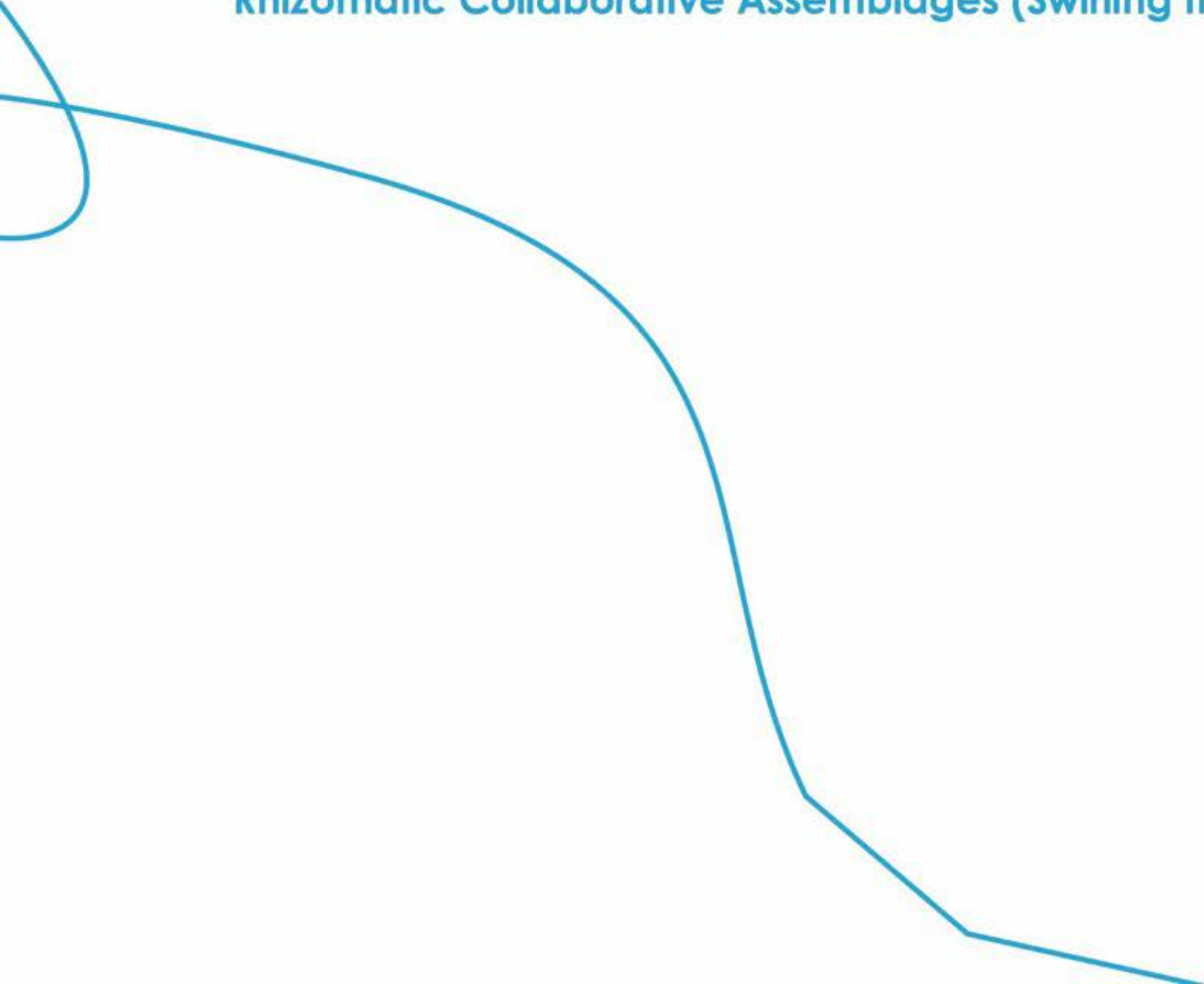




Teaching and Learning Conference
Collaborative Learning Practices
May 1st 2019

Rhizomatic Collaborative Assemblages (Swirling the Atmosphere)



4 ? 3 6

♥ ? 👍 👎 🐱

This closing becoming-multiple-becoming-keynote will be an active and collaborative learning event. It will be a collaboration rather than just re-representing collaboration through a one to many monologue. It will involve dialogues, trialogues and synchronous multilogues.

This event will be based on the idea of the rhizome as opposed to the root-tree, which are botanical concepts employed by Gilles Deleuze and Felix Guattari (1980) in their second volume of *Capital and Schizophrenia: A Thousand Plateaus*. In their philosophical thought, arboreal structures grow and multiply in relation to a central guiding structure. For their image of thought, the rhizome is a free expansive movement, constantly connecting random and infinite points. Root-tree structures can stifle this movement, diminishing its expansiveness and potential. Rhizomatic movement can trouble such seemingly static structures.

In the translators forward to the *Fold: Leibniz and the Baroque* by Gilles Deleuze they look at the idea of an event by arguing that, 'In the vision of Alfred North Whitehead, a philosopher inspired by Leibniz. An event can be seen in the duration that produces the site of a pyramid, an avalanche of snow, or the jagged edge of rifts in a block of ice. For Deleuze an event unfolds from the union of our perception and the duration of a fan - of the kind Mallarmé describes in his occasional verse - that unites and disperses a word (an event) and an object (an *éventail*) when it swirls the atmosphere.'



iMOVIE AND LCC PRESENT

A LCC PRODUCTION IN ASSOCIATION WITH iMOVIE

A WE FILM

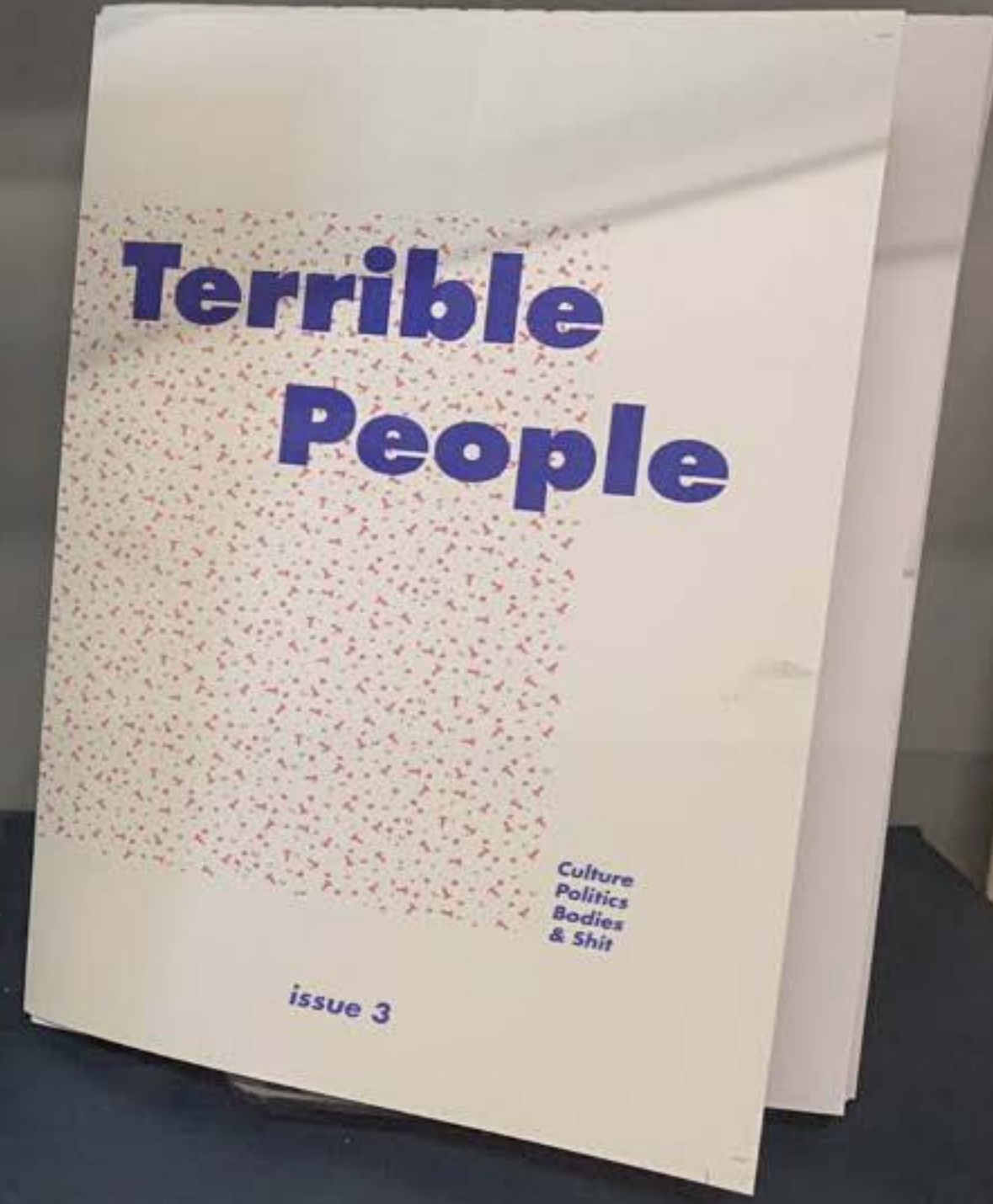
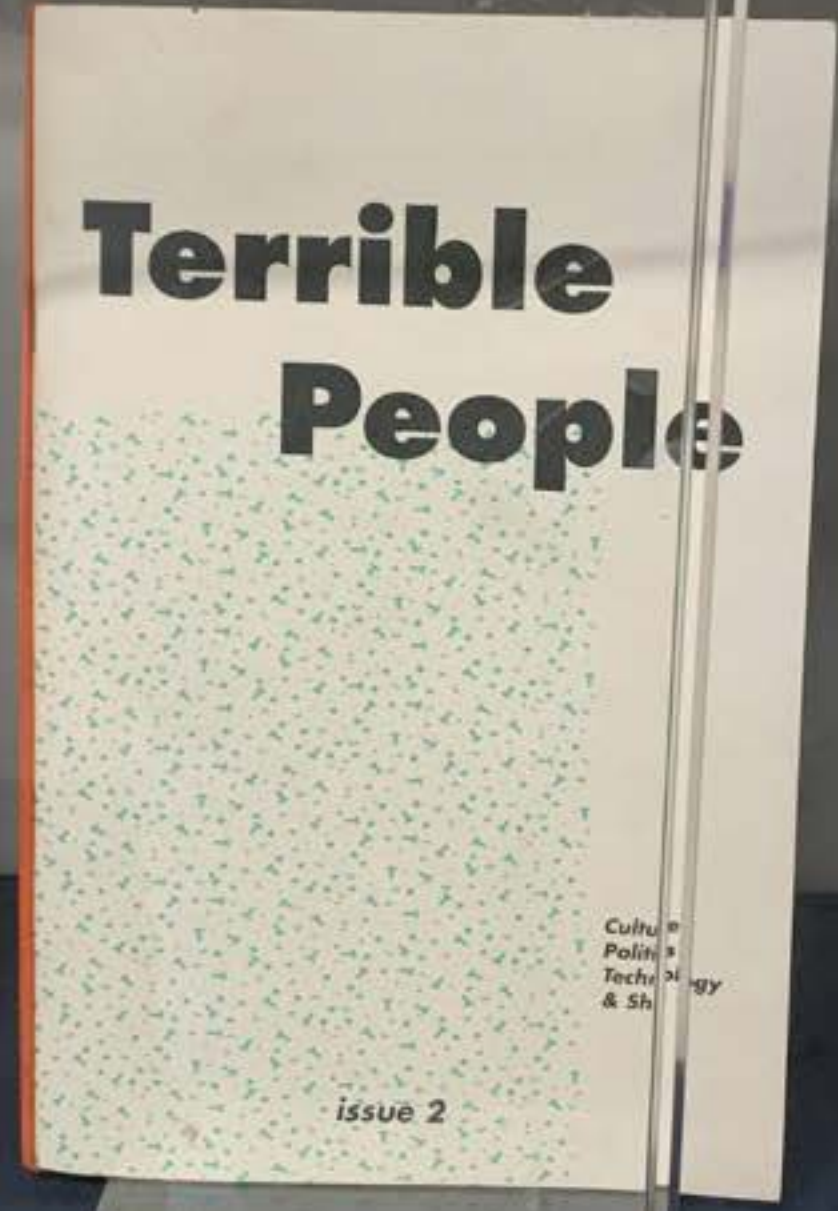
THANK YOU ASSEMBLAGES

