

Goldsmiths
UNIVERSITY OF LONDON

EVALUATION of DESIGN VENTURA

Final report, February 2015

Jennifer Bain

With Francesca Paterson



“Of all the Design Projects I’ve been involved in at [...] school, I think this has had the most positive impact on my classroom practice”
Classroom teacher, pitching school

“[The impact of Design Ventura] I would like to be in a career design related - whether that be product design, interior or architecture. “
Yr 10 student

“My ability to work with different people that I wouldn’t choose to work with has improved and I feel more confident working with others.”
Year 9 student

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Jennifer Bain
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ACRONYMS

CPD – Continuing Professional Development
DV – Design Ventura
XC – Cross-curricular
KS – Key stage

1. INTRODUCTION

1.1 Design Ventura Overview

Design Ventura¹ is the Design Museum's award winning, national, design and enterprise competition. A live brief challenges young people to design a new product for the Design Museum Shop. Now in its sixth year, Design Ventura is a free national competition for students in years 9, 10 and 11. It places design skills in a real world context, developing creativity, problem-solving, team-work and enterprise capabilities.

¹ More information on Design Ventura can be found at <http://ventura.designmuseum.org>

Design Ventura offers participants opportunities to visit the Design Museum and to encounter experts from design and business online or in person. Design Ventura aims to give young people a taste of life within the design industry and to empower them to explore ideas from both creative and business perspectives. Learners are invited to respond to a brief to design a product for the Design Museum's shop. They are supported by museum educators, practising designers, business people and their teachers to produce a design solution, taking account of ethical, design and business criteria. The designs are judged by a panel of business and design professionals headed by Sebastian Conran.

Following three years of evaluation in partnership with the Centre for Education in Industry at the University of Warwick, the Design Ventura evaluation framework was updated to accommodate lessons learned and the growing ambition for the project. Warwick's review of the project from 2010 to 2013 suggested that this was the 'discovery' period of the project, focused on exploring ways that the project could be delivered to enable teachers and students to participate. The review went on to suggest the period 2013-16 as the 'dissemination phase' of the project.

As such, this 2014 evaluation, carried out by the Design Department at Goldsmiths, University of London, signals the first stage of identifying and evaluating the legacy of Design Ventura. Accordingly, both the methodology (see section 4) and the outcome measurement indicators (see appendix i) have been updated to focus in more depth on how Design Ventura impacts on the longer term practice of teachers, including how teachers personalise the project for their students and use it to achieve wider curriculum objectives.

The project continues to focus on the development of enterprise capability in the context of design and aims to increase the skills, creativity and confidence of learners. It continues to provide many opportunities for young people to be inspired by and interact with designers, business people, excellent design and the design world in general.

1. Introduction contd.

1.2 Scope of Design Ventura 2014

As a museum education project, Design Ventura remains unusual because of its large scale and longitudinal nature. It continues to make use of on-line resources and e-learning to offer opportunities for widening participation. By the end of 2014, the 6th year of the programme, Design Ventura had reached 241 schools and 9,282 students.

Learning content for the programme maintained the focus of earlier years. Web-materials to encourage widening participation included: an introductory briefing video permitting learners to be briefed on their task, images of successful projects from previous years, top tips sheets, worksheets and videos of designers and business people giving advice.

Schools were recruited through email, social media and flyer mailings. 241 schools were engaged in DV 2014 of which 58 were London state schools (69 in 2013). 8 schools were Deutsche Bank Priority schools. A total of 9,282 students participated in some way (6,134 in 2013).

CPD was provided for 99 teachers plus and recorded session for xx teachers/ xx viewings. Training was provided for the staff delivering the planned workshops along with briefing sessions for 26 designers and 23 Deutsche Bank volunteers.

Schools could elect to attend an 'Idea Surgery' workshop at the Design Museum which also made it possible to visit the Design Museum shop and current Design Museum Exhibitions. 54 Ideas Surgery workshops were provided and 2 schools elected to follow a self-directed, and 10 facilitated visits to exhibitions Designs of the Year, Designers in Residence and Collection Lab.

Three on-line 'Ask the Expert' sessions were offered which attracted xx participants. xx individuals joined to the on-line community.

90 schools submitted their entries to the Design Museum at the end of October 2014 and 10 teams of 4-6 students were invited to present their designs at a pitching day at the Design Museum in December 2014. The winning school was announced in February 2015.

2. METHODOLOGY

2.1 Overview

The aims of the Design Ventura 2014 programme have been expressed in terms of 5 specific impact measurement areas, with associated outcomes indicators and targets for participants¹. Data has been captured and analysed to enable informed conclusions to be drawn about the degree to which the 2014 programme has fulfilled these specific outcome targets.

Thus, within this final report, findings from the evaluation are discussed under the following impact measurement headings:

1. Skills
2. Attitudes and Aptitudes
3. Knowledge and Understanding
4. Legacy
5. Qualitative experience

This evaluation sits within an qualitative, or interpretive, paradigm (Lincoln and Guba, 1985; Robson, 2002). Of particular relevance to this is concept of “Individuals” interpretations of the world around them’ (Cohen et al, 2003: 23), and we use this to focus on providing insightful narrative and perspectives on how individual schools use the project.

We continue to capture data about skills and confidence connected to teaching and learning about design and enterprise in a museum and classroom context. In the longer-term, the intention is to end up with 6 years of comparative data relating to the skills, confidence and ambition developed by teachers and their students as a result of participating in Design Ventura., but to also innovate where there are opportunities to do something new (see section 5, Recommendations).

This evaluation of Design Ventura uses a mixed method approach, utilising teacher and student questionnaires², workshop observations and interviews with teachers³. Where possible, reporting of findings indicates the precise % of teachers/students in which that finding was noted. However, where this is not possible, terms such as “few”, “some” and “the majority” are used. Throughout the report, the activities being evaluated are referred to as ‘the programme’.

2.2 Responsibilities

In order to take advantage of different skill-sets, minimise costs, maximize access factors and provide an independent perspective on the data, the evaluation tasks have been shared. The Design Museum recorded registration to the programme and designed and alerted registrants to the evaluation surveys which were accessible on-line via a link on the Design Museum website. Goldsmiths, University of London was responsible for follow up survey administration (e.g. reminder emails to encourage survey participation), data analysis and reporting.

2.3 Data Collected

During Design Ventura 2014, the following data have been collected from each school in order to identify student and teacher reactions to the

¹ See the Outcome Measurement framework in Appendix i

² See examples of survey questionnaires in Appendices ii and iii

³ See examples of interview schedules in Appendix iv.

2. Methodology contd.

delivered programme and to identify progress in relation to the outcome indicators and targets specific to performance in 2014.

Administrative data

The Design Museum has collected data relating to the characteristics of participating schools from the registration forms and details of activities they engaged in (see appendix v).

Survey Questionnaires

Two online surveys: one for teachers and one for students were designed administered during the Design Ventura programme (see appendix ii and iii). In both questionnaires, respondents were asked to choose an encoded value judgement in response to a series of themed questions.

Observation data

A CPD day at the Design Museum, involving teachers from a range of schools, was observed in August 2014. In addition, the Pitching event in December 2014 was observed and observation data gathered.

Semi-Structured Interview data

Semi-structured interviews were conducted with a representative sample of schools/teachers (see appendix iv.)

2.4 Data Analysis

The focus of the analysis of data gathered during Design Ventura 2014 is to uncover broad and holistic evidence against the outcome targets, rather than an in-depth exploration of features of the Design Ventura.

Analysis and interpretation of data was approached in a systematic and structured way through categorising and coding data pertaining to Skills, Attitudes and Aptitudes, Knowledge and understanding, Legacy and Qualitative Experience. Interpretation of data also sought to uncover emerging relationships, themes and issues.

Observation and survey data are response-based samples, accordingly, data for analysis is from all schools which responded. Semi-structured interview data is from a representative sample of all school types (see appendix v). Direct quotations from qualitative data are used to illuminate and compliment the researcher's commentary and interpretation (Kvale, 1996) whilst charts and graphs are used to present the frequency distribution of quantitative data (Robson, 2002).

