

Thomas Verbal

20416890

**Exploring undergraduate students' understanding
of the role of research in their idea generation**

PGCE International: Vietnam HCM5

EDUC4243

Inquiring into Educational Practice in International Contexts

Marking tutor: Eugenia Katartzi

Word count: 4399

1. Introduction

In the Art and Design field, whether educational or professional, research is considered an essential step in the initial stages of the design process. For both novice and expert designers, doing research means collecting data from a variety of sources, searching for information and inspiration that will later enable them to create. Thus, when following most models of design process in their linearity when they are taught by practitioners and applied by experts, the stage of research would come after the brief had been introduced, preceding the stage of ideation (Johnsey 1995). It is even mentioned in the assessment objectives of the Beijing-based Foundation course discussed in this essay, which provides a British curriculum, that students should be able to “use investigation to inform creative practice through pertinent theoretical and practical approaches” (Pearson Education Limited, 2020, p.71). Although both phases are well connected to each other as research gathers insights while ideation transforms them into ideas and solutions (Sun et al., 2020), such process is not always clear to the students, who usually struggle starting their projects as these first phases are wide open, not always made explicit, and require much self-discipline and curiosity.

Gonçalves et al. (2011) revealed and confirmed through their study that inspiration search was considered *very important* for both novice and expert designers in order to continue with the generation of ideas, but as Perkins (1998) explains, there would be an issue in considering that because students know research is important that it necessarily supposes they can demonstrate an understanding of its mechanisms through a flexible performance. Therefore, the aim of this small-scale qualitative study is to explore the extent to which students, as novice artists or designers, understand the role of research as stimulus in their idea generation process. This is expected to provide enough insight into their self-perception of the research and ideation phases, which very little is known in the current literature (Sun et al., 2020). In order to do this, five Chinese undergraduates specialised in visual communication were interviewed as former students of the same Foundation course. The first section provides a review of existing literature on ways of understanding and the influence of research on ideation. The second section exposes the details of the study while the third section presents and discusses its findings. At last, a conclusion is drawn considering limitations of the study and suggestions for future design research.

2. Literature review

Foundation students may *know* how to do research as it may have been a recurrent task in high school as a sort of routine performance, but some may not instantly *understand* what they can actually do with that knowledge. A continuum of understanding happens as there are students who will “act flexibly around what they know” (Perkins, 1998, p.42) by analysing the work of others found on the Internet and quickly see a link between these works researched and how they can inspire their own work. Others instead may partially understand the purpose of doing research and may not react with the same performance, doing research for the sake of doing research without thinking in-depth of why they are doing it, grounded at a recitation level of learning (White, 2007). Prior knowledge of students’ Chinese high school years may also come to affect their learning when suddenly exposed to Western education, hindering more than helping them to understand the nature and beneficial use that research may have for their work (Brod, 2021; Barnes, 1992), revealing at first a sort of rigidity in their existing store of knowledge.

In the Art and Design field, the generation of ideas is a process rooted in individual knowledge. Thus, doing research is understood as an active search for inspiration and information to enlarge the possibilities of creativity, which is more than necessary to generate new ideas. Such research discoveries may come from external sources, which are entities in a person's surroundings, or internal sources residing in a person's working and long-term memory (Gonçalves et al., 2014, p.32), including background experience and expertise. When treating external sources, these could involve collecting data directly from its origin through questionnaires, interviews and field work (primary research), but also relying on already existing data on the Internet and books (secondary research), not without mentioning that research can also be practical through the exploration of techniques and materials. There is, for example, a wide range of literature that discusses the general assumption that designers make greater use of visual stimuli during idea generation as they tend to be of more effective inspiration (Borgianni et al., 2020; Laing, 2016; Cardoso et al., 2012). At the same time, there is also evidence of empirical studies (Purcell and Gero, 1996) with controversial findings about how the use of such external stimuli could constrain creativity by leading to design fixation, accentuating the self-resistance discussed earlier that one could experience when acquiring new learning. It seems clear that research methods and types of stimuli will always be varied and freed to be chosen by artists and designers as they please according to the type of project, context and skills required, but the reasons of doing research should at least come "from a genuine desire to find something out, or else it is unlikely that the study or enthusiasm for it will be sustained" (Gray and Malins, 2004, p.12).

Expert designers know perfectly that the more information they obtain, the better chances they have to form an initial concept that is strong (Goldschmidt and Sever, 2011). Therefore, when first exposed to research as an activity, students would internalise ideas on what it means to do research and how purposeful it can be, which considers understanding as a mental representation. On the other hand, "learning about research is about learning *how* to research" (ibid., p.17) and *what* is done through research – generating ideas that would lead to the development of an artwork or design work – which may show students' flexible capability to use their research in their creative project, rather considering understanding as performance (Perkins, 1998). For instance, in White's scale of higher levels of understanding (2007, p.160), 'synthesis' is defined as "the ability to create something new using the knowledge one has acquired", which coincides with a cognitive strategy used by artists and designers known as 'analogical reasoning' when previous knowledge is accessed and transferred to fit the requirements of a novel problem and therefore allows to generate innovative solutions (Gonçalves et al., 2014). Designers are usually good at articulating prior knowledge to new ideas as these latter usually end up as a combination of known elements, transformed and adapted to the context (Sun et al., 2020), but this is not always evident to beginners. With this in mind, our study aims to question the extent to which students, who are consciously discovering this process in their first years of Art and Design education, understand the influence of research in their projects' ideation phase.

3. Research design

Five Foundation students specialised in visual communication participated in this small-scale qualitative study. Based on purposive sampling, participants are young Chinese adults who studied during one year in the same Foundation in Art and Design (FAD) in Beijing, with the researcher as their tutor, and where they learnt Western ways of thinking and working in preparation for their future BA studies in the UK. All the

students were interviewed online for half an hour in a format that provides an equal authenticity level as face-to-face interviews (O'Connor and Madge, 2017), being time effective by allowing a greater flexibility from both researcher and interviewees in a period of the year where students are in summer break, thus widening the geographical range. Further, as implied by Self (2021), the Covid-19 pandemic and its restrictions had a strong impact on students' ways of working, becoming more familiar with using online communication methods and normalising it to the extent that a research interview could be perceived as another type of tutorial, facilitating the planning of this study in a country as China where lockdowns are still recurrent.

The last part of the interview required the use of participants' sketchbook as visual stimulus to recall the thoughts and feelings that they were having at the moment they did their Final Major Project (FMP), to better grasp their understanding of their own reasoning when searching inspiration for ideation (Dempsey, 2010). In the Foundation course, sketchbooks are not only used as a personal reflective journal that documents one's work but as an assessment tool used strategically to make creative thinking visible and to unveil each student's understanding of the design process. These were enough reasons to use stimulated recall in an interview as it allows "to understand individuals' experience of an activity, of how they understand what they are doing" (ibid., p.353), of how they might understand what research is and its correlation with ideation. Once the data was collected, transcripts were simultaneously analysed and coded inductively, identifying patterns, categories and answers to the research questions (Merriam and Tisdell, 2016).

The study follows the British Educational Research Association guidelines (BERA, 2018) and is consistent with the local ethical requirements of China as well as the Code of research conduct and research ethics of the University of Nottingham, from which it received ethical approval. Participants were duly informed of the procedures and outcomes of the research, to which they gave their written consent. Interviews were tape recorded and transcribed while the sketchbooks were photographed and grouped as PDF files to be used in the interviews. The audio and visual data generated were treated with the strictest confidentiality and anonymity to guarantee participants' privacy and safety. The main ethical issues considered in this study were the positionality and role of the researcher as former teacher of the participants, which could have created a power imbalance in the interview process as well as compromise the objectivity of the research. Further concern was placed in how the current Covid-19 lockdowns and restriction policies in China could have had an impact on the participants wellbeing, affecting the viability of the interviews.

4. Findings

In this study, the five FAD students clearly considered research as an important stage in their creative process, and their way to comprehend its role is generally similar. They defined doing research as *a process, a tool, a way to study, to make connections, or even a trigger to complete an idea*. However, when they recalled what research used to be in their mind – and what it could still be for some in the way it is addressed at school – they used words such as *assignment* or *restriction*, a stage that may not support adequately their first hunch. As presented in table 1 (see Appendix 5), a contrast is more than apparent in how participants recalled their understanding of research a year ago, before they started their Foundation studies, and in recent days after acquiring more work experience and a better grasp of the design process. The table clearly shows a change in students' self-perception of their own learning and understanding.

It is clear that there are different ways of understanding what 'doing research' means as much as there are reasons to induce someone to do research in a creative educational context. When interviewing the five participants about it, they all mentioned that research would help them to develop their personal knowledge, whether it is for a specific project that they are doing at the moment to which research findings have a direct and instant impact on their work, or for their lifelong learning to which the knowledge acquired acts indirectly on their long-term memory, suggesting that previous research done could feed further ideas. As participant 1 claimed, research can be done every day without purpose as 'our body and brain are doing research for us all the time, [...] getting information from around us' while at the same time it can be done purposively but not necessarily used for a specific project, both ways acknowledging that research can always be useful even if 'some of it you can't put in your project, but you already got this knowledge' (P02). For participants 3 and 4, a small percentage of a project's active research can be considered useful to that same project, which discusses the relation between quantity and quality of the research done, further filtered and selected, but it does not mean, in their opinion, that what was discarded will not become useful subsequently.

The acquisition of new knowledge has been expressed similarly by all participants as a way to connect with others on a larger scale, as academic researchers would experience when doing their literature review. To all five interviewees, research is a way to open their mind towards other understandings of the world that go beyond their own view as 'we have to listen to different voices and different thinking to collect more ideas about this concept' (P04), or also as 'the topic is not related to my early life so the research can let me know more about it' (P02), enhancing the effects that new information may have on one's mind:

And that really surprised me a lot of time. I think something is new, but it's already here for a long time. People just kind of didn't pay enough attention to that. So, kind of ignore them, but they are already here. You'll find a lot of treasure in this old discussion and old opinions around some topics that you think is new. It's like digging up treasures. And see what this treasure can become (Participant 1).

Participant 2 added that research as new information helps her 'to be more familiar with this area', which increases her confidence when working on an unfamiliar topic or problem. Such feeling of insecurity towards one's capacities to handle a creative project is reaffirmed by participants 4 and 5 who say to feel *limited* with their own views, and therefore need to search for others' opinions and works. Students may also feel such limitation when they cannot solve a technical problem alone (P01), when they need to learn a new skill (P04) or when they consider not to have learnt enough ways to do research, which questions the variety of methods that one masters (P05). Besides a clear emphasis on searching for what is new, research can also be defined as a moment, a state of mind, as one may need 'to calm down' to do research (P02), a state of freedom as one can choose what to search and through which ways to do it (P03) or a rational structure that comes to guide students and narrow down concepts that are at first too broad (P05).

Studying first the meaning and purpose of research leads to the second part of this study, a focus on the relation between the stages of research and idea generation. Both are intertwined and although one would say that research logically precedes idea generation, it is not always that clear. For participants 1 and 4, it seems that ideas come first – as a vague hunch – and that research will come to develop or complete their ideas rather than generating them. Even further, participant 1 questions the usefulness of research done

purposively as a task which ultimate goal is to constrain ideas; 'sometimes it feels like give me the title and that's what you have to look for, and I feel like the inspiration and the idea is dead'. On the other side, participants 2, 3 and 5 seem keen to be given the brief and title of the project to start researching and therefore generating ideas, but they also acknowledge the flexibility that the design process may have in its linearity, as when participant 5 explains that research helps him to connect ideas rather than creating new ones, as part of a structuring and selective process:

The reason why I do research, because actually I have a lot of ideas, but most of the time I cannot combine them all. So, doing research, I think is a good idea for for me to make the idea real, to become real (Participant 5).

Linking research to idea generation supposes consequently to discuss research methods and tools used by participants and how they recall their own process of work at such early phase as, for instance, in their Final Major Project (FMP). It was soon made clear for all five participants, in this project but not only, that online resources definitely played an essential role in their research process, whether these were online articles, artists artworks, social medias, videos and films, among other sources of knowledge. As secondary stimulus, participants 2, 4 and 5 claim that primary research helped them to collect useful data through interviews, questionnaires, field work or more informal talks to family and friends as these activities allowed them to gather different and valuable opinions on their topic. Participant 1 also insisted on books and other textual stimuli as her main way to generate ideas in this project and others.

For the FMP, as table 2 shows (see Appendix 5), all students recognised a stimulus, a starting point, whether it was a book, information found on the Internet, an animation, or the results of questionnaires and interviews. It would activate a reflection process that would ultimately develop or reinforce an idea and lead them to their first experiments. However, such striking starting point did not necessarily come at the very beginning of the project, and even with continuous effort it did not come that easily, as participant 1 uses the analogy of 'walking around in this forest of information'. Further, every participant had a different strategy to research and develop ideas that was not necessarily transposable to other participants, and even to other projects of their own, as they all have their own specificities. Despite these observations, all students definitely had a stimulus, whether unconscious, accidental or intentional prior to their idea development, but whether that stimulus was a clear result of doing research is still debatable, as much as the two-way process of 'a good idea comes to me instead I come to the good idea' (P01) can be questioned.

