Manchester Metropolitan University

Can community engaged research in architectural education influence citizenship?

output: Other

name: Helen Aston

Output Details

This output brings pedagogy, local communities, young people and construction skills together through engaged and situated design research.

RESEARCHER:

Helen Aston

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Can community engaged research in architectural education influence citizenship?

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300 Word Statement

This research portfolio presents the role of community engaged research in architectural education based at Manchester School of Architecture (MSA) discussing two built projects undertaken by Helen Aston between 2014 (St Mary's Primary School outdoor teaching spaces) and 2019 (Praxxis Builds with Stretford). Bringing pedagogy, local community and construction together through engaged and situated design research Aston was commissioned to deliver outward facing community engaged teaching within the studio context. Each project took place with a combination of students, colleagues, external stakeholders, schools and community groups on very low budgets. The overarching thread is the related engaged methodologies and interlinked research questions. The role of engaged research in architectural education aims to open up the discipline to the outside world, change disciplinary preparation but not be a simulation of practice and affectively change the student's ways of doing architecture. [1] This is in contrast to an exclusionary approach taken by a top-down traditional form of practice. In parallel, originality is critical for the success of each project so that it goes beyond just the user being involved at 'some stage' [2] or tokenistic stakeholder participation. Fully engaged research in architectural education aims to transform the space, relationships, methods of working and citizenship of all involved over a sustained period of time and all must share a common interest in collaborative engagement. Throughout both of the projects all children, teachers and stakeholders involved demonstrated a range of simple through to complex construction skills, discussed career options in the built environment, had opportunities to attend a university school of architecture and generally feel much more included in decision making at the school.

[1] Harriss, Harriet &Widder Lynette (eds) (2014) Architecture LIVE projects: pedagogy into practice London:Routledge

[2] Peter Bludnell Jones, Peter, Petrescu, Doina and Till, Jeremy (eds) (2005) Architecture and Participation London:Routledge

Research Process

This output brings pedagogy, local communities, young people and construction skills together through engaged and situated design research.

Research Context:

Engaged research:

Publicly engaged research crosses all sectors of research using methodologies such as outreach, patient-involvement, collaborative research, citizen science, participatory arts processes, lifelong learning, community engagement, and engagement with partners from across the sciences and engineering to arts and humanities. As identified by the National Co-ordinating Centre for Public Engagement (NCCPE)[1], principals of engaged research are well established and always commit to making positive difference[2] recognising that we have to take seriously the material conditions of our own professional and intellectual practice.[3] This requires a constant and responsive feedback loop into any research project.

Engagement at any scale is multiple and demanding[4] and evidences itself in different guises. Each research engaged project requires a bespoke approach established by the contextual situation. However, the pattern throughout all of the community engaged projects has the same shared values that situated engaged research must:

1. Undertake forms of ethically engaged collaborative practice.
2. Use transformative action of social and physical environments used to improve outcomes in public health, education and community projects.
3. Produce an increased number of active citizenships by enabling reciprocal involvement of stakeholders in your disciplinary activity.[5]

For successful engaged research it is important to acknowledge that initially the research should identify the assets and strengths of all stakeholders and incorporate them in the development and outputs of the different phases of the research process. For the purpose of this engaged research portfolio, as guided by the Irish Research Council, success for each project is where researchers undertake collaborative practice and activate citizenship, with community partners, rather than for or about them.[6]

1.

2.

Fig 1-2. *Den City - Children's Place in the City, 2014, was a project funded by the Arts Council, as part of an on-going collaboration between Helen Aston, artists from PLACES Projects, post graduate M.Arch students from the MSA Projects atelier and working with children and teachers from primary schools in the two cities of Manchester and Salford.*

Research Context:

Engaged Research in Architecture:

In architecture there is a long history of participatory planning and building design from the community architect Ralph Erskine[7] , Bob Fowles[8] and Nick Wates in the 1970s and 1980s through to projects discussed by Doina Petrescu[9] and her practice AAA in Architecture and Participation, where invested relationships with the community are formed through immersive local practice. Also, projects such as Kim Trogal's *Open Kitchen* where her and the research team engage with women at a Sure Start Centre to empower their voices to affect local urban regeneration.[10] Further examples include Nick Wates, a community planner who shares multiple methodological approaches to enable citizens to pro-actively shape their cities, towns and villages.[11] In more recent years, feminist engaged practice such as MUF Architecture and Art,[12] which informed and influenced a huge number of practices who now address the contemporary political context through engagement and engaged research[13] , such as Assemble and 00/:. This particularly challenges disciplinary practice for the profession and the wider built environment sector.

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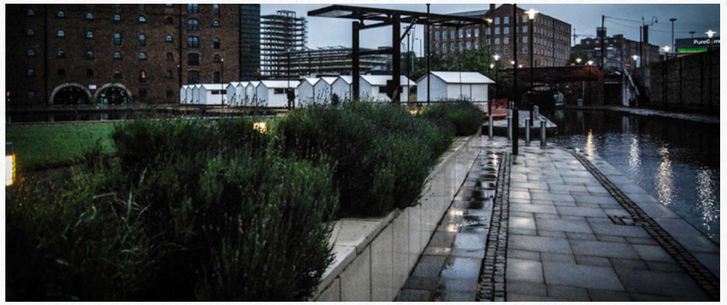

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Fig 3-5. *Atelier Zero, 2012. A site specific installation. The project brought together Manchester School of Architecture and École Spéciale d'Architecture [Paris] in order to design and realise a project that embraced the original aspirations of the Olympic Games in the heart of the Piccadilly Basin in Manchester.*

Research Context:

Engaged Research in Architectural Education:

The role of engaged research in architectural education aims to open up the discipline to the outside world, change disciplinary preparation but not be a simulation of practice and affectively change the student's ways of doing architecture.[14] In 'Future Practice: Conversations from the Edge of Architecture' Rory Hyde shares emergent roles for designers that question and challenge the long-held positions of architectural practice, allowing the practice of architecture to question itself beyond itself.[15]

As demonstrated by the many live projects Aston has either led, initiated or empowered students to undertake, there needs to be a large volume of richly diverse engagements with multiple cohorts of students, staff, children, residents, groups and other professionals to allow the broadest community of active citizens to be truly engaged with each project. This broad disciplinary and inclusive stakeholder approach allows the research, the outputs and the multiple effects on people's lives to be as inclusive as possible. This contrasts to an exclusionary approach taken by a top down traditional form of practice. In parallel, originality is critical for the success of each project so that it goes beyond just the user being involved at 'some stage'[16] or tokenistic stakeholder participation. Fully engaged research in architectural education aims to transform the space, relationships, methods of working and citizenship of all involved over a sustained period and all must share a common interest in collaborative engagement.

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7.

Fig 6-7. Blackpool Travellers Playground 2014/15. This collaborative project was developed with a community of travellers for a site in Blackpool. Commissioned by Left Coast, it was led by the Manchester School of Architecture Projects group with M.Arch students Madeleine Mooney and Matthew Shanley.

8.

9.

