

Transcript

December 13, 2024, 1:01PM

JF started transcription



JF 0:04

So yeah, as you know, I tried these two kind of methods with you in the two group tutorial sessions.

Max 0:14

Mm hmm.

JF 0:15

Like just first of all, like, do you remember the methods that I used and in particular what one would you say kind of, you know, resonated with you the most?

Max 0:29

Yeah, I remember them definitely.

And I think of the two, the first one, the folding cube was the one that I preferred. I mean, I think both of them have some good potential. But I think that one was most effective for me.

JF 0:46

OK.

That's interesting.

So also like I mentioned that this was part of like some research that I'm doing as part of this course that I'm on, I have to do some actions in my teaching.

Max 0:54

Hmm.

Yeah.

JF 0:59

Like, what do you think the research was about based on these two?

It's just good to get your kind of viewpoint on that.

Max 1:07

Umm.

I would probably if I had just guessed out in the doc, it would be something to do with.

Looking at new ways of teaching that involve bringing some maybe design driven interactive workshop style techniques into you know the teaching environment, something like that.

JF 1:34

OK.

Yeah, yeah.

So yeah, I can.

I can tell you what the research was about, so it's a bit. It's quite big at the moment when we've had to, like narrow it down a little bit, but in the beginning I started by framing this question around how to make students feel more confident and includ.

Max 1:39

Yeah.

JF 1:53

In the community of the course, and I was trying to get to bring out more diverse voices.

Max 1:56

Mm hmm mm hmm.

JF 2:00

And encourage more peer based learning and collaboration. So.

Max 2:03

Mm hmm.

JF 2:04

I guess you kind of got it a little bit, but yeah, that's good that you mentioned the design sort of aspect 'cause, that's my my background in the end of the day and you know I felt by introducing some sort of design activity that could bring about more. Collaboration and peer learning, I guess.

I guess it was quite different for the different groups that took part in it.

Max 2:26

Mm hmm.

OK.

JF 2:31

Yeah. So that's kind of it in a nutshell.

Like if you were to use these methods in a session with participants.

Like, what would you change or do differently maybe?

Yeah, you can talk about one method or both.

Max 2:46

Hmm.

JF 2:49

It's up to you.

Max 2:51

Yeah. Well, I thought about it a bit. 'cause, we're having this call.

So like of what I liked and what I if I was doing that what I would do next time.

JF 2:53

Yeah.

Max 3:01

I I think like I said, the first one I really liked because.

I found that forcing your.

The narrative that you tell about your work into a nonlinear format really interrogated it a little bit and kind of, I don't know if that was what it was supposed to do, but that's what I did.

To me, like you, you kind of write your story down the way that you imagined telling it.

JF 3:23

OK.

Max 3:27

But then it becomes a cube, so the linear structure of the story is gone and anyone can just move to any point of that cube and pick up an aspect of your story.

And you have to be able to tell the story of that aspect. And so that kind of is it kind of forces you to develop your story a little bit more.

So I like that.

And the only thing I would do maybe to.

Push it further, I thought is that?

Like in the very outset, when we were writing down the story, it was a bit like unclear.

Like what?

What we were gonna put on the cube, but I think the only thing I could change to simplify it would be make the cube actually linear.

So instead of it folding out like at shape, make it so it folds in a straight line and tell people to write this story from beginning to end about their project, one square at a time.

JF 4:20

Hmm.

Max 4:21

So they are thinking.

They're writing a linear story, but then it folds up and they have it kind of will maybe expand that impact even more.

Maybe I don't know.

That's kind of one thing I thought about.

JF 4:33

OK.

That's quite good actually.

Yeah, that's quite interesting that you said that.

Like I I wasn't really thinking about the linearity of it.

I was thinking it. Yeah, but that that's quite interesting because like, I guess the more I did it with the different groups, the more it became this sort of tool where I could kind of, it was like a prop in a way where I could, like, yeah, not.

Max 4:42

That's what I felt.

JF 5:00

Interrogate people, but like, pick up a cube and kind of give it to someone and be like, oh, what fascinated you about this?

And they would kind of look at it and.

Look at all the size and they're like, oh, this was quite interesting.

I I didn't realize this point or this drawing is quite interesting.

And they could ask questions to like their sort of fellow peers and get them to, like, unpack it a bit more.

But yeah, that that's quite interesting that you talked about the linearity of it does kind of mix it up a little bit and it could have potential, yeah, for other sort of sessions perhaps.

Max 5:29

Yeah. And I guess, yeah.

JF 5:35

Yeah.

Max 5:35

I think that's what was useful because I found in general, maybe especially without work that.

