

Questionnaire Analysis – Year 3

Question 1

Did you find the Drawing session helped to increase creative ideas for your presentation?

From data:

100% of respondents agreed or strongly agreed, which strongly suggests the Drawing session directly helped to increase creative ideas for their presentation.

This reinforced my epistemological findings, nothing unexpected in the data or comments.

From comments:

The comments suggest the Drawing sessions could be earlier in the Design process, and could use the students' work to draw from.

- *'After giving feedback, Steve gave a drawing class where we used our own 3d work to draw from. More of this would be helpful at the beginning of the design process as it sparks new ideas.'*
- *'Steve's session helped me to understand that a good sketchbook should be about having fun and freely exploring new ideas, and not something super stiff and structured.'*
- *'Thoroughly enjoyed sessions - wish we had more earlier on in the project.'*

Questionnaire Analysis – Year 3

Question 2

Did you enjoy the Drawing session?

From data:

80% of respondents agreed or strongly agreed, which suggests the students enjoyed the Drawing session.

1 respondent was neutral,.

This reinforced my epistemological findings.

From comments:

Only 2, they were both positive. It shows the Drawing exercise was both constructive and mindful.

- *'lovely.'*
- *'It was a fun thing to do, which helped take my mind off the pressure of the overall unit.'*

Questionnaire Analysis – Year 3

Question 3

Did you prefer the individual drawings or collaborative drawing?

From data:

80% of respondents preferred the Collaborative Drawing exercise to the Individual Drawing exercise.

This reinforced my epistemological findings, and encourages me to continue to develop this for students.

From comments:

All were positive, good to hear that peer to peer seeing other students' work was inspiring.

- *'nice to do something together, make friends.'*
- *'Steve showed us an activity where a group of us all drew on the same piece of paper, drawing over each others work. Again we were drawing from our own 3d work, and I found this incredibly helpful to see other pieces drawing styles and ideas come through all together. Again, at the beginning of the design process would've been more helpful.'*
- *'having everyone come together to draw was a very fun and definitely lightened up the overall atmosphere in the classroom. it would be nice to do things like this more often.'*
- *'Very fun and unique.'*

Questionnaire Analysis – Year 3

Overall Analysis

The response rate was 5 out of 34, 15%.

This suggests the keen and friendly ones filled in the form, and may not be a representative sample.

I did not do drawing with Year 3 in Year 1 as I did not start teaching on the course till the following year, so this was the first time I had done drawing with them. They were surprised and unused to drawing as Fine Art with an open exploration, as they are taught to be as precise as possible.

They were under pressure, final year and deadline so few respondents perhaps

I wanted to comfortably take them out of the comfort zone, which is why I wanted confirmation that they were happy to do the session, it didn't seem like a chore or a box ticking exercise or a mandated task. That is question 2

The Drawing exercise at the beginning of the session was a positive experience for the respondents. They requested some earlier in the Design process, and also later when they could draw from their initial Toiles to get more inspiration.

I could investigate further whether it relaxed the students generally for the rest of the session and so promoted engagement, and whether they