STARRING YOU ALL

EDITED BY YOU PRODUCTION DESIGNER DESIGN SCHOOL DIRECTOR OF PHOTOGRAPHY MEDIA SCHOOL CASTING BY UAL

MUSIC BY SCREEN SCHOOL COSTUME DESIGNER NB EXECUTIVE PRODUCER LCC WRITTEN BY US DIRECTED BY WE

<https://youtu.be/JmYe7A-1iFc>



Terrible People

<https://youtu.be/yrWJ6Dwpdf8>

Collaborative Learning Practices: a thank you assemblage:

- James Macdonald Thanks
- Marion Lagedamont Thanks
- Marie-Solange Ndeley Thanks
- Gareth Johnson Thanks
- Liz Orton Thanks
- Ling Chui Thanks
- Monica Biagioli Thanks
- Maria Da Gandra Thanks
- Allstair McClymont Thanks
- Lucy Panesar Thanks
- Keith Martin Thanks
- Frania Hall Thanks
- Matt Lingard Thanks
- Tobias Revell Thanks
- Eva Verhoeven Thanks
- Vivienne Francis Thanks
- Paul Caplan Thanks
- Steve Spence Thanks
- Hilly James Thanks
- Susannah Rees Thanks
- Max Houghton Thanks
- Matt Guy Thanks
- Evi Kontovia Thanks
- Ellen Hanceri Thanks
- Craig Burston Thanks
- Andrew Slatter Thanks
- Lee Leewis Thanks
- Deborah Salter Thanks
- Claire Richards Thanks
- Gwen van den Bout Thanks
- Jason Copley Thanks
- Adrienne Tulley Thanks
- Janet Sator Thanks
- Jasper Starkenburg Thanks
- 3D General workshop CSM Thanks
- Surface Workshop CSM Thanks
- David King Thanks
- Caroline List Thanks
- Edward Naujokas Thanks
- Jonathan Lilly Thanks
- Caro Verbeek Thanks
- Tom Butler Thanks
- Elisa Magnini Thanks
- Andrew Davidson Thanks
- Ming Peng Thanks
- Kyra Nicholson Thanks
- Christos Stetsios Thanks
- Elle Castle Thanks
- Jonny Thaw Thanks
- Natalie Murphy Thanks
- Tom Lynch Thanks
- Claire Grant Thanks
- Chris Purday Thanks
- Martin Hodkinson Thanks
- Scott House Thanks
- Rahel Zoller Thanks
- Florence Hawkins Thanks
- Premier Textiles Thanks
- GoPrint3D Thanks
- Sarah Sheikh Thanks
- Jackie Smith Thanks
- Gifty Tingle Thanks
- Holly King Thanks
- Sam Johnson Thanks
- Nathan Harris Thanks
- LCC Facilities Team Thanks
- Genesis De La Cruz Thanks
- Setworks Thanks
- Audiences Thank You!



Schedule

10:00	Welcome
10:10	Keynote
11:10	Parallel Sessions
12:10	Coffee Break
12:30	Parallel Sessions
13:30	Lunch
14:30	Parallel Sessions
15:45	Keynote
17:00	Exhibition Opening and Drinks

Conference details and registration

**10:00
LTC** **Welcome**
James MacDonald

**10:10
LTC** **Keynote**
LCC Graduate Residency

The conference keynote will be delivered by Marion Lagedarmont, Marie-Solange Ndeley and Gareth Johnson of the LCC Graduate Residency programme. LCC Graduate Residency approaches graduate incubation by supporting LCC graduates in the rapid development of innovative projects which have the potential for significant social or economic impact.

This year's theme drew inspiration from both LCC's heritage and ambitions for the future. We encouraged graduates to explore transitions from past to emerging technologies, while developing teaching and learning in both established and emerging disciplines.

Marion Lagedarmont

Marion is a graduate from BA (Hons) Interaction Design Arts. Her project researches exclusion and bias in technological products with the aim for design to become more inclusive.

Marie-Solange Ndeley

Marie-Solange is a graduate from BA (Hons) Film Practice. Her residency is an intergenerational exchange programme mixed with a buddying system for young and upcoming filmmakers of colour.

Gareth Johnson

Gareth is a graduate from MA Documentary Film. He will produce an online interactive documentary based on Krzysztof Kieslowski's film: 'Talking Heads' (1980)

To book onto this event please follow the link:

<https://www.eventbrite.co.uk/e/lcc-11-conference-keynote-lcc-graduate-residency-tickets-66457285388>

**11:10
LTC** **Parallel Session 1**
Teaching and Learning Projects - Lightning Talks
Liz Orton / Ling Chui / Monica Biagioli / Lucy Panesar
Liz Orton: A practitioner's handbook on participatory photography

Participatory photography has become increasingly popular in the last two decades but there are currently no accessible learning resources available either for students or educators about the practical and ethical aspects of facilitation. The Participatory Photographer's Handbook is a learning resource for students and educators on participatory and collaborative practices in photography. It draws together a wide range of practical and theoretical material in one place with an emphasis on providing tools, approaches and skills for direct use in projects.

Welcome

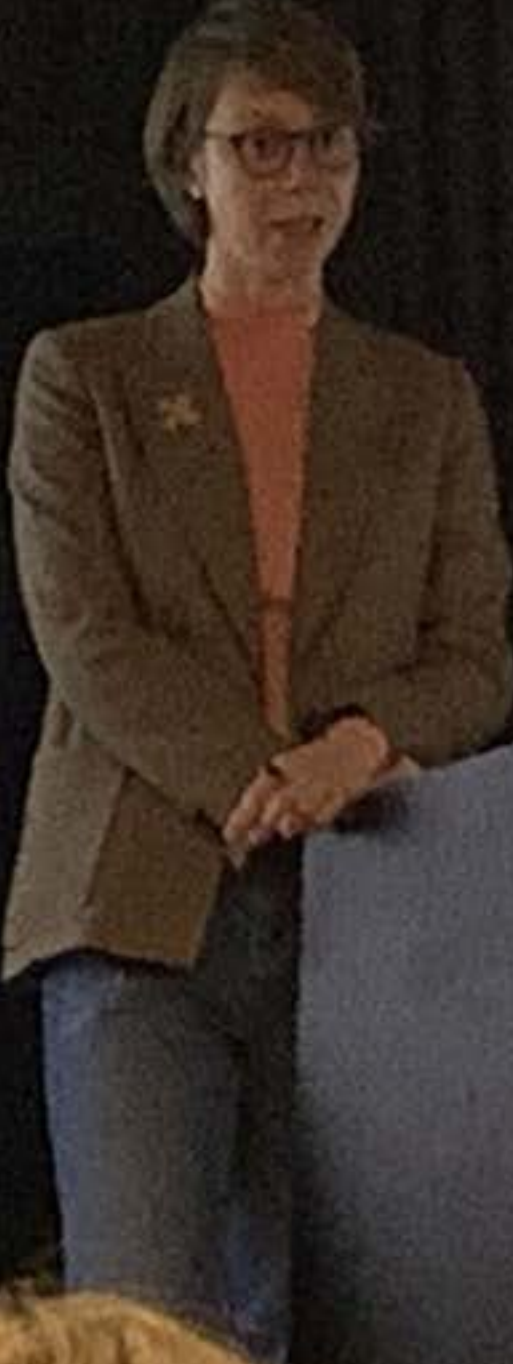
ing and Learning Conference 2019

James MacDonald



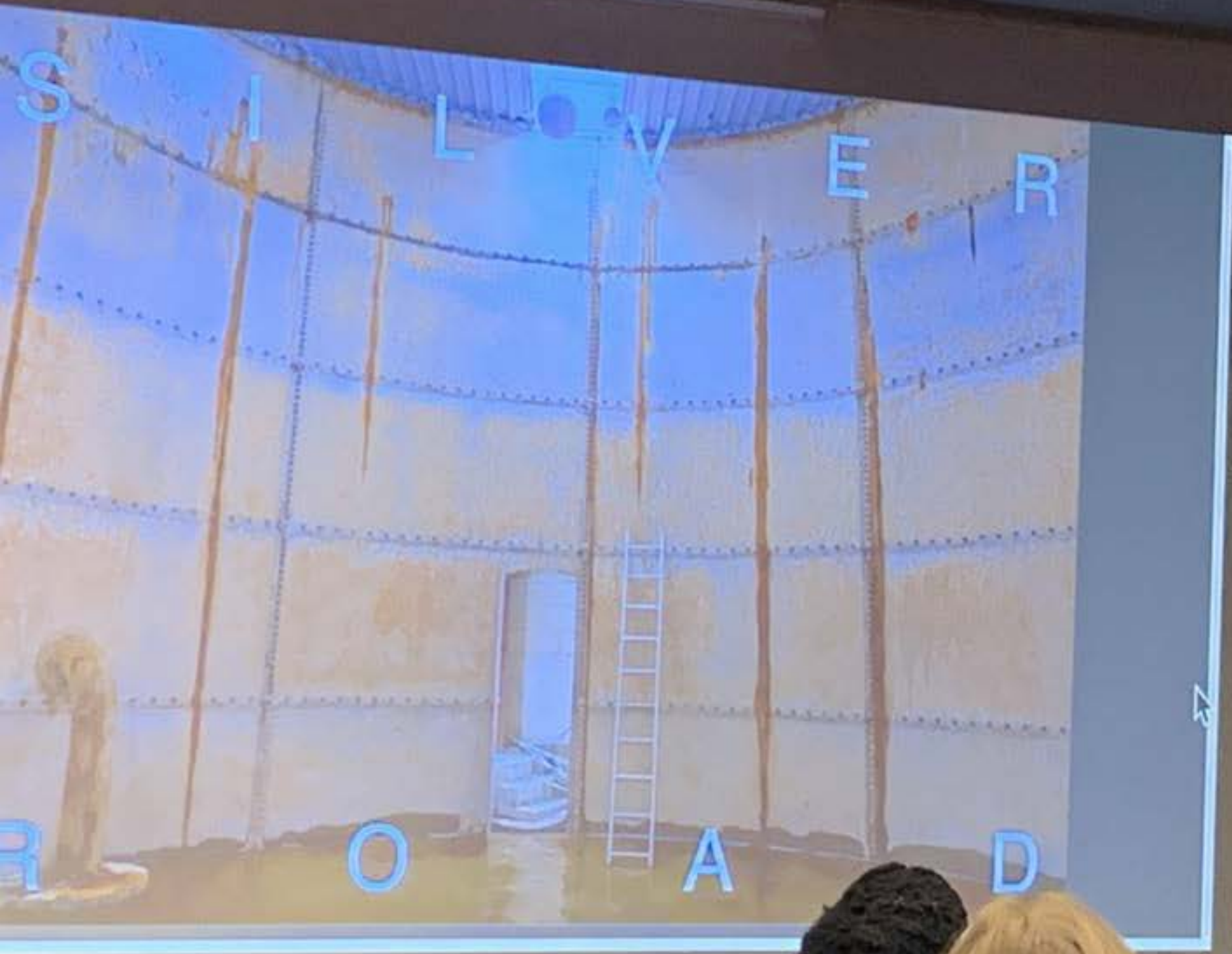
ual: university of the arts london london college of communication