You have to kind of learn to do this because and I had this experience a lot in the last months or weeks where you will like, prepare a way of telling the story of your project.

And I might be going to talk to, like, say, Industry people or like very much science focused people. And I would prefer

a certain story. And then the next day, I'll have to talk in a tutorial or like to the to the whole tutor group or. Something and I will be going oh.

Hang on, that story is not the right way to tell it anymore.

I need to like change it up a bit for this group. So like I think that's the nature of this multidisciplinary work is that you can't have one simple consistent narrative.

aago.

JF 6:37

It was nice that you say that.

I have an idea now for like another workshop that could benefit perhaps from this nonlinearity, yeah.

Max 6:47

The people felt the same.

JF 6:49

I don't know.

Yeah, I'm trying to get feedback from as many as can you know, just to understand how it went and how you kinda felt about it.

Did you think it was like distracting at any point?

Do you think it took away time from the tutorial?

Max 7:09

I don't. I think like the the the first one 'cause tutorials to me are kind of like about critique, you know, like and and critiquing each other's work and getting ideas and feedback and reactions.

So it it works in that sense.

The only thing I was thinking with the second one where I think where I would change something and again it could just be me is that one thing that took away bit is that it was focused on the grade.

JF 7:34

Hmm.

Max 7:34

And because we're focused on the grade, it really changes your mindset.

From the ambition of my project to how can I maximize my potential for Marks at the university and also it makes you less critical of each other's work because there's a nervousness of oh, I don't want to influence degrade that person's going to get an A. A's for everyone.

JF 7:47

Yeah.

Max 7:55

'S all around, you know, whereas like, maybe when I was thinking like, how could you do that differently?

And it wasn't obvious, but one way I thought that you could.

Try is that you use the exact same game but instead of having a a scale of grades, you have kind of a scale of personal ambition.

So in the mount, the mountain represents your ambition and the first level is the minimum you'd be happy with in your work. And as you go each level, you're right.

JF 8:15

Hmm.

Max 8:22

What would be the next step change for your own project?

So it's it's very personal. And so for mine, maybe it's like minimum.

I want a working prototype to get electricity.

Then I want, you know, to be able to monitor that.

Then I want, you know, real time.

Then I want, you know, to see a patent, something like that, whatever it might be. And so.

It it makes you think big because you start at your minimum.

Sign in. You get to the extent of what you can imagine and then people challenge your ambition and hopefully make you more ambitious in your project by pushing you further up your own mountain or extending your mountain further beyond what you thought you could do and that maybe.

That would work, but that was the only idea I had.

JF 9:03

OK.

Yeah, that that sounds like a nice iteration of that.

I mean, I had to do it based on the grades and learning outcomes because, you know, you had your assessment the next day. And normally I do this in like a presentation format. But I, yeah, I guess it didn't really work so well. 'cause. Everyone just went up.

Max 9:18

Yeah.

JF 9:22

To as suddenly.

Max 9:24

Yeah.

JF 9:25

Which yeah, I didn't really like see coming, but. But yeah, if it is a bit more like personalized your own ambitions for your project, maybe that could be a next step though, because now that you understand the sort of learning outcomes assessment criteria.

Now it's more about what's your ambition 'cause. I guess at this stage, not everyone's at the same kind of level.

Max 9:44

Yeah.

JF 9:47

Some are still you.

Do they know what they're doing?

And they're kind of looking at different paths and direction.

Where next term is a bit more refined. You have your idea. Now you gotta produce it.

How can you push it a bit further or think about other things that you know you should be thinking about around the project?

Max 10:00

Hmm.

JF 10:06

Yeah. OK.

Max 10:07

Yeah.

JF 10:08

And then the environment that I kind of set it in did that work for you?

Did it not work or did you like about this?

Did you have any like thoughts about that?

Like, where would you wanna do?

Like a tutorial group tutorial in the future.

Max 10:30

I didn't really think about it. I mean, I think being in the studio is fine.

You know, I I don't have a problem with it.

JF 10:34

Yeah.

Max 10:36

You know, so.

JF 10:37

OK.

Max 10:39

I can't imagine another way of doing it really.

JF 10:42

Yeah. And I know like in our session we were kind of disrupted a few times.

'Cause you know, some people came late and then it was.

I had to kind of explain things again, which was a bit boring for everyone else, and we were a bit of a shorter.

We were a smaller group like previous groups were like 4-5, maybe 4.

Yeah. In total, we were like 3 in the end.

Did you think that had an impact on anything?

Would you have liked to have seen more?

Kind of engagement from other students in your group.

Max 11:21

Yeah, it absolutely has a massive impact.

But there's only so much that you can do about that.

You can't force someone to be motivated.

People need to motivate themselves so, but it definitely has an impact.