5. Discussion

The findings of this study show that all participants are self-aware of how their conception of research's purpose, usefulness and application has evolved, according to White's hierarchy of understanding (2007). As students progressed in academic maturity along their one-year Foundation course, in which research was systematically taught to them as an elemental part of a project's development, they became more capable to understand and apply it, even changing their definition of what research is and conveys. Their experience with the design process led them towards more advanced stages of understanding in how they perform research and how they could perform it better (Perkins, 1998). It is even more significant, as shown in table 1, when their current understanding of research is compared to their former understanding of a year ago.

What the findings have also revealed is that research is mainly associated to the acquisition of new knowledge and to the participants' own personal development, which comes to question their prior knowledge before research starts, what ways do they find to know more and what impact their new learning has on their work. In this regard, as they are novice researchers but also creative practitioners, it is striking to see their level of awareness on the usefulness of research as they all understand that although most research done may not have been used for the intended project, it is all part of a process as it is lately stored as internal stimuli in their long-term memory (Gonçalves et al., 2014). Regarding research as the acquisition of new knowledge, participants exposed it as a process that conciliates the individual to others and the wider context, being themselves self-observers but also "observers of others for placing the research in context, and gaining other perspectives" (Gray and Malins, 2004, p.21).

When discussing the impact of research on idea generation during the interviews, it does not seem clear that this order of one preceding the other is valid to all participants or, at least, not necessarily linear and part of a rigid methodology. However, when the FMP is taken as an example to recall, it seems clear that a stimulus came to refine participants' ideas, not with mentioning that they had the ability to identify the type of stimulus by showing a page of their sketchbook where they could remember a change in their project direction. In light of these results, the question that one may ask is if that stimulus needs to be called *research* as the word connotation may be understood by some participants as an active search for stimuli while these can also appear suddenly without anticipation, unconsciously or accidentally, being a more passive procedure retrieved from memory (Gonçalves et al. 2014). When recalling participants' experience in table 2, the stimulus appeared unexpectedly for participants 1, 3 and 5 while it was the result of an active search for the two others. Whether the source of stimulation is approached consciously or unconsciously, as Johnsey (1995, p.215) suggests, students "need a variety of strategies or processes to cope in a variety of design contexts" and there should not be a model set in stone. Such need for variety is also supported by the five participants when considering methods and stimulating preferences, as they claim to mainly use digital tools for inspirational purposes, a trend clearly noted by recent studies (Sun et al., 2020), besides other secondary approaches more interactional. Some are even aware that the more methods and tools they acquire, the best results they could obtain in their projects as these will definitely vary based on the context given.

Thinking back at Perkins article (1998), it is rather interesting to note that the capacity to think and act flexibly around one's understanding of research is more evident in participant 1, who discusses her approach to research with more confidence and self-awareness, and who even interrogates the model of research taught at school by mentioning what Purcell and Gero (1996) defined as design fixation, thus proving a greater self-directed practice and metacognitive skills. Similarly, participant 2 made quick connections when recalling a video that he watched before the project brief was given and that he later applied to his FMP, which shows efficiency in the research phase and a level of synthesis with the knowledge previously acquired (White, 2007). In contrast, participants 2 and 5 may have the ability to talk about what research is, apply such knowledge and even discuss their skill limitations along the interview, but through the latter they made more evident that research would rather reassure them in their work, as if researching was a necessity without which they would not know what to do, a practical tool that would counter the uncertainty of the process and the risk of not being able to generate any meaningful idea.

As such, the level of synthesis and evaluation that participants acquire varies, as some may be able to construct new models of doing research that suits them in their project while others may encounter more difficulty in being that autonomous. Some may use research as a *driver* towards the next steps of the project while others may use it as a *crutch* not to fall apart, thus placing research as a necessity rather than a need. Alternatively, we could also question students' professional identity development in the creative sphere, as their understanding of the self and what is expected of them within that sphere may impact the way they seize the design process (Hutchinson and Tracey, 2015). Hypothetically, a fine artist such as participant 1 would have a more critical approach than graphic designers such as participant 2 and 5, who may be more methodical, less impulsive, and thus follow more carefully the research and ideation stages. Regardless of the field, it is needless to say that the more experience and ability in collecting sources of inspiration as a matter of routine, using effective methods to do beneficial research, and recognising a useful idea in a stimulus, whatsoever its origin, the more this practical guidance will turn, over time, the novice artist or designer into an expert (Goldschmidt and Sever, 2011).

6. Conclusion

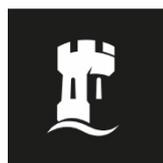
This study firstly reviews the literature on ways of understanding as well as the relation between research and idea generation. Secondly, the study analyses FAD students' understanding of the role of research in the design process, and more specifically in the first phase of ideation. The research results were described based on the interview responses from five participants who studied visual communication in the same course. Two main areas were discussed; participants' understanding of the research phase as well as their understanding of its application to a project and its close connection to their individual idea generation. Although the participants have all evolved in their comprehension of the role of research in the design process, there are variabilities when it comes to understanding, to act with that knowledge by finding a stimulus and generating ideas, as the example of the FMP may illustrate it.

A first limitation in this study is the small sample size of participants, which could imply the possibility to complement interviews with a quantitative study on a whole cohort. A second limitation is to focus specifically on the research phase as first sub-phase in the ideation process, when it would also be useful to study the later development of the ideas and to which extent former stimulus later produced successful outcomes. Thus, this study implies that further research could be done in the area of Art and Design education by studying undergraduate students' self-perception of research and ideation. The types of research or stimuli used could be narrowed down, and even a parallel with intuition could be covered. Also, future samples of students being interviewed could come from a specific area of visual communication as fine artists may have different approaches than graphic designers, or inversely, it could be wider by including other creative disciplines. As briefly mentioned in the introduction, this study acquires even greater relevancy knowing that FAD teachers assess students on their *investigation* among five other criteria, expecting them to understand what it implies during their education years as they will be required to use them later in their professional life.

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Appendix 1. Ethic statement



**University of
Nottingham**

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School of Education

Research Ethics Approval Form (Taught Courses)

HOW TO USE THIS FORM

This form should be used by students/participants on School of Education taught courses (undergraduate or postgraduate) who will be conducting research for an assignment or who are undertaking dissertations.

You should complete this form following discussion with your module tutor or dissertation supervisor, as applicable. Discussion with your module tutor/dissertation supervisor may be in person, via Skype or phone, or via email. (In some cases, this may be part of the process of tutor feedback on a proposal.)

Please read the whole form before starting to complete it.

You must complete Sections A and C. If your research involves participants, you must also complete Section B.

For some questions, you will need to write responses providing details of your research or how you have considered ethical issues. For others, you will need to give a YES or NO response. You may write N/A (not applicable) if appropriate, but you must explain why.

Section D is to be completed by your module tutor/dissertation supervisor and, if applicable, a second reviewer.

When you have completed Sections A, B (if applicable) and C, please email the form to your module tutor/dissertation supervisor, using your University email account, or submit via Moodle, as required.

For all research involving participants, please remember to attach the following:

- 1. draft information sheet to be provided to prospective participants***
- 2. draft consent form to be used with prospective participants.***

SECTION A – ALL RESEARCH

This section applies to all dissertations and all assignments for which ethical approval is required (whether data-generating, using existing data or literature-based).

Name	THOMAS VERBAL
University ID Number	20416890
University email address	ttxtv5@nottingham.ac.uk
Course	PGCE International: Vietnam HCM5
Module	Inquiring into Educational Practice in International Contexts
Title of module assignment / dissertation	Exploring undergraduate students' understanding of the role of research for idea generation

Module tutor / dissertation supervisor	EUGENIA KATARTZI
Date	25/06/2022

Project details	
Please provide a brief description of the research project and its aims.	
What types of data will be generated/used and how will this be obtained (e.g. observation, interview, questionnaire, document analysis, systematic literature review, use of publicly available data, auto-ethnography)?	The main source of data collection to explore my research question will be online interviews done with Microsoft Teams. A complementary research method will be to use students' sketchbook for document analysis, by extracting examples of their research work.
In which country/countries will the research take place? If any of your research is to be conducted outside the UK you will need to follow local ethical requirements. If applicable, please confirm your understanding of these local requirements.	The researcher's country is China, but the ethical guidelines suggested by BERA (2018), are consistent with the local ethical requirements of China, as well as the University of Nottingham's Code of Research Conduct and Research Ethics.
Will the research take place in an educational institution (e.g. a school or university), counselling service or other organisation? Data generating activities involving other organisations may only be carried out with the agreement of the head of the organisation, or an authorised representative, and after adequate notice has been given. If applicable, please indicate how evidence of written permission (e.g. letter or email) will be provided to your module tutor/dissertation supervisor.	The research will take place with students that are adults and that were in the educational institution where the researcher works. There are no organisations involved in the process.

Please confirm the following

Ethical guidelines <ul style="list-style-type: none"> • I have read the relevant sections of the <i>Code of Research Conduct and Research Ethics</i> (2020) of the University of Nottingham and discussed this with my module tutor/dissertation supervisor • I have read the relevant professional association guidelines (delete as applicable) and discussed these with my module tutor/dissertation supervisor: <ul style="list-style-type: none"> ○ British Educational Research Association's <i>Ethical Guidelines for Educational Research</i> (BERA, 2018) 	<u>YES</u> NO
Data protection <ul style="list-style-type: none"> • I am aware of my responsibilities under the General Data Protection Regulation (GDPR) (2018) • I will issue participants with an appropriate GDPR privacy notice 	<u>YES</u> NO

If your research involves human participants (people with whom you will be generating data or whose data you will be using), please continue to Section B.

If you will not be conducting research with participants, please go straight to Section C.

SECTION B – RESEARCH INVOLVING PARTICIPANTS

You must complete this section if your research involves human participants or their data. If, after discussion with your tutor or dissertation supervisor, you are not able to respond YES to any set of statements, please comment on this in Section C.

Research participants	
Please identify the type of research participants, indicating their ages if under 18.	The potential participants of the study will be Chinese students aged 18 – 20 years old that studied visual communication in the researcher’s Foundation course in Art and Design. Four to five participants could be interviewed for the purpose of this research.
How will they be selected and approached?	The students selected were tutored by the researcher in the past three months. They will be sent a participant information sheet about the research by email. If they are willing to participate and are available in the second and third week of July 2022, they will be sent a written consent form for adults before the interviews take place on Microsoft Teams.

Please confirm the following

<p>Information for research participants</p> <ul style="list-style-type: none"> I will fully explain the purpose and procedures of the research, and the potential benefits and costs of participating (e.g. the amount of their time involved) to prospective research participants at the outset. With child participants, this will be explained in an age appropriate manner. I will reveal my full identity to potential participants. I will inform prospective participants that data generated will be treated in the strictest confidence and will only be reported in anonymised form, but that I will be forced to consider disclosure of certain information where there are strong grounds for believing that not doing so will result in harm to research participants or others, or (the continuation of) illegal activity. I have attached a draft of the information sheet for participants. 	<p><u>YES</u> NO</p>
<p>Obtaining voluntary informed consent</p> <ul style="list-style-type: none"> I will ask all potential participants to give explicit, normally written, voluntary informed consent to participating in the research. Where written consent is given, the participant and I will retain separate copies. In addition to the consent of the individuals concerned, I will seek the signed consent of a parent, guardian or ‘responsible other’ to sanction the participation of children (i.e. persons under 16 years of age) or vulnerable adults (BERA, 2018, pp. 14-15). Children will also be facilitated to give fully informed consent, as appropriate for their age and maturity. <i>(For counselling programmes only: Gillick competency testing guidelines may be applied with participants under 16 years old in some circumstances, if agreed by your module tutor/dissertation supervisor.)</i> I will not place undue pressure on individuals or institutions to participate in research activities. My treatment of potential research participants will in no way be prejudiced if they choose not to participate in the project. I will provide participants with my contact details (including university email address), and those of my module tutor/dissertation supervisor, in order that they are able to make contact in relation to any aspect of the research, should they wish to do so. I will inform participants will that they may freely withdraw from the project at any time without risk or prejudice. I will inform participants that my research has received ethical approval from the University of Nottingham and will provide contact details in case of any complaint. I have attached a draft of the consent form for participants (and/or for any others consenting on behalf of participants). 	<p><u>YES</u> NO</p>

