

Studio leftovers:  
Belonging *with & for*  
[hot-desking] studio D305

Eleni Papazoglou  
Action Research Project  
January 2024

Hello, my name is *D305*.



## My current situation

- \* I am big! So big! And long
- \* I am a hot desking studio
- \* I have no storage
- \* 500 students work with me each week but they do not acknowledge me
- \* I am uninspiring but! everyone says I have potential
- \* I am bare
- \* I do not feel like I belong in the course



*Rule 1: Find a space and trust it for a while*

*Immaculate Heart College*

*Art Department Rules (1969) Korita Kent*

*[...] those limits, those dependencies  
could be turned around to become  
a resource for making artwork in another  
way, in a way that you don't know what  
it's going to do. And I constantly have to  
decide to **maintain** this turn.*

*Bosses (2023) Ghislaine Leung*

*Our project aims to:*

\*Consider how the spatial and material elements that are already present can accommodate *belonging*

\*Promote *inclusivity and diversity* by celebrating difference [human and non-human]

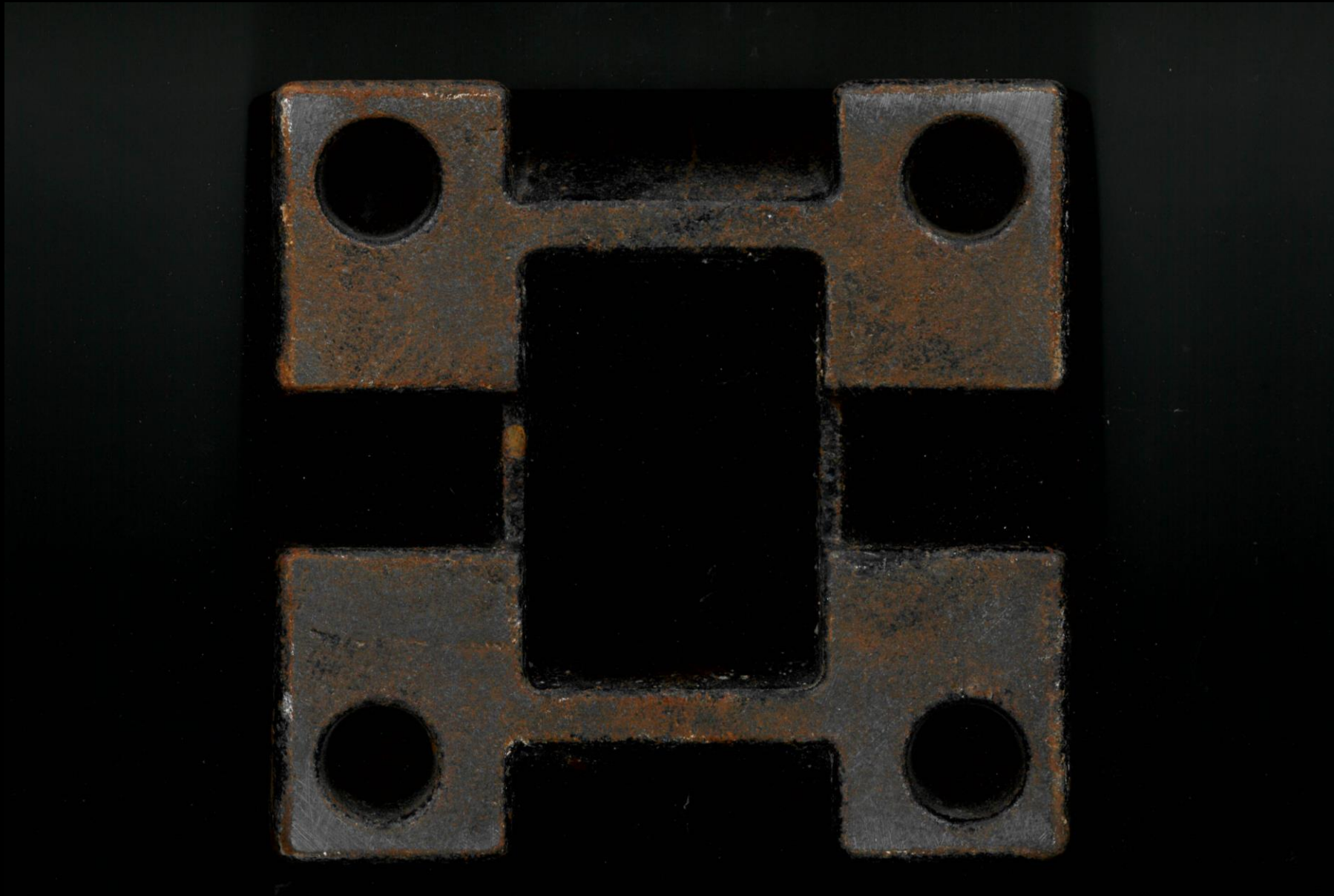
\*Brings joy and purpose to my life as a studio and the interactions I host.