Fig 8-9. The Living Here, Living There project, 2014-2015, formed the creative focus in the delivery of the International Primary Curriculum Unit – Do you live around here? – Homes and Habitats. It required the children to investigate, research and creatively respond to a range of places an buildings that they were to experience in the city through their involvement in the project.

Research Methods

How can the discipline of architecture extend its influence on the built environment?

Project One: St Mary's School.
Creative design games, engaged conversations, reflective conversations, collaborative design charettes, multi-staged cyclical consultation with multiple stakeholders.

Project Two: Praxxis Builds with Stretford
Engaged conversations, reflective conversations, collaborative design charettes, multi-staged cyclical consultation with multiple stakeholders.

How do you build a community of active citizens through architectural interventions?

Project One: St Mary's School.
Creative design games, making and learning through play, making and learning through construction, engaged conversations, reflective conversations, design charettes, multi-staged cyclical consultation with multiple stakeholders.

Project Two: Praxxis Builds with Stretford
Creative design games, making and learning through construction, engaged conversations, reflective conversations, collaborative design charettes, multi-staged cyclical consultation with multiple stakeholders.

How can engaged research in a school of architecture ethically include disciplinary forms of practice which are currently exclusionary?

Project One: St Mary's School.
Engaged conversations, making and learning through construction, reflective conversations, multi-staged cyclical consultation with multiple stakeholders.

Project Two: Praxxis Builds with Stretford
Engaged conversations, reflective conversations, multi-staged cyclical consultation with multiple stakeholders.

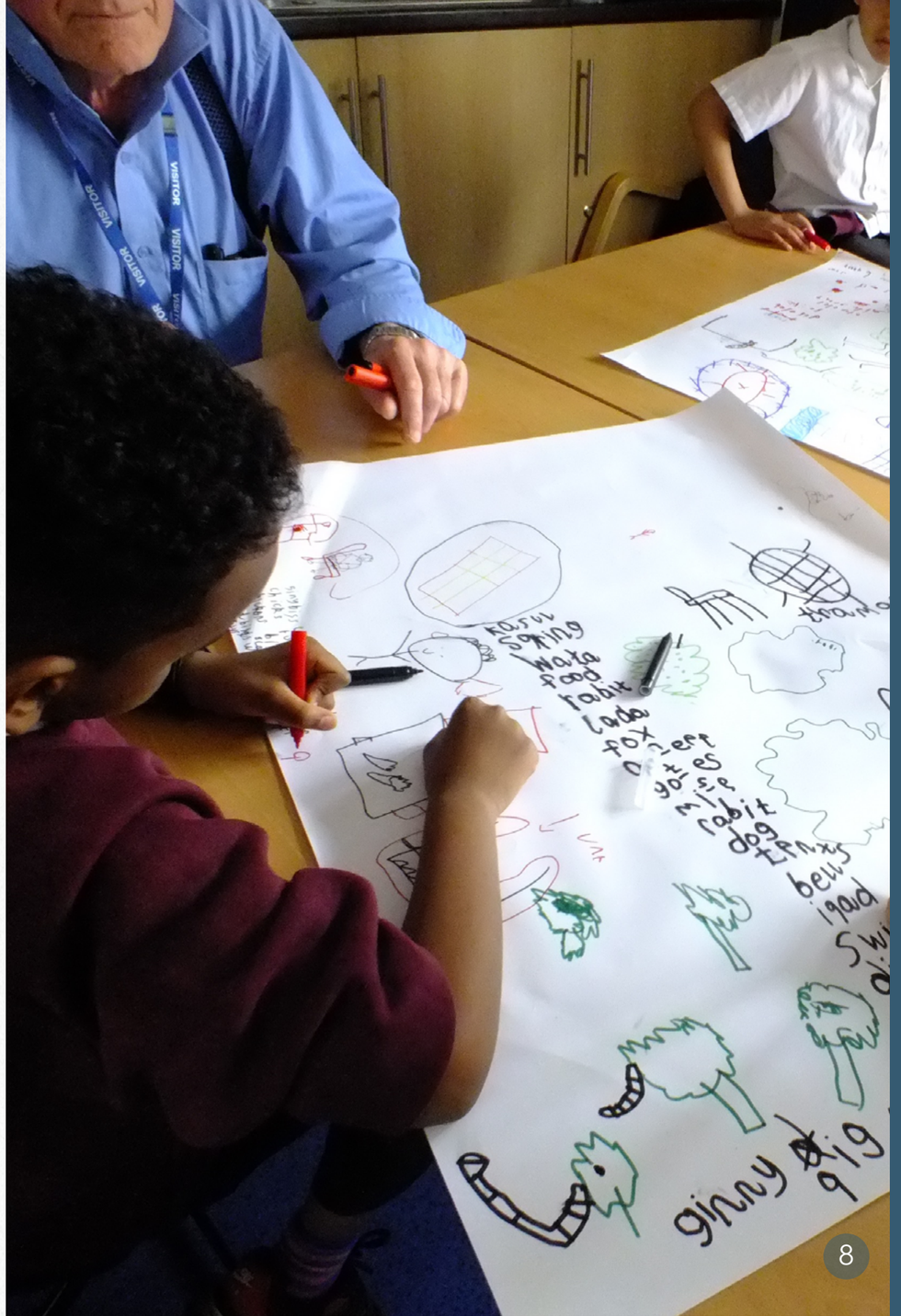
Research Methods

In these two projects Aston was commissioned to deliver outward facing community engaged teaching within the studio ateliers MSA Projects, MSA Praxxis and PRAXXIS as part of her engaged research. Each project took place between 2014 and 2019 with a combination of BA3 and postgraduate M.Arch architecture students, colleagues, external stakeholders such as collaborative artists, local residents, schools and community groups. The overarching thread is the related engaged methodologies and interlinked research questions.

Can community engaged research in architectural education influence citizenship?

Many of the projects demonstrated in this portfolio bring pedagogy, local community and construction together through engaged and situated design research. Aston used engaged methodologies as a form of collaborative practice with the artists, local residents, community groups, Local Authorities, key stakeholders and a number of schools.

Participative workshops were used as the primary modes of engagement to feed into the loop of the iterative design and construction process. She added creativity into the curriculum to drive the objectives further for each of the school projects to enable teachers to continue using the methodologies as pedagogic tools. All of the projects and methods listed in the portfolio became interactive decision-making processes with sustained stakeholder involvement using capacity and knowledge building as a key tool.



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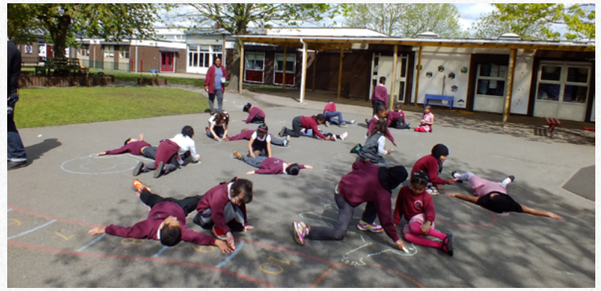

11.

