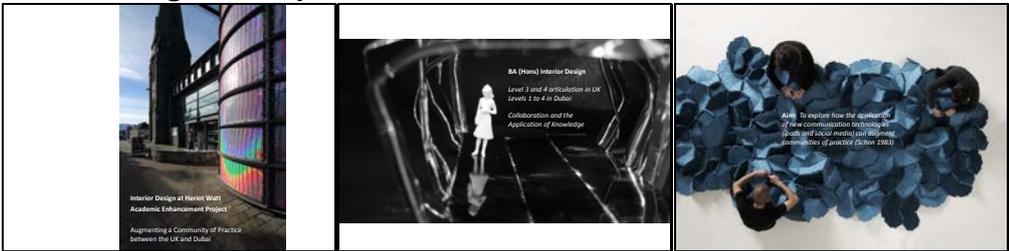


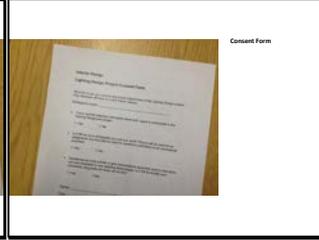
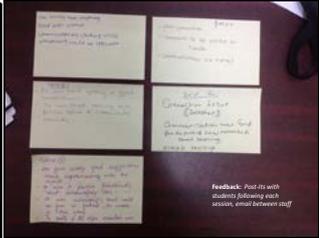
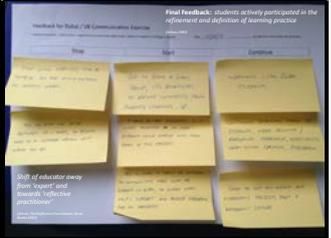
## Peer Tutoring using iPads to Foster a Community of Practice between the UK and Dubai Interior Design studios

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3	<b>Key words:</b> Community of Practice, Interior Design, Peer Tutoring, iPad, Studio, Riccarton, Dubai, Heriot Watt
4	<b>Overview:</b> Students from the Interior Design studios in the UK engaged in a peer tutoring exercise with counterparts in Heriot Watt's Dubai campus, facilitated by high resolution iPads, with the aim of fostering a community of practice within the Interior Design Programme.
5	<b>Background/context:</b> The BA(Hons) Interior Design programme at Heriot Watt was established in September 2011 as a collaboration between the School of the Built Environment and the School of Textiles and Design. Shared between the Riccarton and Scottish Borders Campuses, and run in parallel in Dubai, the programme faces the challenge and the opportunity of fostering a 'community of practice' (Wenger 1999) that spans cultural and geographical boundaries. In addition, the inter-campus and international structure make the programme particularly well placed to explore and benefit from emerging communication practice.
6	<b>Activities:</b> Students were each given a simple design brief, asking them to individually develop the means of manipulating natural light to display a work of art in front of a window. This project was primed with lectures on lighting design and theory delivered by Lecturing staff in the UK and in Dubai.  Each of the eight third year students in the UK was then randomly assigned a group of three students in Dubai. For the first two weeks of the project, the UK students acted as tutor for the design development of the Dubai students, and for the last two weeks the roles were reversed. Whilst the conversations themselves used iPads, images and updates on progress were exchanged in advance to allow the student-tutor to use the limited time effectively.  It was made clear to all participants that although the design exercise was an assessed and compulsory component of the programme, participation in the peer tutoring exercise was voluntary and not assessed, and the participants could withdraw at any time. Ethical approval was obtained and all students completed a consent form in advance.  Each session was followed by a short confidential post-it feedback exercise, with the aim of informing protocol for the next session. Student comments on post-it notes were sorted into three columns: RED for stop; AMBER for start, and GREEN for continue. Staff feedback was conducted via conversations and emails following each group session

# Developing and supporting the curriculum

7	<p><b>Key points including challenges:</b></p> <ul style="list-style-type: none"><li>• Students felt ‘more of an Interior Design unit within Heriot Watt University’ as opposed to being divided by geography and peer groups</li><li>• Robust systems are needed to share student work prior to tutorials – ideally secure blogs accessible only by participants (e.g. on the Vision system)</li><li>• Coaching in the craft of feedback was vital to allow students to peer tutor effectively</li><li>• Group Work and Peer Tutoring exercises should be assessed to maximise participation</li><li>• A quiet area was required for both acoustic and privacy reasons, though this should be adjacent to a social waiting area.</li><li>• Students preferred physically holding a handset in conjunction with an iPad, rather than speaking entirely hands free.</li></ul> <p><b>Sharing Good Practice</b></p> <ul style="list-style-type: none"><li>• A report on the process has been submitted as part of the PGCap programme, a version of which will be submitted as a paper for the iJADE journal in late 2013.</li><li>• A professionally made short film outlines the key points of the project, which will be made available publicly by Heriot Watt’s Academic Enhancement team in summer 2013.</li></ul>
8	<p><b>Where to next:</b></p> <p>As a work in progress, this project illustrates the potential of establishing new protocols and etiquettes for connecting geographically remote studio practice. The first steps outlined here will be consolidated and extended throughout the coming academic year, principally through embedding into studio projects. A particularly exciting opportunity exists to engage industry partners in this community of practice, widening the scope of student participation and further addressing the skills required for international employability.</p>
9	<p><b>Additional information:</b></p> <p><b>References</b></p> <p><b>Wenger, Etienne</b> (1999), <i>Communities of practice: Learning, Meaning, and Identity</i>. Cambridge University Press</p> <p><b>Headline Findings Powerpoint Presentation</b></p> <div data-bbox="338 1520 1347 1771"></div>

# Developing and supporting the curriculum

<p><b>Methodology:</b> a six week lighting design project, with level 2 Dubai students and receiving level 2 UK students, and vice versa.</p> 	 <p><b>Resources:</b> 3 x iPad Retina cellular data tablets, with Lifeproof covers</p>	<p><b>Methodology:</b> a six week lighting design project, with level 2 Dubai students and receiving level 2 UK students, and vice versa.</p> 
<p><b>Information Sheet</b></p> 	<p><b>Consent Form</b></p> 	 <p><b>Technology:</b> Skype X FaceTime X Tumblr X Go2Meeting Distance Calling Email</p>
 <p><b>Group Management:</b> Policy Data Collection for Research</p>	 <p><b>Feedback:</b> Post its with students following each session, email between staff</p>	<p><b>Final Feedback:</b> Students deliver presentations to the refinement and definition of learning practice</p>  <p><b>Feedback for Public:</b> UK Communication Strategy</p> <p><b>Skills of educator many:</b> Both learner and teacher's reflective practitioners</p>