\*Regenerate the course environment

\*Consider the vibrant nature of things and find ways to build more equitable prosperity with them [sustainability]

\*Propose sustainable ways of working with spaces by changing the subject / object paradigm

\*\*\*In line with Principles for Climate and Social Justice at UAL

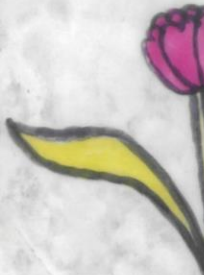


Weight that supports free standing exhibition presentation boards. Leftover from degree show. Very heavy.



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# Football





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Desaturated Angles	Blurred Vision	Antagonizing Glare	Diverging Horizons	Frost Nebula	Galaxy Expanded	Static Sleep	Perpetual Blue
Singing Machinery	Out of Space	Inner Vibrations	Genuine Smiles	Several Mirrors	Echoed Limbs	Creepy Findings	Practical Suit
Soft As Dandelions	A Second Chance	Bent Four Times	Collage Of Sickness	Deja-Vu Of Love	Merry Xmas	Funeral Emperor	Derivative Painting
Crimson Ocean	To Speak Of Truth	Arrangement of Eyebrows	Collective Mindset	Red Beehive	The Colour Of Patience	You're A Poem	Garden Of Eden
Questioning Authority	Landmarks In Motion	Alternate History of Plants	Overcoming Phobias	Tendons And Muscles	Struggle To Forgive	Bitter Mothers	Unknown Language
View From The Sea	Plastic Facial Hair	Running Late For Mass	Radioactive Fungi	Explosion In Time	Massive Headache	Set Guitars To Kill	A Ghost In The Kitchen
Caught In Meditation	Flaming Corners	Music Sheet of Life	Trapezoidal Shapes	Stop The Fire Alarm	Pretentious School	Black Sphere	How to See The Future
Tactical Dream	Atlas of Mankind	Green And Purple Swap	Eyes Closed Forever	Pixelated Curves	Anti-Flashback	Busy Fridge	Computer Discarded
Life As a Museum	Bears And Honey	Dancing In The Hall	Cutting Edges	Remove What Is Big	A Circus With No Freaks	Holding Tears	Rotten Smell
Pretend to Be Lovers	Both Rich And Poor	Bible For Atheists	Bright Shadow	Majestic House	Aliens Teaching Geometry	Party Among Friends	Win The Lottery
Smile! You're On Camera	Refusing To Pay	Pay Attention To Numbers	Library Of Universal Jokes	Insects Are Tasty	Undercover Street Artist	Fading Edges	"Can You Repeat Please?"
Painted With Unholy Pigments	Beyond The Universe	Best Memory of Parenthood	Clown Debating Nietzsche	Defying Gravity	Cut To Family Having Dinner	Time For Tax Return	What Was Round Is Now Square
I'm In Jail But It's All A Prank	To Vomit Polka Dots	Exaggerated Features	Chaos In The Savannah	Actors Failing At Acting	Multiply All The Animals	Wet Forest	Great Taste in Fashion

