative as possible for the children visiting and using our machine. I believe the aspect of teamwork when approaching the strawberry field forced participation from everyone. Additionally, our group had to really collaborate, and contribution was needed from all studio members for the game to run smoothly.

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Summary:

Initial discomfort in working together and contribution of ideas was overcome as members got to know each other better. This encouraged deep collaboration which extended to helping other groups around them.

Improvements:

- Assist in establishing good communication at the start to ensure efficiency and avoid abortive work.
- Encourage recognition of the value of all voices and allow space for relationship-building within the design process.

STUDENT 11

WHAT DIFFICULTIES DID YOU ENCOUNTER WHILE WORKING COLLECTIVELY?

I haven't worked on a project collectively before so initially I was quite hesitant, especially since I didn't know anyone from the course yet. What was interesting was that the group dynamics were formed almost instantly as soon as we went out to have our lunch. Learning about different peoples' approaches to the same work created an intriguing work environment. I found that it was the most interesting part of the collaboration but also the most difficult one. This is because accommodating everyone's idea into one superficial machine was hard. No one wants to be left behind and everyone wants an input on the work. This clash created different leadership roles where some peers would take over discussions in order to make progress. This then created some divisions in the group, leading to the repartition of work to become very uneven. Next time, it is imminent that we all take proper and collective discussions so our workload and final project is well thought out and executed.

HOW DID HAVING A SPECIFIC GROUP OF USERS AFFECT YOUR DESIGN THINKING, PROCESS AND OUTCOME?

The specific group user was really important because it made us think into the mind of a child. What do they like? How can we make it more accessible? The most important aspect was for our machine to be useful for all heights and ages. Using the steps made it easier to accommodate everyone. However, our site did create some concerns as to how safe it is. With big sharp steps and a canal at the bottom, we had to take into account the legitimacy of our design placement. This is where we decided to move it from the bottom of the steps to the top in order to create as much security as possible. Furthermore, for future projects we could allocate a specific role on safety.

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Summary:

Difficult process of group development with some characters dominating group discussions. Dynamics led to group divisions hindering collective work.

Improvements:

- *Encourage recognition of the value of all voices and allow space for relationship-building within the design process.*
- *Assist in establishing good communication at the start to ensure efficiency and avoid abortive work.*

STUDENT 12

To begin with, our studio 6 split into two groups. I was part of a group called the Fruit Magicians. I found this group quite balanced in skills; everybody was committed, which in my opinion was the best part about the group. The group would decide that we would work on a Wednesday, Friday, or whatever day, and everybody would show up; everybody took charge of roles and was always on top of schedule; everybody contributed equally to the group. For me, I am a person who doesn't want to speak unless spoken to or unless I have something to say. I thought this would hinder the project, but my team understood and got me involved and gave me the opportunity to hear my ideas and communicate. This goes for others as well; we all understood other personalities and were not judgemental, and give each other space to contribute. Communication was always very easy, and collaborative compassion was always present. In our group everybody got along well; this includes the whole of Studio 6; nobody had any troubling occasions with each other; we had zero disagreements. However, we did have a dilemma, being that is it right to use actual food for a food play machine because in today's generation, or in any generation to be honest, food is considered a part of you, and using actual food to play around with is considered audacious and deeply disrespectful, especially in a multicultural environment like London, which has many regions, and kids and parents from those religions and faiths might consider this insulting to their teaching. Therefore, we were constantly questioning whether this project was right or wrong and how we should approach it, but we had no choice but to accept it.

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Summary:

Very strong group cohesion and acceptance which created a welcoming and safe environment for all participants to contribute according to their preferences.