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Funding:
St Mary's C of E Primary School (£20K), Arts Council (£10K), UOM (£10K).

In Kind Funding:
Manchester School of Architecture, BuroHappold, Hulme Community Garden Centre.

Participants:
30 reception age children, 2 classroom teachers, 4 teaching assistants, 240 children across the whole of the school, all teachers and teaching assistants, all parents across the school who bring children to the school, any visitors and ambassadors to the school.

Between 2014 and 2016 Aston was commissioned to work with two artists from The Architecture School for Children (TASC) for a number of phased play projects at St. Mary's Primary School in Moss-Side Manchester. Simultaneously, she was also the driver in the creation of the ten-year business plan for TASC to help develop longer term funding streams.

In previous years there had already been some successful collaborations between Aston and TASC (DenCity 2014, Living Here, Living There 2015) but the St Mary's project attracted significant funding as with the previous projects the constructions were only temporary. As with all previous projects the schools involved were physically located in areas of Manchester or Salford undergoing regeneration and appear high on the multiple deprivation index. Therefore, it was important that the aims of the St. Mary's project were to use the vehicle of the constructed build to develop the children's inner creative abilities. This enabled the children involved to understand the city we live in through various ecologies, connecting them to their local built environment specifically, the community of the school and beyond.

Through sixteen participative workshops Aston and TASC re-designed and constructed areas of the outdoor spaces around the school into places that inspired the children's creative learning through their play. It was an incredibly successful project for all users of the space and a huge legacy is that the children have contributed to the creation of the design. The impact of this engaged research is not just the play space but that the children also learned about potential built environment careers, roles that the architect undertakes in the city, how they could affect the built environment and what a design process might be. The children also observed the development of the built project over a twelve month period.

Fig 10.
Experiments in the playground, using the body to survey the site.
Fig 11.
Measuring the site exploring human proportions.
Fig 12.
The perimeter of the site.
Fig 13.
Workshop to explore the language that architects use to help develop a brief.

14.

15.

16.

17.

Feedback:

"There is so much more to the project that can't be seen!
The children developed new ways of seeing the world around them.
The children have exercised their rights in a really creative and respectful way".
Jenny McGarry, Headteacher.

"I love our new space it makes me feel happy".
"It feels like Christmas, I'm so excited".
"Me and my friends love the stage, we make up stories and play them".
"The bark is soft and smells nice".
"We've been making pies and pizzas with the soil and berries, and bug houses for the insects".
Children of St. Mary's school.

The aim of the project was to:

- Highlight the impact an enriched environment has on play, and in creating a happy and healthy place that promotes the learning and development of current pupils, as well as future year groups.
- Develop a series of creative, playful workshops with the children to re-design and construct areas of the Key stage 1 playground into places that will inspire children's creative learning through their play.
- Move away from the idea of a 'playground' and to develop ideas about an outdoor garden, to increase biodiversity and provide opportunities for the children to interact with the elements.
- To incorporate the children's ideas in to the design and implementation, giving them an active say in the planned change of their school environment.

Prior to the workshops Aston surveyed the site, and produced a scale drawing to use in the workshops, documented the site through photographs, and observed the children at play.

Aston designed project workshops including:

- Various forms of mapping including body mapping, spatial visualisation, analysis and exploration of the site.
- Cognitive map of their journey from home to school.
- Development of ideas through drawing, model making, film, design.
- Exploring different materials, use of recycled materials.
- All workshops took place at the Manchester School of Architecture.
- A visit to Hulme Community Garden Centre.

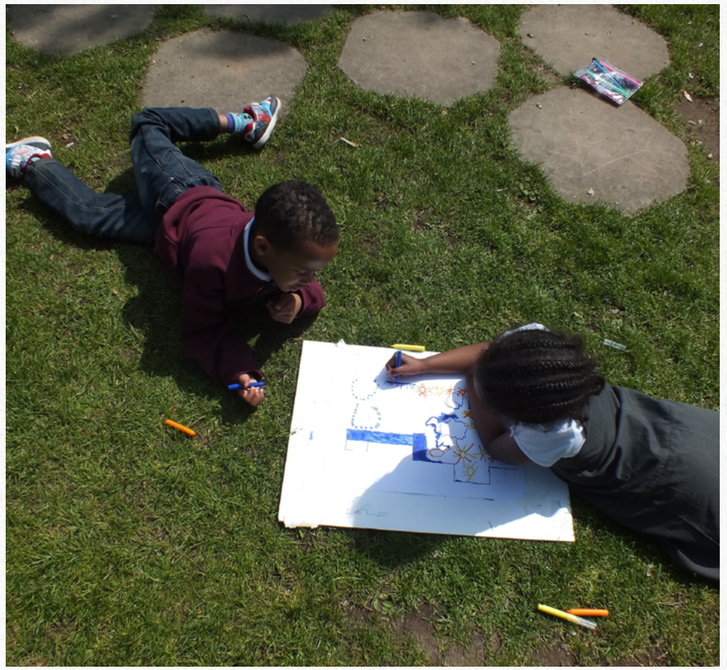
Fig 14.
Away from the school to listen to birdsong. Visit to Hulme Community Garden Centre.

Fig 15.
Drawing natural habitats.

Fig 16.
Discussing ideas.

Fig 17.
Thinking and proposing structures whilst inside a structure.

18.



19.

Such engagement helped to develop important skills:

- World Making, world Building - through play, children imagine worlds that do not exist and play out scenarios, which helps develop a sense of empathy and interconnectivity.
- The freedom to make discoveries for themselves and to develop the skills with which to communicate their findings.
- Creative problem solving teaches children to think.
- Connectivity to the real world.
- Visualize things - curiosity of the world.
- Working together, participating in a democratic process.
- Raising aspirations - the opportunity to work with people from different professions relating to the built and natural environment.

Fig 18.
Surveying the site and understanding place.

Fig 19.
Drawing to scale after the survey and negotiating ideas as co-designers.

20.

21.

22.

23.

The outcome of the workshops from this project led to the children expressing ideas for the future development of the outdoor space.

Key issues for the brief were:

- A stage to perform and places to sit.
- Structures to inhabit and dwell.
- Colour.
- Potential exhibition zones.
- Inclusion of sound.
- Inclusion of nature.
- Screening from other areas.
- Opportunities for planting with sensory experience.

Most importantly it resulted in a proposal for a series of structures plus the adaptation of a container for use as an outdoor learning space. Over the course of the summer holiday some of these design ideas were incorporated and implemented and built by Aston and the TASC team. As there was a summer school during the implementation, some of the children also saw the site change on a daily basis. They were also able to take part in some of the construction processes also.

Fig 20.
Planters (foreground) and stage (background), St. Mary's School.

Fig 21-23.
Planters, St. Mary's School.

24.

Funding:
MSARC (£2.5K) and Stretford Grammar School (£1.5K).

In Kind Funding:
Manchester School of Architecture, pallets from the contractor Morgan Sindall.