3. FINDINGS on DESIGN VENTURA 2014

3.1 General Findings

3.1.1 Student survey profile

The student survey received 357 returns from Design Ventura students, with this year’s sample coming from 40 different schools. This is well above the agreed evaluation target of 60 student responses. However, it is noted that this represents a drop from 2013 of > 40%. Qualitative data suggest this is because teachers feel less motivated to respond and, in turn, to encourage their students to respond. This appears to be because:

- they have provided similar evaluative data in previous years
- time constraints (see Qualitative Experience findings for further insights)

Students were asked to provide profile data (see figure 1 for an example) and this is summarised in table 1 below.

Are you male or female? *

- Female
- Male

Year Group at School *

- Year 9
- Year 10
- Year 11

Figure 1: Example of Student Profile Questions

Gender

The survey data for the 2014 programme indicates a broadly equal gender balance, with 54% of respondents female and 46% of respondents male. This is similar to the gender profile in 2013 and consistent with recruitment aspirations for Design Ventura.

Year group

45% of the students surveyed in 2014 were in Year 9 and 54% were in year 10. One percent (1%) of students surveyed in 2014 were in year 11. This is consistent with 2013 data and represents a longitudinal shift to similar size cohorts of year 9 and year 10 students participating in the project

Gender	Female 54% (46%/70%/27%)	Male 45% (53%/30%/73%)	
Year group	Year 9 – 45% (50%/50%/27%)	Year 10 – 54% (48%/49%/67%)	Year 11 – 1% (1%/1%/5%)

Table 1: Summary of Student Survey Profile Data

3.1.2 Teacher survey profile

61 teacher responses to the Teacher Survey were received from 58 different schools (see appendix v). This is double the agreed evaluation target of 30 teacher responses. The majority of teachers reported that the Design Ventura programme was delivered in lessons (77%). Around a quarter said that the programme, or elements of it, were delivered after school (26%), and just under a fifth during lunchtimes (16%). 1% of teachers said their schools provided an ‘off timetable’ day. See Figure 2.

3. Findings contd.

How was the Design Ventura programme delivered in your school? (tick all that apply) *

- In lessons
- During lunchtime
- After school
- As an off timetable day
- Other

Figure 2: Example of School Profile Questions

3. Findings contd.

3.2 Skills

Section 3.2 focuses on findings pertinent to impact area 1, Skills, looking at the effectiveness of Design Ventura in improving the enterprise and creativity skills amongst of young people. Success indicators include:

- Increased creativity
- Improved business and economic understanding
- Increased teamwork skills
- Increased leadership skills
- Improved decision-making skills
- Improved ability to assess/manage risk

With a specific target of :

- 60% young people experience an increase in enterprise skills and creativity.

This [Design Ventura] has helped my creativity a lot and creativity is needed to get you somewhere in the future because if you want to stand out you have to be creative to be different so that you get noticed."

Yr 9 Student

3.2.1 Improving enterprise and creativity skills

Student survey responses indicate that participating in the Design Ventura programme has improved both students' ability to design and their business ability (see table 2). Student responses were largely positive with the majority of respondents indicating that their abilities had increased in all categories they were questioned on.

Consistent with previous findings, around two out of every three students report that their greatest gains are in their: 'ability to respond creatively to a design brief' (66%); 'ability to understand the business side of design (65%); and 'ability to communicate design ideas' (64%).

54% of students reported an improvement in team working capability. Interestingly, this is lower than might be expected from student's qualitative comments, which more consistently highlight working in a team as a skill they want to use in a career, and as one of the things they enjoyed most about Design Ventura. Some students continue to find the team experience 'difficult'. For example, some comments referred to team members being unreliable, perceived lack of effort, and lack of cooperation. However, many students acknowledge these issues are part of a 'learning curve'.

Student responses indicate that Design Ventura has had a positive impact on their ability to 'present ideas to others', reported on for the first time in this evaluation, with 54% reporting increased ability. Qualitative comments indicate that students see this as particularly useful.

Question Stem	Remained the same	Increased	Not sure	N
Ability to respond creatively to a design brief	24(26)	67 (68)	7 (5)	358
Ability to communicate design ideas	31(29)	66 (65)	2(4)	358
Ability to understand the business side of design (e.g. costs, marketing, profits)	2(527)	66(66)	7 (5)	358
Ability to work in a team	37(38)	54(55)	5 (3)	358
Ability to present ideas to others	36(n/a)	54(n/a)	6 (n/a)	356
Ability to make good decisions in a business	29(30)	57(59)	10(8)	358

Table 2: Has participating in the Design Ventura project improved your design or business ability? (2013 result in parentheses; N is total number of responses)

3. Findings contd.

3.2.2 Interest in creative and business related skills

The Design Ventura programme is intended to engage learners in the development of skills so that they will be motivated to learn in the future. The evidence in 2014 shows that this engagement continues to result in positive changes in interest for both creative and business related skills for 62% and 42% of participating students respectively (see table 3).

Consistent with 2013 findings, the impact on creative skills was markedly greater than that on business related skills. Again, this may reflect the way that participants experience activities, however, it appears to also reflect that students (and teachers) are recruited because of their prior commitment to design. No significant gender differences were evident.

Question Stem	Remained the same	Increased	Not sure	N
My interest in creative skills such as designing and making has ...	33(34)	62 (61)	3(3)	358
My interest in business related skills such as finance or marketing has ...	43(47)	42(42)	7(4)	356

Table 3: Has participating in the Design Ventura project changed your interest in creative and or business related skills?

3.2.3 Teacher perspective on student's design capabilities

Teachers were asked to indicate the level of impact they believed that Design Ventura 2014 had on students' design capabilities. On the whole, teachers indicated a very positive impact, with between 62 and 95% of teachers reporting good or very good impact across the range of skills (see figure 3).

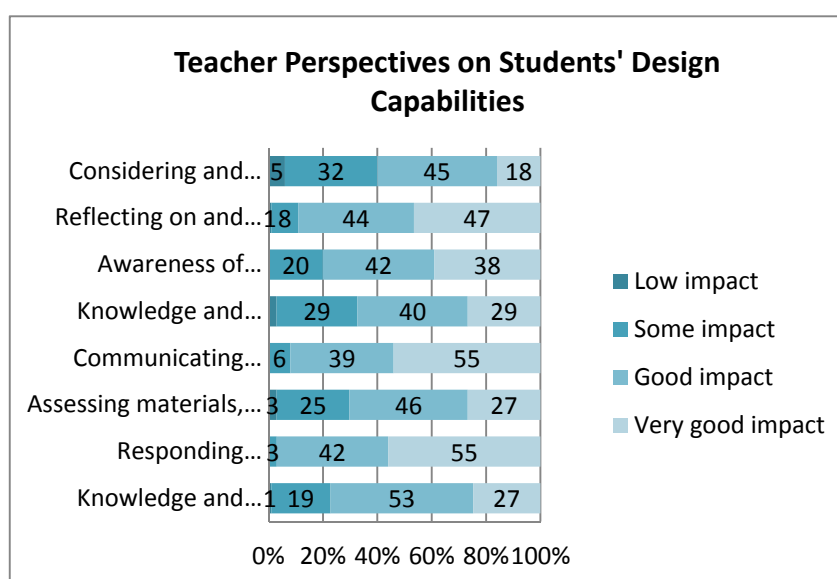


Figure 3: Teacher Perspective on Student's Design capabilities

3. Findings contd.

According to their teachers, students benefited most in terms of 'Responding creatively through the design process', 'Reflecting on and modifying ideas' and 'Communicating design ideas' where 96%, 91% and 94% of teachers respectively reporting good or very good impact. These findings are similar to last year, indicating consistent longitudinal gains

Teachers continue to report levels of impact for 'Considering and responding to issues of ethical and sustainable design' (62%) and 'Knowledge and understanding of business aspects of design' (66%), both above the 2014 target.