ual university
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london
london college
of communication

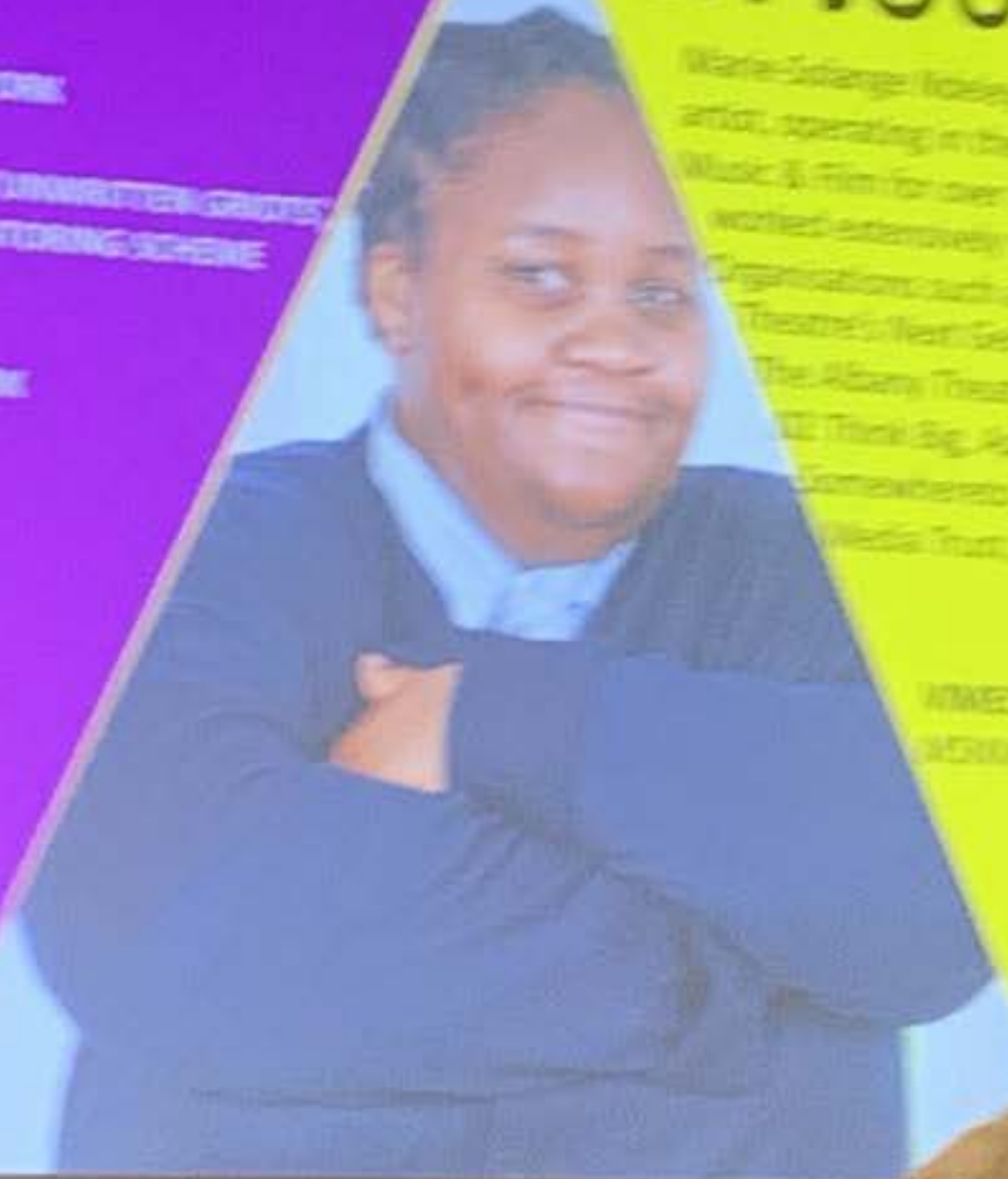






MY JOURNEY

Marie-Solange Nolley is a multi-talented artist, operating in the fields of Poetry, Music & Film for over a decade. She has worked extensively with Media & Arts Organizations such as The National Theatre's Next Generation, The Albany Theatre, Act Now, The Think Big, Apple & Google, Commonwealth, Canal 4, Media Trust, BFI & more.



1. ORIGIN

2. COMMUNITY WORK

3. MY JOURNEY INTO FUNDRAISING - UNWRITTEN GROTESQUE CHANNEL 4 (2019) BAFTA MENTORING SCHEME SECTION.

4. MY THEATRE WORK

City of the Arts London,
BAFTA Mentoring in BA Film
(2018)

City of East London,
BA Film Studies with
& Professional Writing

AWARDS:
MINDSPACE



Ling Chui: The Saturday Print Club

The LCC Saturday Print Club proposes a space and time for LCC Year 3 UG, Post Grad and Alumni students to transition from working in a fully supported University technical workshop environment, to a model that mimics many of the workshop practices in the printmaking industry today.

Monica Biagioli, Maria Da Gandra and Alistair McClymont: Information design/exhibition collaboration with the British Library

This project explores how to make works from the British Library newspaper collection accessible and relevant for contemporary readers and visitors to the library. Our role is to bring the GMD expertise of information and exhibition design to make the historical newspaper collection engaging to audiences and to reflect on the evolution of 'reading' news over time to encourage new and further use of the collection. This puts focus on the sustainability of historical news content.

Lucy Panesar : Collaborating to Liberate

In the previous and current academic year, staff and students at LCC have been collaborating to 'liberate the curriculum', as part of a two-year pilot project devised by Zey Suka-Bil. In this presentation, Lucy Panesar critically reflects on the project's collaborative process, and invites participants to reflect on their experience of this in relation to their course curriculum.

To book onto this event please follow the link:

<https://www.eventbrite.co.uk/e/lcc-11-conference-parallel-session-1-11-projects-lightning-talks-tickets-60457483962>

11:10
T1005

Parallel Session 2

Keith Martin - Parallel narratives in 360 video, a personal research project.
Frania Hall - Network Theory

Keith Martin

360 video is often hard for people to follow because it's produced using the 'director's gaze' approach of traditional film-making, which leaves viewers unsure of where to look. This explores flipping the problem on its head: presenting narratives in multiple places at once, just as conversations happen simultaneously in real life.

This project uses directional audio to let the user select the narrative they want to follow in a short immersive 360 video, with three interrelated conversations happening simultaneously. How does this affect comprehension, engagement and response? Can it lead to new approaches to script writing? Demonstration and explanation of the concept (a work in progress but at working test stage).

Frania Hall

This session on Network theory will offer participants the opportunity to consider and map their networks and then critically unpack network theory covering topics such as structural holes, strong and weak ties, open and closed networks.

To book onto this event please follow the link:

<https://www.eventbrite.co.uk/e/lcc-11-conference-parallel-session-1-11-projects-lightning-talks-tickets-60457483962>

11:10
W231

Parallel Session 3

Matt Lingard - Digital fluency

One of the aims of the College Digital Learning Strategy is to help develop digitally fluent graduates and our use of digital learning activities will help students achieve this. Digital collaboration is an area of practice connected to several of the attributes in the (Digital) Creative Attributes Framework, in particular Connectivity. Participants will have an opportunity to try out some collaborative digital learning activities from a student's perspective and consider how they might be incorporated into their own teaching.

To book onto this event please follow the link:

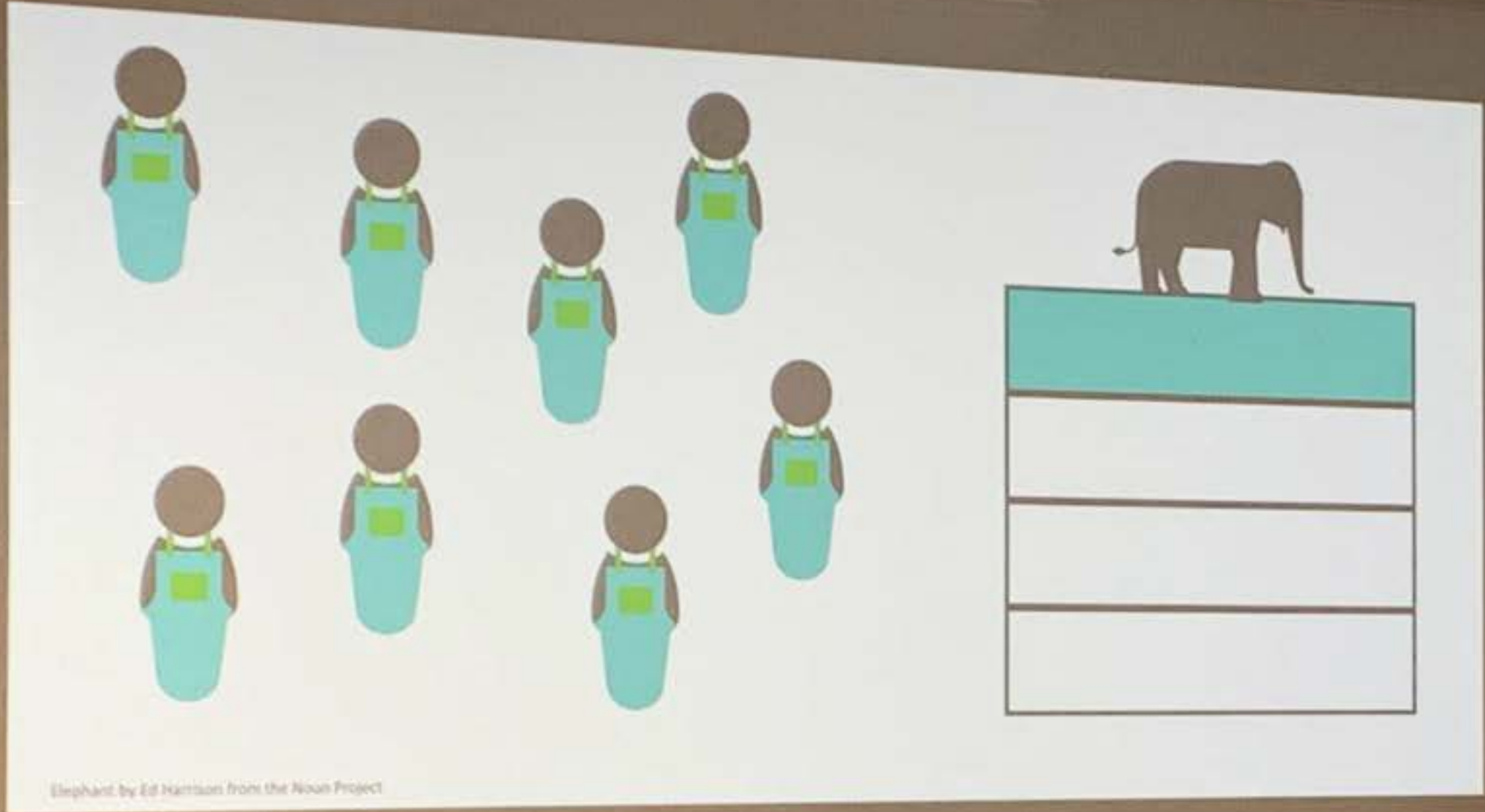
<https://www.eventbrite.co.uk/e/lcc-11-conference-parallel-session-3-matt-lingard-tickets-60457512346>



Information design /
Exhibition collaboration
with the British Library

Luca Biagioli
Anna da Gandra
Gair McClymont





Elephant by Ed Harrison from the Noun Project

Print & Design LCC – Screenprinting, Relief, Intaglio & Lithography
printmaking

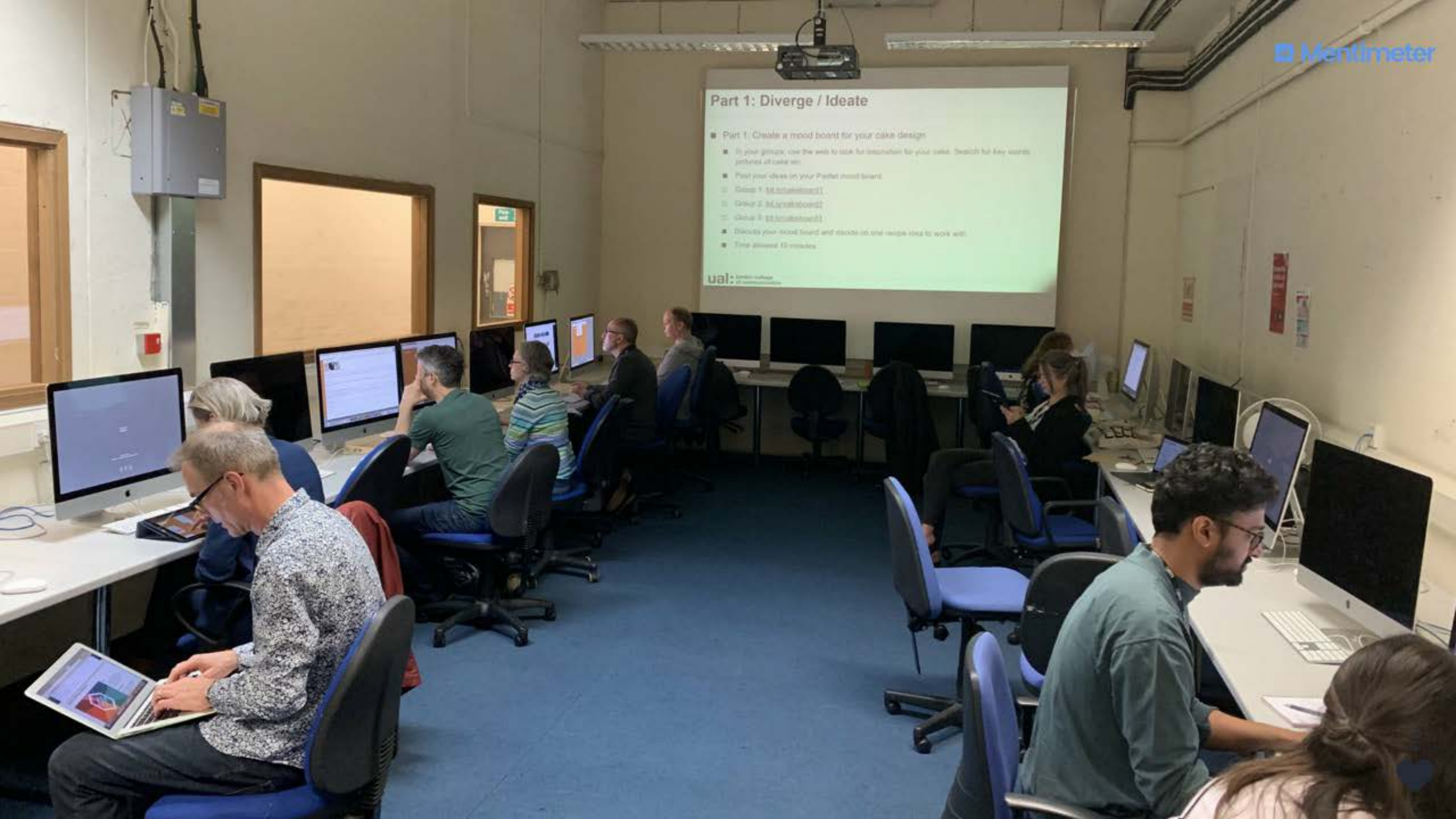


ual:

Part 1: Diverge / Ideate

- Part 1: Create a mood board for your cake design
 - In your groups, use the web to look for inspiration for your cake. Search for key words related to cake art.
 - Post your ideas on your Padlet mood board.
 - Group 1: #cakedesign1
 - Group 2: #cakedesign2
 - Group 3: #cakedesign3
 - Discuss your mood board and decide on the design idea to work with.
 - Time allowed: 10 minutes.

ual: University of Arts London

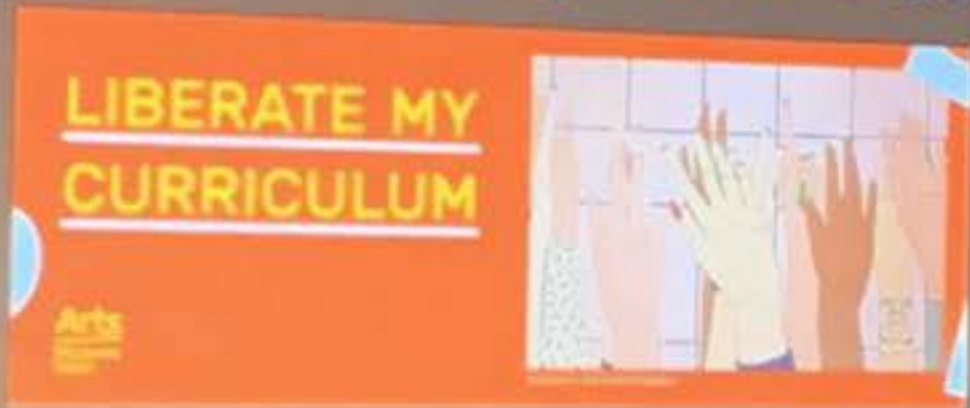




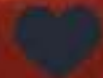


ual:

Collaborating to Liberate



Lucy Panesar (Academic Support Lecturer), Ruth Collingwood and Leo Clarey (Academic Support Librarians)



12:10

Coffee break

12:30

LTA

Parallel Session 4

Tobias Revell, Eva Verhoeven - The Global Design Studio (GDS)
Vivienne Francis - coLAB

Tobias Revell and Eva Verhoeven

The Global Design Studio (GDS) an online intensive project that introduces students and staff to transnational and transdisciplinary practices and collaboration situated in pluralistic and global ways of designing together whilst exploring subject-driven opportunities for online learning. The project grew out of INTERACT, an academic and student exchange project between four major institutions in Europe and Australia that explored the futures of design in a global context.

Vivienne Francis

This academic year, a number of courses at LCC have been taking part in coLAB, a European teaching initiative that invites those displaced by conflict or persecution into universities to deliver sessions to students. Funded by the Council of Europe and European Union, coLAB has also been run in France, Italy and Belgium.

In a small, but effective way, coLAB has facilitated conversations between different cultures and religions in a bid to dispel some of the myths, stereotypes and misunderstandings that exist around migration.

This presentation will demonstrate how this initiative has added richness to the learning experience at LCC by creating an opportunity for students to deepen their intercultural appreciation, and their understanding of global issues.

To book onto this event please follow the link:

<https://www.eventbrite.co.uk/e/lcc-ll-conference-parallel-session-4-eva-verhoeven-tobias-revell-vivienne-francis-tickets-60457652668>

12:30

T1005

Parallel Session 5

Paul Caplan and Steve Spence
Knowledge Exchange within teaching and learning

The advertising degrees at LCC have, over the past few years embedded Knowledge Exchange within their teaching and learning. Through industry partnerships across a range of units (both traditional academic and more practice-oriented) students have worked in collaboration with industry and teaching staff to develop key industry focused work and skills. In this session the two course leaders discuss their approach to KE- embedded teaching and learning as well as the lessons learnt.

To book onto this event please follow the link:

<https://www.eventbrite.co.uk/e/lcc-ll-conference-parallel-session-5-paul-caplan-and-steve-spence-tickets-60459182941>

12:30

T808

Parallel Session 6

Hilly James - Collaborative Project MeeTwo Education
Susannah Rees -The Southwark Arts Network

Hilly James

Students in Year 2 on the BA Magazine Journalism and Publishing produced possible content for the award-winning teenage mental health organization MeeTwo Education as part of their Collaborative Project Unit. The session will examine the collaboration between students and clients and the production of YouTube videos, Instagram and Snapchat stories, web content and printed material for MeeTwo.

