[light/box] project:
an interdisciplinary collaboration for production and transference of knowledge and skills between

Architecture &
Contemporary Lens Media 1st year students

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action research:

context: ‘History and Theory of Architecture’ module

genesis: pluralism in assessment (essays replaced by practical tasks)

task: to build a physical model of a historic interior

trigger: the need to learn how to photograph a model = a new skill not in the curriculum

solution: transference of skills through
- inter-disciplinary collaboration
- peer learning
- active, participatory, deep learning
- immersive learning experiences mimicking real-life situations
- applying theoretical knowledge and communicating with other professionals
Essay replaced by a practical task: apply knowledge of history of architecture to design and build a historic interior.
Learning: student and tutor engagement = atelier buzz
Student engagement: sociable and collaborative learning
Student engagement: learning is independent of identity markers
Skills support studio teaching: model making
Skills support studio teaching: time management relative to design intention and quality of process & product
Teamwork
Assessment relies on pre-existing skills / sharing / complementing
Active, deep learning: making mistakes
Brief: new language and unusual scale
STUDENT AS PRODUCER*

“Intellectuals never merely work on products, but always and at the same time on the means by which the work is produced, that is to say, the process of production.”

*Student as producer – risk, responsibility and rich learning environments in higher education, Professor Mike Neary, University of Lincoln, 2009
BRIEF for the [light/box] inter-disciplinary workshop:

Architecture and Contemporary Lens Media students to collaborate, light and photograph a scale model of an interior – followed by a peer review session and prize giving.
INTENTIONS:

In the spirit of University of Lincoln’s teaching and learning strategy / ethos of ‘Student as producer’ this was an experiment:

• to enable the sharing of student knowledge and skills while offering an experience outside of the traditional remit of each course

• to facilitate a cross-programme collaboration

• to stimulate “meaning making”* by creating an educational community

AIMS:

For the Architecture students the event provided the experience of having their work ‘seen’, questioned and interpreted by peers from outside their discipline. It was also a chance to learn about recording design development, vital when working with diverse media.

For the Contemporary Lens Media students this was their first experience of a ‘real client’, with specific requirements that they had to respond to using subject specific knowledge. This was an opportunity to apply technical skills acquired in photography workshops to ‘real world’ complex scenarios.
Testing light conditions for best detail definition
Models move into the photography studio
Filters (gels) applied to modulate light and alter mood
Architecture students watch and advise as their model is set up.
Photography students apply techniques taught in class: camera
Angle
Light
Click
Post-processing
Post-processing
Architecture students’ peer review
SUCCESSFUL?  (qualitative data gathered over 3 years)

BA (Hons) Architecture:
- ability to record ‘analogue’ work, necessary to document investigative development and as proofs for portfolios
- become aware of how photographic techniques can be applied to suggest narrative
- skills gained during workshop subsequently applied in studio

BA (Hons) Contemporary Lens Media:
- allowed skills and knowledge from lighting workshops, to be transferred to complex objects with many challenges
- provided a first opportunity to share and apply subject specific knowledge
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Photographic record of the workshop:

Adam Paul Verity

Atmospheric images of models:

Contemporary Lens Media students (2013)

Documenting images of models:

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