Participants:
Twelve year 9 secondary school children plus a few additional others, one MSA BA(Hons) graduate and one post-graduate M.Arch student from the Manchester School of Architecture as research assistants and builders, Helen Aston (Senior Lecturer), Sarah Renshaw (Senior Lecturer and Architects at Loop Systems) and Hayley Barry (Head of Design Technology at Stretford Grammar School).

Praxxis Builds with Stretford was phase 1 of a community engaged research project run by Helen Aston evolving from a series of participatory workshops and design events that year 8 students and teachers were invited to collaborate with BA3 Praxxis students at Stretford Public Hall two years earlier. It was a live build project which resulted in a pavilion for chatting, gossiping, leaning against, or just 'having your lunch on'.

In order for the students at the school to question their citizenship with the built environment of the school a left-over unused part of the school grounds was used to re-activate and build within. There was a small budget which was to cover staff time and to purchase tools and the task set by the Head Teacher and Head of Year 7 was to create a 'safe' space for the new younger children to be able to use.

Fig 24.
Group construction, Praxxis Builds with Stretford.

25.

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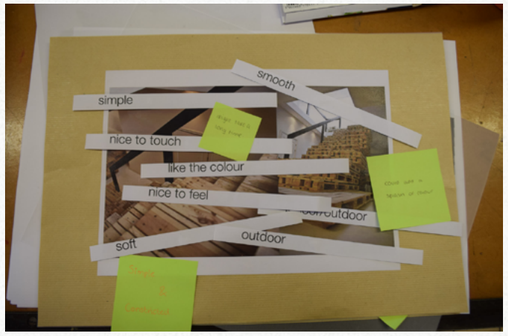

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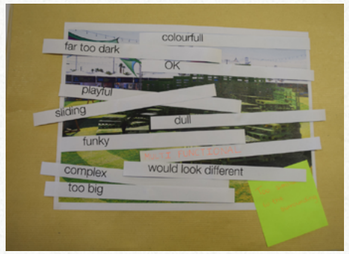

28.

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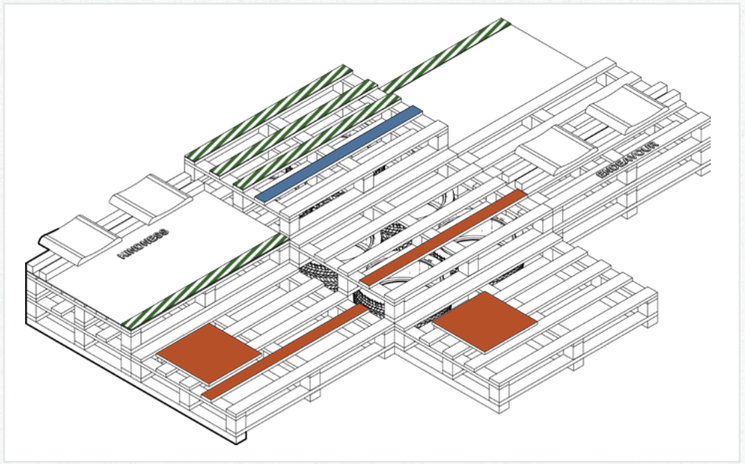
Stretford Builds #1:
Analysis of the pallets and precedents.

Aston used her vast experience in running a series of participative workshops with students and key teachers to create a set of coordinated creative design games for the young people to take part in. This allowed the team (including the recently empowered school children) to create a more place-specific brief for what we would then build. The children, supported by two research assistants, plus the school's Head of Design Technology, would all take part in the construction of the pavilion. Through evaluative and reflective methods the brief was defined and developed, and design options were created by Aston. All of the ideas were shared with the whole school through a small exhibition in the school entrance which enabled any child or teacher to feed back into the design process. It also coincided with an open evening for the incoming year seven students to view and feel included before they had even started at the school.

Fig 25-26.
Experiments with pallets.

Fig 27-28.
Participative workshops run with students. Students selected the following words/phrases: Smooth, Simple, Might take a long time, Nice to touch, Like the colour, Nice to feel, Outdoor/Indoor, Soft, Outdoor, Could add a splash of colour, Simple and constricted.

Fig 29-30.
Participative workshops run with students. Students selected the following words/phrases: Far too dark, OK, Playful, Sliding, Dull, Funky, Multi functional, Would look different, Complex, Too Big, Too similar to the surrounding.



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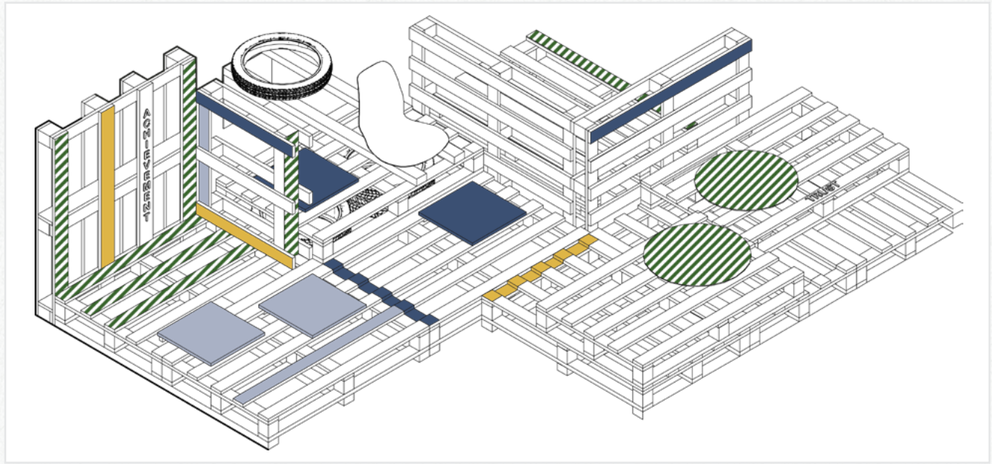

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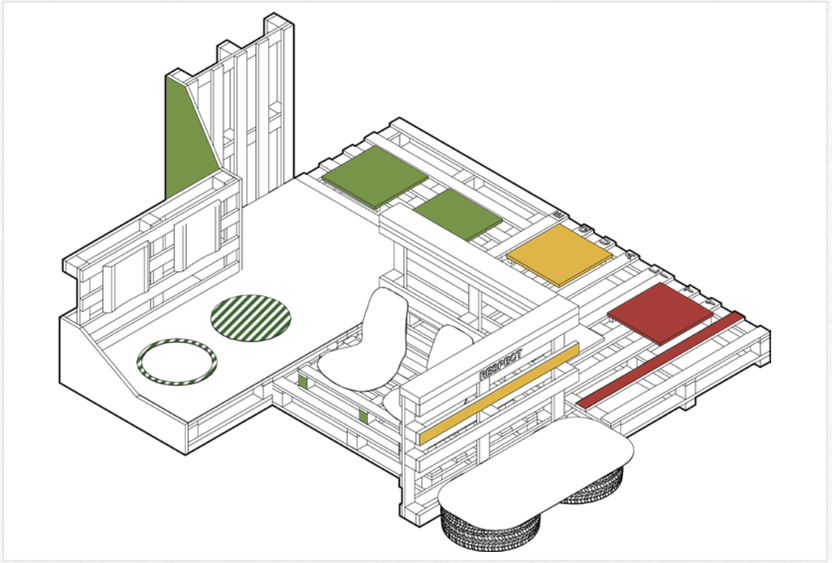