Susannah Rees

In this session Susannah Rees will present a project she has undertaken with Southwark Arts Network, a group of local primary school teachers with a remit to develop their schools' art and design provision. They have recently taken part in a series of CPD sessions at LCC, these sessions were designed to prompt the teachers to work with their classes to produce outcomes for an exhibition at LCC in July 2019. The exhibition will be a collection of creative outcomes by the children in response to the theme 'Local Heroes' and will explore ways of representing their chosen local people through a variety of media in collaboration with LCC's specialist spaces.

To book onto this event please follow the link:

<https://www.eventbrite.co.uk/e/lcc-ll-conference-parallel-session-6-hilly-james-susannah-rees-tickets-60459277326>



INTERACT Mobility

2015 – 2017

London College of Communication
BA Interaction Design Arts / BA User Experience Design

Danish School of Media and Journalism
BA Visual Communication

Royal Melbourne Institute of Technology
BA Design (Communication)

Queensland University of Technology
BA Visual Communication (Interaction)





Democratic and Inclusive School Culture in Operation (DISCO)

Funded by the European Union and the Council of Europe



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Implemented by the Council of Europe



BA Magazine Journalism and Publishing

Year 2 Collaborative Project

Spring term, 10 weeks, 4 hours per week

Hilly Janes, Oswin Tickler & Anne Coddington

Whiteboard with diagrams and notes





12:30 Parallel Session 7
Max Houghton - Tour and talk of Visible Justice Exhibition

Max Houghton will be leading a tour of the Visible Justice Exhibition which brings together artists, activists, journalists, civil liberties groups, human rights lawyers and media students for an exhibition and events programme exploring social justice in national and international contexts.

To book onto this event please follow the link:
<https://www.eventbrite.co.uk/e/lcc-11-conference-parallel-session-7-tour-of-visible-justice-exhibition>

13:30 Lunch
T803 To book lunch please follow the link:
<https://www.eventbrite.co.uk/e/lcc-11-conference-lunch-tickets-60459426773>

14:30 Parallel Session 8
LTC Matt Guy / Evi Kontova and Ellen Hanceri
Showcasing collaborative practises by LCC Business and Innovation

Evi Kontova and Matt Guy from LCC's Business and Innovation team will showcase two recent projects that feature collaboration between students, and with external organisations. They'll discuss how new ways to encourage collaboration have improved the experience of students taking part in the Talent Works studio, and how this helped LCC have even more impact on charity and social enterprise clients. Evi and Matt will present what they've learnt from a recent student led project with property developer Landlease to improve collaboration with different communities in Elephant and Castle. Students who took part in both projects will tell you about their experience. Evi and Matt will be joined by Ellen Hanceri who will show you how the Creative Attributes Framework can be applied to external projects.

To book onto this event please follow the link:
<https://www.eventbrite.co.uk/e/lcc-11-conference-ss-8-matt-guy-evi-kontova-and-ellen-hanceri-tickets-60459562238>

14:30 Parallel Session 9
LTB Craig Burston and Andrew Slatter
Rethinking the Intro to unit

The introduction to GMD unit was modified under AEM to be a holistic assessment to unite Studio and CTS to make a smarter, more meaningful student experience and assessment that has resulted in a 95% pass rate. The unit was modelled on Introduction To BA (Hons) Film Practice where students collaborate and present their studio and CTS outcomes in a group presentation. Transition to LCC was foregrounded in the design of the unit whereby student's cultural capital was explored through object-based learning that focuses on how the student 'sees the world' in response to Nicholas Mirzoeff's book 'How To See The World'. The talk will present the pedagogic approach behind Intro To GMD, its collaborative aspects of and its holistic assessment.

To book onto this event please follow the link:
<https://www.eventbrite.co.uk/e/lcc-11-conference-parallel-session-9-craig-burston-and-andrew-slatter-tickets-60459759769>

14:30 Parallel Session 10
W231 Lee Lewis
Online engagement

This session will address Collaborate Ultra, a VLE webinar tool with the potential to deepen online engagement on an individual and collaborative level. Using guided activities, staff will explore how they can incorporate this tool into their own practice to enhance student reflection, critical thinking, collaborative learning and formative assessment. Particular attention will be paid to the DCAF attributes

To book onto this event please follow the link:
<https://www.eventbrite.co.uk/e/lcc-11-conference-parallel-session-10-lee-lewis-tickets-60459632988>

COVERT FEATHERS

"U.K. Agencies suggested, planned or agreed to rendition operations proposed by others in 28 cases. We have seen a further 22 cases where [MI6] or MI5 provided intelligence to enable a rendition operation to take place."

[Redacted text]

Shaker Aamer
Shaker Aamer is a British resident, with a British wife and children. In 2002, he was kidnapped in Afghanistan and sent to the Americas. He was held in Bagram, and then transferred, tortured and imprisoned in Guantanamo Bay.



United Nations Committee against Torture Article 1
No State Party shall expel, return or extradite a person to another State where there are substantial grounds for believing that he would be in danger of being subjected to torture.

"The CIA's secret plan to kidnap and interrogate the world's most wanted men and women in 2001."

[Redacted text]

Expulsion and Torture by the United States
The United States is a State Party to the United Nations Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, which entered into force for the United States in 1988. The Convention prohibits the United States from expelling, returning or extraditing a person to another State where there are substantial grounds for believing that he would be in danger of being subjected to torture.



**Burston & Slatter
GMD & GTS
Teaching & Learning
1st May 2019**



T808





15:45
LTC

Keynote
Mark Ingham
Rhizomatic Collaborative Assemblages (Swirling the Atmosphere)

This closing becoming-multiple-becoming-keynote will be an active and collaborative learning event. It will be a collaboration rather than just re-representing collaboration through a one to many monologue. It will involve dialogues, dialogues and synchronous multilogues.

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To book onto this event please follow the link:
<https://www.eventbrite.co.uk/e/lcc-tl-conference-keynote-mark-ingham-tickets-60459867090>

17:00
AG

Exhibition opening : Interplay Under Construction
Atrium Gallery

Interplay Under Construction is an interactive exhibition where visitors are invited to explore and experience how the University of the future might collaborate, innovate, theorise and provide new learning and teaching spaces. Artworks and projects by alumni, staff and students are presented to show innovation in teaching and learning practices. The exhibits pose questions to visitors and playfully invite them to answer. By engaging in an interactive multi-sensory experience, we hope you construct and play with your own ideas of collaboration, teaching and learning.

Refreshments will be provided.



“The two of us wrote *Anti-Oedipus* together. Since each of us was several, there was already quite a crowd. Here we have made use of everything came within range, what was closest as well as farthest away. We assigned clever pseudonyms to prevent recognition. Why have we kept own names? Out of habit, purely out of habit. To make ourselves unrecognizable in turn. To render imperceptible, not ourselves, but what makes us act, feel, and think. Also because it's nice to talk like everybody else, to say the sun rises, when everybody knows it's only a manner of speaking. To reach, not the point where one no longer says I, but the point where it is no longer of any importance whether one says I. We are no longer ourselves. Each will know his own. We have been aided, inspired, multiplied.”



Why collaborate? In pairs discuss for 5 mins then put on to Menti.com 44 33 74



42
questions

20
upvotes

Cultivating Creative Collaboration,

"Get the right people in the room (a broad mix of perspectives and backgrounds), layer on the right conditions (where they feel safe to share their wildest ideas), and sprinkle in a hefty dose of preparation (letting them know what is expected of them at this point in the creative process)."





Mapping Strange Assemblages

01



**Agents,
Agency,
&
Agencies
in
Assembling
Liminal
Learning
Spaces**

[\(Mark Ingham: Assembling Agency\)](#)



CONTINUES



MA FILM



‘The contrast between smooth and striated learning spaces introduces questions about the role and identity of universities and academics in terms of what **counts** as a legitimate learning space and who makes such decisions of legitimacy.’

[\(Savin-Baden 2007:14\)](#)