It colors the whole atmosphere, you know.

JF 11:42

OK.

Max 11:43

So yeah.

JF 11:45

Night in terms of like, you know, peer collaboration, that sort of thing.

Was there anything else this term that you might have noticed in like the cohort or like any changes that you know you've kind of noticed?

Things that might have happened that maybe brought people together or brought them apart or kind of divisions going on.

Max 12:11

Just this term in general.

JF 12:14

Yeah, or or or you could talk about other terms as well. It's.

Max 12:16

Yeah, I mean, we are.

You know, I think there's never gonna be like 100% perfect scenario, but we're pretty lucky this.

Like I feel very lucky just to have happened upon it because it's very, very tight knit.

You know, and also this term people spend a lot of time at uni, even a lot of people are there five days a week.

I am usually there five days a week and there's always a whole bunch of people there and.

So we get a lot of time informally talking and you know, sharing ideas and things. And I think that is really helpful.

I do think also it's.

Strangely ambitious cohort for them, like on average, most people are pretty driven so.

JF 13:05

Hmm.

Max 13:12

There's a kind of energy of motivating each other.

Which is it's it's been.

It was good. The first part of the course, but it's even better now.

Think because people are just making and sharing and you know, and just by the natural progression of things.

JF 13:28

Yeah. And do you think like the studio environment helps with that?

Like, where are you kind of working most of the time? Or like talking to people? Yeah.

Max 13:35

The studio.

Yeah, if we can be in the studio or, you know, we'll be all around the place.

Cafeteria library.

Other other workshops.

The studio definitely is the center of it and it helps and the changes like the things you brought in with the 3D print and the making space and everything and time lapse definitely helps a lot, I think because people.

Are coming in to do things and make things even more.

JF 14:03

OK.

Max 14:04

Plus it just adds to the ambience like the place is really. It's really important to have a good space to.

Working, we can always make it better.

JF 14:10

Yeah.

Max 14:12

There's a lot of things we can do to make it better, but it's definitely good and getting better.

JF 14:13

Yeah, yeah.

Do you 'cause? I like you know. Of course I'm not here, like, five days a week and I pop in when I can and I don't see all these things, made.

But are there like?

Say for example with the 3D printer, just having that in studio are there like side conversations that happen or are students coming together to be like I don't understand how to use this.

Can you kind of help me? Like I know some folks were like helping each other like get started on it and trying to print things and has that kind of have you noticed?

Yeah. Any of these kind of side?

Conversations going on.

Max 14:51

Yeah, all the time.

JF 14:53

Or.

Max 14:53

All the time.

Like with the 3D printer and other things at the 3D printer, or because we have, you know, like WhatsApp groups and things as well.

So there's like a constant stream of conversation going on all day, every day, and there's often often like people helping each other with, you know, something for the 3D printer or someone's thing has broken in the 3D printer or, you know.

Or some people are working with others outside of the class to like get, you know more out of it and then sort of share.

So yeah, all that is happening very much.

JF 15:26

OK. And do you notice any differences between like I don't like more international cohorts of students and more kind of is there like a division or are people kind of slowly kind of integrating a bit more this term compared to like previous terms?

Max 15:34

Hmm.

I think there's more integration this term like I think people integrate.

More as time goes on and also you know as we have interest in each other's projects.

JF 15:59

Right.

Max 15:59

But there's still a bit of a division. I think the division we can work on and and is getting better.

It's just a, a language one where people are just really comfortable speaking their native language and it naturally causes conversations to split.

JF 16:13

Yeah.

Max 16:15

But I think that's sort of just something that can be worked on an improved.
Over time and and and does improve overtime.

JF 16:23

OK.

Max 16:24

The the only division that needs intervention is the one based on motivation like we spoke about because.

JF 16:32

Yeah, yeah. But do you think that could be down to like maybe lack of confidence or lack of feeling accepted or you know, part of like the community, you know, hesitant to kind of be involved perhaps because of fear of, yeah, like being kind of.

Max 16:32

This one is a problem every year.

JF 16:53

Sideline, I guess.ta

Max 16:55

It yeah it can.

I think we can.

We can help with that a lot.

You know, like and and the things that are already helping you just you know in people's groups and outside where there's efforts to bring people into conversations to make sure that everyone knows what's going on.

I think all of those things help and it like it's always gonna be the reality of working across the world. Even like in your job or whatever you're doing.

So I think there's a big chunk of it.

That's that, that is.

You know has been worked on and has gotten better.

But there is a small chunk that's just, you know, people are at different points in their life. And I just, you know, there's different priorities in what they wanna do in their life at any given time. And when you have a situation where some people are highly invest.

And a few but not very.