These data were subjected to statistical testing to explore associations according to year group and gender. Consistent with 2013 findings, no significant differences were found.

3. Findings contd.

3.3 Attitudes and Aptitudes

Section 3.3 focuses on findings pertinent to impact area 2, Attitudes and Aptitudes, looking at the effectiveness of Design Ventura in increasing confidence and ambition amongst young people. Success indicators include:

- Increased self-confidence.
- Increased ability to handle uncertainty
- Raised career and education aspirations
- Reduction of perceived barriers to success/achievement

Specific targets include:

- 50% of young people experience an increase in confidence and ambition.
- 50% of young people perceive a reduction of barriers to success/achievement.

3.3.1 Increasing confidence and ambition

Just over half of those students surveyed (53%) reported that participating in Design Ventura had increased their ambition about what they expected to achieve in their studies, with 51% reporting increased career ambitions. Similarly, just over half of students (56%) reported improvements in their willingness to take on new tasks (see table 4 below) Consistent with 2013 findings, more young people felt that their general self-confidence had remained the same (52%) than increased (44%). As in previous years, qualitative data suggest that this is because of the degree of challenge Design Ventura poses for students; it is, therefore, unsurprising that a minority of participants report increases in self-confidence.

Question Stem	Remained the same	Increased	Not sure	N
General self-confidence	52(51)	43(42)	3(4)	357
Willingness to take on new tasks which I have not tried before	34(36)	56(56)	6(4)	357
Ambition about what I expect to achieve in my studies	40(41)	53(50)	7(9)	357
Ambition about what I expect to achieve in my career	39(40)	51(48)	10(10)	357

Table 4: Has participating in the Design Ventura project improved your level of confidence and your ambition? (%) (previous year result in parentheses)

Findings in this area suggest that Design Ventura continues to have a significant impact on young people's aspirational thinking with 61% of responses indicating that the project had changed their thinking about the kind of skills they want to use in their future careers. On balance, this confirms the general conclusion of the 2013 evaluation, that Design Ventura continues to achieve a similar level of impact for a greater number of learners by switching from outreach in the form of face-to-face activities to outreach in the form of e-learning.

3.3.2 Teacher perspectives on student's business and personal capabilities

Teachers were also asked to assess the impact that the programme had on the business and personal capabilities of students. Between 83% and 93% indicated that the programme had good or very good impact on their students across the range of capabilities explored.

*"I feel that it [Design Ventura] has changed how I view the financial side of a product and therefore it has improved my confidence and skills with the handling of money and maths."
Yr 9 Student*

*"[Because of Design Ventura]I would like to be in a career design related - whether that be product design, interior or architecture."
Yr 10 student*

3. Findings contd.

These data are presented in Figure 4 below

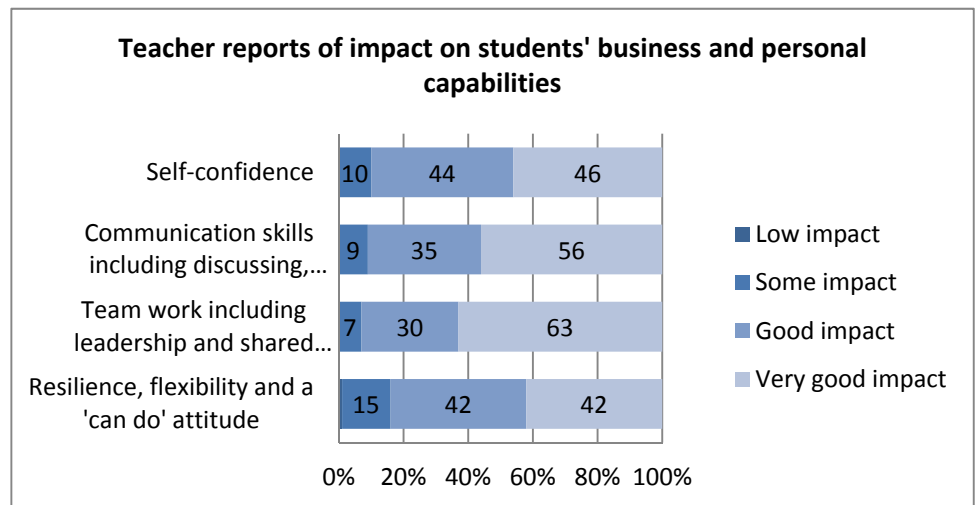


Figure 4: Business and personal capabilities

Strongest gains during Design Ventura 2014 appear to be in relation to teamwork and communication skills. Impact on self-confidence, according to both teacher and student perceptions, was lower.

3. Findings contd.

3.4 Knowledge and Understanding

Section 3.4 focuses on findings pertinent to impact area 3, Knowledge and Understanding, looking at the effectiveness of Design Ventura in increasing understanding of business within the design industry. Success indicators include:

- More business and design professionals actively involved in design-enterprise education
- Number of applications to trade at Ventura Pitching Events.

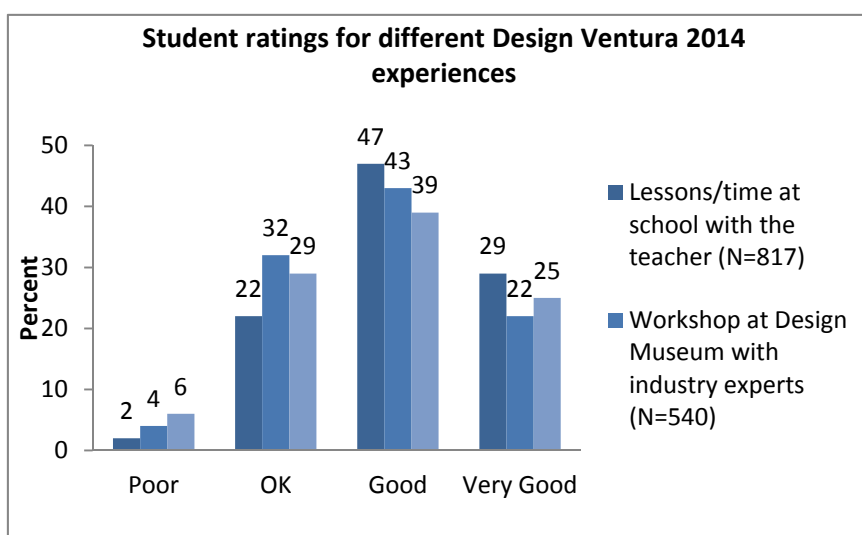
Specific targets include:

- 60% of young people experience an increase in economic and business understanding.
- 60% of participating schools submit competition entries

“I have met some greatly experienced and highly qualified professionals to help us improve our skills.” Yr 10 Student

3.4. 1 Learning experiences providing access to Industry experts

Design Ventura 2014 continued to provide stimulating learning activities in schools that were rated good or very good by three out of every four students (76%). In comparison, around two out of three students gave positive ratings for the Design Museum workshop with industry experts (65%) and visits to the Design Museum exhibition (64%). These ratings confirm that Design Ventura has been designed and supported in such a way that it can be delivered successfully by teachers in schools. However, it is perhaps disappointing that students were again marginally less satisfied with the workshops at the Design Museum than they were with their lessons at school. See figure 5 below and figure 4 in section 3.3.



Contribution of professionals and facilitators

Findings indicate that the presence of the business and design volunteers continued to add to the authenticity of the Design Museum activities. The volunteers were able to interact with groups of students: witnessing and evaluating their designs, offering advice, modeling ways of developing designs and finding solutions.

Volunteers were able to help groups to move forward with their designs and

3. Findings contd.

their thinking. However, some students found it difficult to take advantage of this opportunity of learning directly from professionals, some saying that they found the feedback “too negative”.