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Deja-Vu Of Love	Merry Xmas	Funeral Emperor	Derivative Painting
Red Beehive	The Colour Of Patience	You're A Poem	Garden Of Eden
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### Personal Skills Audit

Indicate your proficiency

NEWBIE

INTERMEDIATE

BOSS

TECHNICAL SKILLS

Adobe (InDesign / Illustrator / Photoshop / 4D etc) - indicate which:

HUMAN-CENTRED

Visual and conceptual

Independent learning

Documentation

Self-awareness

Curation

Writing

Studying

Graphic Design, layout and typography

Printmaking / digital image making

Sculpting / 3D design

Drawing

Animation

Animation & augmentation of the image

Drawing / analogue image making (painting, collage etc)

Sculpting / 3D design (set design etc)

Printmaking / digital image making

Graphic Design, layout and typography

Coding (HTML / CSS / JavaScript)

Photography

Postproduction of photography

Visual and conceptual

Independent learning

Documentation

Self-awareness

Curation

### Personal Skills Audit

Indicate your proficiency in the following categories

NEWBIE

INTERMEDIATE

BOSS

#### TECHNICAL SKILLS

Adobe (InDesign / Illustrator / Photoshop / 4D etc) - indicate which:

NEWBIE

INTERMEDIATE

BOSS

Animation & augmentation of the image

NEWBIE

INTERMEDIATE

BOSS

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NEWBIE

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BOSS

Sculpting / 3D design (set design etc)

NEWBIE

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Printmaking / digital image making

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Graphic Design, layout and typography

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### Personal Skills Audit

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Do you want a mentor?

Do you want a mentor?

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### Personal Skills Audit

Indicate your proficiency

NF

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## Teacher's 'Lego' lessons building global attention



design, layout and typography

Self-aware

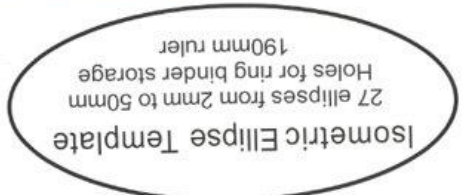
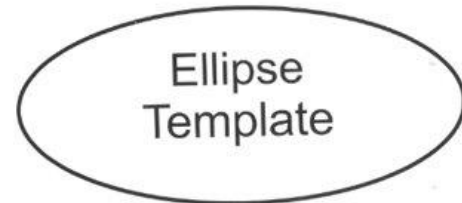
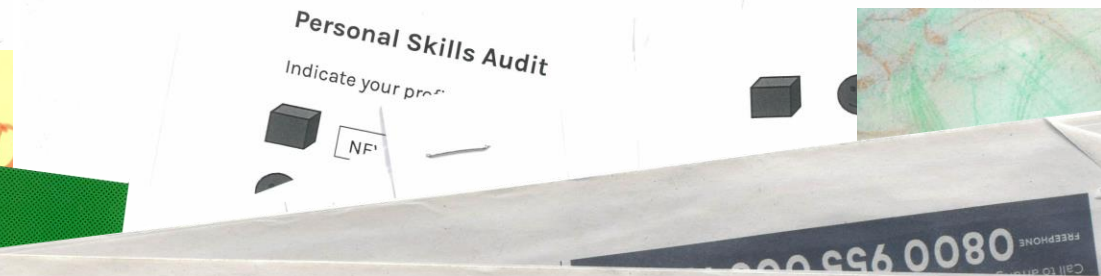


Curation

Graphic Design, layout and typography



P.S.



Self-aware



Curation

Graphic Design, layout and typography

Sanitary Pad & Ellipse template wrapping leftover



Hand cursor icon pointing to a green area.