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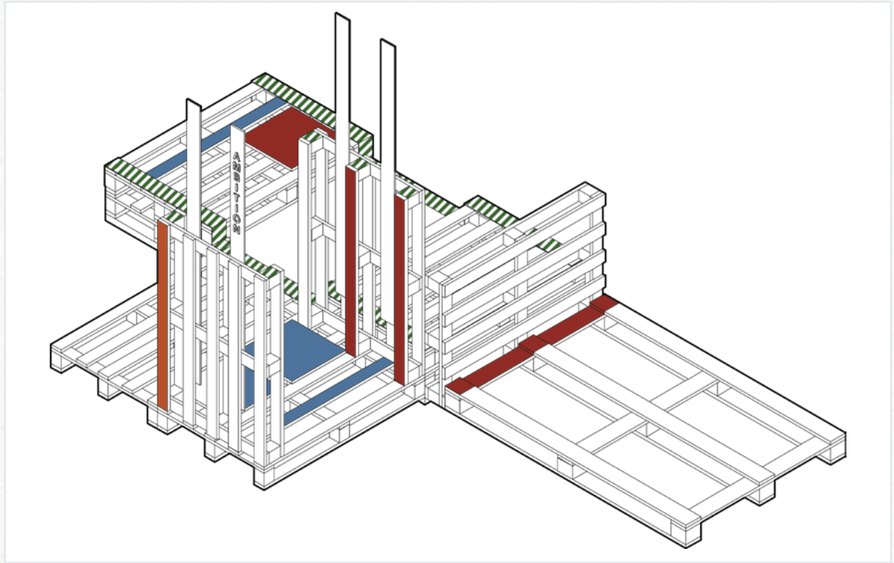

34.

Stretford Builds #1:
Throughout the process of co-designing and co-creating the pavilions with the students at the school the team were always mindful that they were sharing architectural skills, design skills and communication skills. One stage of a built project is to create 'as finished' drawings. Joe (Research Assistant) sat with some of the more engaged students and taught them some basic sketch-up (a free downloadable software) so that they could take away some extra skills for additional design technology projects that they may undertake in the future.

Fig 31.
Pavilion 1, as built.

Fig 32
Pavilion 2, as built.

Fig 33.
Pavilion 3, as built.

Fig 34.
Pavilion 4, as built.

35.

36.

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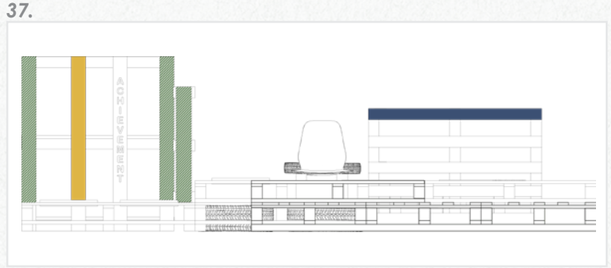

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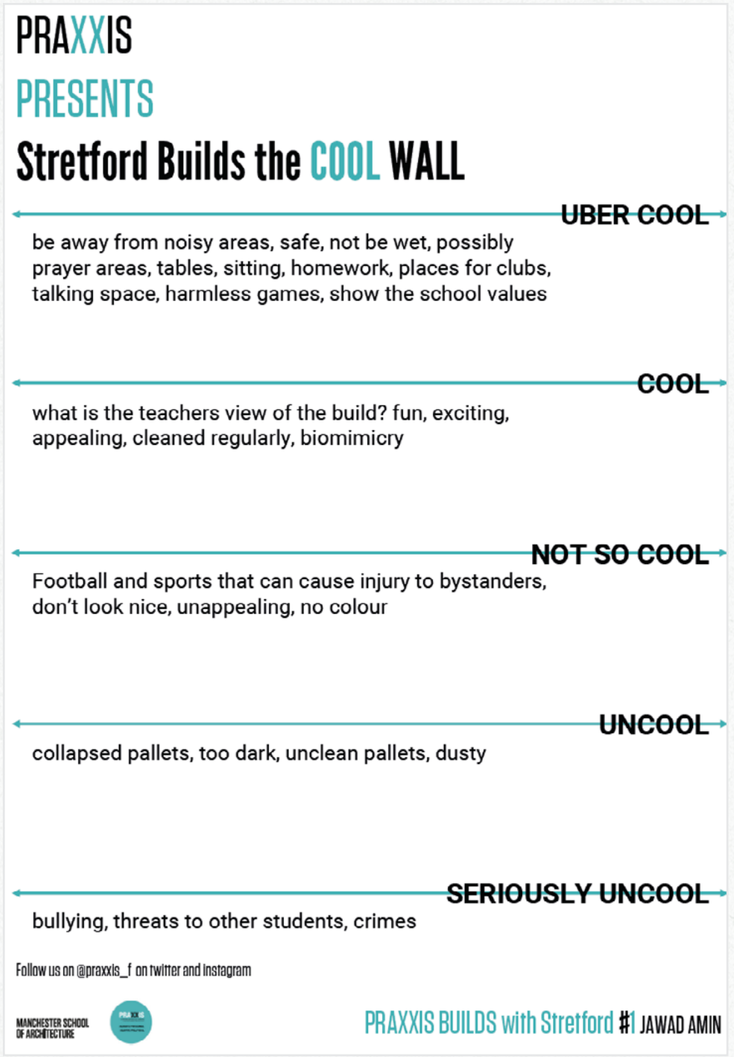

39.

Stretford Builds the COOL WALL.

The two key workshops enabled the students to respond to examples of structures built from pallets using a cool wall method of engaging the students and allowed the students to develop a language beyond the obvious liking or not liking something. All pallets had been donated by a contractor at the university and had previously been the material used for the end of year exhibitions for the PRAXXIS BA3 and M.Arch ateliers led by Aston at the MSA. Employed specifically for the project the two research assistants has also been the project managers of these two exhibitions and were both familiar with construction techniques required for building with these materials. The team worked at 1:1 scale with the students to physically handle and understand the possibilities, but also the constraints of the pallets.

Fig 35.
Modelling the pallets into various options after the students had 'played around' with them at 1:1 scale.

Fig 36.
Understanding the tools and materials.

Fig 37.
A little bit of thinking time.

Fig 38.
Creating the architectural drawings.

Fig 39.
The cool wall.

Research Insights

Project 1: St. Mary's School.

The celebration of children's imagination, creativity and learning is fundamental to the engaged research projects with TASC. This was done through exhibitions (at the RIBA exhibition space on Portland Street Manchester) with the children that told 'the story' of the project, films that documented the children's learning, and photographs that captured those moments of learning together that could be so easily missed. This in addition to the actual structures that were built.

