Rhizomatic Collaborative Assemblages (Swirling the Atmosphere)
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This event will be based on the idea of the rhizome as opposed to the rot-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 Mallarme 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 assembly:

James Macdonald Thanks
Marlon Lagedamont Thanks
Marie-Solange Ndeley Thanks
Gareth Johnson Thanks
Liz Orton Thanks
Ling Chui Thanks
Monica Blagloll Thanks
Maria Da Gandra Thanks
C Alistair McClymont Thanks
Lucy Panesar Thanks
Keith Martin Thanks
Franla Hall Thanks
Matt Lingard Thanks
CT oblas 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
Evl Kontovla 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
Adrianne Tulley Thanks
Janet Satar Thanks
Jasper Starkenburg Thanks
30 General workshop CSM Thanks
Surface Workshop CSM Thanks
David King Thanks
Caroline List Thanks
Edward Naujokas Thanks
Jonathan Liiliy Thanks
Caro Verbeek Thanks
Tom Butler Thanks
Elisa Magnini Thanks
Andrew Davidson Thanks
Ming Peng Thanks
Kyra Nicholson Thanks
Christos Stetslos Thanks
Elle Castle Thanks
Jonny Thaw Thanks
Natalie Murphy Thanks
Tom Lynch Thanks
Claire Grant 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
Genius De La Cruz Thanks
Conference details and registration

Welcome: 14:40
Keynote: 15:10

16:10 LUC
LEC Graduate Residency
The conference programme will be delivered by Mentor Lecadorn, Mona Siango-Kenley and Davina Johnson of the LUC Graduate Residency programme. LUC Institute Residency programme is the result of the need for significant social or economic impact.

The year’s themes are: inspiration from the LUC heritage and adaptation for the future. We encourage graduates to explore and utilise emerging technologies, while developing existing and learning in both established and emerging disciplines.

Mentor Lecadorn
Mona is a graduate from BA (Hons) Interactive Design Arts. He project researches and develops projects in technological products with the aim for designs to become more inclusive.

Mona Siango-Kenley
Mona-Siango is a graduate from Rial Herrera Film Institute. Her residency is an integrational exchange programme related to interactive media for young and emerging filmmakers of future.

Davina Johnson
Davina is a graduate from MA Documentary Films. Her film production focuses on documentary (based on Kinyang and Kebab) film “Telling Hands” (YMO). To book tickets for the event, please follow the link:
https://www.eventbrite.com/e/conferences-keynote-graduatre-residency-tickets-58842840292

Parallel Session 1
Teaching and Learning Projects - Lightning Talks
La Oto: 15:50 | Lee Clough | Michael Stigll | Lucy Perriam
La Oto: 16:00 | A practitioner’s handbook on participatory photography
Participatory photography has become increasingly popular in this sector. Discover, there are currently no comprehensive training resources available either for students or educators about the practical and ethical aspects of participatory projects. The Participatory Photography Handbook is a learning resource for students and educators on participatory and collaborative practice 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 participatory photography projects.
Welcome
1. ORIGIN
2. COMMUNITY WORK
3. MY JOURNEY WITH COMMISSIONING "UNWRITTEN STORIES" (CHANNEL 4, 2011) BASED ON MENTORING SCHEME SELECTION.
4. MY THESIS WORK

Marie-Solange Notley is a Multi-Faceted 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, Rich Mix, I’ll Think Big, Apples & Oranges, Somewhere, Channel 4, Media Trust, BF & more.

UNIVERSITY OF THE ARTS LONDON, FIRST HONOURS IN BA FILM (2015)
UNIVERSITY OF EAST LONDON, MA FILM STUDIES WITH A PROFESSIONAL WRITING.
Ling Chou: The Saturday Print Club

The CTC Society's first print project is sponsored by the UCL Library and students in the Print Club are given the opportunity to work in a fully-supported University technical workshop environment. In a model that mimics many of the workshop practices in the printmaking industry today.