Group work in a professional setting

Apart from the contributions of facilitators and experts, most of the learning time in the professional setting of the Design Museum took the form of group work. In the museum sessions, group work usually took the form of common tasks defined by the facilitator. Less able students continued to find this mode of working very challenging and their progress was sometimes slow. This, again, appears to be compensated for by a high level of input from facilitators, teachers and professionals. In both professional and school settings, group work had a number of benefits: it again facilitated learning between students within and between groups, it encouraged learners to take responsibility for their own learning, it permitted learners to make learning relevant to their own concerns and it facilitated powerful interactions with adults. Some issues with group work remain, with survey responses indicating time was “wasted” when groups failed to manage their own learning and work effectively or when they failed to sustain motivation to focus on learning activities at the Design Museum

Ideas Workshops in a professional setting

All schools participating in Design Ventura continue to be offered an ‘Ideas Surgery’ workshop at the Design Museum. The museum sessions in 2014 were designed by museum educators and led by facilitators from the Design Museum with inputs from designers and business professionals.

3.4.2 Holistic Design Ventura learning experiences

Design Ventura 2014 teaching and learning experiences remain notable for:

- being shaped by a complex and authentic challenge
- the focus upon particular products and designs
- the character and extent of the contribution of adults other than teachers
- the extent of group work
- use of drawing and modelling.

Challenge

Teaching and learning in Design Ventura was again valued because it supplements the subject curriculum, offering students and teachers an authentic and complex challenge: to conceive, design, prototype, cost, market and present a product for a particular sales outlet. In consequence, learners continue to find that different kinds of learning were more often connected than separated. Rather than learning separately about marketing, communication and materials – at different times, in different places with different teachers – these kinds of learning were joined. Students were expected to have discussions, make decisions and carry out tasks which were ‘inter-disciplinary’ and non-linear.

This kind of learning continues to be perceived by students and teachers as a major strength of Design Ventura. Many learners continue to report that learning as part of Design Ventura was stimulating and worthwhile: it was clear how knowledge and skills could be applied. However, some less confident learners continue to be challenged by this approach, often because of the contrast to curriculum based learning where they know ‘the script

Professional Design methods – Product focused design

It was again observed that where students were encouraged to use industry practices when working upon a particular design or product, this provided a focal

3. Findings contd.

point for learning. For example, where a design idea supported application of knowledge and understanding about pricing, design development, end users, marketing or environmental issues. This kind of pedagogy was often supplemented effectively by an expert/teacher providing generalised rules or principles in person or online.

Starting the learning conversation from a particular product continues to appear to help some students to understand and participate actively. It was again observed that some students only became fully engaged once they were given the opportunity to engage in physical making, for example, producing a model of their design.

Products as part of a handling collection provided a shared focal point that facilitated engaging and constructive conversations with different adults: for example, handling and reviewing models again helped to develop conversations about materials, social impact and design value. This observation suggests that design and making activity can continue to provide a nexus for a network of learning conversations between students and with different educators and professionals.

3. Findings contd.

3.5 Legacy

*“ Of all the Design Projects I’ve been involved in at [...] school, I think this has had the most positive impact on my classroom practice”
Classroom teacher, pitching school*

Section 3.5 focuses on findings pertinent to impact area 4, legacy, looking at the effectiveness of Design Ventura in building sustainability through training for teachers/volunteers, partnerships and online resources. Success indicators include:

- Schools participate in project for two or more years
- Participation in online activity and delivery of the project across the UK
- Establish national partnerships to provide accreditation and next steps for teachers and learners

Specific targets include :

- 50% of schools participate in the Ventura programme more than once.
- 30 priority schools are supported over three years.
- 1 national accreditation partner

3.5.1 Benefit of Design Ventura to teacher’s practice

Teachers were asked what they had gained from participation in Design Ventura 2014. Findings indicate that the vast majority of respondents agree that Design Ventura has given them a better understanding of how to engage students (96%) and how to plan and teach enterprise and design together (95%) and also knowledge and understanding of what resources and people that could be used to support teaching in this area (91%). See figure 6.

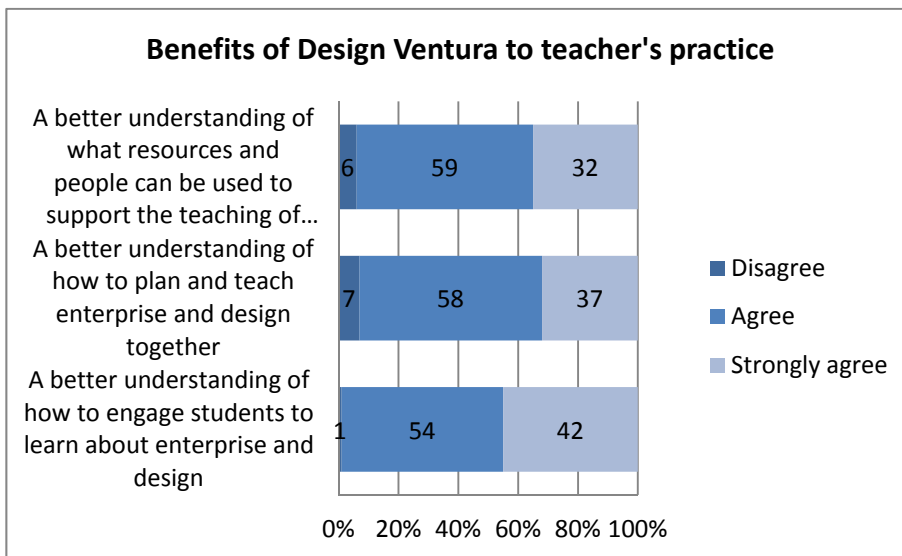


Figure 6: Benefits of Design Ventura to teacher’s practice

The majority of teachers continue to enjoy and value the opportunities provided by participation in the Design Ventura programme. They were asked to rate the value of particular features of the programme. As in previous years, teachers rated working to a live brief and team working very highly, with combined ratings of valuable and highly valuable, achieving 97% and 96% respectively. Teachers also valued the fact that Design Ventura makes it possible to combine design and enterprise teaching (97%) and the stimulus of competing with other schools (92%). In all categories, features were rated more often as highly valuable than valuable. These data are presented in figure 7.

3. Findings contd.

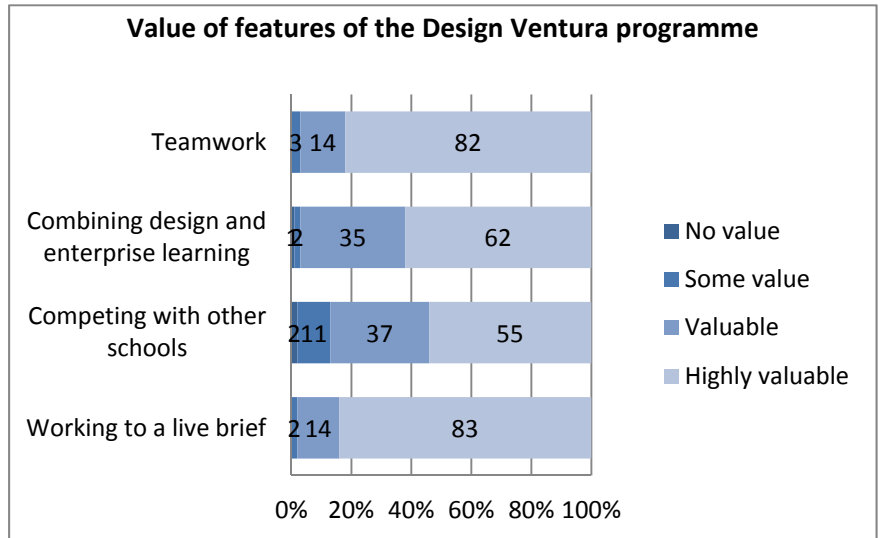


Figure 7: Value of different Design Ventura features

3.5.2 Resource-led legacy

The dissemination phase of the Design Ventura programme maintains a focus on widening participation. Consistent with last year, this ongoing vision depends in part on the use of online resources. Consistent with 2013 findings, it appears that short films, teaching and learning resources, case studies and project plans were most highly valued with combined valuable and highly valuable ratings attracting between 80% and 88% of the responses. The teacher forum, Blog and web-chats appear to be the less valuable, with 33%, 31% and 53% respectively rating them as valuable or highly valuable. See figure 8.