The advantages of children being involved in such an engaged approach to their creative learning is based on the belief that an important aspect of the learning process for children of all ages is seeing the big picture and being able to communicate with others, work as an individual or contribute to a group. Learning to discard ideas without a sense of failure and maximise the advantages of cultural diversity that a city like Manchester has to offer are valuable experiences for the children.

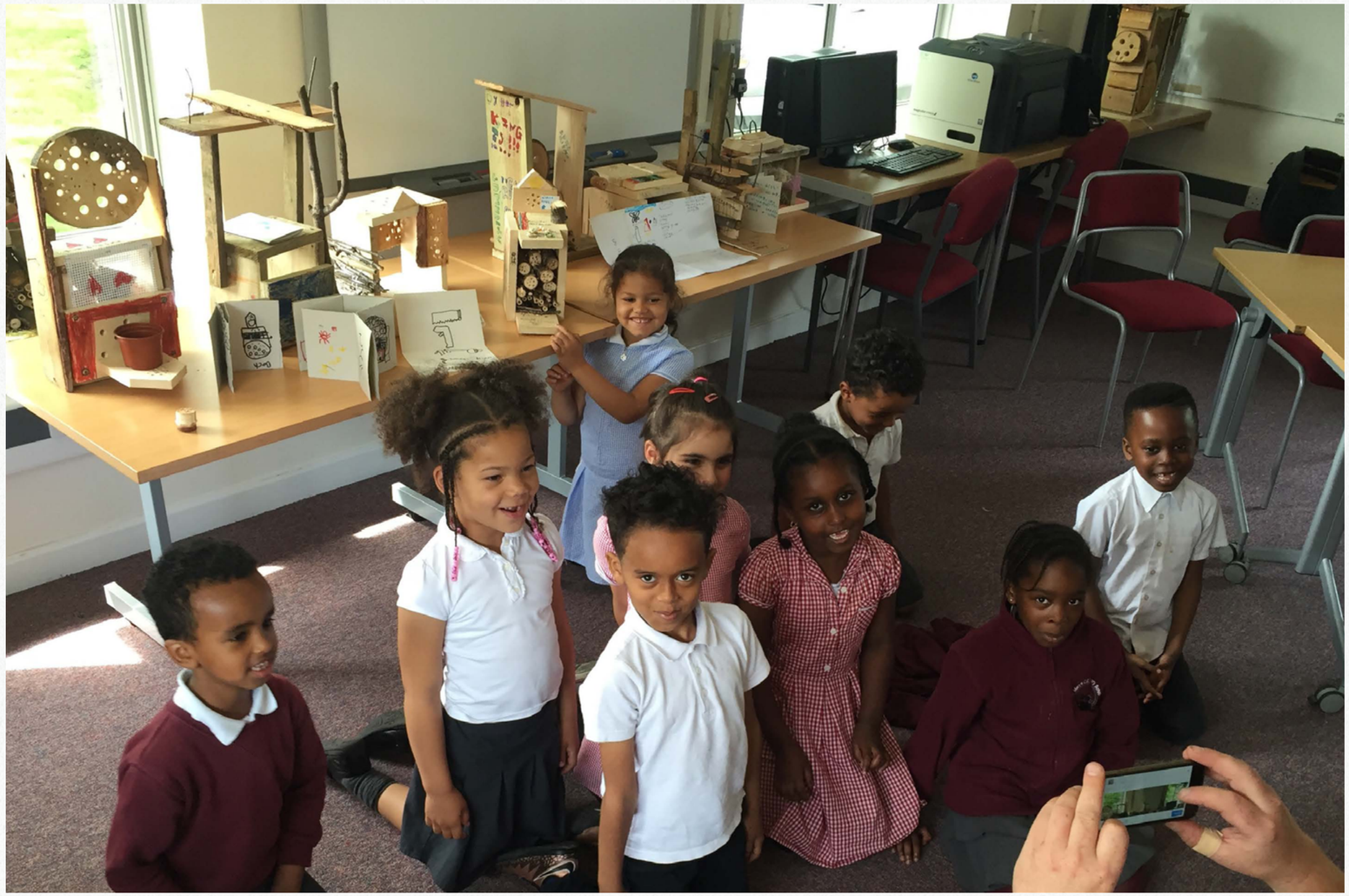

Fig 40. *Children at St. Mary's School.*

Research Insights

Project 1: St. Mary's School.

As the children and communities Aston worked with do not often have a community voice and have little control over their shared physical environment, the project used engaged methods to enable the children to become empowered as active citizens within their school community and beyond.

Fig 41. *St. Mary's School.*

Fig 42. *Planters, St. Mary's School.*

Research Insights

Project 1: St. Mary's School.

External feedback:

'Measured initially in smiles.
252,000 children's feet will be playing in this space in just one year!'

As a collaboration between Helen Aston, MSA students and TASC, the partnership has given the children aspirations towards higher education as they worked on their designs, visited the university and worked in the spaces as architecture students.

"It took them out of their own classroom and into the workspace and learning space of others."

Key Stage 1 teacher at St. Mary's.

"It looks just like the model we made at the school of architecture!"

Children of St. Mary's school.

Fig 43. *The stage and planters coming together after phase 1 was completed, but most importantly allowing the children to explore it first.*

Fig 44. *Stage (detail), St. Mary's School project.*

Fig 45. *Planters (detail), St. Mary's School project.*

Research Insights

Project 2: Praxxis Builds with Stretford.

Throughout this process all of the twelve children developed and demonstrated complex construction skills, discussed career options in the built environment, had opportunities to attend a university school of architecture and generally felt much more included in decision making at the school. Not only did the project provide the school with a reactivated left-over space being newly reused, it allowed the students who were involved to showcase their skills, learning process and the celebration of the core values of the school to the younger children just starting their first year.

Fig 46. *Construction tools and materials, Praxxis Builds with Stretford project.*

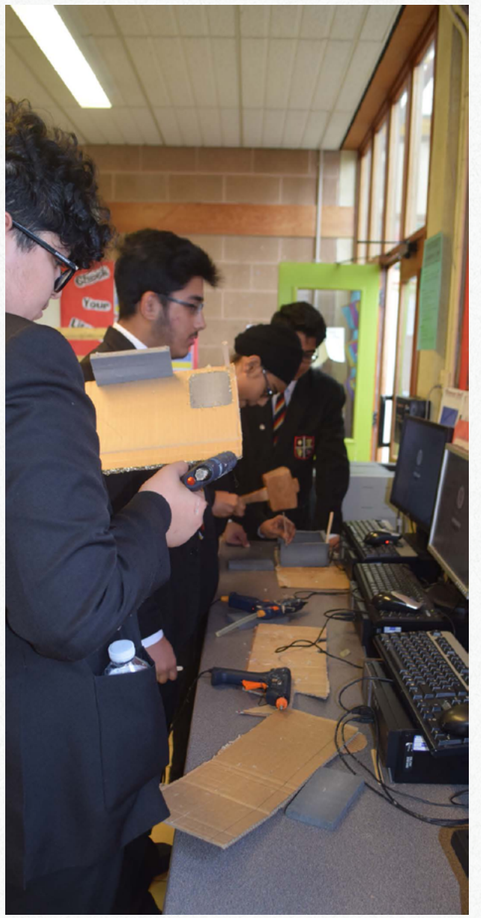

Fig 47. *Construction practice, model-making.*

Research Insights

Project 2: Praxxis Builds with Stretford.