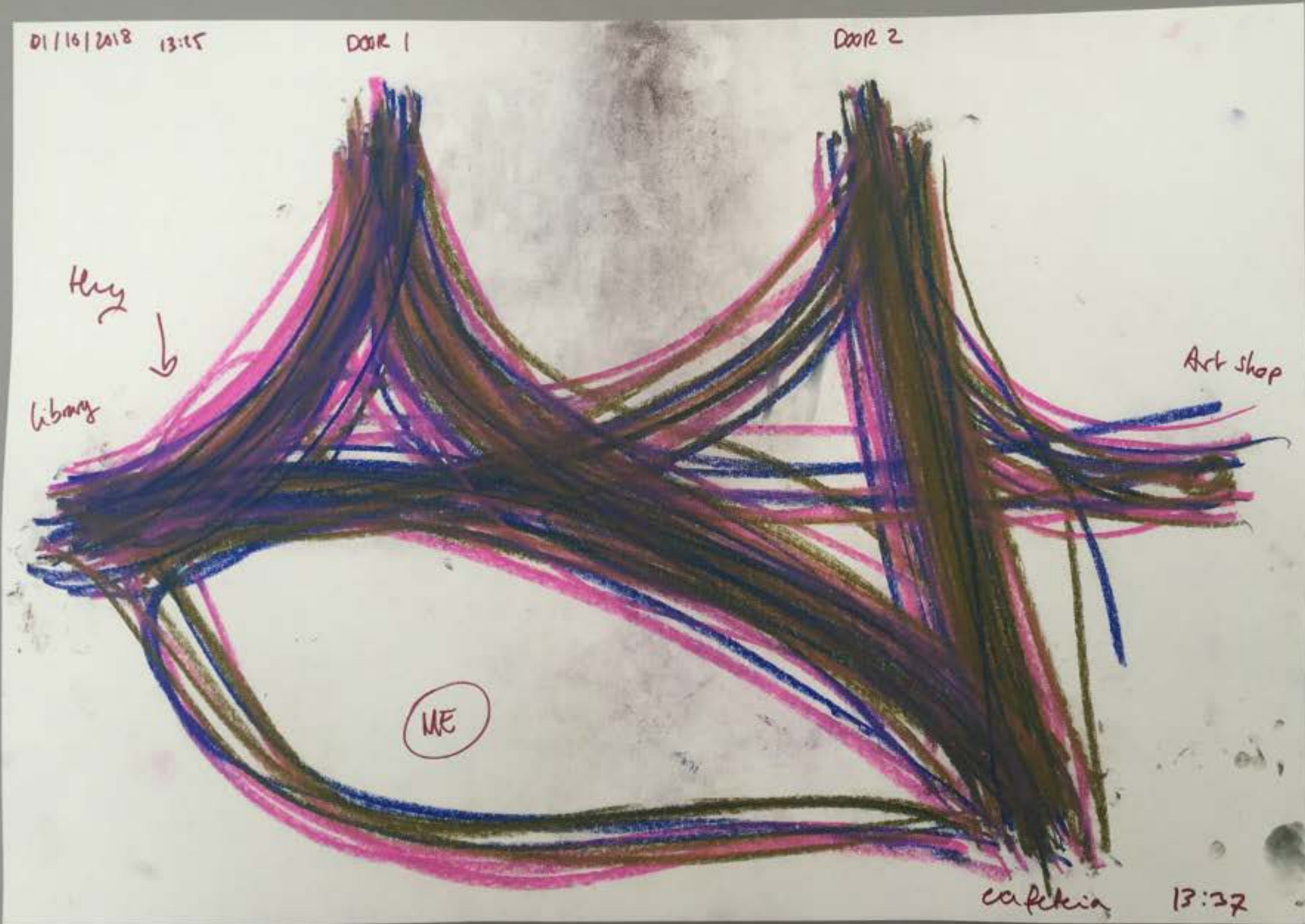




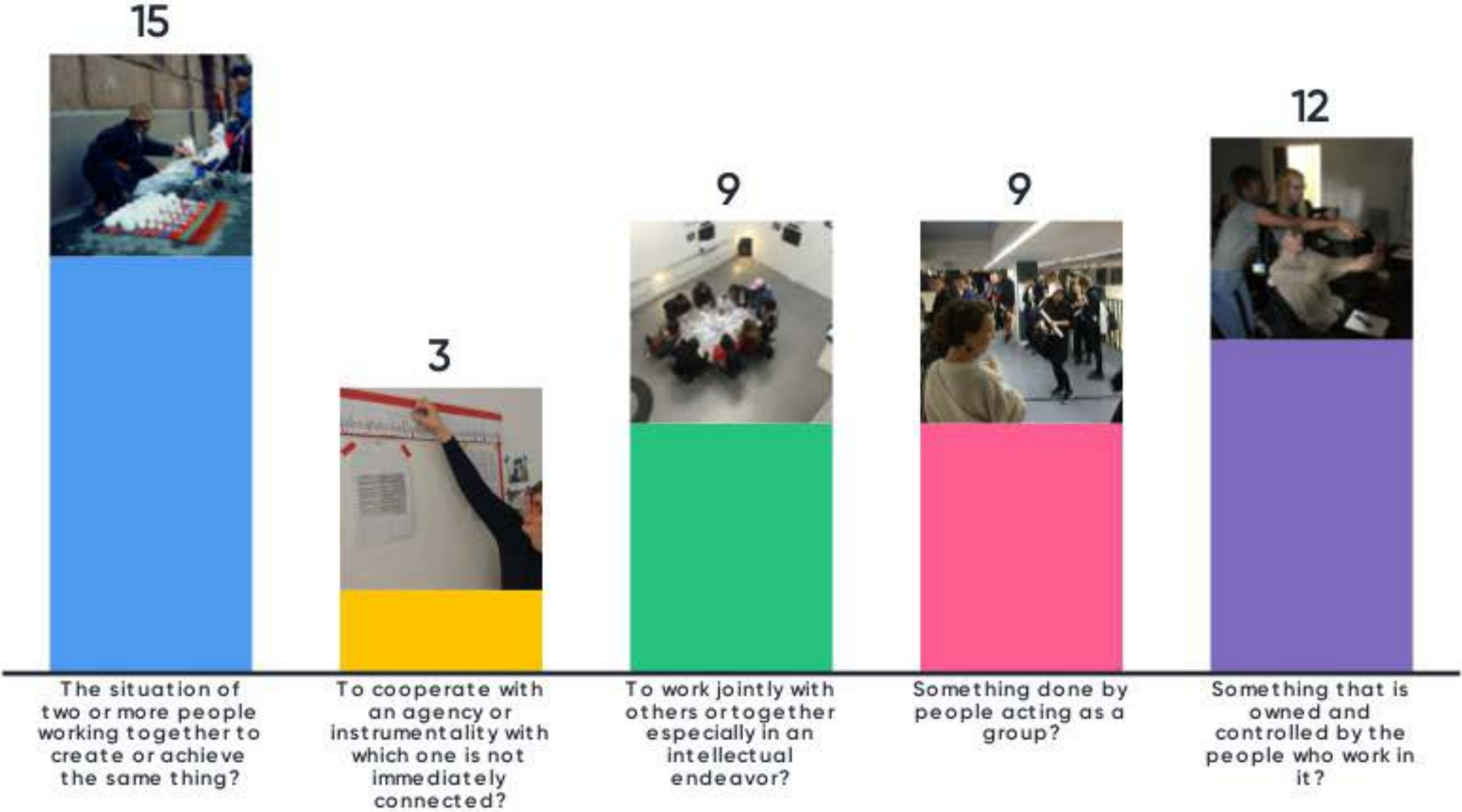
In this sense learning spaces can be places of 'becoming', where actions are **constructed** by all who participate in the practices that take place in these spaces.

[\(Semetsky 2006\)](#)





What is collaboration? Confer in pairs and then choose from the definitions below =:V



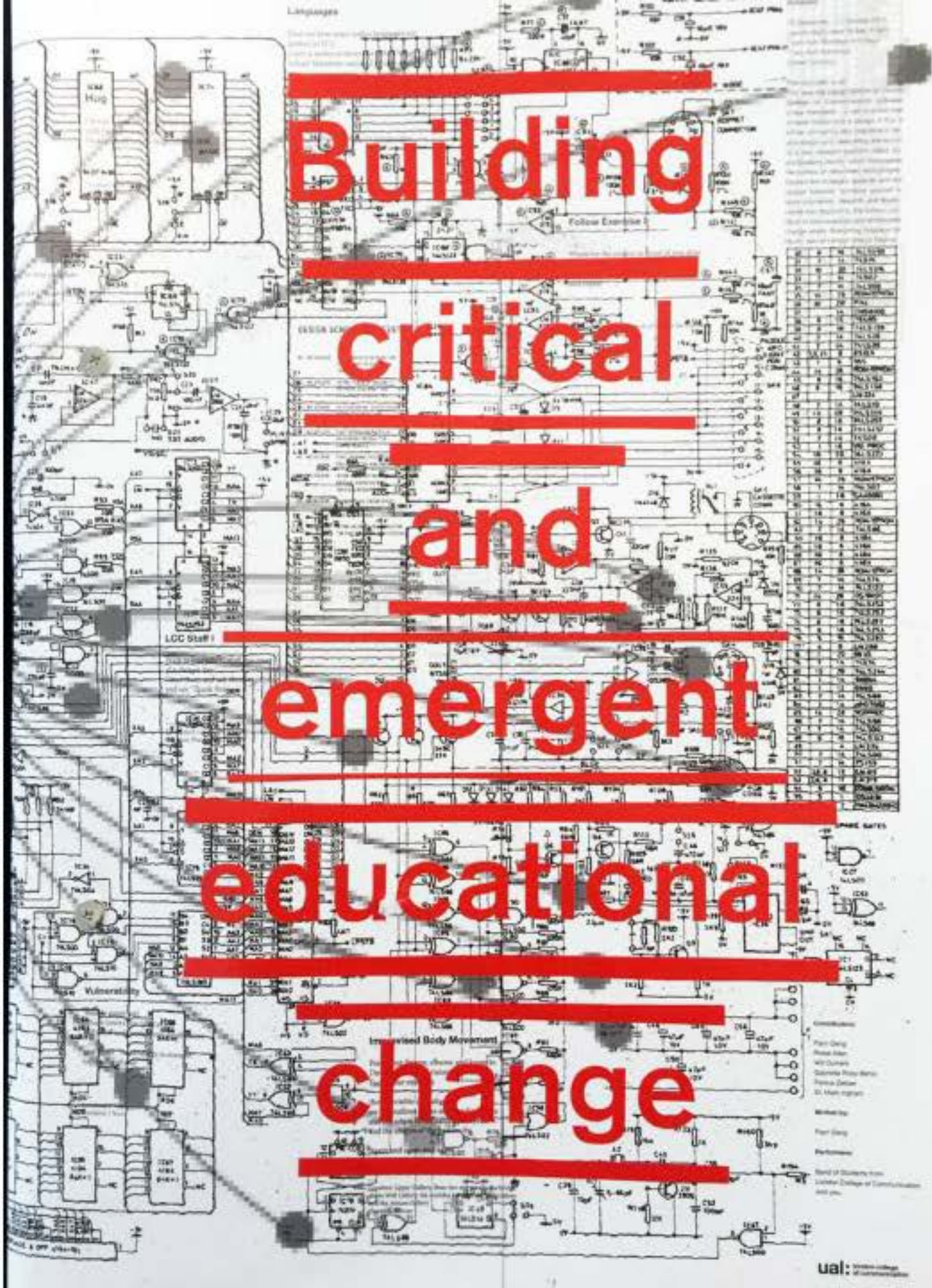


Lost and Found in Translation

2 2 5

♥ ? 👍 👎 🐱

We have already over **45 translations** into different languages. We have started to translate into BSL and Braille. The student group also would like to record these translations into **sound and video** works that would then be put on social media platforms like **Instagram**



Building

critical

and

emergent

educational

change



...ational learning spaces that are eventful, enchanting and engaging? What are academic

How
can
student
capacities
illuminate
the impact of
technologies?

How
students
voice
changed
experience

Listening
to
the
perceptions
of
process

Building
critical
and
emergent
educational
change

The image shows a wall display of a project plan. At the top, a long white strip lists various countries and regions, including: Ashkezi, Afghanistan, Albania, Andorra, Angola, Argentina, Armenia, Australia, Austria, Azerbaijan, Bahrain, Bangladesh, Barbados, Belarus, Belgium, Belize, Benin, Bolivia, Bosnia and Herzegovina, Botswana, Brazil, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Canada, Cape Verde, Chad, Chile, China, Colombia, Costa Rica, Czechia, Denmark, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Estonia, Ethiopia, Finland, France, Germany, Ghana, Greece, Guatemala, Guinea, Guinea-Bissau, Haiti, Honduras, Hungary, Iceland, India, Indonesia, Iraq, Ireland, Israel, Italy, Jamaica, Jordan, Kazakhstan, Kenya, Kuwait, Kyrgyzstan, Laos, Latvia, Lebanon, Lesotho, Liberia, Lithuania, Luxembourg, Madagascar, Malawi, Malaysia, Maldives, Mali, Malta, Mauritania, Mauritius, Mexico, Moldova, Monaco, Mongolia, Montenegro, Morocco, Mozambique, Myanmar, Namibia, Nepal, Netherlands, New Zealand, Nicaragua, Niger, Nigeria, North Macedonia, Norway, Oman, Pakistan, Panama, Paraguay, Peru, Philippines, Poland, Portugal, Qatar, Romania, Rwanda, Saudi Arabia, Senegal, Serbia, Singapore, Slovakia, Slovenia, South Africa, South Korea, Spain, Sri Lanka, Sudan, Sweden, Switzerland, Taiwan, Tajikistan, Tanzania, Thailand, Timor-Leste, Tunisia, Turkey, Uganda, Ukraine, United Arab Emirates, United Kingdom, United States, Uruguay, Uzbekistan, Venezuela, Vietnam, West Bank, Yemen, Zambia, and Zimbabwe.