Improvements:

- *Encourage respectful discussion around cultural and societal differences to promote mutual learning in a safe space.*
- *Encourage continued reflection upon individual learning from collective work, and recognise the help of others whether in individual or group work.*

STUDENT 13

Our approach for the project was to have the children go through a fun activity and learn about the making and structure of popcorn and marshmallow. Popcorn and marshmallow are foods that have interesting textures, feel and shape to them so it was a perfect idea for us. We were more focused on the popcorn idea than the marshmallow and did not really showcase the food on the machine as we did for the popcorn. We wanted to design the tunnel around the site to create something that would fit in the space well by using our measurements to create scaled plans and models. Our aim was also to be aware of the atmosphere and movement in the site and use it to create something that wouldn't disrupt anything. We considered the public and made sure we picked a quiet area where there wouldn't be a lot of people and if we were obstructing the way that there was another easily accessible way through. We picked one of the three pathways in canal reach which fit our tunnel. On the sustainability aspect of this unit we made sure to use all recyclable materials or materials that could be reused and repurposed into other things. For example the cardboard was recyclable and the foam and plastic pvc rods were reusable and sent to the swap shop to be reused by other students who may need it for their work. An ethical dilemma we came across was decision making, choosing between two ideas. As a group we had a lot of ideas however struggled to agree with just one. The popcorn tunnel and marshmallow igloo were both strong ideas which is why we couldn't decide collectively as a group at first. However after expressing all our opinions, successful components and worries we chose the tunnel as it fit all the criteria we aimed for. These problems helped us communicate better and work together successfully as a team. As a group we made sure to consider building a structure that could be easily dismantled and transported to and off the site. We split the tunnel into three parts that connected to make one long tunnel and used lighter materials so it was easy to transport the machine. When the clients came to visit and use the tunnel, the structure held really well and fit the site perfectly and as a group we built something that is suitable in any environment as it is a wearable piece. On the day, the structure held its shape and wasn't affected by any movements from the kids rushing through the tunnel. However by the end of the session the children were so fascinated by the foam popcorn we gave them parts of the structure however the structure still held itself for a while. To improve our tunnel better in my opinion we could've managed our time better by creating a planner that we could follow so we could get through our tasks smoother, as well as adding marshmallow elements as the marshmallow seemed insignificant in the structure. We did give ourselves separate tasks to do so that the creating process could go faster however in my opinion we started creating the tunnel too late. To reflect on our work we asked for feedback from the children as well as staff on our machine and we got all positive responses. The main responses were that the tunnel created a safe enclosed space for the kids which they enjoyed and the materials we used for the tunnel created a sensory smart environment for them. Overall, there were some aspects to the tunnel that could have gone better such as the construction process and some areas where more effort had to be made however, our teamwork and perseverance helped create a fun and educational experience for the client using canal reach which we aimed for.

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Summary:

Little commentary on the group's work through the project development. Appear to have had communication difficulties to begin with but improved as the project progressed. Some planning may have been required to ensure everybody understood their roles clearly.

Improvements:

- Assist in establishing good communication at the start to ensure efficiency and avoid abortive work.
- Assist in planning of project development to help set realistic responsibilities and timescales.

STUDENT 14

As stated in the initial brief to investigate the meaning of “practice” and “collaboration,” this entire collaborative project served as an enlightening introduction to the duties and experiences essential to an architect’s job. The brief promoted a thorough investigation of the ethical and social aspects of architecture, especially in the distinctive setting of UAL. I was first apprehensive about this project because I was determined to join UCL, and I had some reservations about UAL’s strategy. But as time went on, I found myself drawn more and more to UAL’s view of architecture as a morally righteous and constructive profession. The focus of this brief and the ethics lectures that went along with it was on using architecture to improve society and the environment, highlighting the architect’s responsibility to do more than just design. My background in UAL’s Foundation Art Diploma (FAD) had already introduced me to reflective practices, but this project took my understanding to a new level. Working collaboratively with my group required not only the exchange of ideas but also adaptability and openness. I learned that sometimes allowing thoughts to develop before voicing them is crucial, while at other times, stepping up can profoundly shape the direction of a project. In this case, my idea to emphasize food privilege added depth to our approach, challenging and ultimately transforming our initial concept into something more meaningful.