Connect

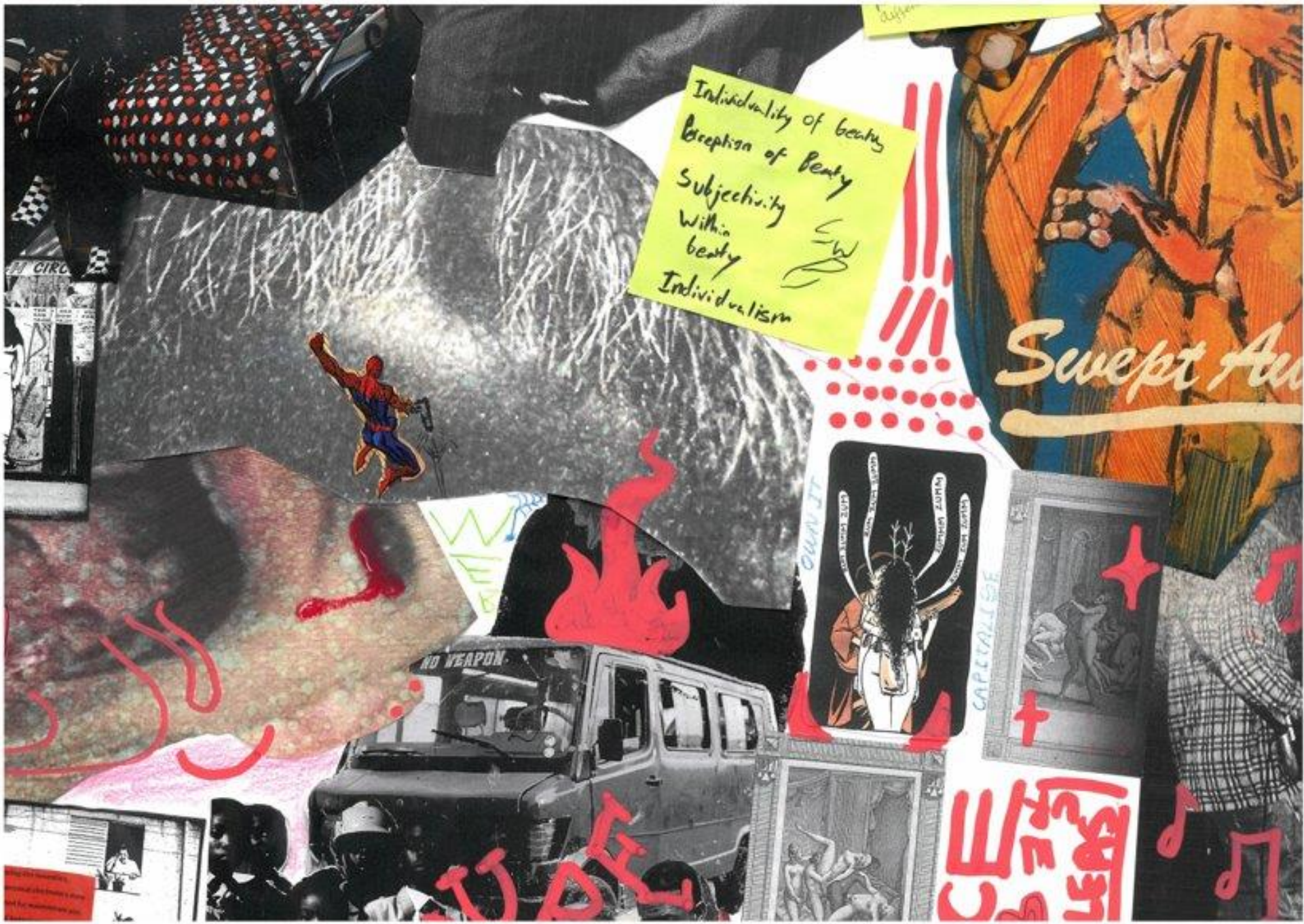
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Visit the Peer Mentoring Moodle course at LCC

moodle.arts Course Peer Mentoring at LCC

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Y1 Introduction to Illustration & Visual Media



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Hand-drawn blue scribbles and a yellow scribble.



