AI22

| | W | X | Y | Z | AA | AB | AC | AD | AE | AF | AG | AH | AI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | |
| 20 | | **Reflection from findings-** | | | **Reflection from findings-** | | | **Reflection from findings-** | | **Reflection from findings-** | | | **Reflection from findings-** |
| 21 | | Students stated the reasons for this was due to the influence that culture has on an inidivdiual, it has an impact on perspectives , their ideas, how they collaborate, and their friendship groups to name a few. | | | Students highlighted that they would like their peers to know about how they they think creatively, problem solve and their ability to think openly were some of the top 3 areas. However, what was also interesting that was mentioned by a student was that they did not want to be defined by their culture as much as it was important to their identity. There are many different facets to who they are as a person that should also be factored in to how they are perceived. This includes the intersectionality of our being and the many different layers that exist. | | | Students thought that the collaborative cards would be a good idea for it would act as a good iceberaker and prompt for conversation. A good opportunity to share cultures to build a better understanding of each other. Timing was key to complete this interaction before they begin to work together. This will help to avoid any conflict. This will also open up avenues of new discoveries and to learn from others. This would also support students where in question 5 some of their peers stated that they find thinking outside of the box and finding creative solutions challenging. | | Students responded well to the idea of creating collaborative cards to support with working together. Approximately 88% agreed that this is a good idea. One student made a good point that they could not say if it was a good idea until testing was complete. This confirmed that completing stage 2 was going to be an important part of this research and that this project should be ongoing. | | | The ideas that were suggested from students will be useful in formulating the design of the cards. The idea of co creating and collaborating with the students to make a useful tool for themselves is empowering as an educator and for the student. It was highlighted that the cards should be pocket size for easy access and transportation. I was thinking of using the traditional pack of playing cards as a size guide. The idea of the Tarot card size was equally inspiring. The design aspect of bright colours but that are not too overbearing with minimum text and more imagery is a definite approach to the cards. The inclusion of using a map will also be included. I also like the suggestion to use speech bubbles so the students can write on them. This will make the cards interactive. This is a good idea, however I will have to work out how feasible this will be in terms of production and materials. The cards should be tactile, simple with a relaxed feel. This information is key to the research project and design of the cards and has been really helpful. |
| 22 | | | | | This reminded me that this reserach project is about collaboration, cultural identity and students ways of working and all the different surfaces that will influence them when working in a group. This is just not about one entity. This is far more complex. | | | | | | | | |
| 23 | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | | |
| 26 | | | | | | | | | | | | | |