<p>Confidentiality</p> <ul style="list-style-type: none"> I will take all necessary steps to protect the privacy and ensure the anonymity and non-traceability of participants and/or other individuals for whom confidentiality would be expected, for example, by using pseudonyms, for both individual and institutional participants, in any written reports of the research and other forms of dissemination. 	<p><u>YES</u> NO</p>
<p>Sensitive issues</p> <ul style="list-style-type: none"> I will be sensitive to differences relating to age, culture, disability, race, gender, religion and sexual orientation amongst research participants, when planning, conducting and reporting on the research. I will not collect personal data, for example relating to age, gender, ethnicity, religious affiliation, sexuality, unless this is directly relevant to the research aims. If the study involves collecting personal data or the discussion of sensitive issues such as mental health issues or sexual activity, I have discussed this in detail with my module tutor/dissertation supervisor and understand that this makes my project higher risk. 	<p><u>YES</u> NO</p>
<p>Storage and access to research data</p> <ul style="list-style-type: none"> I will not store names or any other personal data (if collected) for longer than necessary. I will safeguard participants' identity in stored research data through encryption, pseudonymisation and full anonymisation, as applicable to the particular research study. I will keep data generated by the research (e.g. transcripts of research interviews) securely until the completion of my studies or, if publication is intended, for a period of seven years. I will use data purely for the purposes of the research project (including dissemination of findings). No-one other than myself, my module tutor/dissertation supervisor or examiners will have access to any of the data generated. I will inform research participants that they have the right of access to their data, but not to that of others. Where possible, I will provide research participants with a summary of research findings and an opportunity for debriefing after taking part in the research. I will reflect ethical principles and discuss considerations, as appropriate, in my assignment (whether in written or presentation format) or dissertation. 	<p><u>YES</u> NO</p>
<p>Disclosure and Barring Service (DBS) – for UK-based research only</p> <p>A DBS check is <i>only</i> required if your research takes place in the UK <i>and</i> will involve you being left alone with children and/or vulnerable adults. You <i>do not</i> need an additional DBS check if you already hold one for the setting in which you will be undertaking your research.</p> <ul style="list-style-type: none"> Do you need a new DBS check for this research? If you already hold a check for the research setting, please provide your DBS number here: <p>_____</p>	<p>YES NO <u>N/A</u></p>

Please continue to Section C.

SECTION C – SUMMARY OF ETHICAL ISSUES AND DECLARATION

You must complete this section.

Summary of ethical issues and risks	
<p>Please identify the ethical issues and potential risks associated with this research, in terms of data generation, the research setting and any work with participants, including any risks to yourself (e.g. from lone working or identification of sensitive issues).</p> <p>Remember that all research carries some risk of physical or emotional harm to those involved, even if this is minimal. Consider your responses in Sections A and B, and the discussion with your module tutor/dissertation supervisor. If you were unable to respond YES to any set of statements in Section B, please explain why as part of your response.</p>	<p>The ethical issues and potential risks associated with this research are listed below:</p> <ul style="list-style-type: none"> ➤ The positionality and the role of the researcher as a teacher could create a power imbalance with the students. It is essential that they give their consent willingly while being fully aware of their rights as participants. ➤ As the researcher has tutored these five students in the past months, it could affect the objectivity and accountability of the research. ➤ For the online interviews, WeChat or other Chinese platforms are not encrypted and vulnerable to hacking, which could be a potential risk for the security of the data collected. Further, a VPN is usually needed in China to download foreign platforms that would ensure such data to be recorded securely. ➤ As students' quotations will be presented in the study, they should be guaranteed their anonymity and be assured that they will not be recognized in any way. ➤ The outcomes of the research should be of benefit of the students and teachers and not be proven harmful or offensive in any way. ➤ The intellectual property of other authors should be respected, valued and acknowledged, facilitating a reliable referencing system. ➤ The current consequences of the Covid-19 restrictions in China with forced quarantines and the development of a permanent state of anxiety could include risks to the participants and researcher's mental health.
<p>Explain how you will take steps to mitigate these risks.</p>	<p>The steps to mitigate the risks exposed above will be addressed in the following list:</p> <ul style="list-style-type: none"> ➤ The role of the researcher and the aims of the study will be presented at the beginning of the research. The students will be asked to make their own informed decision to take part in the research and will not be pressured in any way. ➤ The researcher's past experience with the students will not compromise the objectivity of the research. ➤ For the interviews, Microsoft Teams will be used by interviewer and interviewees to ensure the security of the data collection process. ➤ Anonymity will be guaranteed and if any examples of individuals are presented, they will be given pseudonyms to ensure that. ➤ The design of the study, as well as the choice of sources will fit pre-established criteria, for the benefit of the students and teachers in the field of Art and Design. ➤ The Harvard referencing system will be used to ensure all authors and sources are acknowledged. ➤ Covid-19 restrictions will be taken with strong

	consideration and students will be consulted about their current situation to determine the viability of the interview at that moment.
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Please confirm the following

<p>Declaration</p> <ul style="list-style-type: none"> • I understand that I may not start my research, including the recruitment of any participants or data generation, until I have received ethical approval. • I agree to work within the protocol that I have outlined and to abide by the School of Education policy on research ethics and the University of Nottingham <i>Code of Research Conduct and Research Ethics (2020)</i> throughout the research and in any reporting of this. • If I make any changes to my research that change my answers to any of the questions above, I will submit a new ethical approval form to my module tutor/dissertation supervisor. 	<p><u>YES</u> NO</p>
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SECTION D – REVIEW AND APPROVAL

Reviewers should send the form from University email accounts in lieu of signatures

Module tutor/dissertation supervisor

Name	Dr Eugenia Katartzi
Date	1/7/2022

I have discussed the proposed research outlined on this form with the student and I am satisfied that the work will be carried out with due regard to ethical protocol and any research participants' interests.	YES NO
All dissertations and any research considered to be outside the School of Education criteria for expedited review must be approved by a second reviewer. Is second review required?	YES NO

For research requiring second review

Course Leader/ second reviewer

Name	
Date	

I have reviewed the proposed research outlined on this form and I am satisfied that the work will be carried out with due regard to ethical protocol and any research participants' interests.	YES NO
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Revised 03/07/2020

Appendix 2. Participant information sheet

Title: Exploring undergraduate students' understanding of the role of research for their idea generation

Researcher: Thomas Verbal

Supervisor: Dr Eugenia Katartzis

You have been invited to take part in a research study. Before you agree to take part, it is important to understand why the research is being done and what it will involve.

Please take time to carefully read the following information. Please ask me if there is anything that is not clear, or if you would like more information. Please think about it carefully and then decide whether you would like to take part or not.

What is the project about?

The focus of this project is on students' understanding of the role of research for their idea generation when they are doing a creative project.

What are the aims of the research?

This project has two aims:

1. To explore how students understand the role of research to create and generate ideas.
2. To establish to what extent students consider research useful in their reflective and making processes.

Who else is and can be involved?

Apart from the students-participants involved, there will not be any other person involved in this research study.

What sorts of methods are being used?

Data will be collected in a number of ways. This will first involve individual online interviews, and also document analysis by analysing some pages of the participants' sketchbooks.

Why have you been chosen?

You have been invited to participate in this study because you have studied in a Beijing-based Foundation course of Art and Design in which you have learnt to do research and use your findings for your creative work.

What are you being asked to do?

You are being asked to participate in an online interview. It will last for approximately half an hour. The discussion will be recorded using an audio recorder.

Will my taking part in this study be kept confidential?

The data I collect will be treated confidentially, and only I will have access to the raw data. All information collected while carrying out the study will be stored on a database which is password protected and strictly confidential. The digital and textual data will be kept in a secure and confidential location. Your name will not appear on any database or any information which is included in the assignment. Instead, a number will be used as an identifier on all data associated with you. The master copy of the names associated with each number will be kept in a secure and confidential location, and will be securely destroyed at the same time as the data.

I will report the results anonymously. When results are reported all individuals and institutions (individual schools) will be anonymised, so neither you nor your school will be identifiable.

I am committed to carrying out our research according to The University of Nottingham Code of Research Conduct and Research Ethics (2020) and the ethical guidelines provided by the British Educational Research Association (online at <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>).

What will happen to the results of the research study?

The results of study will be used in my third PGCEi assignment as part of the module 'Inquiring into Educational Practice in International Contexts'.

Do you have to take part?

Your participation is entirely voluntary. It is important you understand that you do not have to participate in the project at all, and even if you decide that you wish to take part you are still free to stop at any time and without giving a reason.

I will not ask you to participate without you formally providing your consent. If you do decide that you will take part you will be given this information sheet to keep and asked to sign a form giving your permission to take part.

What are the possible disadvantages of taking part?

The interview may take up to thirty minutes of your time. I realise that some people may find this tiring or difficult. I will ask you to reflect on how you approach your own projects and I understand that for some people this may cause feelings of discomfort or anxiety. Otherwise, I do not believe there are any risks or disadvantages to you in taking part.

What are the possible benefits to me of taking part?

I hope that your views, and those of others, will be used to develop further an Art and Design course curriculum in its research aspects, and to help future students to understand how research can have an effect on their ideas.

Who is paying for this research and who is carrying it out?

This is unfunded research being conducted as part of my PGCEi studies at the University of Nottingham. The work is supervised by Eugenia Katartzi at the University of Nottingham, whose address appears below – if you have any questions or concerns about the research, you can contact her by email.

Researcher: Thomas Verbal

Address: Beijing Xintiandi wuqi, 10-2, 1602, Chaoyang, 100024, Beijing, China

E-mail: txtv5@nottingham.ac.uk

Phone: +86 15510637187

Tutor: Dr Eugenia Katartzi, Assistant professor in Education

Address: School of Education, B76 Dearing Building, Jubilee Campus, Wollaton Road, Nottingham, NG8 1BB

E-mail: ttzek@nottingham.ac.uk

Phone: +44 (0) 1157484004

You can also raise issues with the School of Education Research Ethics Coordinator for Taught Courses: educationtaughtcourseethics@nottingham.ac.uk

Appendix 3. Participant consent form

Project title: Exploring undergraduate students' understanding of the role of research for their idea generation

Researcher's name: THOMAS VERBAL

Tutor's/Supervisor's name: DR EUGENIA KATARTZI

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
- I understand that I will be audio recorded during the interview.
- I understand that data will be stored securely in an encrypted hard drive, to which the researcher will be the only person to have access. Once the studies of the researcher end, the data will be securely destroyed.
- I understand that I will be provided with a privacy notice under the General Data Protection Regulation.
- I understand that I may contact the researcher or tutor if I require further information about the research, and that I may contact the Research Ethics Committee of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed (Research participant)

Print name **Date**

Contact details

Researcher: Thomas Verbal

Address: Beijing Xintiandi wuqi, 10–2, 1602, Chaoyang, 100024, Beijing, China

E-mail: txtv5@nottingham.ac.uk

Phone: +86 15510637187

Tutor: Dr Eugenia Katartzi, Assistant professor in Education

Address: School of Education, B76 Dearing Building, Jubilee Campus, Wollaton Road, Nottingham, NG8 1BB

E-mail: ttzek@nottingham.ac.uk

Phone: +44 (0) 1157484004

School of Education Research Ethics Coordinator for Taught Courses:

educationtaughtcourseethics@nottingham.ac.uk

Appendix 4. Formal email request

Dear [REDACTED],

I am writing this email to inform you that you were selected to participate in a research study that I am conducting as part of my **PGCEi course in Education** at the University of Nottingham. This study is my last assignment in the course and will focus on **students' understanding of the role of research for idea generation**. For that, I would like to interview you during the month of July, for approximately half an hour, on any day of your convenience, preferably from the 10th to the 15th, but it can also be later depending on your schedule. Please let me know which day you would be available.

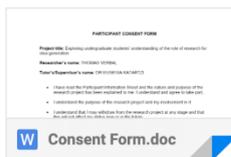
I also invite you to read carefully the documents attached in this email: (i) **A participant information sheet** that explains what the research is about, (ii) **a consent form** that you need to read and sign to allow the interview to take place, and (iii) **a privacy notice** that explains how your data will be kept safely. All documents need to be read and only **the consent form needs to be signed and sent back to me so we can start this research together.**

I will be happy to answer any questions or concerns that you may have.