Below the list, several sheets of paper are pinned to the wall with colorful sticky tabs (red, blue, yellow). The papers contain text and tables, likely representing project milestones or tasks. One prominent yellow sticky note in the center-right contains the following text:

Task	Start	End	Dependencies
Task 1	10/10/2023	10/15/2023	
Task 2	10/15/2023	10/20/2023	Task 1
Task 3	10/20/2023	10/25/2023	Task 2
Task 4	10/25/2023	10/30/2023	Task 3
Task 5	10/30/2023	11/05/2023	Task 4
Task 6	11/05/2023	11/10/2023	Task 5
Task 7	11/10/2023	11/15/2023	Task 6
Task 8	11/15/2023	11/20/2023	Task 7
Task 9	11/20/2023	11/25/2023	Task 8
Task 10	11/25/2023	12/01/2023	Task 9

Interfaces between teaching
knowledge exchange and research
as a practice

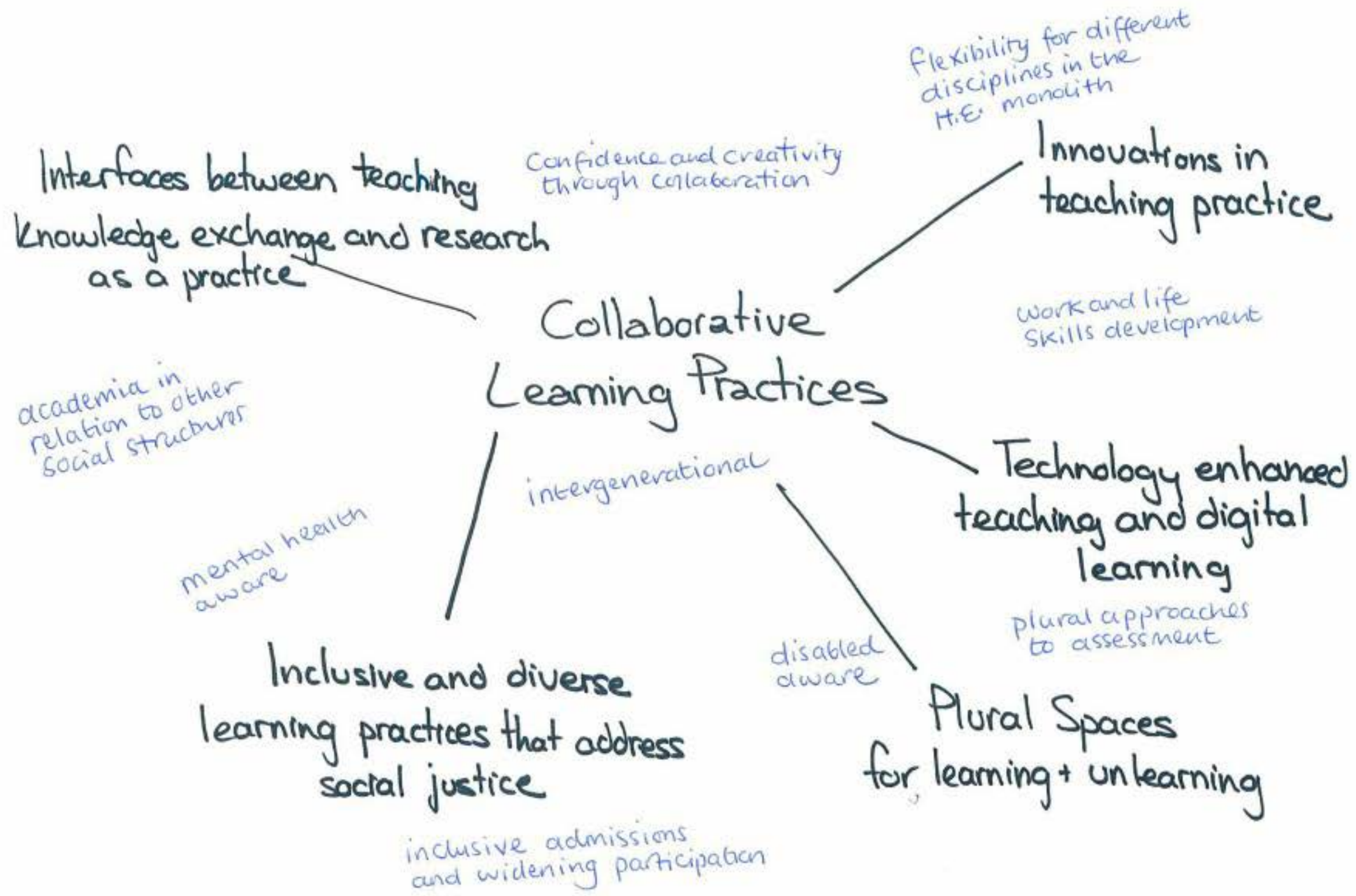
Innovations in
teaching practice

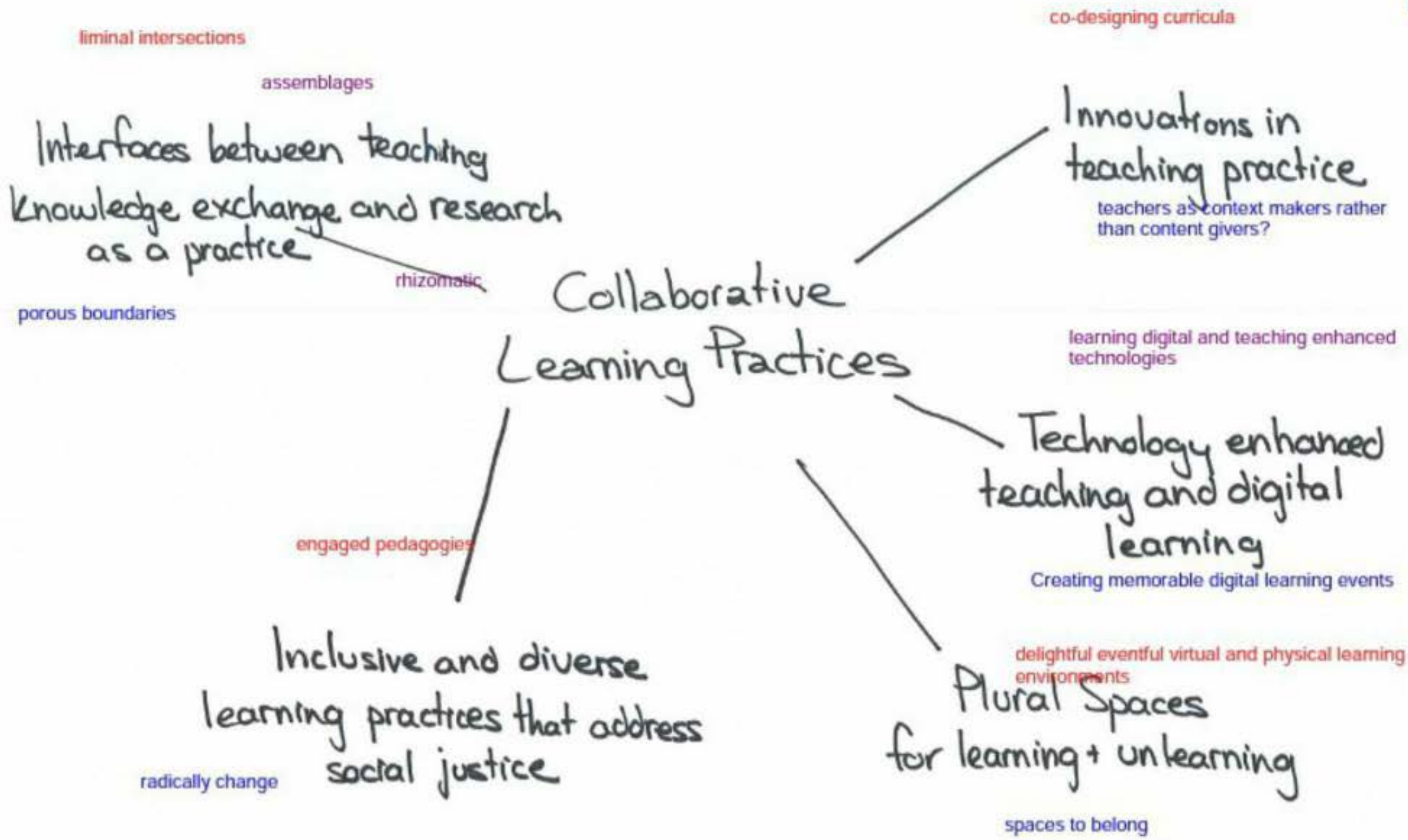
Collaborative
Learning Practices

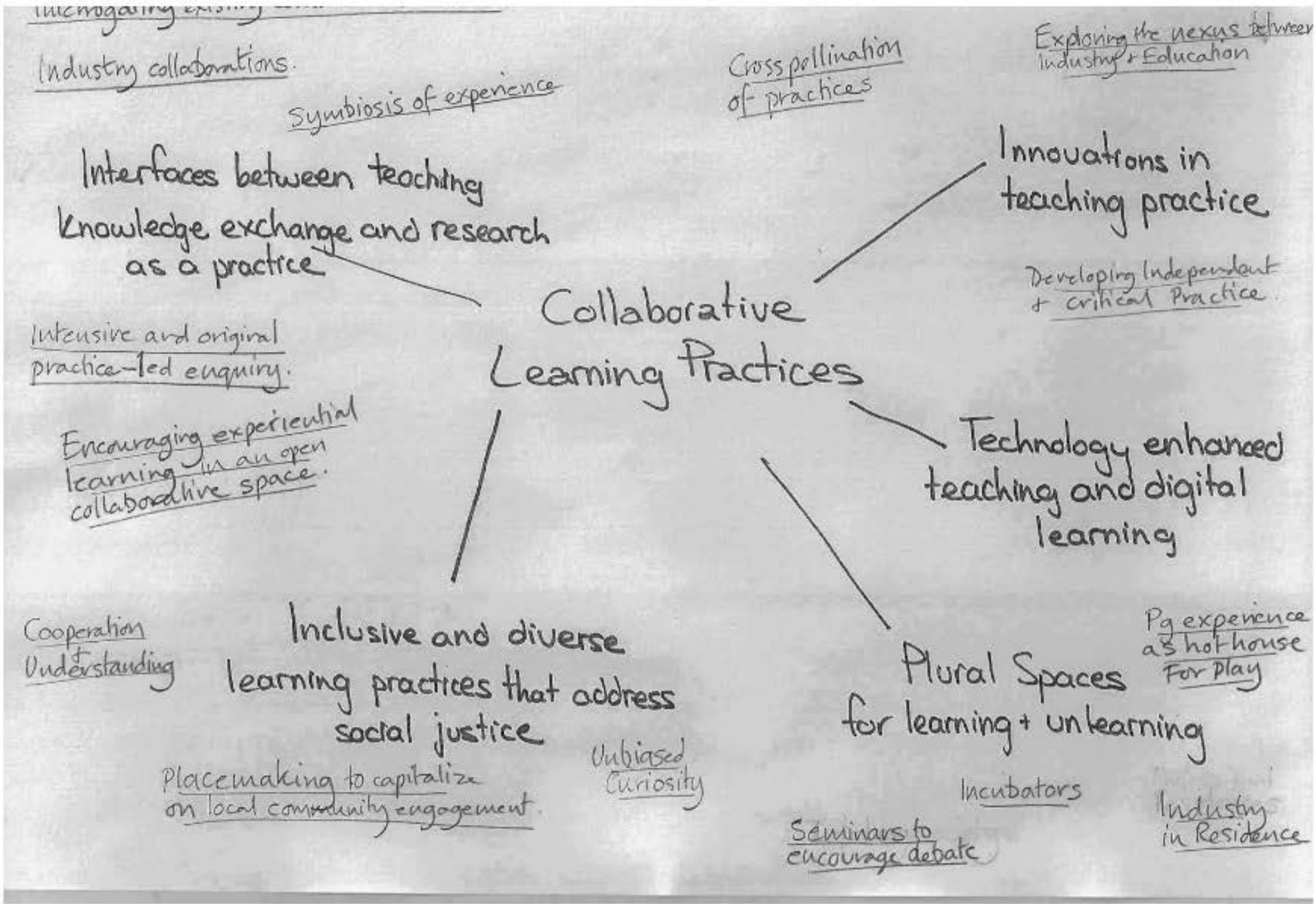
Technology enhanced
teaching and digital
learning

