

DISRUPTING SIMPLICITY

DRAWING EXERCISES

(1 min)

Introduce yourself through your role.

Consider your responsibilities
and how these activities are connected.

Why are you here? What you are you
hoping to achieve with this workshop?

DRAWING EXERCISES

(5 mins)

In groups, discuss your diagrams.
What are the challenges you see?

Write these challenges on a PostIt note.

DRAWING EXERCISES

(2 mins)

Diagram a year of your course
from **your** perspective.

DRAWING EXERCISES

(5 mins)

In groups, discuss your diagrams.

What are the challenges you see in your own diagram? What are the challenges you see in others?

Write these challenges on a PostIt note.

DRAWING EXERCISES

(2 mins)

Think of a specific student
- perhaps not your 'ideal' student.

Diagram a year of your course
from **their** perspective.

DRAWING EXERCISES

(5 mins)

In groups, discuss your diagrams.
What are the challenges you see?

Compare the perspective diagrams of your course. Where do they align and where are they in conflict?

REFLECTIVE GROUP DISCUSSION

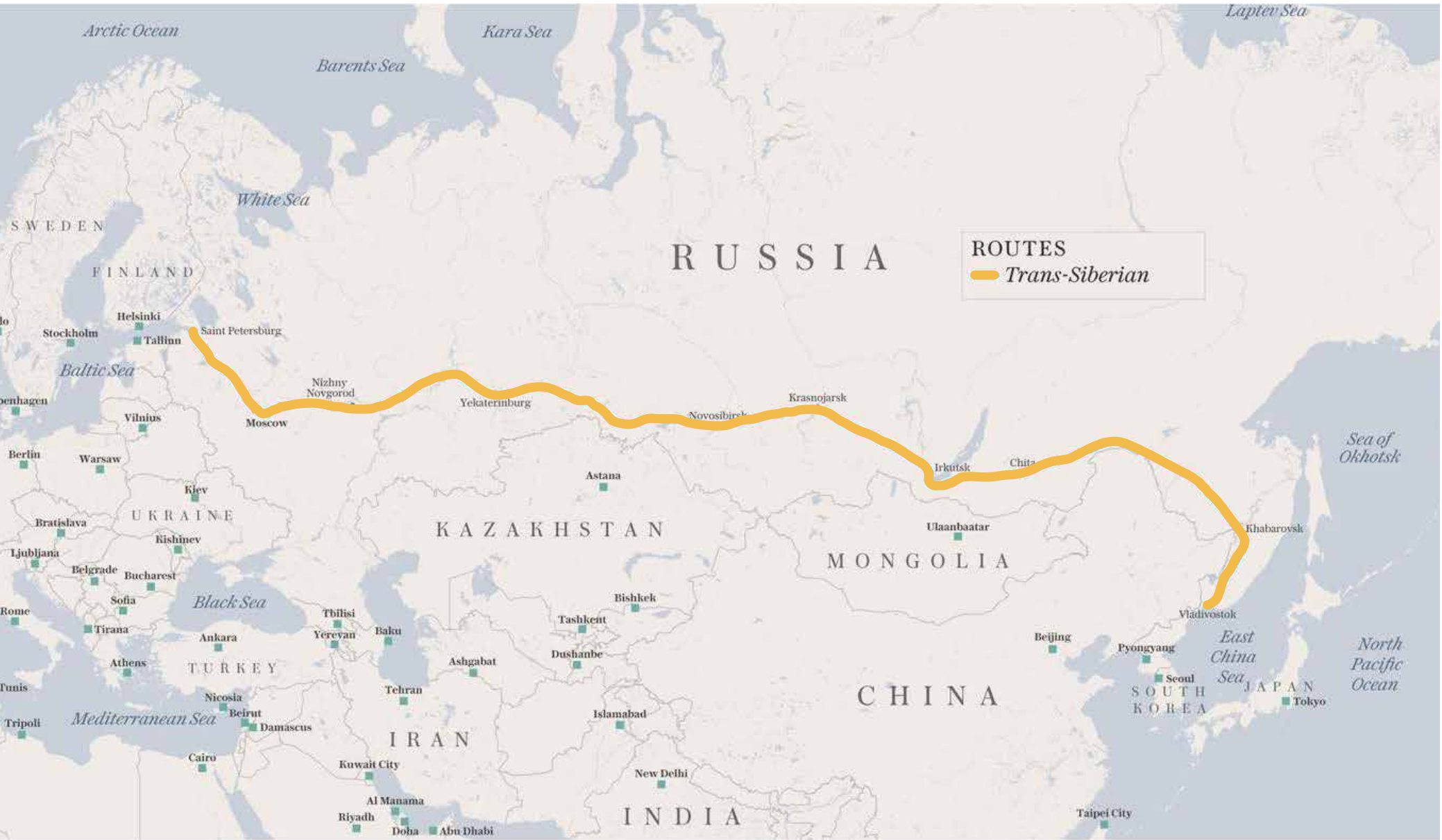
(10 mins)

What was interesting about that **process**?