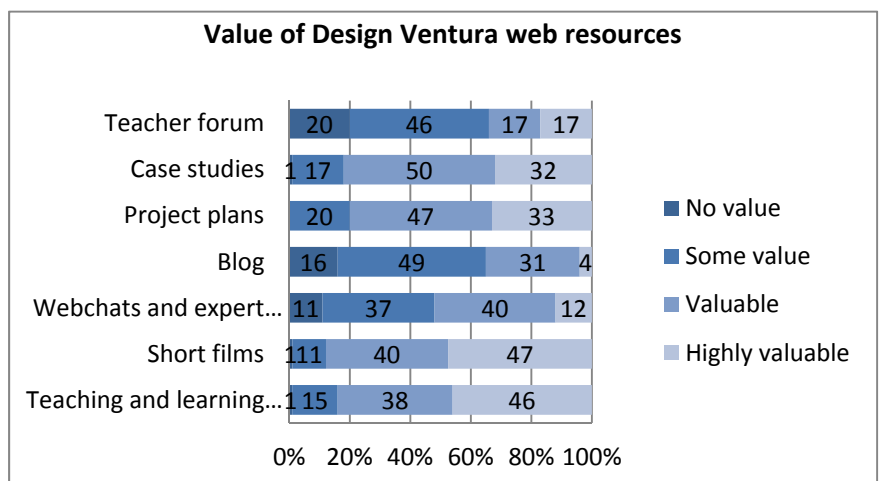


Figure 8: Design Ventura web resources

Teacher survey responses indicate that around 25% of participating schools took advantage of the offer of a Design Museum workshop and almost one fifth (17%) took up a facilitated visit to museum exhibitions. However, consistent with last year's findings, the majority of schools participated remotely in 2014.

It is anticipated that a blend of face-to-face and remote participation will be a continuing trend as Design Ventura moves through the dissemination phase. Whilst access to web resources increases, 29% of teachers still plan to participate in the face-to-face Design Ventura sessions in future. Interest in visiting the Design Museum is higher, with 64% of respondents planning to

3. Findings contd.

visit the Design Museum in the future. This remains high, given the widening participation of schools outside of London.

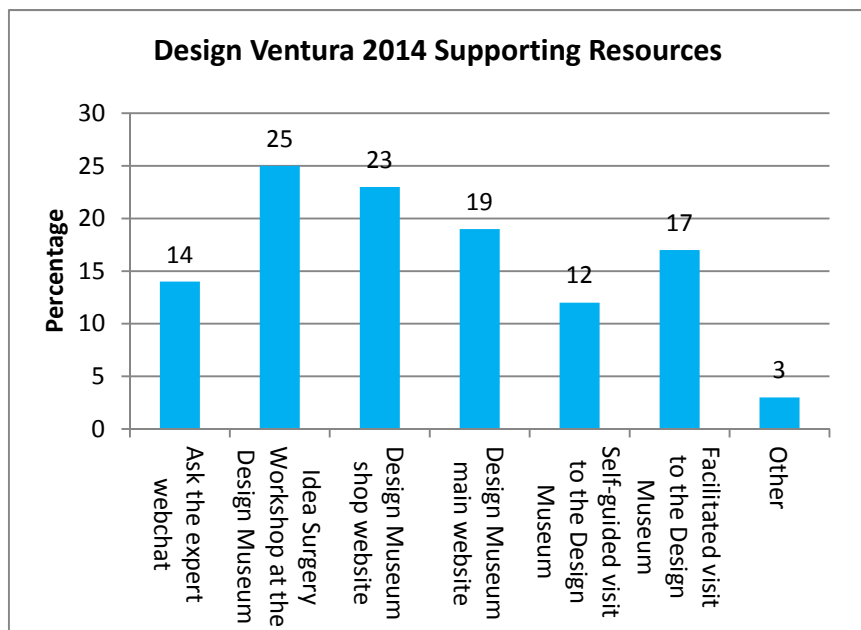


Figure 9: Other Design Ventura support resources

3.5.3 Longitudinal legacy

A key success indicator in this category is whether schools participate in the Ventura programme more than once, with a target of 50%. Teachers were asked:

In the future, will you teach further projects that bring together enterprise and design? *

	Yes	No	Don't know
I plan to participate in Design Ventura again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will look out for other opportunities to combine enterprise and design in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to bring students to visit the Design Museum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend Design Ventura to other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is unlikely that I will do this kind of project again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 10: Teachers Longitudinal Intentions

Their responses suggest that participation in Design Ventura has again developed their pedagogy and increased their interest in this kind of approach:

- 95% said that they would participate in this programme again, with the remaining 5% 'not sure'
- 87% will look out for other opportunities to combine enterprise and design in teaching
- 0.5% are unlikely to do this kind of project again

3. Findings contd.

3.6 Qualitative Experience

Section 3.6 focuses on findings pertinent to impact area 5, qualitative experience, looking at the effectiveness of Design Ventura in providing a learning experience of the highest quality. Success indicators include:

- Levels of enjoyment amongst all participants
- Perceived efficacy of the project in achieving its stated aims
- General feedback – comments, quotes etc. gathered from all participants.

Specific targets include:

- 80% of participants rate their experience of the project as 'good'.
- 80% of participants agree that the project achieved its stated aims.
- Range of positive feedback collected from cross section of participants

"I have learnt to work in a team more which has a effect on what I want to be when I am older and my self confidence has gone up so I can share my ideas with my team, it has been a good experience in my life I can do similar things like the Design Ventura in the future with no hesitation."

Yr 9 student

3.6.1 The Student Experience

Overall ratings for Design Ventura 2014 were once again positive. Around than two out of every three students (72%) rate their experience as good or very good (see figure 11). Despite the increase in participation and the increased use of web-based resources, ratings remain pleasingly similar to previous years. There were no discernible differences in student ratings between year groups.

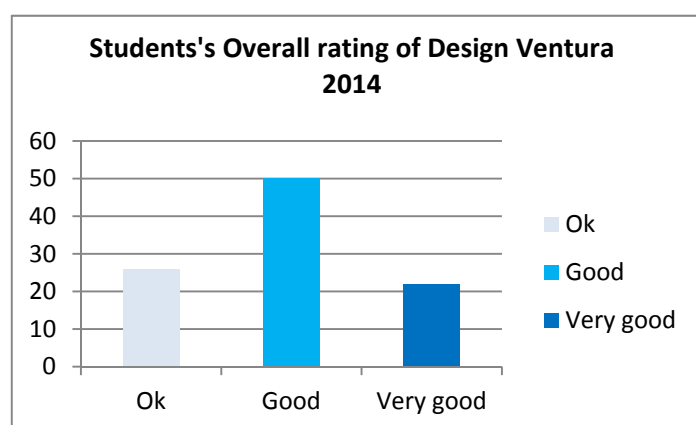


Figure 11: Student's Overall rating of Design Ventura

Consistent with 2013 findings, around a quarter of the students gave Design Ventura a rating of OK, which again suggests that improvements could be made.

The survey also invited students to give written comments on what they liked best about working on Design Ventura. 287 comments were offered. As in previous years, working as a team (31%), freedom to develop and design products (19%) and the experience of being creative (18%) were the most popular features of the programme.

Teamwork and working in groups	31%
Freedom to develop the product	19%
Fun/design/creativity	18%
Working on the product and X curricular links	14%
Business-like/working to a product brief	11%
Visits to museum and/or workshops to work with designers and professionals	10%
Other	6%
The pitch	3%
Watching others/watching videos	1%
The competition	1%

Table 5: Students most liked about Design Ventura (N=287)

3. Findings contd.

Students repeatedly highlighted the freedom for authentic design that Design Ventura offers:

“Having freedom to choose our own idea without prompt” Year 9 student

“Having the freedom to design any type of product without too many restrictions of what to do in the design brief.” Year 10 student

Student data also revealed an emerging theme around the value of Design Ventura in providing authentic cross-curricular links to subjects such as maths, with several students identifying opportunities for application of knowledge from other subject areas.