Best regards,

Thomas Verbal

3 archivos adjuntos



Appendix 5. Tables

Participants	Before (Aug. 2021)	Now (Jul. 2022)
P01	<ul style="list-style-type: none"> > Student does not know what research is. > Student considers research as an assignment. 	<ul style="list-style-type: none"> > Student considers research as a tool. > Student sees the potential of research when a problem needs to be solved or in search of inspiration. > Students understands research as self-driven.
P02	<ul style="list-style-type: none"> > Student knows what she wants to do and then will do the research, but without great conviction. 	<ul style="list-style-type: none"> > Students knows what to do because she has done research. Problems can be solved earlier. > Student understands how beneficial can research be. > Student considers research to be useful for life.
P03	<ul style="list-style-type: none"> > Student does research with the teacher's resources. > Student feels restricted in his research. 	<ul style="list-style-type: none"> > Student feels that he has more freedom to search what he wants. > Student knows more ways of doing research.
P04	<ul style="list-style-type: none"> > Student does not know how to do research. > Students only uses research to learn new skills. > Student does not think research is important as she prefers to focus on her own views. 	<ul style="list-style-type: none"> > Student considers that research can bring her new ways to express a concept. > Student considers that she has more choices. > Students knows research is important at the start.
P05	<ul style="list-style-type: none"> > Student does not know how to do a whole project. > Student has never done research before. > Student's project direction changes all the time. > Student relies on teachers and friends. 	<ul style="list-style-type: none"> > Student considers that he can do a complete project from the beginning to the end. > Student is aware of his <i>big improvement</i>.

Table 1. Comparison of participants' self-perception of their own research skills with a year difference.

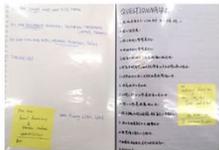
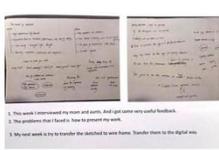
Participants	1. Stimulus	2. Reflection process: interview	Sketchbook page selected by participant	3. First visible ideas
P01 <i>Fine art</i>	<p>Reads a sentence from a book</p>	<p>Change of opinion on the topic <i>It really became an important starting point of my project. Later my idea and my opinion and the point I focused in just changed. (Silence) And when I read that sentence I was so trapped by that so that's why I draw a person that...drawing his hand and he's shouting "what is human anyway?"</i></p>		<p>First sketches</p>
P02 <i>Graphic design</i>	<p>Has two different ideas</p> <p>⋮</p> <p>Searches for information on the Internet</p>	<p>Confirms her idea <i>I'm not sure on which one is better and when I research on this disease... I make sure that I want to do this one. [...] When I research on this disease, I know that how bad for people's health. And how important is this problem, so I wanted to do it.</i></p>		<p>First interviews and field work</p>
P03 <i>Illustration</i>	<p>Watches an animation before the project brief was given.</p> <p>⋮</p> <p>Remembers it and watches it again after the brief.</p>	<p>Analyses the animator's work <i>He used a more funny way to tell you this kind of information, so it will let people remember it more better [...] So, then I think about maybe I can make some comic books and using some funny story to share my idea to the audience.</i></p>		<p>First sketches</p>
P04 <i>Film studies</i>	<p>Collects data through a questionnaire</p>	<p>Understands people's views <i>So when I interviewed some high school students, they feel like... It's not really important. And sometimes when I ask them... Did you think a little bit of their future? They don't think it's a big question or they don't feel that they don't have the freedom to choose.</i></p>		<p>First video storytelling</p>
P05 <i>UX, Graphic design</i>	<p>Interviewed his mother and asked for advice</p> <p>⋮</p> <p>Has many inputs and unclear ideas</p>	<p>Takes time to write down APP functions <i>That time I'm still not sure the functions in my application, so when I write them down and analyse them, actually, I find my application... Actually, I find the functions that I need to put in my application.</i></p>		<p>First sketches</p>

Table 2. Research and idea generation in participants' FMP project.

Appendix 6. Interviews transcripts

Appendix 6a. Participant 1

Interview transcript with Participant 1

11/07/2022. 32 minutes

0:00 – 00:01:58

Greetings and introductory talk between researcher and participant about personal matters.

Researcher: Thank you again for taking part in this interview. I'm truly grateful. So I'm going to record your voice and transcribe what we say. As you know, everything will be kept confidential, your name will be anonymised, so you don't need to worry. I remind you that the purpose of the interview is about how students...I want to know more about how students understand the role of research in their idea generation, how they understand the connection between one and the other.

Participant: Okay.

Researcher: And I have some questions, my first one would be... How do you get ideas when you do a creative project? How do you usually get ideas?

Participant: Well, I think that for a long time I don't research for an idea but the idea start coming to me, like it just appears when reading something, looking some artist artwork, or maybe walking around in a park or just doing anything and suddenly the idea comes to me and I feel that I have to do this, I want to do this. Now not exactly because I enjoy the process of drawing, writing or other types of ways to communicate. I think I need to do this, I want to make this idea to come true and it comes to me and I start to do it.

Researcher: It's interesting that you're saying that different things can inspire you like you can walk around and something you may see may inspire you, something you see on the Internet, different things inspire you and that's a way to get ideas for you, right?

Participant: True, exactly. Yeah, I don't really like to research for something. If I suddenly have something I need to do, I receive a new project and there's certain title for that project I start to search something, get some ideas or references for that project. That don't really work for me, I think. I think for me a good idea comes to me instead I come to the good idea, in my perspective. I don't know how it's for others but for me yeah.

Researcher: That's interesting. So, what does 'doing research' means to you then?

Participant: I do research, I think, when I need something like I have a question that I can't really solve by myself, because I already have something I want to do but there's a specific question or a technical question or I just, maybe, I have a general idea but I don't know how to do it in details so I need to find more things to make these details, to kind of fulfil details, to solve problems that I can't solve by myself. What I know is not enough to create a whole complete project. I need to know new things, new ways to communicate, new ideas and I also want to know how other artists or writers, philosophers, or people around me think and feel and make them to come together and then becomes my project. Because one project doesn't only...A project can only be about what I feel and think, it should be...I mean sometimes it can only be just for what I think and what I feel, but most of times it kind of combine how I feel and how others feel. It becomes a combination and that's why I need to do research.

Researcher: Yes, this is about finding details, you already have a broad idea and then enter into details, looking for new things. What do you think is the role of research then when doing a creative project? What do you think is the general role of research in the art and design process?

Participant: General role of research? I mean for me or for...? Well I think for me, research doesn't necessarily need to be like I write information from the internet or reading a book or something like that. I think research can be done...unpurposely like our body and our

brain are doing research for us all the time, it's kind of getting information from around us. We can really see these tiny signals that are passing around in a tiny space, but we can't really feel it but our bodies and brains have already captured this, everything around us. So our body and our brain, the function is based on... finding and researching. So I think research is done despite of what you think our eyes and ears to find them. Our body and brain finding information...research for us all the time.

Researcher: So, do you personally think that research helps you to generate ideas...?

Participant: Oh yeah.

Researcher: Why?

Participant: Because it's more like a trigger, I would say... cause maybe like something is already in my mind and suddenly I find the trigger and a kind of make me start to...how to say...to complete this idea.

Researcher: Mmm, true, true, true, I mean that usually comes before creative ideas, as a trigger. Yes, I agree. Do you think...Is there any research method that you find more useful than others and that you have repeated more than once in your projects? That you would say this is a method that I really like, that is really suitable to me in doing research. Is there any...method?

Participant: Mmm...Let me think, I have to recall, cause... cause for me for a lot of time I don't do research for purpose. I just...cause I think a normal day I also looking at artists work on social medias and read some books, so that's how mostly useful research and useful information come to me... I mean some assignments, what the school ask us to do, to research for certain artists, certain art movement, also help but I think this non-purpose research works better for me.

Researcher: What do you mean by non-purpose research?

Participant: Like now I really mean to find something, I'm just walking around in this forest of information, sailing around this ocean of information, something just come to me...And I find it useful and yeah, it helps more.

Researcher: I have the feeling that for you it works very well when you have...All your life you're looking for things around and you're having experiences, you read a book, you watch a movie and all this...And someday when you have the good topic at the good moment, maybe you make connections quickly about things from the past...

Participant: Yeah...

Researcher: Do you think it works like this for you?

Participant: Yeah, yeah, I agree. I think for me it works like that because sometimes it feels like give me the title and that's what you have to look for, and I feel like the inspiration and the idea is dead. They are not alive, they are already dead. But maybe it's not true, that's what I feel for now. (Researcher affirms). I mean, but give me a title, ask me to do something to fulfil the project, I can still do that...But that's not as I usually do or prefer to do.

Researcher: You see, this is a method, right? I was reading about this method before (Participant affirms)...About this kind of connection our brain makes with past experiences and that's really really interesting. Would you like to be taught other ways of doing research to generate ideas? Because now you have your own ways, you have learnt some ways at school but would you like to be taught other ways of doing research? What do you think?

Participant: What do you mean by other ways to do research?

Researcher: Well, you have your own ideas about what research is, right? (Participant affirms) And do you...Is it something you have thought about? Ok, I know what research means, what is it useful for...Teachers also have taught a way and some ways...But do you think there are other ways that you could still explore, that you still don't know probably, that are out there. What do you think?

Participant: Well, I have never thought about that, actually, because I'm not the type of person that's so good in doing research. I think instead of...like looking some internet or social media, information from books has stronger impression on me. What I read is sometimes better than what I find on Internet. It has a stronger impression.

Researcher: How do you take this information in the books? Is it a sentence, a particular thing about the book in a specific page of the book, or is it the whole story? How do you get inspired by books? That seems to be a method for you.

Participant: I think I generally get things from smaller things instead of the general...Instead of the whole book. Like specific sentences or paragraphs, or the atmospheres...Yeah that's how I do. And I think that reading longer paragraphs or long articles that I found in useful social media and websites is also good. I mean instead of reading short information like blogs, that kind of things, I prefer to read some more professional and published websites and social media...That sort of longer article...Although it takes me more time, I find more useful than reading blogs or short information like...Another website publisher find something interesting for a long article and he just rewrite this information in a short paragraph or sentence and publish it again in another website so the reader will get it easily, that information...I think that doesn't have that strong impression on me. I prefer to read the original one even though the article is longer.

Researcher: Before we talk about the FMP as an example, is there any other example of project where you have read a book or a sentence in a book that has inspired you for a project? Could you share that example if you have one in mind?

Participant: Oh yeah! That's what I'm doing right now. I always draw illustrations for books I like. Maybe a specific picture or dialogue in that book I was interested to imagine. I want to imagine how these two persons react, how is the space between the two persons be like. Always the space between two people is very interesting instead of...The face, their appearance, expression, how their gesture is like...I think the space between two people is very interesting and to find this in some dialogue, some plot and sentences, and draw some illustrations for those books.

Researcher: That's a good example. So, I have three more questions. One is more on the FMP. In the last project...I've sent you your sketchbook in a PDF. Could you try to show me one or more pages of your sketchbook where we can understand how your research influenced your ideas? So, maybe one or two pages where you think oh this is a moment where someone else like me can understand that there is a connection between research and ideas. Where would you...?

Participant: Research...Ok, let me see...

Researcher: I remember you had like a long sketchbook with a lot of interesting pages and there are so many things going on there but maybe you remember one specific page or couple of pages where we can start to understand this connection between the research you have done and your ideas for the project.

Participant: Let me see...

Researcher: Yes, of course, take your time.

Participant: Uh, wait. It takes me some time to look at my sketchbook. It has been a long time I didn't look at this. I forgot what I write and think at that time (Long pause). I think the clearer one is when I kind of read a sentence from a book that kind of try to say that consciousness is not something so separated as most people think cause people think consciousness is sometimes difficult to understand and hard to explain. It's something that can't be explained by science but the book says something instead that actually consciousness is not that hard to understand and it can be explained by science like...So that sort of opinion really influenced me because before I read this book I believed that we can have a better control on ourselves and we can sort of build our own future, but we are kind of key of ourselves and we can control this thing, and the future depends on ourselves but when I encountered this sentence I realised that maybe something is wrong, it's not like that. So, it really become an important starting point of my project. Later my idea and my opinion and the point I focused in just changed. (Silence) And when I read that sentence I was so trapped by that so that's why I draw a person that...drawing his hand and he's shouting "what is human anyway?"

Researcher: Oh, I remember this moment. That's interesting you say this because...

Participant: Yes, I was very surprised, shocked. What I think before, believed before just kind of collapsed.

Researcher: All right. Yeah, I see the page, I see the page. It's page 16. It would be good if later you try to find me the exact page of that moment. I think it's in the first pages, but maybe you find it later because as you say your sketchbook has many pages. Yeah, I remember that moment. It's interesting how some sentence, some text inspired you and that's interesting to see how this can be a method when can see in your way or working again and again, in your way of doing research and getting influenced by what someone writes, and books and...So, do you think...Was the research for this project...Was the research you did useful to get ideas or would have you done it better? What do you think?

Participant: How I've done it better? What do you mean?

Researcher: Was the research in this project useful to get ideas, the research you did? Are you satisfied with the research you did to get ideas and yeah if you had more time, you had worked in another way, do you think you would have found better ways?

Participant: Mmm That's a really long question. I feel like answering FMP question again.

Researcher: So...Let's put it simpler. Do you think the research you did in this project was useful?

Participant: Yeah, of course.