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Handwritten red text, possibly a name or title, written in a stylized font.



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Hand-drawn calligraphic text in Arabic script, possibly reading 'بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ' (In the name of Allah, the Most Gracious, the Most Merciful).

Swept Au

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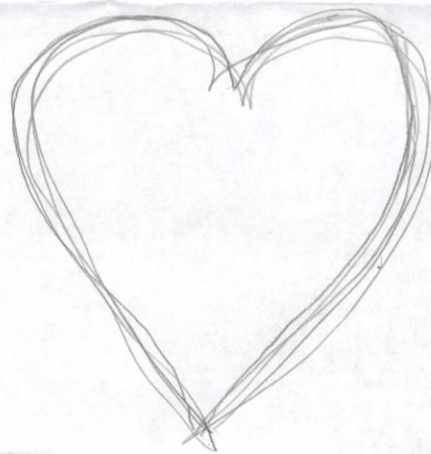
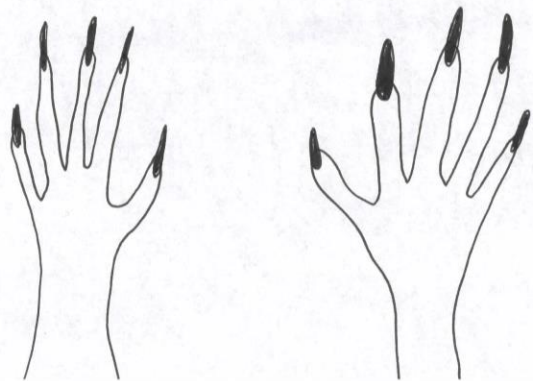
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Hand-drawn red Arabic calligraphy, possibly reading 'بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ'.