One year 9 student commented:

“I feel that it [Design Ventura] has changed how I view the financial side of a product and therefore it has improved my confidence and skills with the handling of money and maths. Also the design phase, of which is never really highlighted by big mainstream companies, has shown me how the role of a designer is very important in all aspects of business and has given me ideas in regards to future careers as I felt designing helped to bring out the creative side of me.”

In order to get balanced data, students were also invited to comment on what they liked least about Design Ventura (see table 6). This generated 183 comments. Again, comments were broadly similar to those offered in previous years. The most frequent comments were about the lack of time available to students to finish the project and/or prototypes (18%). For some, the finance, costing and documenting side of things was least liked (19%), while others disliked the research, presentation and pitching side of things (14%). Several students however commented that there was nothing that they did not like (13%).

Documentation/finances/worksheets/	19%
Timing/Lack of time	18%
The pitch/presenting	14%
Nothing - liked it all	13%
Various	9%
Working on the product	8%
Not winning/competing	4%
Visits to the museum &/or workshops to work with designers & professionals	4%
Pressure/stress	2%
Teamwork and working groups	<1%

Table 6: Students least liked about Design Ventura (N=183)

Illuminative comments include:

“I did not enjoy the finance aspect of the design ventura, due to it being very complex. Also I felt that there was not much help provided by the experts, which did not allow us to take forward new ideas to improve our original product.” Year 10 student

“I didn't find the design museum workshop was quite as informative or useful as I had expected. For example in my opinion the experts feedback was negative and made me feel inadequate and uncomfortable. I think along with constructive criticism some advice as to how to make the product better should be given. Also the helpers seemed very reserved with created an uncomfortable atmosphere as well as I felt he experts where looking down negatively with a strong bad judgement.” Year 10 student

3. Findings contd.

3.6.1 The Teacher Experience

Findings revealed that 91% of teachers gave a rating of good or very good for their overall experience of Design Ventura 2014. These data are presented in figure 10, and represent a 5% increase on 2013.

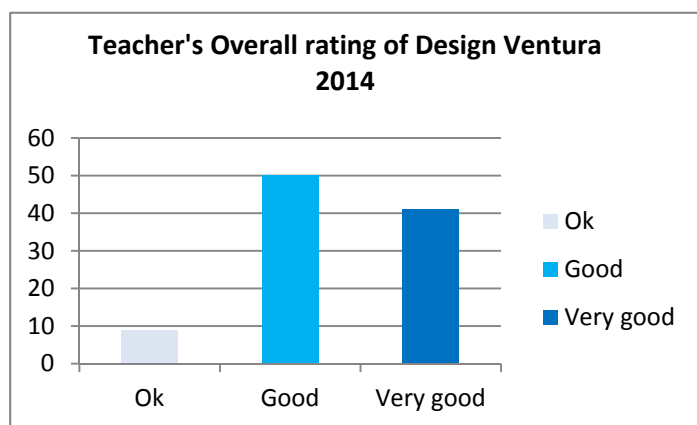


Figure 10: Teachers' overall satisfaction

"[Design Ventura] created a real buzz, not just in the department but the whole school." Teacher, participating school

When asked to comment on the key value of participating in Design Ventura, teachers offered 49 responses. The majority emphasised the value of students being involved in an "authentic live brief". Illuminative comments included:

"Real brief and client, working with designs and working with the Museum."

"Links to a real world brief is brilliant, as this has helped to inspire students."

"Working on a live brief is particularly important."

Teachers also valued the chance for collaborative design and working in groups:

"The key aspect for me was to get the students working as a team; to investigate the brief; and to develop ideas. All of the students were from different schools and this was the first real opportunity to see them working together in groups."

"Key industry experience. Working in teams and collaborating/sharing design ideas/innovations. Seeing products at each stage and being able to explore a viable concept that could be sold in a shop."

They also emphasised the benefit of working in a museum setting, accessing products and access to industry expertise:

"Learning about product analysis of creative inventive products. They really enjoyed seeing these products and holding them. Understanding sustainability in design and why it is important as designers."

"The students really enjoyed the opportunity to go to the workshop and learn in a different environment - they keep asking me if they are going on another trip".

Teachers were invited to comment about their experience of running Design Ventura for their students. This attracted 42 comments in total, the majority of which focused on positive aspects of the programme. The thread of these comments is summarised in table 7:

3. Findings contd.

Student engagement	55%
Teacher resources & support	16%
Teamwork	11%
Timing issues	9%
None	4%
Other	4%

Table 7: Teacher comments about running Design Ventura for students

Illuminative comments include:

“Students really enjoyed the workshop at the Design Museum where your team of designers helped them tweak out ideas.”

“They are inspired to see the value in everyday life. I don’t know what would replace it if it stops”

“Honestly, it was a brilliant experience for pupils and staff”

Teachers were also invited to give written comments on how Design Ventura might be improved and/or comments about their experience of running Design Ventura for their students. Their responses fall under the broad themes outlined in tables 8

Timing issues/lack of time	33%
Teacher resources & support /instructions	28%
Workshops/ designer visits	16%
Access to Design Ventura website/videos	9%
Competition rules	7%

Table 8: Teachers comments about how Design Ventura might be improved (N=29)

The majority of teacher comments were again about time available and the timing of certain events, including the project launch. These were typified by the following:

“Just wish we had more lesson time to accommodate it properly”

“Maybe more time to complete it- January deadline? Or launch before summer hols?”

“Layout and organisation of your website. Hard to find quickly relevant information and resources. More specific guidance about whether making a prototype is a must or not.”

4. CONCLUSIONS: What we found out from Design Ventura 2014

4.1 Overall Impact

Design Ventura 2014 findings reveal that the programme continues to provide a learning experience of the highest quality for those who engage with the activities. Students and teachers have again indicated high levels of satisfaction and enjoyment for all elements of Design Ventura. Overall ratings of the Design Ventura experience remain consistently high and are comparable with 2013. 91% of teachers (86% in 2013) and 72% of students (68% in 2014) rated their experience of the project as good or very good. This represents a 5% increase in both categories

Data analysed in relation to outcome indicators for 2014 confirms that the Design Ventura programme improved enterprise and creativity skills for the majority of participants. The target set was that 60% of participants should experience an improvement of a range of identified enterprise and creativity skills. This was achieved for: responding creatively to a brief, communicating design ideas and understanding the business side of design. More than 50% of participants reported an improvement in their team working ability and in their ability to present and to make good decisions, while 54% reported an improvement in their ability to share ideas with others. These gains were confirmed by the judgements of teachers.

Confirmation of the high level of success against 2014 outcomes indicators is welcome. This is consistent with findings in previous years and provides longitudinal insights into the success of Design Ventura as a blended model of face-to-face and on-line mode learning. This is consistent with the aim to widen participation in Design Ventura without any appreciable reduction in outcomes for participants.

The programme has also impacted on attitudes and attributes meeting the target set for these types of outcomes. 56% of students reported an increase in personal initiative. 51% of participants reported an increase in what they expected to achieve in their careers and 53% an increase of what they expected to achieve in their studies. Again, these gains were confirmed by the judgements of teachers.

Although there was an impact on personal attributes and beliefs this impact was not as extensive as the impact in relation to design and enterprise skills and knowledge. 44% of students reported an increase in self-confidence.

All the main features of Design Ventura were individually rated highly or very highly by the vast majority of teachers. In particular, working to a real brief, teamwork and combining design and enterprise were rated highly, or better, by at least 90% of teachers.