Monroe-Fitzgerald, Maria/Dean and Alistair McClure/Innovation designer/publication collaboration with the UCL Library

This project explores how to make some fun from the British Library's newspaper collection accessible and relevant for contemporary readers and visitors to the Library. Our idea is to bring the OMG experience of information and archive design to make the historical newspaper collection engaging to everyone and to reflect on the evolution of reading. Newsprint has been combined with 19th century printmaking techniques and the result is a collection of crisp, newsprint-like newspaper-style prints.

To learn more about this project please follow the link:
https://wwwlicantech.co.uk/rico/76/teaching/collaboration-sessions-1-
1-1-printing-lightning-briefs-
courses/65404/65405

Parallel Session 2

Maths Barren: Parallel narratives in 360 videos, a personal research project.

Frances Hall: Reflux and Theory

Kath Martin

360 video is often heard of as a way to follow because it's produced using the Gleam's great approach of traditional filmmaking, which weaves news stories into stories. This provides a different twist on the traditional narrative, allowing the story to unfold in multiple planes of action, just as conversations happen simultaneously in real life.

This project sees the creation of a short series of 360 videos, with three interconnected conversations happening simultaneously. How does this affect our comprehension of the overall story, and what is the impact on the audience's experience?

Frances Hall

This session will explore the concept of parallel narratives and how they can be used to create a unique storytelling experience. We will also discuss the implications of this approach in an engaged setting and how it can be used to enhance our understanding of the content.

To learn more about this project please follow the link:
https://wwwlicantech.co.uk/rico/76/teaching/collaboration-sessions-1-
1-1-printing-lightning-briefs-
courses/65404/65405

Parallel Session 3

Matt Leopold: Digital ecology

One of the aims of the College Digital Learning Strategy is to help develop digital fluency in staff and students and to use this digital fluency to support and improve the quality of teaching. Digital collaboration is an area of practice connected to the College's Digital Learning Framework, in particular Creativity. Participants will learn how to engage with digital learning activities from a student's perspective and consider how these might be incorporated into their own teaching.

To learn more about this project please follow the link:
https://wwwlicantech.co.uk/rico/76/teaching/collaboration-sessions-1-
1-1-printing-lightning-briefs-
courses/65404/65405

Mentimeter

This tool is used to capture feedback from participants and to ensure that the feedback is captured in real-time. It is also used to assist with the delivery of the session by providing real-time data on the participants' understanding of the content.
Part 1: Diverge / Ideate

- Post 1: Create a mind map for your case design.
  - Ask your group to sketch the web page for localization for your case. Sketch for key visuals/please sit down.
- Post your ideas on your blackboard.
- Group 1: Architecture
- Group 2: Wireframes
- Group 3: Content
- Group 4: Concept

Share your mind map and sketch in and-range ideas to work with.
UAL:

Collaborating to Liberate

Liberate My Curriculum

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

12:15

Parallel Session 4

Thomas Hevel, Evi Vitenheiner - The Global Design Studio (GDS)

Thomas Hevel and Eva Vitenheiner

The Global Design Studio (GDS) is an online intensive project that brings students and staff from four European and Australian institutions together. The project provides a platform for exchanging ideas and best practices, as well as for developing new methods and tools for teaching design.

This academic year, a number of the design studios have been taking place in SuAD, a European teaching initiative that involves collaboration between students and design professionals to develop new design solutions.

In addition to providing a platform for exchange, the Global Design Studio is also a way to enhance the learning experience for students by creating an opportunity for students to engage in a collaborative and meaningful learning environment.

To book onto this event please follow the link:
https://www.eventbrite.co.uk/e/2019-parallelsessions-4-the-global-design-studio-tickets-19237351386

Parallel Session 6

Paul Chapman and Steve Spencer

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 placements, students are given the opportunity to work in real-world environments where they can apply their skills and knowledge.

In this session, the lecturers will discuss their approach to Knowledge Exchange and how it has benefited the students and the institution.

To book onto this event please follow the link:
https://www.eventbrite.co.uk/e/2019-parallelsessions-4-the-global-design-studio-tickets-19237351386

Parallel Session 6

Hilary Jones - Collaborative Project: Men's Health

Suzanne Rees - The Hotwork: Arts Network

Hilary Jones

Students in Year 2 on the BA Medicine, nursing and Midwifery course at Loughborough University are part of a collaborative project with the Arts Network. The project involves the creation and dissemination of educational materials that can be used in the classroom.

