

Title: **Collaboration and Collapse: Supporting Team Formation for Collaborative Curriculum Design**

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Session Learning Outcomes

- Evaluate various approaches to collaborative design and group communication/reflection.
- Support development of/with effective groups and teams.
- Contemplate and appreciate the value of collaboration and creativity in their academic/development practice.

Session Outline

This session briefly introduces a case study of the creation of a collaborative interdisciplinary module, with participation to consider their use in other contexts.

Interdisciplinary collaboration has become increasingly important for contemporary art practices and therefore for contemporary art students, suggesting that the new art school enfold this more fluid way of making and being in the world into its plan. (Renfro, 2009, p164).

We take the position that it is critical for students to have collaborative, interdisciplinary experiences early on in their studies. We also take the position that academic staff should likewise not be 'siloed' and that their own and students' academic and creative practices are enriched by working across disciplines. However, even in related creative subjects this can pose pedagogic and working practice challenges.

At PCA, the recent modification of the Complementary Studies module became an opportunity to shift the emphasis from practical to critical skills and explore and extend disciplinary 'habits of mind' (Shulman, 2005).

Facilitated by team leaders, initial steps were to brainstorm models of collaboration and authentic interdisciplinary activity (eg from industry and creative arts practice). Each member of the group proposed a contribution to be delivered in 'bursts' of experiences, which they were asked to visually communicate to each other, and later to students. The process created a lot of pleasure and excitement and was effective for generating feedback. Shaping it into a module with the required outcomes, assignment and assessments were also facilitated.

This workshop offers the opportunity for participants to consider whether the techniques could be suitable for their own practice and the possibilities for collaboration and negotiation in their own contexts. They may consider what they would bring to facilitation and working in

a group; how they could communicate their ideas; influence and negotiate; and what the challenges might be.

Session Activities and Approximate Timings

The presentation of a case study will be brief (c10 minutes) to set the scene. The participants will form into groups where they will be given a series of participation and facilitation techniques drawn from the case study to consider through a series of individual and group reflections. They will be offered the opportunity to represent the outcomes of these reflections through visual and other means and share with the group.

References

Drew, V., Priestley, M. and Michael, M.K. (2016). *Curriculum development through critical collaborative professional enquiry*. In *Journal of Professional Capital and Community*, 1:1, 92 - 106. Accessed on 30 October 2016.

<http://www.emeraldinsight.com/doi/pdfplus/10.1108/JPCC-09-2015-0006>

Renfro, C. (2009). Undesigning the New Art School. In *Art School for the 21st Century*. Madoff, S (Ed). London: MIT Press. pp 159-175.

Shulman, L. S. (2005). *Signature Pedagogies in the Professions*. *Daedalus*, 134:3, 52–59.