What did you learn from other people's diagrams?

WHAT WENT WRONG IN RUSSIA?





**CHALLENGE THE WAY I OBSERVE,
COLLECT AND REFLECT ON INFORMATION.**





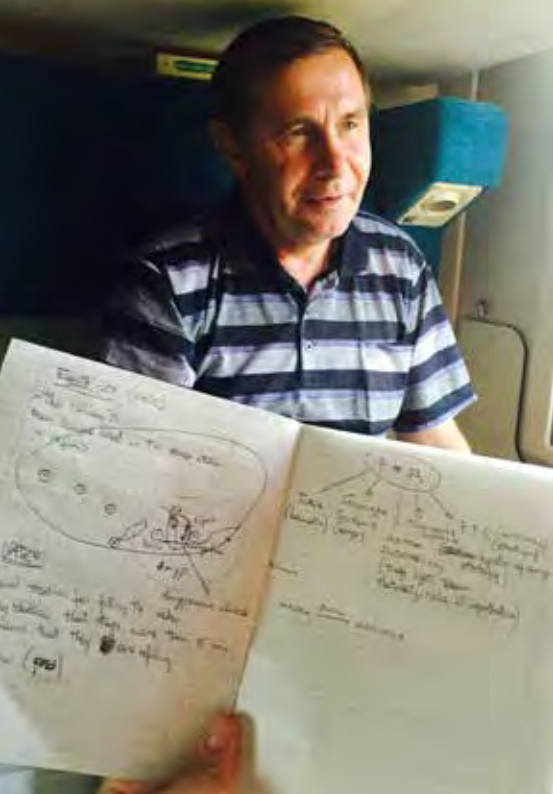




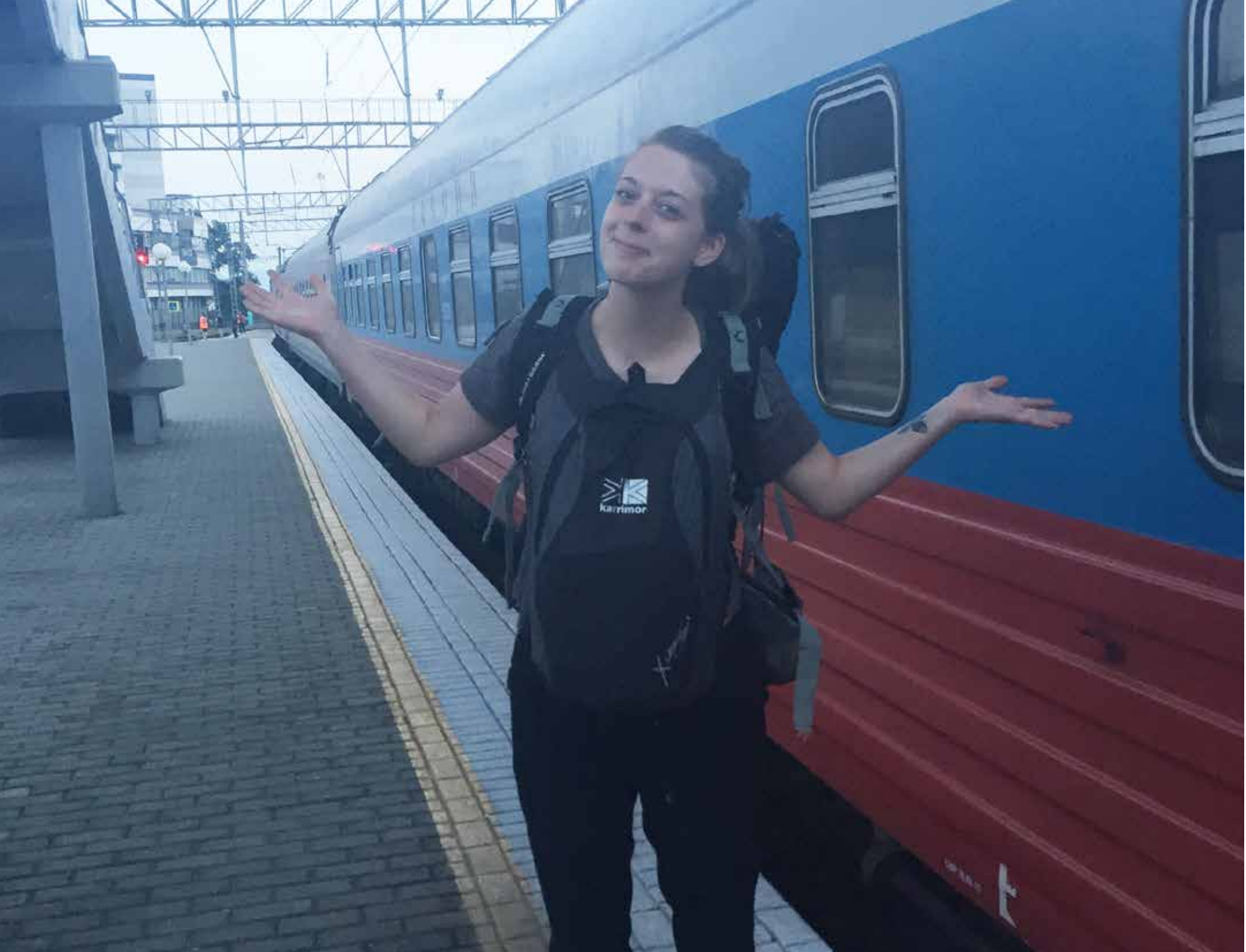












in one word what would
you like to gain from
the next three weeks?

- OBSERVATION
- INTROSPECTION
- ADVENTURE
- FUN
- RUSSIAN-NESS