Design Ventura also helped to develop teacher capability: 96% of all participating teachers agreed that the programme gave them a better understanding of how to engage students in learning about enterprise and 95% agreed that it gave them a better understanding of how to teach enterprise and design together while 91% of teachers said that they gained a better understanding of what resources and people could be used to support this kind of activity. These improvements are confirmed by the responses of students who continue to report very high levels of

satisfaction with the quality of their teaching and learning within Design Ventura sessions taught by their own teachers. In addition, 87% of teachers report that they will look for further opportunities to combine.

4. Conclusions contd.

enterprise and design teaching in the future.

4.2 Longitudinal Sustainability

The Design Museum continues to sustain participation in Design Ventura through a new blended offer of face-to-face and on-line learning opportunities. The number of student's participating in Design Ventura 2014 was 9,282. This is up by 3,148 on the number who participated in Design Ventura last year (6,134), a rise of 51%.

As demand for Design Ventura continues to grow, some schools have sustained their participation and new schools have joined. 95% of teachers said that they would like to participate again. 87% of teachers will look out for other opportunities to combine enterprise and design in teaching and only 0.5% of teachers are unlikely to do this kind of project again

4.2.1 Factors Impacting Participation

The Opportunity to engage in authentic Enterprise and Design

Design Ventura continues to provide a rare opportunity for students and teachers to engage with authentic practice in enterprise and design. It continues to address both curriculum areas together, by identifying a set of learning outcomes that are complementary or common. The increasing take up of Design Ventura demonstrates that the curriculum and learning experience on offer is attractive to more and more schools and the on-line resourcing of the project supports this widening participation. However, there remain some issues with resources and a continued focus on refining these should be maintained.

The opportunity to engage with the museum as educator

The Design Museum remains effective in the role of a broker between schools and the worlds of design and business. In developing Design Ventura, the Design Museum is continuing to experiment with different forms of communication and interaction with the aim of spreading the benefit of education-work links to more and more learners. However, focus should be maintained on emerging themes from evaluation to inform strategic development.

Alternative modes of teaching and learning

Design Ventura continues to supplement and compliment the teaching and learning that is going on in schools. This is achieved through providing both an opportunity for authentic design and enterprise and with additional modes of teaching and learning. It continues to offer learning through: object-handling, direct contact with professionals, learning in a museum, role play, project work and real tasks set by a client. Developing and spreading expertise in these modes of teaching and learning remains an important outcome for the project.

4.3 Emerging Themes

The following themes emerged from analysis of Design Ventura 2014 evaluation data:

- Historically Design Ventura appears to have had less impact upon core design competences, such as communicating design ideas. The inclusion of a focus on these in 2014 survey questionnaires indicates that this is being addressed.

4. Conclusions contd.

- Findings highlighted the potential of Design Ventura for application and development of cross-curricular learning e.g. Maths.
- Findings revealed the potential of Design Ventura in raising the profile and highlighting the value of Design education to the secondary curriculum.
- Teacher data revealed the lack of engagement with repeated survey questionnaires and the gathering of headline level data. There appears to be an opportunity for the Design Ventura evaluation methodology to be re-designed to explore beyond headline findings in order to focus on and support change.

5. RECOMMENDATIONS

The systematic analysis and interpretation of data collected during the evaluation of Design Ventura 2014 have resulted in the following recommendations:

*“Honestly, it was a brilliant experience for pupils and staff”
Teacher, Participating School*

1. As Design Ventura moves to a more blended approach of face-to-face and on-line learning, it is recommended that some thought be given as to how the technical and navigational issues around on-line resources might be minimised. For example, review of the video hosting software.
2. Consideration should be given to the design of the Design Ventura evaluation methodology to provide more detailed insights and contribute to bringing about change. It is recommended that some thought be given to exploring a methodology located in critical theory that is inclusive of many perspectives and participants in achieving solutions e.g. Theory of Change (Taplin, Clark, Collins & Colby, 2013). Outcome targets might also be amended to consider qualitative as well as quantitative success indicators.
3. The 2014 evaluation included a focus on ‘Presenting Ideas to Others’. This offered interesting insights into how the impact of Design Ventura upon core design competences, such as communicating design ideas, might be monitored more effectively. Consideration should be given to data collection more closely focused on these outcomes.
4. Learning in Design Ventura remains dependent upon the quality of group work. Consideration should be given to development of group work capability in design through sharing exemplar approaches and resources.
5. The Design Museum should continue to consider how it can provide or encourage further support for both teachers and learners in schools, whether that support might take the form of learning resources, on-line networking or structured activities.
6. Data collected in 2014 highlighted the potential of Design Ventura to offer authentic cross-curricular learning opportunities. Consideration should be given as to how this might be shared with schools to encourage widening participation.
7. Design Ventura continues to be more effective in raising learner’s interest for creative rather than in business-related skills. Consideration should continue to be given to ways of integrating business skills more effectively and making them more attractive.
8. Just under half of participants report an increase in self-confidence. Whilst this represents progress against this target, consideration should continue to be given to ways of helping teachers to differentiate tasks and to adapt the support they provide to different learners.

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Appendix i – Design Ventura Outcome Measurement Framework 2013-2016

Impact Measurement Area	Aim	Outcome Indicators	Anticipated outcomes
1.Skills	To improve enterprise and creativity skills amongst young people <i>(= to increase skills and confidence of learners as they answer a live brief supported by inspiring role models and museum exhibitions and collections)</i>	-Increased creativity -Improved business and economic understanding -Increased teamwork skills -Increased leadership skills -Improved decision-making skills -Improved ability to assess/manage risk	<ul style="list-style-type: none"> • 60% young people experience an increase in enterprise skills and creativity.
2.Attitudes/Attributes	To increase confidence and ambition amongst young people <i>(= to fire a passion for design amongst young people and connect this to practical next steps that relate to achievement in future careers and education)</i>	-Increased self-confidence. -Increased ability to handle uncertainty -Raised career and education aspirations -Reduction of perceived barriers to success/achievement	<ul style="list-style-type: none"> • 50% of young people experience an increase in confidence and ambition. • 50% of young people perceive a reduction of barriers to success/achievement.
3. Knowledge and understanding	To increase understanding of business within the design industry <i>(= to provide a real business context for design, informed by designed objects and case studies from industry)</i>	-More business and design professionals actively involved in design-enterprise education -Number of applications to trade at Ventura Pitching Events.	<ul style="list-style-type: none"> • 60% of young people experience an increase in economic and business understanding. • 60% of participating schools submit competition entries
4. Legacy	To build sustainability through training for teachers/volunteers, partnerships and online resources. <i>(Build lasting relationships with teachers/schools, volunteers and national partners)</i>	- Schools participate in project for two or more years -Participation in online activity and delivery of the project across the UK -Establish national partnerships to provide accreditation and next steps for teachers and learners	<ul style="list-style-type: none"> • 50% of schools participate in the Ventura programme more than once. • 30 priority schools are supported over three years. • 1 national accreditation partner
5. Qualitative Experience	To provide a learning experience of the highest quality. <i>(=Identify new pedagogic approaches to enterprise education within a museum context that will support the development of Learning at the Design Museum in the longer term)</i>	-Levels of enjoyment amongst all participants -Perceived efficacy of the project in achieving its stated aims -General feedback – comments, quotes etc. gathered from all participants.	<ul style="list-style-type: none"> • 80% of participants rate their experience of the project as 'good'. • 80% of participants agree that the project achieved its stated aims. • Range of positive feedback collected from cross section of participants.

Appendix ii – Design Ventura 2014 Student Questionnaire

Design Ventura 2014: Student Evaluation

This survey aims to find out what you have gained from the Design Ventura project that you have been doing this term.

The survey is being carried out by the Design Museum and Goldsmiths College, University of London.

Personal details are only collected so that data can be matched up - personal information will not be included in the analysis or in the reporting. Further information about data protection is available from your teacher.