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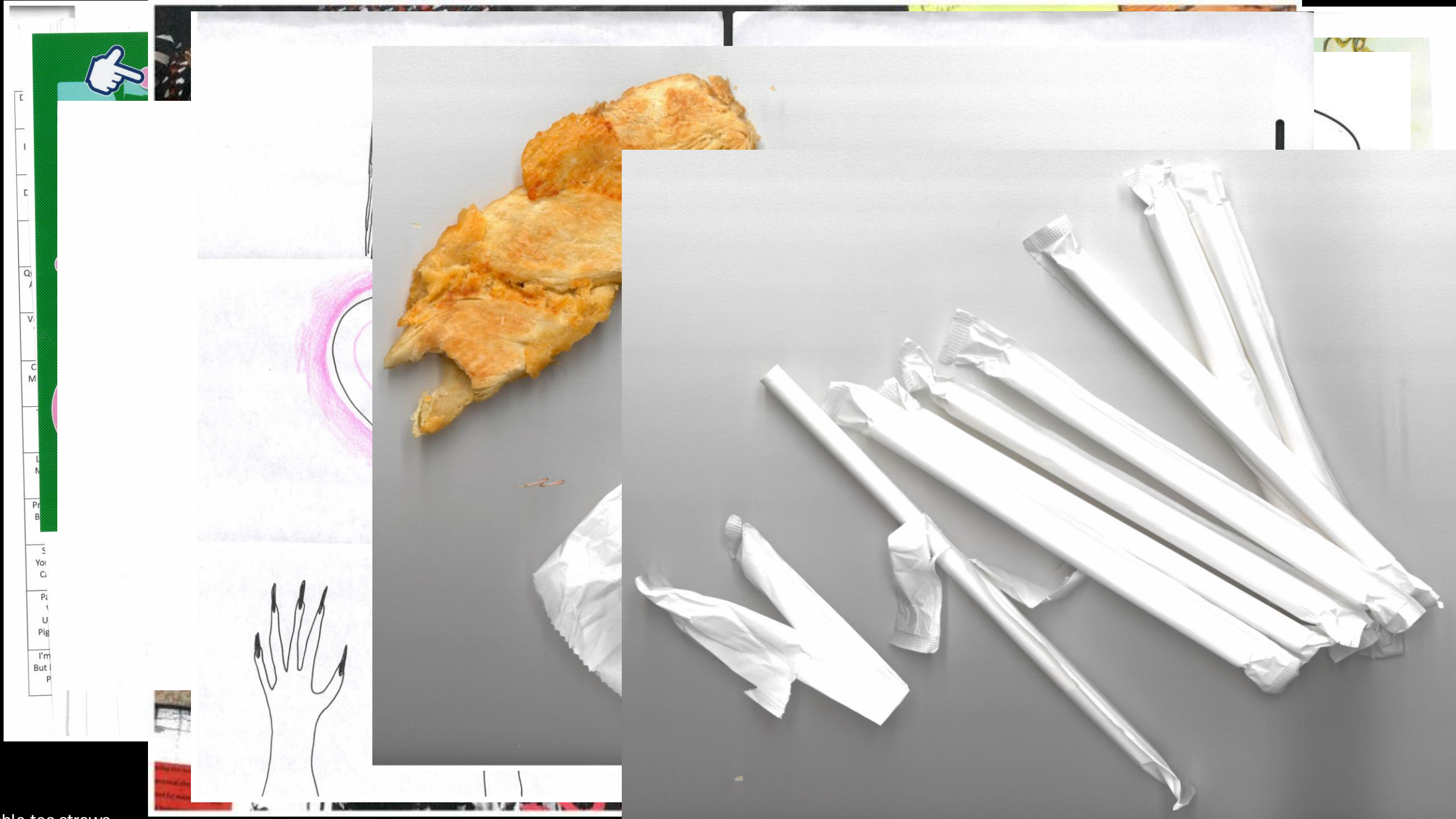
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Greggs Cheese Twist, source unknown, November 2023



Bubble tea straws

## *What can left overs do?*

\* take up space

\* apply themselves  
in the next session

\* become *collective*

\*become available

\* act as asynchronous  
communication mechanism  
between cohorts

\* act as examples

\* change the feeling /  
atmosphere

\* inspire

\*sustain presence:  
who is in the room?

\*break / get damaged / get lost

\*contextualise

\* confuse

\*allow

\*are present  
in times of emergency

\*make someone feel  
uncomfortable

\*provoke

\* present  
in times of emergency

\*make someone  
feel uncomfortable

\*break / get damaged

\* confuse

\*annotate

\*celebrate

\*remind

\*persist

\*intrigue

\*hold accountable

## Methods

\**Oblique* approaches to knowledge

\*Auto-ethnography [Eleni had to acknowledge they didn't like me]

\* Object Oriented Ontology (OOO)

\* Interviewing people as the room

*\*In Indigenous cosmologies, the actual landscape does often have the capacity to name itself and uses the human beings to enact the self-naming. In this way of understanding reality, the human mind is a conduit for the consciousness of the land to be expressed in language.*

Yup'ik scholar A. Oscar Kawagley (2003)

\*Plurality



## Interview Questions

\*As D305, can you describe yourself?

\*Conducted in person

\*You work with 500 people a week,  
how do you feel about that?

\*Semi-structured

\* Do you have any friends?

\*Spoken and visual

\*Do you have any antagonists?

\*With staff (3) and students (3)

\*What would you like to say to students?

\*What would you like to say to staff?

\*How did you feel talking as the room?

*\*\*\*a reflection on process and methods from participants*

\*Can you draw how do you feel like today, as D305.