- CHANGE
- FRICTION
- CLARITY
- UNDERSTANDING
- THESIS
- TANGABILITY
- STEPPING-STONE
- EXPERIENCE
- AUFHEBUNG

in one word what have
you gained from the
last three weeks?

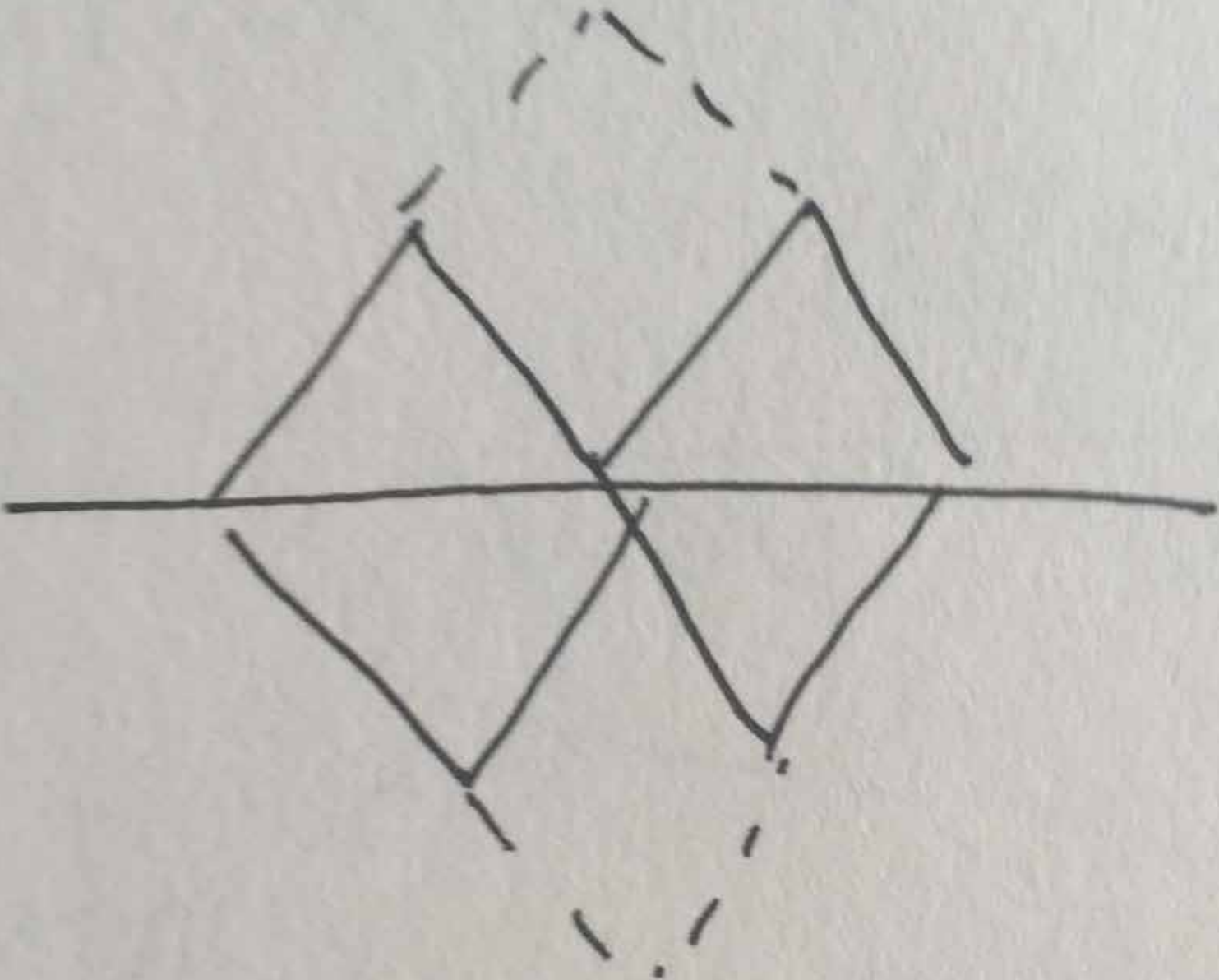
- PRACTICE
- MOSCOW FEVER
- AWAKENING
- GRAVITY
- LONGING
- BRIMMING
- PROVOCATIONS
- DYNAMICS
- WATERFALL
- DYNAMICS
- THOUGHTS
- CONFIENMENT
- EXPERIENCE
- OVERDRAFT