Researcher: Why? Why do you think it was useful?

Participant: Because I find new things, I mean like, I find new opinions and new information that I previously didn't know. I previously think some topic related to artificial intelligence and the technical singularity. There are some very new topics, but that's not really true when we get into the topic. And all things... I find people already been talking about this, those topics. So long time ago, maybe even 100 years ago. There's already a lot of information around those topics. Very, already... Very... Already people have been talking about that. It's not like a new topic that suddenly emerged to us. So that that really surprised me again. And I feel like whatever I think, whatever... I think it's a new idea is already being sought before I get to that.

Researcher: That's interesting. Yeah, of course. But that's all the purpose of research actually is, uh, there are so many things out there that that don't really depend of us, right, on what we feel, and we make sense of what we find out there. But it's already there. It's already... It has already been there for a long time.

Participant: Already there. Yeah. And that really surprised me a lot of time. I think something is new, but it's already here for a long time. People just kind of didn't pay enough attention to that. So, kind of ignore them, but they are already here. You'll find a lot of treasure in this old discussion and old opinions around some topics that you think is new. It's like digging up treasures. And see what this treasure can become.

Researcher: Yeah. It's discovering a lot of things out there, right? One needs to be a bit curious and to have a certain kind of curiosity to find things out there. Yeah. As a last question, do you think there is a difference in the way you understand research now and one year ago when you started the foundation, do you think there is a difference in the way of understanding research?

Participant: Yeah, of course. Because before I do a foundation course, I don't really know what research is. Research is an assignment, and that's it.

Researcher: And now. What is it now for you?

Participant: What is it now? Okay, let me think. What is research for me now. (Pause) Well, it's more like a tool. I think we're saying I need something to solve a problem or I just need more, more, inspiration to help me, I start to do research. So instead of a very

assignment like sense that people actually ask me to do that, I do that I cannot do. It's more like self-driven one. I think I need to do some research around the topic and I do that. I learn something from what I read, what I say, and, and I use that to help my project.

Researcher: Very good. Very good. Well, I have no no more question to ask because this is... you're summarizing. Like, um, before it was an assignment. Maybe somehow the way it is presented. It can still be an assignment, but it's great. I mean, it's great if you've found a way to use it as a tool and, um, and to see this transformation of what research can be, it's not just an assignment can also be a tool that we use as we want.

Participant: Um, yeah.

Researcher: Yeah. Do you have anything else you would like to add?

Participant: So. What you're saying research is for you?

Researcher: (Laughs) It's great that you... Now we're changing roles. Now you're the interviewer... Uh, I would say...

Participant: I'm just curious.

Researcher: Yeah, I agree with you in the sense research is a tool for creative projects. And... Research... There are different types of research, I would say, and each type of research can be applied differently according to the project and to the way of working for that project. And I know that the way I do research for art and design or even art and/or design is already different. And the way I do research for like now, it's still really different. So, for me there are different types of research. And then, but if we focus about the research to generate ideas, I think I use both kind of research, the one you said so like and I think we all do that, but we need to be conscious about this, right? Like, like all our life we experience things, we watch movies, we talk to people, we live experiences and all this is stored in our memory. And somehow this is... We make internal connections. When we get the topic and these internal connections help us to create and to get ideas. And at the same time, sometimes we get the topic or we get the brief and we need to be more active and we need to go out there to find things. So both are valuable and one is internal, the other one is more external. So I would say that I use both and both are useful. The one that is external, I would say I use more, um, if it's for art and design these are visual references. So I would look for images, videos, anything that can visually stimulate me. Um, yeah. Uh, I would say that I use books for other kind of research that is much more, uh, intellectual, so much more reflective. And, uh, so there I would use books, of course. Yeah, it depends. You know, it depends.

Participant: So, yeah. Okay. So do you think most of the time good ideas come to you or you find good ideas from what would you say and from the research?

Researcher: I would say... I would say that before, ten years ago, I would say that good ideas would come all the time. And still now they would come like, um, and they would come like, all the time. But now, the difference, and I think it's because of, um, maybe more responsibilities and sometimes you're a bit more tired about things you have to do, work and daily life. It's, I think I go for the ideas, I look for them. So I need to create a moment where I am ready or I am in the process of thinking about something. And if I create that moment of silence or moment of active research, then ideas will come. But before, I didn't need to create that moment, because that moment was all the time. Now it's I need to, to create that moment in my day or in my week. And sometimes it appears like this because like. Like this, because I'm relaxed with my mind at ease. And maybe I just woke up from a dream, and suddenly I have something as an idea that comes up like this, so. Yeah, that would be the difference. I felt like before it was all the time. Now it's more. I need to make the effort to create a moment where I can have these ideas coming to me.

Participant: I think when I was younger, this moment was every time I read. All the time, I felt like good things come to me like they are always around me. I feel like there's a lot of windows around me that like what's around me is now both their windows. And I really do think come to me and I find them every time, everywhere. And when I grew up, I felt like the windows are closed. They're like closed around me. And I was just like sitting in this trap and waiting for something that dropped from the top instead of having windows around me where all the information come to me directly. I felt like, that's kind of a pity, I'll say. I don't know how others will feel like because in

my in my experience when I was younger, like, I think cool things and inspirations or ideas, they just always around me, have windows everywhere. And for now, it just closed.

Researcher: Yeah, but yeah, yeah, yeah. Well, I just stop to record because I would consider we're done with the interview for today.

End of interview.

Final personal talk between researcher and participant. Farewells.

Appendix 6b. Participant 2

Interview transcript with Participant 2

12/07/2022, 27 minutes

0:00 – 00:01:01

Greetings and introductory talk between researcher and participant about personal matters.

Researcher: Great. Okay. Later we can talk a bit more about your plans for the future, but let's start with the interview if you want. Well, first, I really want to thank you for doing this for my research. I'm really grateful. As you know, I'm recording the interview, and it will be kept confidential, so your name will be anonymized in the essay that I will write. As I mentioned in the consent form that you signed, so you don't need to worry about anything. It's all in your rights. Everything will be kept confidential. I just want to remind you that the purpose of my research is to... I want to know more about how students understand the role of research in their idea generation. So how do you and other students understand what research means and how do you use it to have ideas, to create ideas. So, this is what my work is about. Okay. So, I would like to know how do you get ideas when you do a creative project?

Participant: Mmm... Sometimes like... When I read the news on the Internet and I read it dearly and long story and some news will give me inspiration that I want to do it. And I also... Like for some project that other people give me keywords and depending on these keywords to explore more and then I get the inspiration.

Researcher: Okay. So for you what does doing research means? What does that mean to do research?

Participant: I think to do research is a very basic things in the project like the research can help you to like to understand more, and research can help you to be more familiar with this area.

Researcher: Which area?

Participant: Like the area that you want to want to explore. Like you... And I think that research make your information more correctly.

Researcher: It gives you more information about the topic or... You wanted to say...?

Participant: During the research you will know more about the topic and you will have the confidence.

Researcher: Confidence. For what?

Participant: For this project.

Researcher: Of course. So, um, what do you think is the role of research in the art and design process? What do you think is the role of research in this process?

Participant: (Long pause) What?

Researcher: So you said research gives you confidence. Research gives you information. What do you think is the role of research in art and design? So why do you think we do our research as artists or as designers?

Participant: Basically, I think research is basic things like... It means research. Like what?

Researcher: Are you asking me the question?

Participant: No, I'm not sure what the question means.

Researcher: Yeah, of course. So, for example, you're a graphic designer, right? So my question is, why do you think graphic designers need to do research?

Participant: Okay. Because designers need to get more knowledges... And also, graphic designer they need lots of data and they need a lot of information to support their topic.

Researcher: Yeah. Yeah. To support the topic, right?

Participant: Yeah.

Researcher: Do you think research helps you to generate ideas? Is research useful to you?

Participant: Yeah, of course! Because when I'm doing the project, I'm doing the research, I found that I will get the new ideas. Yes. Well, like sometimes when I meet some problem and its difficult... Like I'm not sure how to continue it. And I do the research because the research can give you inspiration.

Researcher: And when this happens and gives, is there any research method that you find more useful than others and that you repeat many times in your projects? Is there a method, a research method that you find really useful?

Participant: So... I think like interview will be one part of research, right?

Researcher: Yeah.

Participant: Oh, yes. So, I think the first way of research, the good way... It's like go out to see more things like maybe I can't get those type of pictures on the Internet. But I think when you go out and take pictures by yourselves, it's different from... Research on internet. Because when you see it, I think it will be better research way.

Researcher: Yeah. Before we talk about the FMP, do you have any other examples of projects in the past where you used these kinds of methods of going outside and, um, doing some primary research? Do you have any other, any example in your mind?

Participant: Umm, let me think about it.

Researcher: Maybe a project, a design project where you went outside to find some information or you did some interviews so you could collect data...And inspired you.

Participant: Yeah. I do the interview... For other projects.

Researcher: Could you tell me more about it? Do you remember what you did?

Participant: Yes, it's a project I do is in my high school. For that project is like I want...Let me think about it. It's people have the different. (Long pause) And for that project, I want to show that people will have two different attitudes for different peoples. Like when people talking with their family, they will be more... They will be more... They will be more... Let me search it.

Researcher: They will have relationship problems? They will be more serious?

Participant: It will be more random, like because it's with their family, they can relax to take this... and when they face strangers they will be very gentle and like when they're faced with like T-shirts, there will be respect. So, every people will use the different faces to face with different people.

Researcher: What kind of research did you do at that for this this project?

Participant: I interviewed a lot of people that most of them will have the different faces to other peoples and it's not their real... Like for example while one some people say this is where we have companies boss like in their face is very respectful but maybe some people's in their mind they didn't respect for it.

Researcher: So how are these interviews that you made to these people... How did the interviews help you for your ideas? What did you do after that?

Participant: My interview with them. They always... they always use... They always used adjectives to describe. And I got a lot of adjectives, and I analyze it like... People will... And I analyzed the interview. I found that they will use the same adjectives to describe in their life.

Researcher: And what did you do with this? Did you in terms of, uh, creative idea? Like you analyze the objectives and what happened?

Participant: And I draw this one because what I aimed... I wanted people to be the real man and real woman. And they can... They can be more real. So, I draw this type of face like he's dumping. Like face is angry and I draw the angry face. And when I see this picture, they can really remember. They have... They have this...Let me search. They have this emotion because they forgot a lot of emotion.

Researcher: Yeah, I understand. So the results of your interviews help you to illustrate some faces.

Participant: Yeah. Yes.

Researcher: So, would you like to be taught other ways of doing research to generate ideas in the future? Because right now..., before the foundation, you have learned some ways of doing research. In the foundation, you learned new ways of doing research. But now, would you like to be taught other ways of doing research to have... to generate more ideas?

Participant: I think reading book is also the research with... It's new long time so. Yeah. It needs me more time reading book.

Researcher: True. That could be also a way. So, if we have a look at your FMP project in the last project, could you show me one or more pages of your sketchbook where we can understand how your research influenced your ideas? If we have a look at the pdf I sent you... Could you try to tell me like maybe one or two pages or more where you remember that your research... There is a moment where your research has an influence on your ideas. That your research really helped you for your ideas? Is there any page that you have in mind to...? Take your time. Have a look at your sketchbook.

Participant: Mmm... (Long pause) I think it's...I think when I research on the disease.

Researcher: So where is it? Which page? Do you remember?

Participant: Like. It's... Many. One, two, three, four, five, six... It's after the workshop.

Researcher: Oh, yeah. Page 11. Yeah, I see. Can you tell me more about this? What happened here? What do you remember?

Participant: Like at that time, I'm not sure that...I have the different... I have two different ideas, and I'm not sure which one to do. So I'm not sure I need to do which topic because I have two ideas. I'm not sure on which one is better and when I research on this disease... I make sure that I want to do this one.

Researcher: Yeah. And after it influenced your ideas, right?

Participant: Yes, it influenced my ideas because when I research on this disease, I know that how bad for people's health. And how important is this problem, so I wanted to do it.

Researcher: So what do you think was the general research in this project? Was the research you did useful to get ideas?

Participant: Yeah.

Researcher: Why? Why do you think all the research, not just this part, all the research you did in this project? Why do you think it was useful to get ideas?

Participant: Because for this project, the topic is not related with my early life. So the research can let me know more about it.

Researcher: Yeah, of course. I mean, sometimes with research, we know a lot of things that are not related to our daily lives, right? Like, more like things that, um. That are really different from what we live and that's how we can later better design, right? Well, what do you think?

Participant: Yes.

Researcher: So, as a last question, do you think there is a difference in the way you understand research today and one year ago when you started the foundation? Do you think there is a difference?

Participant: Yes. Yes. Like... (Long pause)

Researcher: Why? Why do you think there is a difference between now and a year ago?