Breaking down gender barriers between a year group (especially the boys) that girls can build too was a profound observation and behaviour change throughout the project. The female students embraced all of the design and construction skills learnt and concentrated on getting the details correct and with accuracy. However the boys, thought that they had all of the skills already but positively learnt to listen and take much more time over any action required. Eventually the students worked collaboratively without identifying gender and approached the project as a whole team.

Fig 48. *Students building with pallets, Praxxis Builds with Stretford project.*

Fig 49. *Students building with pallets, Praxxis Builds with Stretford project.*

Research Insights

Project 2: Praxxis Builds with Stretford.

External feedback:

I learnt how to plan out with a group of people to work in a big group, basically team skills is what I've learnt most. Usually you work in duos, it's fair to get more than two or three. We can work as a team and get the job done.

Vlad

Lots of things. Number 1 – team work, so like working together, listening to each other. Also, confidence with different equipment, like drills and screws and stuff like that. Also, I think its good for life skills, you know. Because you can say, I'm confident with myself.

Cheryl

Honestly, there's so much. I think when you work with different people, they have different techniques of doing things. And I think it's just learning those techniques and seeing how they do it, especially from professionals, I think that can be quite an experience.

Sameeha

Probably trying to figure out what happens with everything, how it would work.

Priyanka

Fig 50. *Creative collaborative design games, Praxxis Builds with Stretford project.*

Research Insights

Project 2: Praxxis Builds with Stretford.

External feedback:

So, I haven't been involved in working with people your ages before, so that was really interesting for me to make sure what I was saying was engaging and important. So yeah, I think that was the new skill I've learnt, definitely.

Elly Mead, MSA post-graduate student (PRAXXIS)

But then seeing you guys adapt and develop that pavilion has been phenomenal. I've got a sense of achievement from seeing everyone working on that. So yeah, I'm really proud of you guys, seeing you all change and develop is my favourite part.

Joe Curtis MSA BA3 graduate student (PRAXXIS)

What we've achieved were my expectations, I thought it was going to be harder work than what's it been. It seems to have gone really, really well, I've been really pleased with the way it's developed and the way the kids have got involved. I was a little bit anxious about the kind of building and the structural aspect of it, just in terms of what we'd be able to achieve in school with the students. I'm really, really pleased with how that's come on and how we're managed to do that fairly straight forwardly actually.

Hayley Barry

I think sharing skills has been a great experience on this, and I've loved watching all of you guys build in confidence with using the tools, and I think it's been a good reflection for me on how to use those tools as well. I think sometimes when you're used to doing something, you do it almost with a bit of gumption, but reflecting on that and taking our time and doing things, and making sure we do a good job and not rushing things had been a good reflection and relearning for me.

Sarah Renshaw, MSA Senior Lecturer (PRAXXIS)

I guess it's about, more listening, more and more listening to make sure the brief is right. Because I do think the brief has really evolved, and that has made the project so much better. Because that was your brief not our brief. And I don't like the idea of us just imposing a brief onto you, we are just the trigger for the project really.

Helen Aston, MSA Senior Lecturer (PRAXXIS)

Fig 51. *Students building with pallets, Praxxis Builds with Stretford project.*

Fig 52. *Creative collaborative design games, Praxxis Builds with Stretford project.*

Fig 53. *Students building with pallets, Praxxis Builds with Stretford project.*

Research Insights

With both of these projects Aston has demonstrated a rich and diverse range of pedagogies and techniques with both of the schools. Not only did she develop community engaged teaching approaches with her own students but through the testing of methodologies with younger children, those techniques directly impacted on the spaces of the school and the intended growth of a sense of citizenship for the children. Interestingly, over many years, these socially inclusive pedagogic approaches have in parallel influenced much of the outward facing teaching across the school with a growing number of colleagues undertaking some form of research engaged project.

There are many more projects not included in this portfolio but it is important to point out that Aston uses her reflections on all of her engaged teaching and research to focus on developing socially inclusive agendas across the school of architecture and beyond as more and more schools of architecture undertake live projects with aims of positive social and local impact.

The Stretford project was pivotal recently in supporting a student into continuing one of her own proposals into built realised projects with social impact in Manchester. Live projects are always collaborative and sit across education and practice and practice as a vehicle to challenge existing learning structures, and often recalibrate practice relationships to brief development with clients.

Despite the two projects' immediately local reach the unique and special nature of this engaged research is the effect it has on the students, school pupils, staff, the graduates future practice, other professionals as well as the obvious users of the project.

Dissemination

1. Conferences

United Kingdom.

2019-2020.

The project was discussed at the following conferences:

- Aston, H. March 2019. 'PRAXXIS and the Feminist School of Architecture' paper and workshop at The Equal Architect Symposium, Glasgow School of Architecture.
  Link to symposium event web page.
- Aston, H. April 2019. OUR Feminist School of Architecture: a dialogue'. Panel member of a debate at the AAE Conference 2019 at Westminster School of Architecture.
- Aston, H and Emily Crompton. June 2019. PRAXXIS: A Feminist Design Atelier. Conference paper at the Fielding Architecture: Feminist Practices for a Decolonised Pedagogy at Brighton School of Architecture, Brighton University.
- Aston, H. November 2019. PRAXXIS: an inclusive approach. Presentation and panel member at the Design Manchester Conference Inclusive Cities.
- Aston, H. March 2020. The F Word: a celebration of a feminist inclusive approach. Women in Planning NorthWest. Each for Equal - Inclusive Placemaking, International Women's Day Symposium, Manchester.

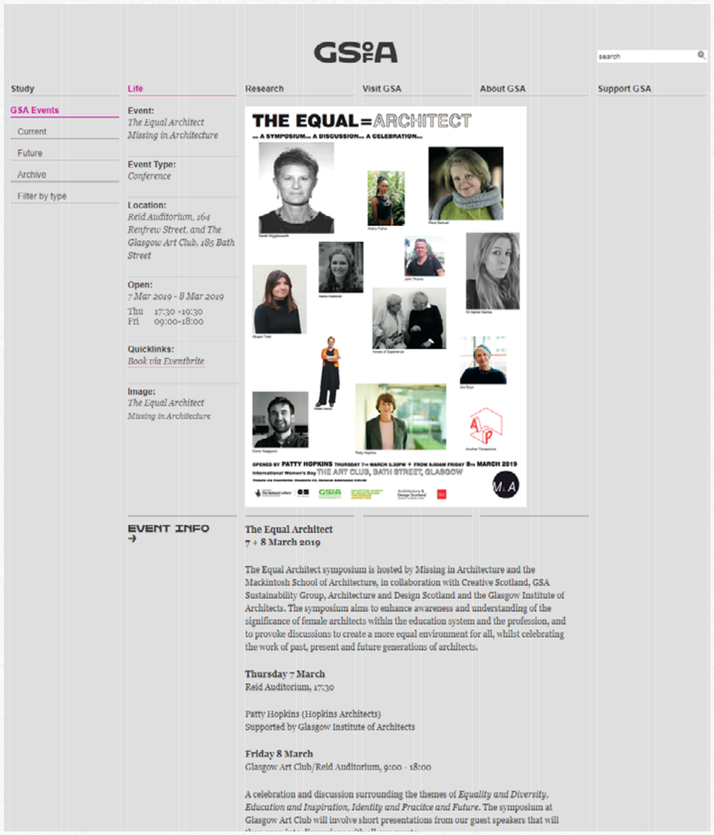

Fig 54. *The Equal Architect Conference web page, Glasgow School of Architecture.*