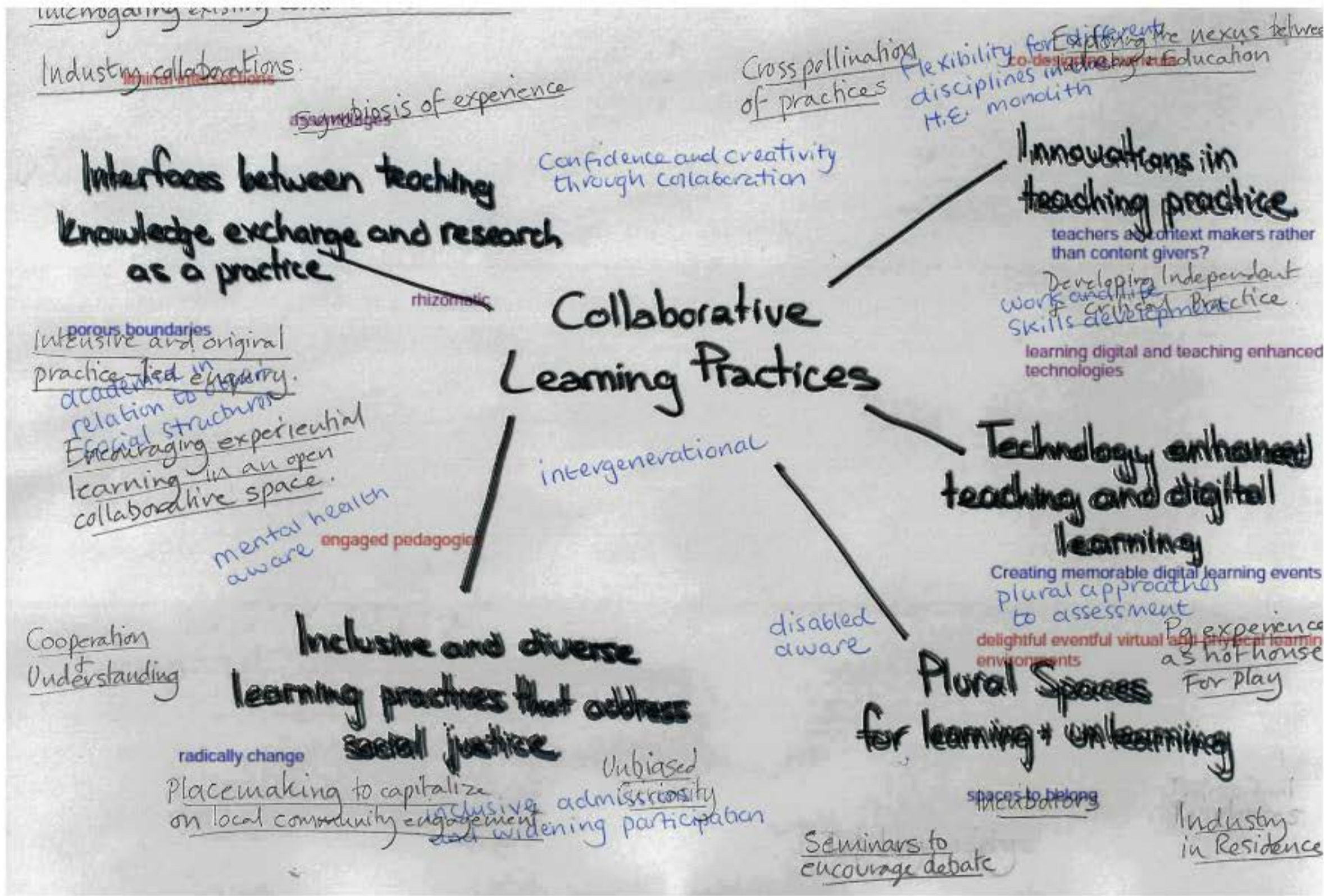
Inclusive and diverse
learning practices that address
social justice

Plural Spaces
for learning + unlearning









Industry collaborations

confidence and creativity through collaboration

Crosspollination of practices

Exploring the NEXUS between Industry & Education

exploring learning

Symbiosis of experience

Interfaces between teaching

Knowledge exchange and research as a practice

Do it Yourself
working apart
staff
Two heads better than one
Psychology of Collaboration
The generation
working together
co-design, co-produce

Innovations in teaching practice

flexibility for different disciplines in the HE monolith

Intensive and original practice-led enquiry

Collaborative Learning Practices

Developing independent & critical practice

porous boundaries

co-operative

co-designing curricula
Students
Teachers as content makers rather than content givers?
work and life skills development

academic relation to Social Str...

mental aware

Encouraging experiential learning in an open collaborative space

exchange

Making a difference

Technology enhance teaching and digital learning

inter-generational

engaged pedagogies
Democratic

open mind approach
communities
front what you've learned

Plural Spaces for learning + unlearning

agility

reflect

Inclusive and diverse learning practices that address social justice

Cooperation
Understanding

social intersection

Placemaking on local context

to capitalize community engage

social space

Incubators

spaces to belong

Industry in Residence

digital

Crafts -

Artificial intelligence
digital
tech

STORY TELLING

Page experiences
hot hots
For Play

planning
co-creation

NEXUS

environments



and research

rhizomatic

Staff

'Me' generation

Mentimeter

co-d
curricu

boundaries

co-operative

al

pedagogic

eratic

Collaborative Learning Practices

— students

teachers as con
makers rather than
content givers

exchange

Making a difference

open mind
approach

Te
teac

learning digital and
teaching enhanced





Encouraging experiential learning in an open space.

9:10 AM
6:10 PM
5:15 PM

pedagogies
cratic



Collaborative Learning Practices

Practice and original
practice-led enquiry.

Encouraging experiential
learning in an open
collaborative space.

focus boundaries
co-operative
engaged pedagogies
Democratic
intergenerational
Inclusive and diverse

exchange
Making a difference
open mind approach
forget what you've learned
- COMMUNITIES

co-designing curricula
Students
Teachers as context makes rather than context givers?
work and life skill development
Developing Independent & critical practice
Technology enhanced teaching and digital learning
learning digital and embedding educational technologies
- digital crafts -
No fiscal inclusion of digital
Collective
disabled aware
Pg experience as of house

Community

Mental Health
Aware

Encouraging experiential
learning in an open
collaborative space.

intergenerational

engaged pedagogies

Democratic

Making a difference

- communities

exchange

open mind
approach

forget
what you've
learned

- agility -

reflect

Inclusive and diverse

learning practices that address
social justice

Social
Intersection

Unbiased

Placemaking to capitalize

Mentimeter

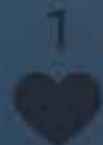
Techn
teaching

learning digital and
teaching enhanced
technologies

- Collective

Plural Sp

CONNECTIVITY



THE
MIND
IS
A
MUSCLE
THAT
GROWS
STRONGER
WITH
USE

Media Block

Atrium Gallery

Interplay

under

construction

Industry collaborations

Interfaces between
knowledge exchange
as a practice

Inclusive and original
practice-led enquiry

Encouraging experiential
learning in an open
collaborative space

Inclus
learning p
ste

Understanding
learning p
ste

Exploring the nexus between
Industry & Education

Innovations in
teaching practice

Developing independent
& critical practice

Technology or virtual
teaching
learning

collective
learning + unlearning

Virtual Spaces
learning + unlearning

Incubator
learning + unlearning

Isn't it more fun?!

✓ Mark as answered

Sharing of the pain, reduce anxiety

✓ Mark as answered

What is this?

✓ Mark as answered

Sharing knowledge

✓ Mark as answered

To get perspective on your ideas

✓ Mark as answered

We get more done Sharing ideas Disagreeing productively Learn from each other Testing ideas (sounding board) Tangential responses - generates new ideas an approaches Challenging comfort zone

✓ Mark as answered

To develop ideas beyond individual process

✓ Mark as answered

Two or more heads are better than one

✓ Mark as answered

Collaboration/cooperation enable development of self and other

Because it's good for the soul and it's one way (the best) of building a shelter!

✓ Mark as answered

To combine different perspectives

✓ Mark as answered

Interconnect nodes on the Rhizome

✓ Mark as answered

Encourages open mindedness and critical reflection from different perspectives Different skills sets - often complimentary Sharing passion and enthusiasm, emotional engagement and excitement

✓ Mark as answered

Is it more efficient?

✓ Mark as answered

helps to articulate other people have more interesting knowledge university of experience share ideas active learning skills of compromise appreciate other opinions play to strengths cultural capital

✓ Mark as answered

It's a dialogue

✓ Mark as answered

It gives you more confidence

✓ Mark as answered

Helps balance different personalities bringing our best in each other (and possibly worst but then that is also a learning curve)

✓ Mark as answered

What is the line for?

✓ Mark as answered

Thank you all!

✓ Mark as answered

The question should be why not?

✓ Mark as answered

Where am I?

✓ Mark as answered

What is a rhizome

✓ Mark as answered

Why Collaborate?

✓ Mark as answered

If you want to go fast go alone, if you want to go far go together

What is a rhizome

✓ Mark as answered

Why Collaborate?

✓ Mark as answered

If you want to go fast go alone, if you want to go far go together

✓ Mark as answered

Survive

✓ Mark as answered

Does it make sense to the wider

✓ Mark as answered

$1+1=3$

✓ Mark as answered

Togetherness is strength!