Participant: Before. I think I firstly know what I want to do and then I do the research, and now more is why I do research, I know what I should do.

Researcher: Sorry, you mean now you do the research, maybe you don't know what you're going to do?

Participant: No, no, no. I think that before the research like... I just want to do some of it. Like I don't want to do really the research.

Researcher: And now?

Participant: And now I like to do research. I will do a lot of research and from the different way like the first hand, the first, the first... Well, what was the first and second?

Researcher: Why do you think you like more doing research now? Why do you think...?

Participant: Because I know how good for research. Like why you do lots of research, you will be more... Let me search it. Your process will be more successfully. Well you solve the problem before you started.

Researcher: Yeah, I understand.

Participant: Yeah. Like, you know, you do the research and... It really helps for... Also, like maybe while you do research, some of it, you can't put in your project, but you already got this knowledge.

Researcher: And it can be even useful for later, right? Who knows? Maybe for another project.

Participant: Yes, you can. I think that's knowledge is very good when you do the research, doing the project. It will be helpful for your life.

Researcher: Very good. I think we can finish with this last, uh, philosophical sentence about life. I have no more questions for now. Is there anything else you would like to add about research and ideas? Something that you've been thinking now.

Participant: I think... Doing research need to spend a lot of time to... like... Let me search it... To climb down.

Researcher: Plan down, climb down?

Participant: Climb like you. Yes. Let your emotions climb. And you can think about that will be better.

Researcher: What do you mean? Climb? Climb?

Participant: Nine....

Researcher: Can you send me the word by WeChat? I'm not sure.

Participant: Calm.

Researcher: Oh calm! So what do you mean by calm? Research can give you...?

Participant: No, I think that when you are calm you think about it would be better, because when you are very angry or very...Let me search.

Researcher: Nervous maybe?

Participant: And worry... It will be not... It's not good for thinking. You need to stay and calm down. Yes.

Researcher: It's interesting, of course. Of course. Sometimes research is not easy to do or to think if we are all stressed and nervous and we don't have time. We need time, right? To work on all this to... um, yeah, we need time. We need to be focused. And also, we need motivation, to be motivated. And, yeah, of course... Okay. Well, very, very good. Thank you very much for your time and for answering my questions. It's helpful. And I will let you know when I finish to write my assignment. I will probably finish in a month...

End of interview.

Continues talking personal matters with participant and farewells.

Appendix 6c. Participant 3

Interview transcript with Participant 3

12/07/2022, 22 minutes

0:00 – 00:00:20

Greetings and introductory talk between researcher and participant about personal matters.

Researcher: All right. So, first, I want to thank you for taking time for my research. As you know, I'm recording the interview. I just started to record now, and I will keep this confidential. Your name will be anonymized in my essay when I write it and as I mentioned in the consent form that you signed. So, you don't need to worry about anything. Okay? But it's really important because that's something you need to know. I mean, these are your rights as a participant. I also remind you that the purpose of this interview is that I want to know more about how students understand the role of research for their ideas, for their idea generation. So how students of your age understand the connection between research and idea generation. So, my first question would be like... How do you get ideas when you do a creative project? Yes, how do you get ideas?

Participant: When I know about the title, about my project, first I will research some resources online, like using the different kind of social software like TikTok or RedBook. And then also I will search the information on the Internet, on the different websites, and sometimes I also will search that information by watching some videos and maybe play the computer games.

Researcher: So, for you, when you do your projects or well in general, what do you... What does doing research means to you? Doing research... What does that mean to you?

Participant: I think when I first got a title, maybe I didn't know anything about it, so I need to understand it more and I can create work much better. So I think the research is a process which can help you to improve your knowledge about the... about what you needed to do.

Researcher: And as an artist, as an illustrator, or even as a designer, why do you think we do research, as creative people?

Participant: Because that kind of information can get you to decide what kind of things you want to do create and what kind of information you want to share to your audience and to the people. So, maybe, after you get after your research, it will help your audience understanding you better because maybe they also know this kind of information.

Researcher: Yeah, of course. Of course. It's a way to learn about something new and how to communicate this something to someone else. Maybe people who don't know about this topic, right? Yeah. So, do you think research helps you to generate ideas? Do you think it helps you to have ideas when you do research and why?

Participant: Yes. It's helpful. Like for me, for example, about my own project, before I create my illustration, I will make a lot of research about the...about the title of my project. And like, like, for example, about my Sustainable Goals project... In this project, at first I saw a video on the website... This video gave me a lot of inspiration. And, and the artwork I did is around this work and around this video and...

Researcher: Yeah. For this video, did you search for a video like the video you watched or the video just appeared like this and then you had the idea about this topic and, and what to do. How did it start?

Participant: This video I saw it before, before this project started. And when I saw this project's title in my mind, I remember I saw this video before. So, I go back to look and look at this video again. And this time, because I have a proper purpose to watch this video. So, in this video I got a lot of information can support me to create.

Researcher: Does it happen to you sometimes... Like some really good reference that you watch them in the past and sometimes you have like a topic or uh, a brief, and you make a connection with something you've watched before? Does it happen to you, or is it... Like

what you just said now? Or is it sometimes you just start from zero, like, uh, it's all new again? You, you have a brief and you start looking for information...?

Participant: Most of the time is starting from zero, because that's not how... you can have a chance. Like it's very likely you watched this kind of video before and then you can use you see it into your project. So, I think most of the time you need to go back to the research again, because maybe you haven't seen this kind of information before.

Researcher: True, true, true. Sometimes the research never, never really ends. So, is there any research method that you find more useful than others, and that you have repeated more than once in your projects? Any research method that you like or that you have seen really useful for you, for your projects?

Participant: Hmm. I think you just need to go through the different kind of... software or website to search information because maybe for the... Maybe for about 100 information, maybe only have 10% is useful for you. So, I think you research more and you can get more you want.

Researcher: Yeah, of course. Do you have any example of project? Before we talk about the the FMP? Do you have any other, any example of project where you have been looking on the website or on an app for information? And this information helps for your ideas also... That this information you found helps you a lot in your ideas...? Do you remember any project?

Participant: And. It's about the Revolution... I forgot the title of that project. I made a board game and with illustrations to build a board game and...

Researcher: The industrial revolution... Deconstruct, reconstruct...?

Participant: Industrial Revolution. Yeah, so at the beginning of this project, I go to search some information and history about the Industrial Revolution and then I also find some video and the movie about Charlie Chaplin. And then I get the inspiration from this kind of information and video.

Researcher: What kind of inspiration do you remember to have when you watch the videos, when you watch the film? Do you remember?

Participant: Yeah. The first thing is for the pressure the factory gives to the workers, and because in the movie the workers always do the same job every day, so it's will made a lot of hurt for their mental, because they need to work and they need to make the same action for maybe 10 hours. And also, there are a lot of children. They are also working in this kind of factory. And but in that age, they should go to the school. And also this kind of job is always very scary and dangerous for the kids. Yeah... That kind of...I think.

Researcher: Yeah, yeah, yeah, yeah. That's a good, good example. So, you know, before the foundation, you have learned about research and during the foundation course this year, you have learned about other ways of doing research. Now, today and in the future, would you like to be taught other ways of doing research to generate ideas? Would you like to learn new ways that you don't know now?

Participant: Yes, like... I know there is a way using a software you can use it to share, maybe your friends or some people online and this kind of software... They will make some options to answer your questions. You can... And you can know how many people choose this option, how many people chose other options... So that kind of resources also can help you to make the project.

Researcher: This is called a survey. Yeah. Survey? Mm hmm. Yeah, that's useful. All right, so I have last questions about the FMP. So, in the last project of the FMP, could you show me one or more pages of your sketchbook where you remember how your research influenced your ideas? So, if we look at your sketchbook, there are many pages... Do you remember one page or two where you remember that, Oh, this is a moment where my research has influenced my ideas. It really helped for my ideas.

Participant: Hmm...

Researcher: Yeah. Take your time.

Participant: This one... (*Shows to the screen*)

Researcher: Yeah. So, this is page... Let me look... This is page 7. Yeah, why this page?

Participant: Because in these pages I searched a very interesting game. Its name is Dumb ways to die. And this game is... When you finish this game, he will give you an animation. And in this animation, there is a lot of... Ways that people will kill themselves. But the interesting thing in this animation... He didn't using like don't go on the road when the light is red. He used a more funny way to tell you this kind of information, so it will let people remember it more better and the people are waiting to see it. If you just type some words, don't go somewhere or don't touch this thing, maybe people are thinking that's boring. They don't want to see it. So, because I make... My project is about the water pollution. So I think there are some similar elements. If I just make some information like don't throw the rubbish into the ocean, maybe people don't care about it. So, I think that kind of funny way is more, better. So I will consider what kind of way I can put into my project that people can willing to accept it. So, then I think about maybe I can make some comic books and using some funny story to share my idea to the audience.

Researcher: That's interesting, you know, I didn't know that. I didn't know, like, how you connected... You connected this video with your final product, your final work. That's really interesting. Um, okay. So, do you think in this project... Was the whole research, the general research in this project useful to get ideas and why?

Participant: Yes. Because for my two stories there are inspiration from the documentary. One is the turtle and the other one is the capybara. Because this video I know about the capybara and their habitat because of the noise pollution and it destroys the capybara habitats. And for the turtle because people occupy too much on the beach, so there is no way they can provide the turtles the eggs anymore.

Researcher: So what is interesting I feel, in this part of your project, in the research with the documentaries and the Internet information, is that you had a lot of information about the animals, right? So this information about the animals allowed you to illustrate, to draw a story. But then there is not much... there is not a lot of research about illustration. Yes, a little bit, but not too much. What you needed for this project, what was really important for you, for this project, for you was to have information about the animals, right? Or what do you think for this project? What kind of research..., what was more important to you?

Participant: I think is for search information about the animals and how they are influenced by the people or humans' behaviour.

Researcher: Yeah, and the pollution. Yeah, of course. So, do you think... As a final question, do you think there is a difference in the way you understand research now and one year ago?

Participant: I think before, one year ago, when I was in high school, we just do our research by using some resources which the teacher give us... Some papers like some artists and some websites, and we will use this kind of website and artist to make our project. But it has a little bit restrict for us. We cannot... we don't have too much free to research. And so, maybe, in the foundation courses I have more space and free to search what I want so I have a more way to research, like using games, videos, or something else.

Researcher: Yeah, you know, That's true. You're right. Sometimes as teachers we might give a lot of examples and that may restrict the possibility to do more research. Uh, but when you're given some freedom to do research, then so many things can happen. Yeah. Okay. Is there anything else you would like to say about the relation between research and ideas and the creation of ideas? Is there anything else you have in mind?

Participant: Hmm I think it's all.

Researcher: Yeah, of course. Uh, maybe I have a last question. Do you think sometimes it's the other way around? Do you think ideas can make research possible? So, for example, you know, it's not research that give ideas, but ideas that start new research?

Participant: Yeah. I think when you have ideas so you can find the position about the research. So, you can research better and more... Accurate? Accurate or...?

Researcher: Yeah. Accurate.

Participant: Yeah, yeah.

Researcher: Accurate. All right. All right, well, for me, it's, uh, I'm done now. I have asked you all the questions I wanted. So, it has been really useful to talk to you. Thank you again and, so what are you going to do now? You have English classes all July and August?

Participant: Yeah. It is two months.

End of interview.

Continues talking personal matters with participant and farewells.

Appendix 6d. Participant 4

Interview transcript with Participant 4

14/07/2022, 35 minutes

0:00 – 00:00:25

Greetings and introductory talk between researcher and participant about personal matters.

Researcher: Great, great. Okay. Well, first, I want to thank you for doing this with me. I'm really happy to do it. And as you know, I'm recording the interview, so just the voice, so after I can listen to it and I will keep it confidential. You don't need to worry about anything. And just to remind you, the purpose of my research is that I want to know more about how students understand the role of research for their idea generation. I have some questions and my first question for you would be to know how do you get ideas when you do a creative project?

Participant: Well, like how to find the concept?

Researcher: Yeah. How do you get your ideas when you're working and you are on your project? How do you get ideas?

Participant: I think firstly I have to find a question or social question or something... I felt really confused being in my real life and then... Sometimes I will search it on the Internet to find, like, how other people think about this question. And sometimes I ask my family, my parents, or talk this was my good friends. Yes. And if I think is a really important or interesting question, I will do something like do some work on it.

Researcher: Do you have any example in mind, an example of a situation maybe in high school or after where you had to talk to your family or to your friends to get some ideas and suddenly you had the idea... Do you remember any example? *(Short pause)* Can you hear me? Sorry. Just a second. My connection is bad. I don't know why.

Participant: Something wrong with my Internet?

Researcher: No, it's mine. Can you hear me? Yeah, it's my internet. Sorry. Now it should be fine. For a moment, the Wi-Fi was out. I don't know why. Did you hear my question about like if you have any example of a recent situation where you had to do what you just said, talking to your friends or family or going to the Internet?