Suzanne Rees

In this session, the lecturers will present a project that they have undertaken with the Arts Network. The project involves the creation and dissemination of educational materials that can be used in the classroom.

To book onto this event please follow the link:
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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
BA Magazine Journalism and Publishing

Year 2 Collaborative Project
Spring term, 10 weeks, 4 hours per week
Holly James, Oswin Tickle & Anne Coddington
Parallel Session 7
Mike Houghton - Tour and talk of Visible Justice Exhibitions
Mike Houghton will be leading our Visible Justice Exhibition which brings together artists, academics, journalists, and artists groups, human rights lawyers and media students for an exhibition and event programme exploring social justice in national and international contexts.
To book onto this event please follow the link:
https://www.eventbrite.co.uk/e/co-conference-parallel-session-7-tour-visible-justice-exhibition-tickets-49055987775

12:30
Lunch
To book lunch please follow the link:
https://www.eventbrite.co.uk/e/co-conference-lunch-tickets-49055987773

Parallel Sessions 5
Matt Day / Dick Kendala and Ellen Harvey
Showcasing collaborative practices by LCC Business and Innovation
Ellie Kendala and Matt Day from LCC's Business and Innovation team will introduce new 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 Black Women’s Studio and how this helped LCC maintain high impact on quality and social enterprise skills. Ellen and Matt will present what they’ve found from a recent student led project with property developer L&Q to improve collaboration with different communities in Ilford and Canning. Volunteers who took part in both projects will tell you about their experience. Ellen and Matt will be joined by Clare Harvey who will show you how the Creative Skills Framework can be applied to external contexts.
To book onto this event please follow the link:
https://www.eventbrite.co.uk/e/co-conference-parallel-session-5-matt-day-dick-kendala-and-ellen-harvey-tickets-49055987774

14:00
LTC
Paral lel Session 6
Crispian Davenport and Andrew Stalteri
Reflections on the intro to unit.
The introduction to GIU Unit was modified under ALIVE to be a holistic assessment in Undergraduate and CTs to make universal, more meaningful student expectations and assessment that has resulted in a new focus. This will now be implemented on Introduction To GIU (Intro) Practice where students will collaborate and present their studies and CTs submission as a group presentation. Parallel to GIU was developed to design the unit where students cultural capital was explored through a focus-based critical focus on how the thence. The aim of the unit is to give students a holistic approach behind it. To GIU’s collaborative aspects and unit holistic assessment.
To book onto this event please follow the link:
https://www.eventbrite.co.uk/e/co-conference-parallel-session-6-crispian-davenport-and-andrew-stalteri-tickets-49055987770

Parallel Session 11
Lee Ladds
Online engagement
This session will address Collaborate, a new LCC learning tool with the potential to deepen student engagement and individual and collective learning. Using guided activities, staff will explore how they can incorporate the platform into their own programmes to student engagement, critical thinking, collaborative learning and formative assessment. Participants will also be contacted by the DGA! attributes.
To book onto this event please follow the link:
https://www.eventbrite.co.uk/e/co-conference-parallel-session-11-lee-ladds-tickets-49055987760
Burston & Slatter
GMD & CTS
Teaching & Learning
1st May 2019
Keynote
Mark Ingham
Rhizomatic Collaborative Assemblages (Swirling the Atmosphere)

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To book onto this event please follow the link:
https://www.eventbrite.co.uk/e/doc-1-conference-keynote-mark-ingham-tickets-80469967000

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
Agents, Agency, & Agencies in Assembling Liminal Learning Spaces

(Mark Ingham: Assembling Agency)
‘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:

1. The situation of two or more people working together to create or achieve the same thing?

2. To cooperate with an agency or instrumentality with which one is not immediately connected?

3. To work jointly with others or together especially in an intellectual endeavor?

4. Something done by people acting as a group?

5. Something that is owned and controlled by the people who work in it?
Lost and Found in Translation
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 them be put on social media platforms like Instagram.
Building critical and emergent educational change
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
Your names or phrases for collaboration?
Collaborative Learning Practices