* Required

What is the name of your school? *

What is the name of your teacher for the Design Ventura project? *

Are you male or female? *

Female

Male

Year Group at School? *

Year 9

Year 10

Year 11

How would you rate your experience of Design Ventura? *

	Not applicable	Poor	OK	Good	Very Good
I rate the lessons/time when we worked on Design Ventura at school with the teacher as:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rate the Workshop at the Design Museum with industry experts as:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rate my visit to Design Museum exhibitions as:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has participating in the Design Ventura project this term improved your design or business ability? *

	Decreased	Remained the same	Increased	Not sure
My ability to respond creatively to a design brief has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to communicate design ideas has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to understand the business side of design (e.g. costs, marketing, profits) has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to work in a team has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to present ideas to others has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to make good decisions in a business has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has participating in the Design Ventura this term improved your level of confidence and your ambition? *

	Decreased	Remained the same	Increased	Not sure
My general self-confidence has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My willingness to take on new tasks which I have not tried before has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ambition about what I expect to achieve in my studies has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ambition about what I expect to achieve in my career has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has participating in the Design Ventura project changed your thinking about what kind of skills you want to use in your future careers? *

- Yes
- No
- Don't know

If there are other skills, please tell us what they are: *

Indicate how participating in the Design Ventura project has changed your interest in the following skills? *

	Decreased	Remained the same	Increased	Not sure
My interest in creative skills, such as designing and making has ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in business related skills, such as finance or marketing has ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in other skills has ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statement? *

	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
Design Ventura has helped me see what it takes to make my ideas happen:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate your overall experience of Design Ventura? *

	Poor	Ok	Good	Very good
I rate my overall experience of Design Ventura as:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you like best about working on Design Ventura? *

What did you like least about working on Design Ventura? *


Future Aspirations: Here are some things that people have said about themselves. For each one please say whether you agree or disagree: *

	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
I feel positive about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making plans for the future is a waste of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident I can achieve what I want to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing this questionnaire.

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Appendix iii – Design Ventura 2014 Teacher Questionnaire

Design Ventura 2014: Teacher Evaluation

This survey forms part of the evaluation of the Design Ventura programme. This evaluation aims to find out how teachers and students experience the Design Ventura Programme and is being carried out by Goldsmiths College, University of London and the Design Museum. (Our Information Management Policy can be viewed at <http://www.gold.ac.uk/governance/policies/#InformationManagement>)

Teachers participating in Design Ventura must participate in the survey. All data collected will be treated as confidential and individuals will not be contacted or identified unless explicit permission to do so is given (please see web link or information sheet for details).

For further information about this survey please contact ventura@designmuseum.org

* Required

Your Name (this information will only be used for authentication purposes and will not be identified) *

First name and surname please

Name of School (this information will only be used for authentication purposes and will not be identified) *

How was the Design Ventura programme delivered in your school? (tick all that apply) *

- In lessons
- During lunchtime
- After school
- As an off timetable day
- Other

if other please specify

How many students participated in the Design Ventura programme? (Please provide a quantity response) *

How have your students gained from Design Ventura?

In your opinion, how great an impact has Design Ventura had upon the following design capabilities of your students? *

	Low impact	Some impact	Good impact	Very good impact	Don't know
Knowledge and understanding of the design industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding creatively through the design process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing materials, production techniques and manufacturing considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating design ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge and understanding of business aspects of design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of product marketing and target audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting on and modifying ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering and responding to issues of ethical and sustainable design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, how great an impact has Design Ventura had upon the following business and personal capabilities of your students? *

	Low impact	Some impact	Good impact	Very good impact	Don't know
Resilience, flexibility and a 'can do' attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team work including shared decision making and collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills including discussing, presenting, pitching and using ICT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What have you gained from Design Ventura? What has worked?

What have you gained from taking part in Design Ventura? Please indicate your agreement/disagreement with each statement: *

	I agree	I disagree	Don't know
A better understanding of how to engage students to learn about enterprise and design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A better understanding of how to plan and teach enterprise and design together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A better understanding of what resources and people can be used to support the teaching of enterprise and design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the value of the following features of Design Ventura: *

	No value	Some value	Valuable	Highly valuable	Don't know
Working to a live brief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing with other schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Combining design and enterprise learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the value of the following elements of the Design Ventura website: *

	No value	Some value	Valuable	Highly valuable	Don't know
Teaching and learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short films	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry Experts Profiles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask the Expert web chats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q&A Feature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What other resources did you use to support Design Ventura? *

- Products from the Design Museum shop (Design Ventura Handling Collection)
- Ask the Expert webchat and online mini master classes
- Idea Surgery Workshop at the Design Museum
- Design Museum shop website
- Design museum main website
- Visit to the Design Museum exhibitions and shop
- Design Ventura e-newsletters
- Design Ventura posters
- Student workbook
- None of the above
- Other

If other, please specify

In the future, will you teach further projects that bring together enterprise and design? *

	Yes	No	Don't know
I plan to participate in Design Ventura again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will look out for other opportunities to combine enterprise and design in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to bring students to visit the Design Museum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend Design Ventura to other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is unlikely that I will do this kind of project again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are unlikely to do this kind of project again, please say why:

How do you rate your overall experience of participating in the Design Ventura programme? *

	Very poor	Poor	Ok	Good	Very good
Overall satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments about Design Ventura might be improved?

Any other comments about your experience of running Design Ventura for your students?

Aside from being a competition, what is the key value of participation in Design Ventura for you and your students.

We occasionally need to clarify responses to survey questionnaires. Are you happy for us to contact you to clarify any of the information that you have provided should the need arise? *

- Yes
 No

If yes, please provide your contact details:

Email address

Daytime telephone number

Appendix iv – Design Ventura 2014 Teacher Interview Schedule

Interview Prompts

- What has the impact of Design Ventura Been on your classroom practice?
- Do you think there will be a longer term impact?
- Is Design Ventura important to the learners in your school? Why?
- Is Design Ventura important to you? Why?
- Were there any issues with Design Ventura this year?
- What could be done about them?
- Does Design Ventura impact on the whole school community?
- What do your students tell you/say about Design Ventura
- How does Design Ventura compliment the Design Curriculum in your school?
- Would you miss it?
- Do you think Design Ventura will have a legacy for you? Your students?
- Is there anything else you like to say about Design Ventura 2014?

Appendix v – List of Schools that Participated in the 2014 Evaluation

- Archbishop Holgate's School
- Bishop Douglass
- Bolton School Boys' Division
- Brentwood School
- Brighton College
- Bullers Wood School
- Camden School for Girls
- Chelsea Academy
- Chigwell
- Chislehurst and Sidcup Grammar
- Christ`'s School
- Copthall
- Cranleigh Abu Dhabi
- Dartford Grammar School for Girls
- Denefield School
- Dover Grammar School for Boys
- Eastbrook Comprehensive School
- Eggescliffe School
- Erasmus Darwin Academy
- Focus School Lauriestoun Campus
- Haberdashers Aske's Crayford Academy
- Haberdashers' Aske's Hatcham College
- Hagley Park Academy
- Hanham Woods Academy
- Highfields
- Hillview School for Girls
- Hitchin Girls School
- Hockerill Anglo-European College
- Ipswich High School
- Jewish community secondary school
- Lincoln UTC
- Lode Heath
- Mill Hill County High School
- Mount Carmel
- New Hall
- Norbury Manor Business & Enterprise College for Girls
- Norton College
- Notley High School, Braintree
- Park High School
- Ryedale School
- Saint Olaves
- Sandringham School
- Selly Park
- Sir Roger Manwood School
- St Albans Catholic High School Ipswich
- St John Plessington Catholic College
- St Laurence School
- St Mark's School
- The King's School Chester
- The South Wolds Academy
- The Sydney Russell School
- Uckfield Technology Community College
- Wanstead High school
- Watford Grammar School for Girls
- Weald of Kent Grammar School
- William Howard
- Wilmington Grammar School for Girls
- Yateley School

The Design Museum

For more information, please contact:



Goldsmiths
UNIVERSITY OF LONDON

For more information, please contact:

 j.bain@gold.ac.uk



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