Participant: Yes. Like for my final major project about the high school question... That's because I just had a discussion with my good friend and she said this question like they cannot choose what they want. And then I felt a little bit like confused cause I think everyone have to do what they want. So after that I have a discussion with my family and my mom told me like cause there were so many people in China so they cannot do more individual. They have to like have a specific way to choose people. So they just abandoned some individual things. So I feel it's really interesting and they said that is why they want me to learn abroad, learn in the UK because it's more individual and more good for my own study or my own like future. Yes. So this question is because I have a discussion with my good friends and I don't mention the word, don't know this question before.

Researcher: Hmm. True. Because you talk to them that suddenly you had new, new understanding of things and new ideas. Uh, for you, what does doing research means to you? Doing research... What does that mean to you?

Participant: Doing research, I think is...I can know, like, something I don't know. It's a way to study, and people always have something they don't know, so I just look at that and check this, find this in the internet, and then maybe I learn a new skill. Maybe I know what others think. And maybe I know, like...How can I do this? Maybe in that way, maybe I have some new ideas, like, I think this is just a way to study and it's a way to open my mind and open my view to let me better and let me work better.

Researcher: Of course. Of course. And why do you think we as artists, designers or even filmmakers... Why do you think we need to do research?

Participant: Because I think... We cannot just mention our own view, like people have their own understanding. And if we just know what we want and what we think about this but don't search or listen to others... Others like, studying or others idea. We just focus on our own. It's not like... How to say this? I think we cannot just focus on our own. We have to listen to different voices and different thinking to collect more ideas about this concept. Yes... About this question.

Researcher: Now you're saying this... Do you think students who are more creative like artists, designers, filmmakers, do you think creative students focus too much on their feelings or what they think is good or right? What do you think about this? Do you agree or disagree?

Participant: Sorry. I don't really understand this question.

Researcher: No, it's just... I am thinking about what you just said. And do you think, like, creative students focus way too much on their own feelings and understanding of the world, and maybe they don't care too much about what others think... Do you think they... They are a bit, uh. Not selfish, but how to say... Maybe they think research is not important or it's not useful. Do you agree with this or do you disagree? What do you think?

Participant: No, I think they have their own ideas because they live in their own situation. But different people have different experiences. So they have different thinking. If you don't, like, live like that and have a life like that, you cannot feel what they feel. So if you just listen to their feelings and then you think, Oh, maybe because they live in that situation so they have that feeling and they get a different experience. So they have different feeling. I think it's really important. You cannot just say because you live like that, you have a normal experience like that so you think like that.

Researcher: Of course. Do you think research helps you to generate ideas? And why do you think research is useful?

Participant: I think... I think maybe your research will not help me to generate an idea, but help me to... How to say... To develop an idea. Maybe I have a first idea like this, but during my research, I changed my idea. And yes, maybe let me think about this.

Researcher: That's a good point. So you are telling me that sometimes you already have an idea in mind, but then suddenly, by doing research, you will develop that idea. But that's not because you do research that suddenly an idea comes up. That's what you're trying to say, right?

Participant: Yes, maybe. First, I have an idea, and I like searching it on Internet because I want to determine this idea or just overturn this idea like... Is this idea right or wrong? Why is right? Why is wrong and why different people have different feeling? Why they don't think about this like that and why... Why? Why? Why? Why people always have different like ideas because their living experience, something like that. Yes. I just want to determine my ideas, right or wrong, so that in this process I will develop my idea.

Researcher: Of course. I understand. Do you have a research method that you find more useful than others and that you have repeated more than once in your projects? Maybe you have a couple of examples of other projects that are not the FMP. Maybe... What do you think? Do you have any method that you really like, that you have repeated more than once?

Participant: Well, I don't know other methods, but for me, when I have some questions, I will go to WeChat or another app called Zhihu, in China, to check this. And when I check these questions, maybe others who also have this question or their own idea will write a long article, a long essay, and then I will know like, wow, maybe some law or some... How to say this, some policies I don't know. So, because of this law or policy, people do something like that. So, I just develop my own knowledge to develop this idea and to know more about this concept, this topic.

Researcher: Could you give me an example of maybe not the FMP, but before the FMP of a project where you did this, you just went to WeChat or to that app, and what did you do?

Participant: Well. Let me think about this.

Researcher: Yeah, of course. Try to remember, maybe there's so many projects.

Participant: Wow.

Short pause.

Researcher: Maybe when you did that project for the Industrial Revolution, how did you do your research for that project at the very beginning?

Participant: Uh, well, when I do the research about, about child labor, I searched on Zhihu and they said because before in maybe 100 years before, in that time, or years before the law or policies... Not that...Yangli... How to say yangli? Let me check.

Participant: Oh, severe.

Researcher: Oh, yeah.

Participant: Yes. And then some family just changed or... Yeah. Change their children's age to let a little child to do the work. And in that time, the work is on the machine so it's not... How to say this. Physical work. It's just using their hand to control something. So it's really easy for children to do this. So, some families just change their children's age. And then to let them to do some machine work. Yes, but in China, cause there are so many children in one family, so the elder brother or sister will take care about the little kids. So they don't want their little kids to go to work. So they may go to work, but because they are older. So the little kids go to work is not really, not really common.

Researcher: Of course.

Participant: Yeah. That's what I saw in one article. And sometimes I feel really interesting. Like different articles have different ideas and different thinking. So maybe I just think, well, this article was right. Wow, that essay is really right too. Yeah, but I have different, I just collect different ideas. Mhm. Yes. And I think don't have to choose which one is right or which one is wrong. Maybe they are all right.

Researcher: Yeah. They are all interesting also. Maybe they... Maybe you agree with what is said or you disagree with what is said. But, at the end, they are all interesting in the way they are written, because these are different points of view.

Participant: Yes, and they are all make sense, I think.

Researcher: Well, you know how to do research with people... Talking to people. Going to an app, going to a website... Would you like to be taught other ways of doing research to generate ideas? Have you thought about this?

Participant: Well. Oh, well. Well, well, well. I...Other ways?

Researcher: Maybe ways of doing research that you don't know but that you would like to know or that you... Because research is not just about reading books or going to the internet, right? Research can have so many different ways and sometimes we don't know what we could do with that research, with these methods. So I'm just wondering if, you had more time or even like now going to the UK as a filmmaker, are there ways of doing research that you would like to learn that you think could be really useful for your work?

Participant: Yeah. I think if I have time or... If I can do this, when I have a concept, maybe I want just to experience! If I want to do some research for one specific group of people, I have to join them and experience their life. Yes, I think it's really important. You cannot just listen or just look on the Internet or in the television. You have to just join them and yes, feel their life.

Researcher: Of course, that's interesting. You mentioned this as a filmmaker because that's the kind of fieldwork that you could do.

Being with people, learning about how they live, how they think and after, it's even easier or more interesting for you to maybe create a film in this environment or to interview these people for a documentary. So, yeah, this kind of preparation is important.

Participant: Yes. And I think it helps us to determine what develops some details, just like if you want to film or you want to... Talk about a story about blind people. You have to know how they walk or how they live in this world so that you can determine a lot of details.

Researcher: Yes, of course. All right. So, before we talked a bit about research in general. Now I would like to talk more about the FMP. So in the last project, could you have a look at the pdf I just sent you of your sketchbook and tell me, one or two pages where you remember that your research influenced your ideas? Like if we have a look at your sketchbook. Where do you remember that your research had a strong impact on your ideas? And why?

Participant: Let me think about this.

Researcher: Yeah, of course. Take your time.

Long pause.

Participant: I think my questionnaire helped me a lot.

Researcher: Where is your questionnaire? Which page?

Participant: Well, so many pages.

Researcher: Oh, yes, it's page 15.

Participant: Yes, maybe.

Researcher: Where it's written in Chinese.

Participant: Yes.

Researcher: Why? Why this moment really helped for your ideas?

Participant: Well, because I think in this questionnaire, I collected a lot of interesting questions. People who are in traditional Chinese high school talked everything about their dream school, include a location and teaching method and people's level and... Is that popular or not? Is this school really good or is this school better than other school...? But a little bit of them talked about their major, or what they want. They really want to go to the school because maybe their... How to say this?

Researcher: A class topic? A class subjects?

Participant: Yeah. Curriculum.

Researcher: Oh, curriculum.

Participant: Yes. Because some of them said because less and less, less schools. Less schools. Uh, the website writer just writes their curriculum, but more about their location and their something others. So. And, and, and...

Researcher: But how all this information you had from these people... How did you start thinking about the film? What's the first thing you felt after reading all this and analyzing the questionnaire, what was your next feeling? What was the first idea you had?

Participant: Well. All of them. All of them are like this, so they don't feel it's really important. You know what I mean? Maybe they don't feel this really important to think about their major or their future. So when I interviewed some high school students, they feel like... It's not really important. And sometimes when I ask them... Did you think a little bit of their future? They don't think it's a big question or they don't feel that they don't have the freedom to choose. Yes. So, when I interview them. How to say this... The reaction are... Uh, not that really... I don't know how to say that. Not really big or... Yes. They don't feel it's a really big question. And that is... When I read the questionnaire and I know because... They sometimes don't think about this question.

Researcher: Do you think sometimes research can be surprising and can change your idea completely? Because you didn't expect something that you just learned by doing research.

Participant: Yes. In the questionnaires, some adults write about their employment prospect like can they... Is that job really stable or can they earn lots of money? And if it don't like not really stable, they will not do that, although it's their dream. And when I asked, I talked to my good friends or talked to my family. This is because there are so many people in China. So we have to... So, you have to... How to say this? You have to compete.

Researcher: Yes, compete.

Participant: You have to compete with so many people. So, yes, you cannot choose your dream. You just can choose an easy work. An easy but stable work.

Researcher: Do you think all this research you did for the FMP, for this big project, do you think this research was useful to get ideas, to make a documentary? Because your final product is a documentary, right? So, do you think this this whole research was useful to get to these ideas of doing a short film or documentary?

Participant: I don't think all research are useful, but if they are like 20% of them. Oh, no, it's too... If maybe 50% of the research are useful, I just feel I did a good research, because it's a way for me to open my mind and if I looked for something. Maybe I didn't use, but I also feel like a development of my knowledge or is like to let me to learn a lot of things. Maybe these things will not use for this FMP, but maybe for next project or other project or in the future. When I do this, I will think about well, I just researched that before, maybe a long time before. Yeah, but I know this.

Researcher: Yeah. Of course. Research can be useful for other projects, right? Not just for one project. And it just depends of what can be useful of what you just found for that specific project. Sometimes, yeah. it can be... It can be, as you say, maybe 50%, even less... So do you think there is a difference, as a last question, do you think there is a difference in the way you understand research now and one year ago?

Participant: Yes, of course, to be honest. One year ago, when I was just in a traditional high school. Really? Then, not that much people tell me how to do the research. And I do the research maybe just for... Just for learning new skills. Like when I edit something. When I don't know how to edit something, I have to check and to see the video on YouTube to get new skills. But I don't think research is really important before because I just... Like what I said before, I just focus on my own views and maybe talk with my parents or my friends if they agree with me. I just feel, oh, people are all over the world will agree with me, something like that. So that if my parents or my good friends agree with me, I will not check on internet. Yes. But now I feel I don't want to like learn new way to... Maybe not don't want but don't know how to do the new way to express this concept or talk about the things. And then, now maybe I will watch more film or watch more way, more video, about the way to edit it or the way to film. And then I will have a choice. Yes. So, I'm just one year ago, I didn't know research is really important and now I know it's really important and I will do it in the first moment. Yes. When I know this problem, I will start to research.

Researcher: All good.

Participant: Oh, yeah. I can say this, like before I do the research just because I have a question. Like, I feel like I don't know this thing

or I don't know that thing, I will check it on the internet. But now I don't have questions, but I just have this idea... So I check this. Yes. And not because I have a question just because I want to know something.

Researcher: Yeah. I know, it's more natural now. It's a bit more normal for you to look for things outside. Maybe before you were just waiting for, uh, to maybe to be told to do it or to have, as you say, to have a question. And then if you have the question, you going to look for it. But now, even if you don't have a question, I'm sure you will still look for some information.

Participant: Yes. Now it's not for solve some problem, but just for open my mind to develop this concept.

Researcher: Of course, to open your mind. That's a nice way to finish the interview. Um. Okay, we'll stop recording now.

End of interview.

Final personal talk between researcher and participant. Farewells.

Appendix 6e. Participant 5

Interview transcript with Participant 5

16/07/2022, 38 minutes

0:00 – 00:00:41

Greetings and introductory talk between researcher and participant about personal matters.