Fig 55. *Women in Planning NorthWest symposium audience, 2020.*

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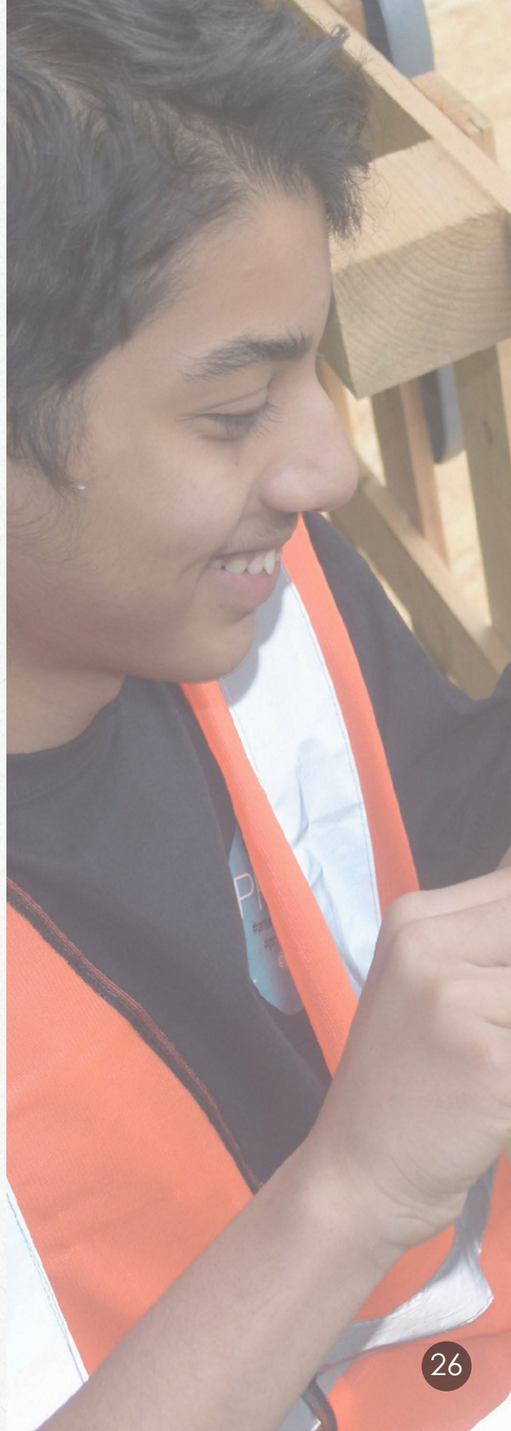

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1. **National Coordinating Centre for Public Engagement** (2017) *How to develop a public engagement strategy*. National Coordinating Centre for Public Engagement. [Online] [Accessed on 1st December 2019] https://www.publicengagement.ac.uk

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7. Beginning in 1969 and completed by 1982, Byker housing estate in Newcastle was a key social housing project using early participative and community engaged methods in architectural practice.

8. Bob Fowles at the Cardiff School of Architecture eventually managed to convince the RIBA that it was important to acknowledge the community architecture movement of the 70s and 80s and set up the Community Architecture Group which toured socially minded schools of architecture, such as Hull where Aston attended in the early 1990s.

9. **Bludnell Jones, P., Petrescu, D. and Till, J.** (2005) *Architecture and Participation*. Abingdon: Taylor & Francis.

10. **Petrescu, D.** (2007) *Altering Practice: Feminist Politics and Poetics of Space*. Abingdon: Routledge.

11. Nick Wates has developed and documented multiple participative planning techniques in a Community Planning Handbook, Earthscan 1999.

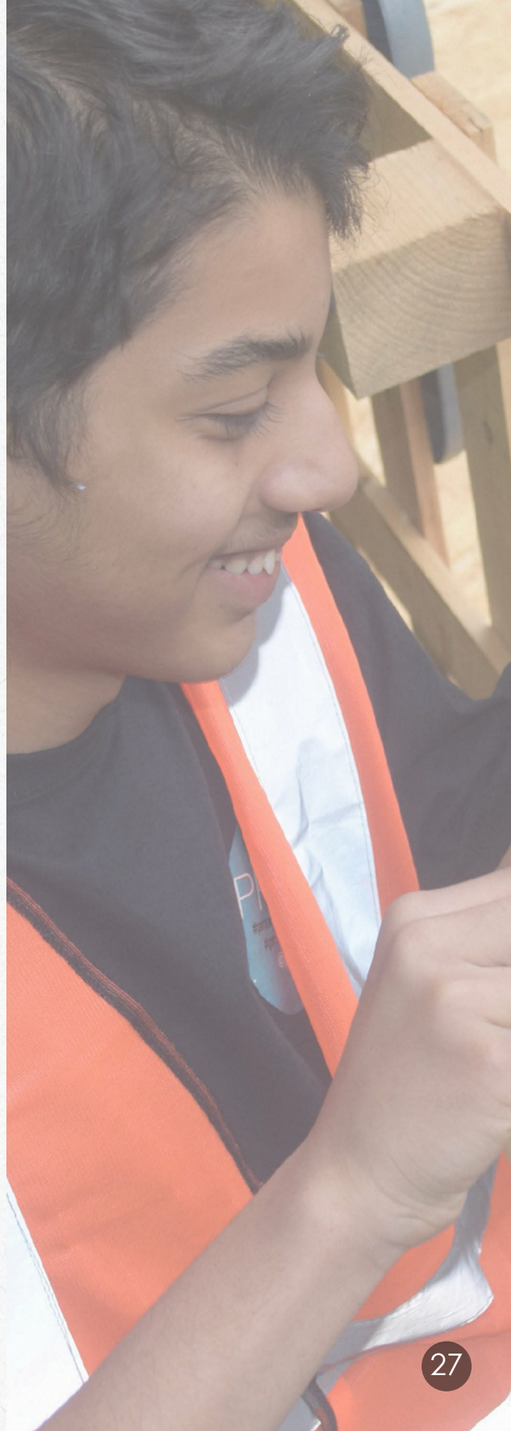

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Image Credits

Fig 55. **WiPlanningNW**. https://twitter.com/WiPlanningNW/status/1235268913627308032