This collaborative experience opened my eyes to the dynamics of working in a group, from aligning diverse perspectives to finding a unified vision that resonates with the project’s goals. I realized that as an architect, collaboration is not only about sharing workload but also about the synergy of combining ideas, values, and ethical considerations.

My initial reservations about UAL’s approach have shifted; I now feel more aligned with its ethos, seeing architecture not just as a technical discipline but as a social responsibility

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Summary:

Critical reflection upon the dynamic nature of group work. Shows that the group was working to ensure voices were heard and different approaches considered.

Improvements:

- *Emphasise responsibility to others, aiming towards taking responsibility for one’s own contribution to the group.*
- *Encourage respectful discussion around cultural and societal differences to promote mutual learning in a safe space.*

STUDENT 15

I believe that my group was very successful when working together and collaborating. We were all very vocal about what our strengths and weaknesses were although some ethical dilemmas we ran into were the struggle to allocate specific roles to people in the group this would end up leaving some people with very small jobs or potentially no jobs at all. Some areas I feel we could have improved were outside of university where we would struggle to share resources we had such as photos, documents and art/notes which could've helped better our understanding of each other's ideas and how to incorporate ideas of multiple people more cohesively. Another area we could have improved on is building more trust between each other, at moments you could see that certain group members would want to take on certain tasks on their own even when offered help I feel this could have been due to them not trusting other group members and believing they had higher chances of success if they just did everything themselves although it worked out, in the end, there could have been a situation where a person could have become overwhelmed and struggled to finish the task then leaving the rest of the group at a disadvantage because a part of the final machine is missing or lack quality. Things Unit 1 has taught me are how to record measurements create accurate sections and plan drawings, along with artistic skills I learnt how to vocalise my ideas with clarity and knowledge. Collaborating with my peers has also taught me useful life skills that will benefit me all the way through this course and into the workplace examples are patience and working well in a team. Lastly, I also learnt the ethics behind architectural practice and how important your morals can be when doing work.

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Summary:

Good level of communication though at times lacking true collaboration between members on specific 'high importance' tasks.

Improvements:

- *Encourage efficiency of work but also culture of learning through rotating roles for a range of experiences.*
- *Assist in planning of project development to help set realistic responsibilities and timescales.*

STUDENT 16

As a group we all had gotten to know each other quite well from the first food meal task. However, upon splitting into smaller groups, our group had more individuals on the quieter side. As a result, whilst generating ideas their voices were not as heard as the more vocal ones. It was important for us to actively ask one another if they had ideas or wanted to contribute. Similarly, it was important to ensure every member of our group was up to date on the ideas and end concept. Upon reviewing our idea development, it would have been more beneficial to have a day or two pass before choosing and developing on an idea. This would have allowed each member to generate their own ideas and share them with the group.

Along the way we realized this was not communicated as well because our group had two different ideas that the others were not aware of. This problem forced us to deeply communicate with one another and thoroughly understand how we were going to incorporate the two ideas. Such was the case when we had agreed on the pin ball machine. Ideas for a potential attachment to the plants and bushes in the area arose. We eventually decided to use them as poster holders but on the day switched last minute to using them as selective fruit holders as decor. These elements were thoroughly enjoyed by the users.

As part of our planning process, it was important for us to create a rundown of how we positioned ourselves for the kids' arrival. Each member of our group had a specific task to ensure the process was enjoyable, safe and avoid any confusion for the kids. Before the kid's arrival we rehearsed a couple times and prepared for any mistakes. This worked best as we were all able to talk and engage with the kids equally.

To improve our performance, we failed to acknowledge the hyper movement of kids. After the kids had received their fruit, we allocated them to a bench on the opposite side, however the kids gathered around the entire area and blocked walking passage. In order to avoid this, we could have potentially allocated them within the segregated area.