- Interfaces between teaching knowledge exchange and research as a practice
- Innovations in teaching practice
- Technology enhanced teaching and digital learning
- Inclusive and diverse learning practices that address social justice
- Plural Spaces for learning and unlearning
Collaborative Learning Practices

- Interfaces between teaching, knowledge exchange and research as a practice
- Confidence and creativity through collaboration
- Innovations in teaching practice
- Work and life skills development
- Technology enhanced teaching and digital learning
- Plural Spaces for learning and unlearning
- Inclusive and diverse learning practices that address social justice
- Intergenerational
- Plural approaches to assessment
- Mental health aware
- Disability aware
- Inclusive admissions and widening participation
- Flexibility for different disciplines in the HE monolith
Collaborative Learning Practices

- Innovations in teaching practice
  - Teachers as context makers rather than content givers?
- Technology enhanced teaching and digital learning
  - Creating memorable digital learning events
- Plural Spaces for learning + unlearning
  - Delightful eventful virtual and physical learning environments
- Inclusive and diverse learning practices that address social justice
- Engaged pedagogies
- Porous boundaries
- Liminal intersections
- Assemblages
- Rhizomatic
- Co-designing curricula
- Mentimeter

Learning digital and teaching enhanced technologies
- Spaces to belong
- Radically change
- Knowledge exchange and research as a practice
Collaborative Learning Practices

- Interfaces between teaching, knowledge exchange and research as a practice
- Intensive and original practice-led enquiry
- Encouraging experiential learning in a SEN collaborative space
- Inclusive and diverse learning practices that address social justice
- Technology enhanced teaching and digital learning
- Innovations in teaching practice
- Development of independent and critical practice
- Plural Spaces for learning and unlearning
- Industry in Residence
- Industry collaboration
- Symbiosis of experience
- Cross-pollination of practices
- Place making to capitalize on local community engagement
- Seminars to encourage debate
- P&G experience as hot house for play

Understanding
Intersections exist... Industry collaborations. Synthesis of experience

Intersections between teaching knowledge exchange and research as a practice

Confidence and creativity through collaboration

Collaborative Learning Practices

Innovations in teaching practice:
- Teachers as content makers rather than content givers?
- Developing independent work.
- Skills development.

Technology-enhanced teaching and digital learning:
- Creating memorable digital learning events
- Plural approaches to assessment
- Delightful eventful virtual high-level learning environments
- Experiment as happens
- For play

Intergenerational

Inclusive and diverse learning practices that address social justice

Plural spaces for learning and unlearning

Mentimeter
Collaborative Learning Practices

- exchange
- making a difference
- open mind approach

Co-operative boundaries

Rhizomatic

Staff 'Me' generation

Co-design curriculum

Students teachers as content makers rather than content givers

Learning digital and teaching enhanced
Encouraging experiential learning in an open, democratic space.

Making a difference in communities.

Exchange and open mind approaches.

Learning digital and teaching enhanced technologies.

Plural Spaces and collective action.
Collaborative Learning Practices

- Encouraging experiential learning in an open collaborative space
- Inclusive and diverse communities
- Democratic and engaged pedagogies
- Inter-generational learning
- Making a difference
- Exchange
- Open mind approach
- Co-designing curricula
- Technology enhanced teaching and digital learning
- Reflective and critical learning
- Developing independent and critical practice
- Social construction of knowledge
- Co-constructing meanings
- Out of school learning
- Collectivist learning
- Learning digital technologies
- Democratic, ethical, and hidden practices
- Learning digital and technological education technologies
- Collectivist digital learning
- Physical, mental, and digital learning
- Technology and digital learning
- Social and digital learning
- Locating value in learning
- Experiences as a house
- A sense of place
Connectivity

learning practices that address social justice

Inclusive and diverse

Engaging experiential learning, in an open collaborative space

I exchange

making a difference

Communities

agility

Flexible

learning digital and teaching pedagogies

Collective

Plural Space
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!

To combine different perspectives

Interconnect bodes on the Rhizome

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

Is it more efficient?

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.

It’s a dialogue

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

What is the line for?

Thank you all!

The question should be why not?

Where am I?

What is a rhizome

Why Collaborate?

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!