Researcher: Okay. Great. Well, let's start the interview. It will be more or less half an hour. And well, first, thank you for taking part in this research. As you know, I'm recording the interview, so just our voice, our conversation, and I will keep it confidential. Just for you, for me. Your name will also be anonymized as you signed in the consent form. And you don't need to worry about anything. But it's important I explain this to you because it's part of my ethics. And I remind you that the purpose of my research is to know more about how students understand the role of research when they create and when they have ideas. So, my first question would be how do you get ideas when you do a creative project?

Participant: Actually, sometimes I will find some inspiration from the real life. Maybe my mom will give me some suggestion or advice, and also, I got inspiration from the Internet. And actually, sometimes when I find some very interesting work... Yeah. In the Internet, I will not find someone... Maybe I will not find a specific artist. I think when I decide like... The direction... I will just find the work. I will not find the artist. For me, yeah, I will find the inspiration from the artworks. But not a person. And also, from... Maybe from friends or from the daily life, and some inspiration.

Researcher: Do you remember an example that is not the FMP, because the FMP will ask you after that... Do you remember another example of a project where you got ideas by maybe talking to some friends, as you just said, or looking at the Internet? Do you remember?

Participant: Let me... Let me think.

Researcher: Of course. Of course. Because what would you do? For you, doing research, what does that mean? Doing research?

Participant: Doing research that means maybe I find some interesting elements but I'm not sure how to combine them and how to put the different elements together... I will do the research. And do you remember my second project, the... I've done the platform for the student at BACA. The student platform....

Researcher: Yes, I remember.

Participant: Yes. That idea was from the daily life. And because... And I was thinking BACA lack some... Some parts of the education because, you know, our activity is just in the visual communication, we actually never go to the other classes. Maybe fashion. Or maybe...Yeah. I forgot another class...HNC?

Researcher: 3D? Oh yeah, HNC.

Participant: Yeah, 3D, HNC. Actually, we didn't have any connection with them, so I'm thinking maybe they also can give us some like a suggestion or some, we can get some inspiration from them. So I think maybe the student platform is a good way to help us to solve this kind of situation or problems. Yeah. Because I remember our... The teacher and... The teacher asked us to go to the fashion or 3D students to watching them work. Only three times or two times. So I think we can do more like this kind of activities. So this is why I do that project. And that project, the inspiration is from the daily life. So I think this is an example...

Researcher: And it's also a way to solve a problem that you have observed. You have observed this problem and you have thought about it... A problem or reality and, or, a situation, specific situation... And then you've thought about it and then you try to find a solution through your design. Why do you think we do research as artists or designers?

Participant: Hmm, what is this question means?

Researcher: Because research can be done by so many different people. But why do you think we do research as artists or designers, creative people? Why do you think creative people need to do research?

Participant: Because if you only done this work by yourself and it's limited, you will... Sometimes you will not think come... Sometimes you will not think comprehensive and sometimes... Maybe something is missing. So I think... Find some inspiration from others is very important for our...For someone.... I think for anyone, I think for anyone, for anyone or need to find or need to find some suggestion or inspiration from others because one person is limited. So, yeah.

Researcher: That's a good point. Of course, one person alone is a bit limited in its scope of understanding of things. And, of course, we need to do research. Do you think research helps you to generate ideas? Is research useful to you?

Participant: I think, of course, is useful for me.

Researcher: Why?

Participant: Because research can help me to... Help me to make my work. Make my ideas together. Because sometimes when I got some, I got ideas and they are like, they are different parts and... For me, it's hard to put them together to make it... To combine them to one work. And so this is a reason why I do research, because actually I have a lot of ideas, but most of the time I cannot combine them all. So, doing research, I think is a good idea for for me to make the idea real, to become real.

Researcher: Yeah, of course. And to even select the best ideas, the ideas that make sense together. Do you have a research method that you use more than others and that you find more useful than others, that you have repeated more than once in your projects? Is there a research method that you find more useful?

Participant: What is research method?

Researcher: Methods. So a method, for example, is talking to others, right? This is a method, uh, researching on the internet is another method. Uh, in researching on the Internet, you could say looking at pictures and selecting the best pictures could be a method. Uh, looking at artists' works or reading about artists or watching movies... All these are different methods. So, methods is 'bianfa', right? I'm not sure about the word.

Participant: Oh, I understand that word.

Researcher: Yeah. So do you have anyresearch method that you like more than others? Because you find it much more useful to you, to your way of working and thinking.

Participant: Hmm...Research method... (Short pause) I think maybe I will find some... Maybe if I will find some keywords to... Maybe I will find some keywords to find some works, but and they have connection with my keywords. And then I will select the, select the works and put them together and find some like, and find some work. They had connections. And then I will... From this work, I will get a new keyword maybe, a new keyword that can continue research and If I have some problems or I don't know how to continue research, I will ask some... Yeah, I will ask my friends or ask my family members. Maybe they can give me some suggestions. And then that I can... Continue to do the research. So, I think keywords is an important way to doing my research.

Researcher: Yeah. True. True. Makes sense, of course. Keywords are concepts. Concepts can always help to find any kind of information out there. And then... Yeah. That's interesting.

Participant: Yeah. I think these methods is continued because when I begin to do a research, maybe the concepts and maybe the

keywords... It's very big. Or it's not make sense. And when I got some inspiration from my research and my concept or my keywords will more, more detailed.

Researcher: Do you find...? Actually, that's an interesting point because sometimes research starts being really broad and general, and then we start narrowing down all this information we find, trying to make sense of all this information we find. Do you think this process can be difficult for anyone, actually, not just for students, but do you think it's a difficult process to be able to scale down the research and all this information or inspiration that you have found? What do you think?

Participant: Actually, sometimes I think it's difficult. Maybe some... Maybe because maybe my concept or my keywords. It's hard to... It's hard to find the inspiration. Inspiration from the Internet. It's hard to find the connection, ways with other artworks or with other person's concepts. And so, sometimes when I met, when I have this kind of situation, I think it's difficult for me to, um, to make it narrative, make it narrative. But for me, when I have this kind of situation, maybe I will find another way to... Maybe to avoid this kind of... To avoid this kind of situation, I think, because, you know, sometimes when I start... Maybe I avoid this, or maybe I breakthrough the problems, but it depends on time. You know, if I have enough time, maybe I will try to break through it. But maybe I don't have time. Maybe I will avoid this, and to find another way to continue to do my research or do my work.

Researcher: Yes. Yes. That's interesting to be able to know that this is something that can be difficult and you have to anticipate this problem and try to overcome the problem by finding other ways. But there's always a moment where we a bit... We're a bit blocked. We don't know how to continue this research. You have learned a lot of ways of doing research, at high school, in the foundation. So you already have some ways of doing research in your mind. Would you like to be taught other ways of doing research that you haven't learned yet, but maybe you would like to learn more about? Maybe it's a way that you have observed in others and you say, oh, that would be really interesting to learn more about this... Or maybe that's something related to your field or to another field... What do you think?

Participant: Yeah. I think, of course if I had this kind of opportunity or actually have like absorbed and the way to... Another way to do the research I think I will definitely narrow it because for doing research I think more and more in ways is great because you know, like I said, when sometimes I start or sometimes it's hard to continue... Yeah, maybe this kind of situation is just because the way of my researching is limited. Maybe I don't have another way to find the inspiration. So, I will never mind to learn new ways, new methods to do the research because if I know more and more way to do the research, it's easy for me to do my work or to...to...

Researcher: And do you think do you think research is still useful even if you don't generate ideas with the research? Usually, we do research to generate ideas and after to do a project that is meaningful. But do you think research can still be useful even if we, at the end, we don't have any ideas.

Participant: Of course. Because, actually. Yeah. Maybe... Because when I do research, I can I can got more... I can get meaning like information and even this kind of information maybe I don't need at this moment, but maybe later or maybe when I'm doing something or when I... When I have some problems. Yeah, maybe the information, maybe the information that I got from the last time I do the research it can also help me. I think the information that I don't know can help me I don't know. Maybe. Maybe, sometimes I can use it.

Researcher: Of course. It's not just for one time, right? It can be for many times. We never know.

Participant: Yeah. So I think doing research is not just for maybe I need to do research. Maybe doing research, it's just for I can learn something and got some new knowledge or new information that I never heard or I never see...Yeah.

Researcher: Good point. Let's have a look at your sketchbook. In the last project, the FMP. Could you show me one or more pages of your sketchbook when you remember how your research influenced your ideas? So, if we look at your sketchbook, I'm sure... Well, take your time, of course, because it's I mean, maybe you don't remember everything, but do you remember when you look at all these pages, one moment where your research, where we can see that your research had an impact on your ideas and you thought, oh, this is, this is going to help me. It's really going to help me or...?

Participant: Let me find. (Short pause) I don't know which page is, I think. One, two, three, four, five, six, seven, eight, nine... (Counts in silence)

Researcher: Is it after the blue... The blue...

Participant: 24 pages. I forgot... The last questions. Before two pages.

Researcher: Where you have task five?

Participant: Before task five, two pages.

Researcher: Okay. Where you have two pictures and three points. One, two, three?

Participant: Yeah. One, two, three.

Researcher: Yeah, why? You remember this page as an important page in this connection between research and ideas?

Participant: Yeah. I remember the two pages that I write a lot of and... Like I write a lot of concepts and actually I think this is a very important point, I think. Because when I write them down and when I analyse them. When I analyse the results, analyse them more, my application has very big... Impact.

Researcher: If I remember well, these were the parts of the interviews you did, right?

Participant: Yes. Because actually at that time I'm not sure what my application needs. You know the functions. That time I'm still not sure the functions in my application, so when I write them down and analyse them, actually, I find my application... Actually, I find the functions that I need to put in my application. So, when I decide this and when I make sure this, my speed, my project have a very quick...

Researcher: It goes quicker, right? In terms of speed.

Participant: Yeah, it goes quicker.

Researcher: Do you think all the research you did in this project was useful to get ideas? Do you think all the research was useful or maybe just some specific parts of what you did?

Participant: No. Maybe, maybe some pages it's not useful, but it can help me to select it. Yeah. Like... Actually, in the beginning, the artist research about the color. Actually, it didn't really help me. But, I also got some, like, kind of knowledge. The strong, the strong construct. Yeah, I forgot this... The strong contrast. The strong contrast is also a good way to think even I didn't do the project. So I actually learned some, this kind of skills or this kind of knowledge from the research... Even if it didn't really help me, but... yeah, but it actually... So I continue to do the research from the strong contrast to the emotion. So, yeah. You know, the color and has a connection with the emotion. So, this is useful for me. So, I don't think the formal, the formal research didn't useful. Maybe, maybe it's a process, I think.

Researcher: Yeah, yeah, yeah. It's. It's useful in another way. Maybe not in a way to get the ideas with which you developed your project, but it's useful in a way that you learn something that somehow could influence other projects and maybe not that one. And also, in another way, all this research you did at the beginning, who knows, maybe after doing it, after three or four weeks doing it, if you didn't do that research, maybe you wouldn't have got to the point where you research something completely different that is totally connected to your final project. Sometimes, it's just a matter of time. It's just... Time passes after months and after you change your mind and suddenly you have a brilliant idea. But without this process, as you said, maybe nothing comes. Nothing comes at all. Just time and process can help.

Participant: Yes.

Researcher: Do you think, as a last question, do you think there is a difference in the way you understand research now and one year ago?

Participant: Yeah, of course. Because one year ago... Actually, I didn't know how to do research and I never do the research before one year ago. Actually before one years ago... When I do the works or projects, my direction maybe will change by my emotion. Maybe I want... Maybe today I have some ideas for... Yeah. Today maybe I have some concepts and tomorrow maybe I have another concept. So, before I went to the foundation. I don't know how to do the whole project. Yeah. I think it's really... I don't know... It's really big change for me. Because for now, I can do a complete project and I know how to do at the beginning to the end. But before one year ago, I didn't know any way to continue to do my projects. And in that time, most of the concepts, the ideas it's my teacher told me or my friends told me. So, it's a really big improvement, I think.

Researcher: Of course. Of course. And what you said about emotion, that's really interesting because it feels like research helps to structure your way of thinking. And when you think too much with emotions for projects, as you said, maybe one day I want to do this the other day I want to do something else. And then there is no structure and there is no method actually, or there is no way of progressing in the project because you slow it down with your own... By listening to your own emotions... But maybe research can also be a way, and not just research, all the other things that you learned, a way to structure your way of thinking and yeah. Makes sense. Yeah. I didn't think about... I mean, I know this, but I didn't really think about this thing between emotions and reason. And, of course. All right. Do you have anything else to add? For me it's fine. It has been really good talking to you about this. Is there anything else you would like to say about the connection between research and ideas?

Participant: Umm, I think maybe no.

Researcher: Yes, we have talked about many things, right? All right. I will stop the recording.

End of interview.

Final personal talk between researcher and participant. Farewells.