To improve the food machine further, I hope to attach more intricate pieces or designs to alter the balls direction. This could potentially be more engaging for the user and strengthen the element of mystery and excitement. In order for this to be achieved the pieces could be in the form of sharper angles and edges. The ping ball machine would have to be scaled up to hold the additional pieces. Because, we had focused heavily on the making of the ping ball machine, the activity was not as developed as I would have liked. For example, it would have been even more engaging if there were educational activities before the machine as opposed to just the posters. This could potentially be in the form of crafts that would allow them to have something physical to take away as opposed to only the fruit. These improvements would be viable within a longer time frame and materials to allow developed ideas. Overall, key areas of development would be communication, involvement and development.

what is the critical approach leading to your proposal?

Our approach was to bring an exciting yet educational performance to the users. The food we chose is an everyday recognized consumption as to be easily enjoyed by the kids. We aimed to encourage the kids to knowledge themselves on fruits they most likely eat everyday, to stop and understand its values or characteristics. The layout and activities included was a significant approach leading the kids towards collective adventure and surprise.

How did this approach inform you design?

Our aim was to bring across an enjoyable environment, which was supported by the ping ball machine. The game is of mystery, urging the user to discover what they could potentially get. This links to the discovery element of the posters and mystery of what they could learn. We aimed for the kids to interact with the machine and space comfortably, which is why we chose the segregated sections of Bagley walk to be our own personal area.

What dilemmas did we encounter/ or think of?

A significant dilemma we faced was the attachment of a particular space for the fruit to reside in. Initially we struggled to explore ways of combining the ping ball machine idea with a fruit holder. Ultimately, we decided to attach a small section on the bottom split into three for the fruits. This was the best concept to carry out in terms of materials and time frame. However, if we were given a larger time frame, this would have been an element I would like to develop on and potentially explore more creative and illustrative ways of presenting the fruit.

STUDENT 16 – ANALYSIS

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To improve the food machine further, id hope to attach more intricate pieces or designs to alter the balls direction. This could potentially be more engaging for the user and strengthen the element of mystery and excitement. In order for this to be achieved the pieces could be in the form of sharper angels and edges. The ping ball machine would have to be scaled up to hold the additional pieces. Because, **we had focused heavily on the making of the ping ball machine, the activity was not as developed as I would have liked**. For example, it would have been even more engaging if there were educational activities before the machine as opposes to just the posters. This could potentially be in the form of crafts that would allow them to have something physical to take away as opposed to only the fruit. These improvements would be viable within a longer time frame and materials to allow developed ideas. Overall, **key areas of development would be communication, involvement and development**.

what is the critical approach leading to your proposal?

Our approach was to bring an exciting yet educational performance to the users. The food we chose is an everyday recognized consumption as to be easily enjoyed by the kids. **We aimed to encourage the kids to knowledge themselves** on fruits they most likely eat everyday, to stop and understand its values or characteristics. The layout and activities included was a significant approach leading the kids towards collective adventure and suprise.

How did this approach inform you design?

Our aim was to bring across an enjoyable environment, which was supported by the ping ball machine. The game is of mystery, urging the user to discover what they could potentially get. This links to the discovery element of the posters and mystery of what they could learn. **We aimed for the kids to interact with the machine and space comfortably**, which is why we chose the segregated sections of Bagley walk to be our own personal area.

What dilemmas did we encounter/ or think of?

A significant dilemma we faced was the attachment of a particular space for the fruit to reside in. Initially we struggled to explore way's of combing the ping ball machine idea with a fruit holder. Ultimately, **we decided to attach a small section on the bottom split into three for the fruits**. This was the best concept to carry out in terms of materials and time frame. However, **if we were given a larger time frame, this would have been an element I would like to develop on and potentially explore more creative and illustrative ways of presenting the fruit**.