A few are not as invested.

It creates a bit of conflict that is kind of impossible to resolve.

Because priorities that is not the same.

JF 17:57

Yeah.

Max 17:57

And I understand why people's priorities might not be the same because you know not everyone is.

The same point, but I I think it's not the majority and I do think like you said, the things that you mentioned can help, but it certainly is a part of the divide that you spoke about.

JF 18:04

Yeah.

OK.

Yeah, that that's good to know.

Yeah, I mean, is there any questions that you have for me about anything or?

Max 18:29

I think not question so much.

I didn't really think about them because I'm just here to.

Give any any anything useful. If there's anything else, you kind of want to pick into it will help with the research.

JF 18:43

Yeah, I think I think it's been pretty useful like some of the insights you've given me and especially the way you've kind of seen these methods and your understanding of it, like definitely like lots of food for thought and ways to kind of.

Carry on from it or like use these little interventions in other sort of teaching activities that I now have some ideas for, but also like the bigger themes around like you know collaboration and different groups of people being in different stages of their life and kind of just.

Understanding that kind of nuance like in the end of the day, you don't really wanna force people to kind of.

Come together for me. It has to happen naturally, but there can be some sort of things that you can do in the studio to bring this community together in a way, even just this professional environment, having a place that you can come to, to sit down on the.

Max 19:28

Then it does.

JF 19:43

Couch talk to each other. Share things.

Kind of know.

Who to chat to about 3D printing or whatever it is like? If that's kind of going on in the corner or whatnot.

Max 19:53

Yeah.

this is happening all the time.

It's hugely useful. Like these things are bringing like maybe like you said, when all of the staff are are not there five days a week like us, you maybe don't see it all the time, but it is happening all the time.

People are hanging out in the studio every day on the couches or whatever the 3D printer. People are chatting. That may not have always been chatting or, you know, have have had conversations in the past last year it's happening more and more like it definitely works the.

Space definitely works, and we have a good space, so that helps.

JF 20:24

OK.

Yeah, that's good to know.

I was quite.

It was quite tricky this year 'cause. Normally we have B002 as you know the small side studio which we haven't had.

I mean, people still hang out in there, but like last year, everyone was using that room rather than the main studio for some reason.

But we have like to share that space now with what we had to share in the past, but you know.

Max 20:53

Yeah, I mean, I much prefer where we are this year. I'm glad that happened.

So 'cause, the studio space is amazing and I don't think people mind that much where we're scheduled to be and where other people have to, you know, have to have time in places.

But I do think that it's really important that there's like a permanent place that becomes kind of the home of the community and where you can leave work, that you're you have in progress so long as that continues to exist.

And we negotiate the space pretty well. I think like we haven't had any.

I don't.

I feel like there's always some nervousness starting off like, oh, the first year's coming in and the second year is now.

You're gonna know, like we share.

Like mostly, we're just both years are in this space, a lot of the time and everyone is happy with that. You know, we just be respectful.

I mean, sometimes there's instances, but for the most part it works well.

JF 21:47

OK. What what are these kind of instances? If you can share?

Max 21:50

Oh, you will know about, like vaping, shouting like stuff. That's just like, obviously not allowed.

JF 21:53

Oh, yeah, yeah, we've, yeah.

Max 21:57

But those are the those are the very few.

JF 21:57

Yeah.

OK.

Max 22:01

I've never seen anyone like get into an argument or anything serious, but I have had to like, you know, mention to some people you know. Can you not do that? So they're not?

JF 22:10

Yeah.

Max 22:11

Then there's it's been very good on the whole.

JF 22:14

Alright, cool.

That's good to know. Alright. Yeah. So I think that that's probably all I had to ask about anyway.

But thanks again for like all the feedback and all your comments.

And yeah, now you, I guess have a good holiday and have a safe.

Max 22:34

Your voice and I think, keep playing with the methods 'cause. I do think they're gonna be like continue to work.

I think so from from my first Guinea pig.

Try it then.

JF 22:44

Yeah, yeah, yeah. I had to.

I kind of had to do something quite quickly in the end of the day, 'cause, you know, I and again, I wanna do things that weren't gonna take a lot of time away from you and your tutorials.

Max 22:49

Hmm.

Yeah.

JF 22:57

So it had to be quick sort of thing, yeah.

Max 23:01

Yeah. No, but I think it works.

JF 23:03

Alright, cool.

Thanks Max.

Yeah, cool.

I'll. I'll, I'll let you get off and then.

Max 23:10

Yeah, I'll see you in the new year.

JF 23:11

Yeah.

Yeah, yeah.

See you, Max. Bye bye.

Max 23:15

Bye bye.

JF stopped transcription

