



FHEA Case Study Exemplar

<p>Written Case Study Title:</p>	<p>A sustainable marriage</p>
<p>This case study details my pedagogic approach in the design and delivery of a collaborative group project between MSc yyyy students and Level 4 BA xxxx students that sought to explore the potential applications of an innovative, water-soluble polymer fabric. Whilst excited by what might emerge from the project, my main objective was to ensure that these two very different groups and disciplines came together in an equitable, harmonious and mutually rewarding collaboration to gain a clear understanding of key approaches, strategies and processes to working in group contexts.</p> <p>To initiate the project I facilitated and guided an ‘ice-breaker’ discussion group. To accommodate potential difficulties in communication (the majority of yyyy students being from overseas), the session was delivered in a relaxed environment, with access to a range of physical and digital resources. This enabled the students to quickly find relevant references to articulate ideas, and encouraged active and reflective learning (Dewey 1938; Kolb 1984).</p> <p>I followed this session with workshops in which both groups introduced their working environments, processes and practices to each other developing a deeper understanding of their respective disciplines and finding inspiration in unfamiliar processes and techniques. Working as a group, the xxxx students began to consider potential approaches to developing a garment that would exploit the properties of the fabric. Conscious that the xxxx students had little experience of group working I worked with them to set and agree clear purposeful tasks and define roles and responsibilities. I included short group discussion sessions and</p>	

formative peer assessment enabling students to reflect upon their development work, agree the most successful solutions, and define further responsibilities and tasks. Through flexible grouping, on-going assessment and adjustment (Tomlinson & Demirsky Allan 2000), I was able to ensure equitable tasking and shared responsibility.

Following this initial stage, the xxxx and yyyy students began to work together. Here, I naturally wanted to continue to promote the value of collaborative practice, group working and autonomous learning. With only minor encouragement the L4 xxxx students began to not only lead the project by introducing their learning from the group working experience, but also explaining the value and purpose of these strategies to the MSc yyyy students.

One notable example was the recognition that it would be both impractical and unmanageable for all students to be involved with every aspect of the project. I had employed a jigsaw strategy (Aronson & Patnoe 1997) with the xxxx students in the concept development stage of the project. The xxxx students had clearly recognised the value of this approach and quite naturally began to discuss and implement this strategy with the yyyy students.

I continued to monitor the project through observation and minor intervention when and if required. However by this point the students were working together as an effective team and autonomously implementing and evolving the group learning strategies to drive the project forward.

The final outcome realised a wedding gown that dissolved through five iterations to communicate differing ideas and stages of life. The project resulted in a show at the Furnival Gallery and achieved worldwide publicity for the University and courses. The final accolade was the gown being displayed at the Home Office, Westminster as part of Climate Week. The project has since been featured in Green Design Vol 1, Dorian Lucas (Braun 2013).

Word count: 548

Comment [PT1]: Overall, this is a very good case study, describing very clearly, using the first person, the learning and teaching approaches used, supporting them with underpinning theory, referencing literature appropriately. The project is also innovative, which whilst this is not a criteria in itself, helps the Panel to see a thoughtful and creative practitioner. There is also evidence of successful outcomes. The only thing missing here, is a failure to map any of the case study to the UKPSF.