Summary:

Comprehensive reflection on learnings from working as part of a group. Good understanding of where improvements could be made but lacking appreciation for the successes of what was achieved.

Improvements:

- Encourage efficiency of work but also culture of learning through rotating roles for a range of experiences.
- Assist in establishing good communication at the start to ensure efficiency and avoid abortive work.

STUDENT 17

Working with my teammates on the Fruit Fall project was a highly collaborative experience where we didn't assign specific roles but instead tackled every aspect together. From brainstorming the concept to gathering materials and assembling the installation, each of us contributed equally at every stage. This unstructured approach allowed us to build on each other's ideas organically, creating an open environment where everyone's input shaped the final design. Without predefined roles, we relied on collective problem-solving and shared decision-making, which encouraged flexibility and allowed each of us to step in wherever help was needed. This approach led to a strong sense of ownership and unity within the group, as we were all equally invested in bringing Fruit Fall to life.

Communication was key to our success, and we maintained regular check-ins to update each other and ensure everyone was on the same page. Whenever we encountered challenges, such as finding sturdy yet sustainable materials or balancing aesthetic and functionality, we brainstormed together, sharing ideas freely. At one point, we disagreed on the types of materials for hanging elements, with some of us favoring more durable options while others prioritized sustainability. Through open discussion, we ultimately found a compromise by using repurposed strings and aluminum wire, which met both durability and eco-friendly requirements.

Working in this collaborative environment was not only beneficial for the project but also a valuable learning experience. I gained insights into construction techniques from my teammates and learned to view design choices from multiple perspectives. Seeing how each member's ideas contributed to the final piece made the outcome feel truly collective. In the end, the Fruit Fall project reflected the strengths of each person involved, and it became more meaningful because we created it together. This collaboration taught me the importance of communication, flexibility, and the power of diverse skills in achieving a shared vision.

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Summary:

Very positive experience of working collectively and non-hierarchically. Recognises the contribution of all participants in creating a successful result and in their own personal learning.

Improvements:

- *Encourage continued reflection upon individual learning from collective work, and recognise the help of others whether in individual or group work.*

STUDENT 18

For this group project, I've reflected on both my individual contributions and our collective effort as a team. Personally, I see room for improvement in how I communicate with my groupmates. I often found myself agreeing with their ideas without fully expressing my own thoughts, as I was hesitant to offer too many suggestions, fearing that it might complicate the decision-making process. For example, during the brainstorming phase, I briefly shared a few ideas, but when one of my groupmates strongly advocated for their concept, I didn't challenge it or push for my own suggestions. In future projects, I plan to be more vocal and assertive, while still being collaborative and open-minded. Another area I need to improve is time management. I want to manage my tasks more effectively to ensure that I complete them in a timely manner, reducing the stress of last-minute work.

In terms of group dynamics, I believe we collaborated well in managing our responsibilities. Each member took on a specific role, and everyone contributed equally, with no one falling behind. Our combined efforts were key to achieving a great final result. The idea we chose was practical and grounded in reality, with a strong focus on sustainability and simplicity. We used materials we found around the school to create a wind-powered ring with fruit leathers hanging from it, a structure that had a meaningful impact on the final outcome. We deliberately kept the interaction with the ring simple, especially considering that we were designing for 9-year-olds, who struggled with complex rules. This decision proved to be effective, as the kids shared with us that they found the rules in other groups' projects too complicated, which diminished their enjoyment. By designing the game to be as straightforward as possible, we ensured that it was accessible and easy to understand. Overall, I'm proud of how we worked together as a team and the final product we delivered.

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Summary:

Gives the impression of a reasonably collaborative environment though one in which some felt more comfortable than others to contribute. Ultimately led to a successful project output but less collective cohesion than would be desired.

Improvements:

- Encourage recognition of the value of all voices and allow space for relationship-building within the design process.
- Encourage efficiency of work but also culture of learning through rotating roles for a range of experiences.