*\*\*\*Inspired by Aboriginal ways of learning that relate to  
landscape*

## Method as Intervention

*\* I believe how I've internalized that system and how you have internalized the system can be changed, but you need a lot of help to do that. It's not something I could have got to on my own, it's a product of community and history and luck and conversations like this. [...] But if intimacy occurs [...] competitiveness disappears into a moment of solidarity. Bosses (2023) Ghislaine Leung*

## Data Analysis:

*I don't think its about availability,  
cause it is about a sense of belonging*

### Agency

*\*I am the happiest as a room when people feel okay about  
messing me up...and moving the tables and chairs, and just  
making me work for them, rather than hoping that I am there for  
them without trying.*

*\*My favourite thing is when students or staff take ownership of  
me and change my configuration*

*\* think the space is great to manipulate.*

I don't think the power of affecting the room you are in is  
actually known a lot of the time.. cause I asked uhmmm, but  
I feel like, a lot of people might feel like that they don't have  
any control over their environment, but they do

Students that use me don't feel like they have permission to  
alter the space..

### Access as support

*\*I am so glad to support them, [...] I want to be with them a  
little bit more, especially in this moment of the living  
crisis where  
they can't afford heating or whatever...*

*\* I wish there could be other little things maybe, that could  
be part of my contribution to students, like toos...*

*\* I am section of a space and the rest of the d30s are  
collaborators of this space*

*\*digital entity instead of being completely traditional as a  
studio space*

*\*I think they should put a clear timetable with the opening  
times and the classes and when we are allowed to be here  
so we can always*

*\*Protect you, keeping you safe, and I don't know what else..*

## Data Analysis:

*I don't think its about availability,  
cause it is about a sense of belonging*

## Display

*\*I'm not a lost cause..you can put your work up in me, you can speak about me lovingly and things will get better*

*\*I enjoy seeing students work.*

*\*quite nice if I was covered by their work, on the walls. I enjoy seeing students work.*

*\*And that is another way that they can be covering me up, with their expression and their exploration, or their creativity, their imagination, their work, even if its throwaways, its a sort of proud moment, as a room, to, umm be a contributor to that sort of creativity*

*\*So many people use my space and they dont leave anything for me*

*\*Maybe if there was areas.... where something stayed, could be displayed*

*\* people could have continual presence...*

*\*if there's examples of stuff made from different studios*

## Data Analysis

\*How did you feel talking as the room?

*It kinda just changes your perspective  
you always think like you you you  
I feel very attached to the room now.  
Yeah I know what you mean*

*I have never thought about it  
quite a surreal  
putting myself in that sort of character.  
thought provoking  
what if the room was an entity?  
What does the entity feel?*

*in another's shoes...imagining... playing...  
its about thinking beyond me..  
I like being the room...*

*I think we do fight for each other  
and we do fight to make it work...  
I maybe go back maybe  
we do belong to each other..  
maybe we do..*

## Other things that happened:

\* Eleni started putting studio leftovers on the wall, at the end / as part of every session.

\*Tutors that had been interviewed also started putting student work on the walls

\*A student found a leftover of theirs on the wall and said they felt honored that someone had featured their work and it was complemented by others.

\* A group of Y2 students asked if they are allowed to put their work on the wall

## Next steps:

\* Eleni is developing a system where hot-desking studios like me are full rather than bare

-What if every student put a drawing on the wall at the end of every session?

*At the end of each exhibition at Eastside Projects we build on, recycle and upcycle its remains. In this way, each exhibition alters the space, and the space writes and records its own history. Each new addition responds to and alters the existing conditions. The gallery accumulates the traces of its use as part of a learning process.*  
Eastside Projects Manual, (2005)

What I feel now:

- \* More part of the course than before

- \* That this will be a lengthy process  
but this can be the start

- \* That methods matter

- \* That tutors and students are more willing  
and excited to work with me and I am more  
excited to work with them

Thank you!