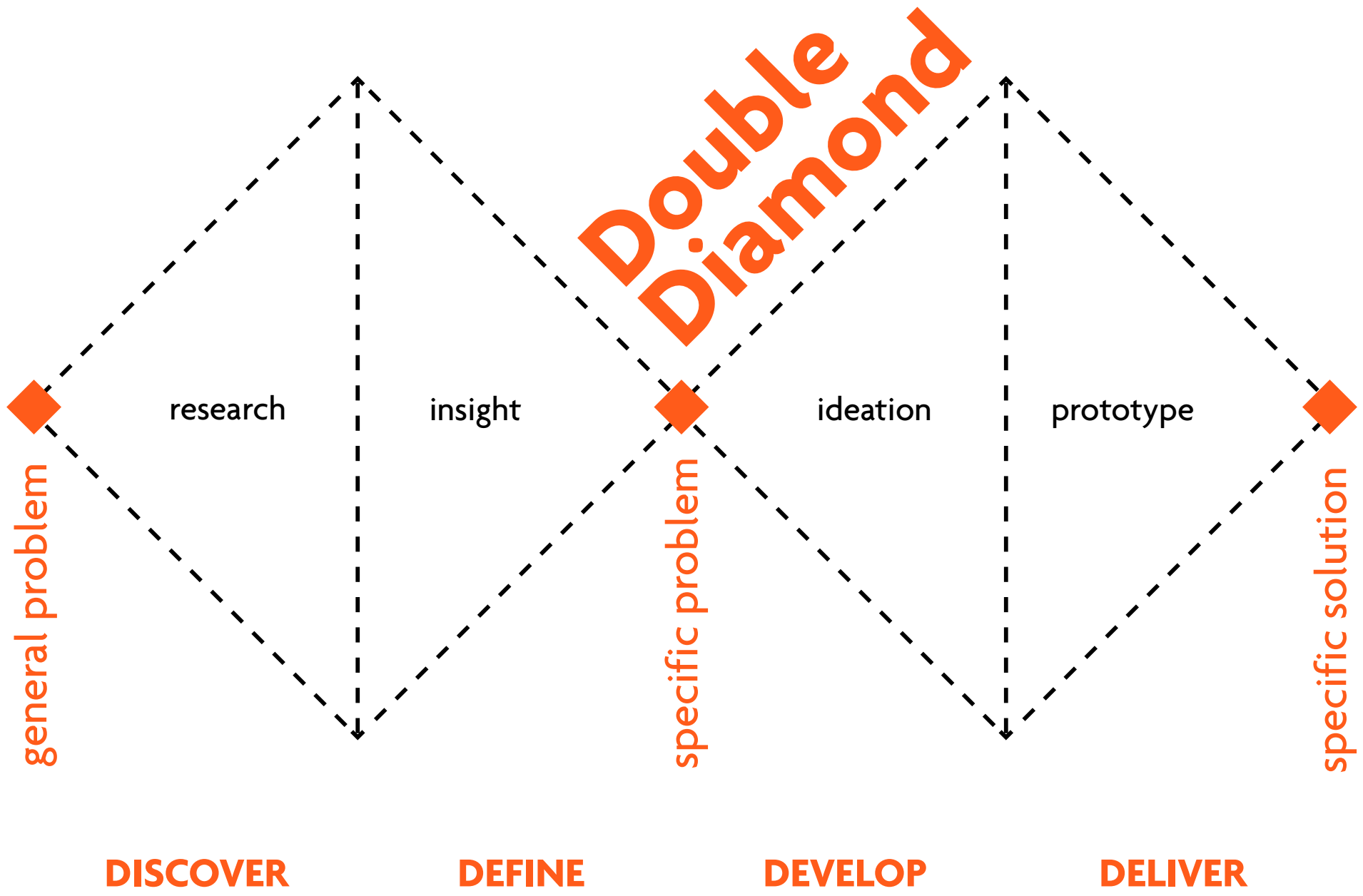


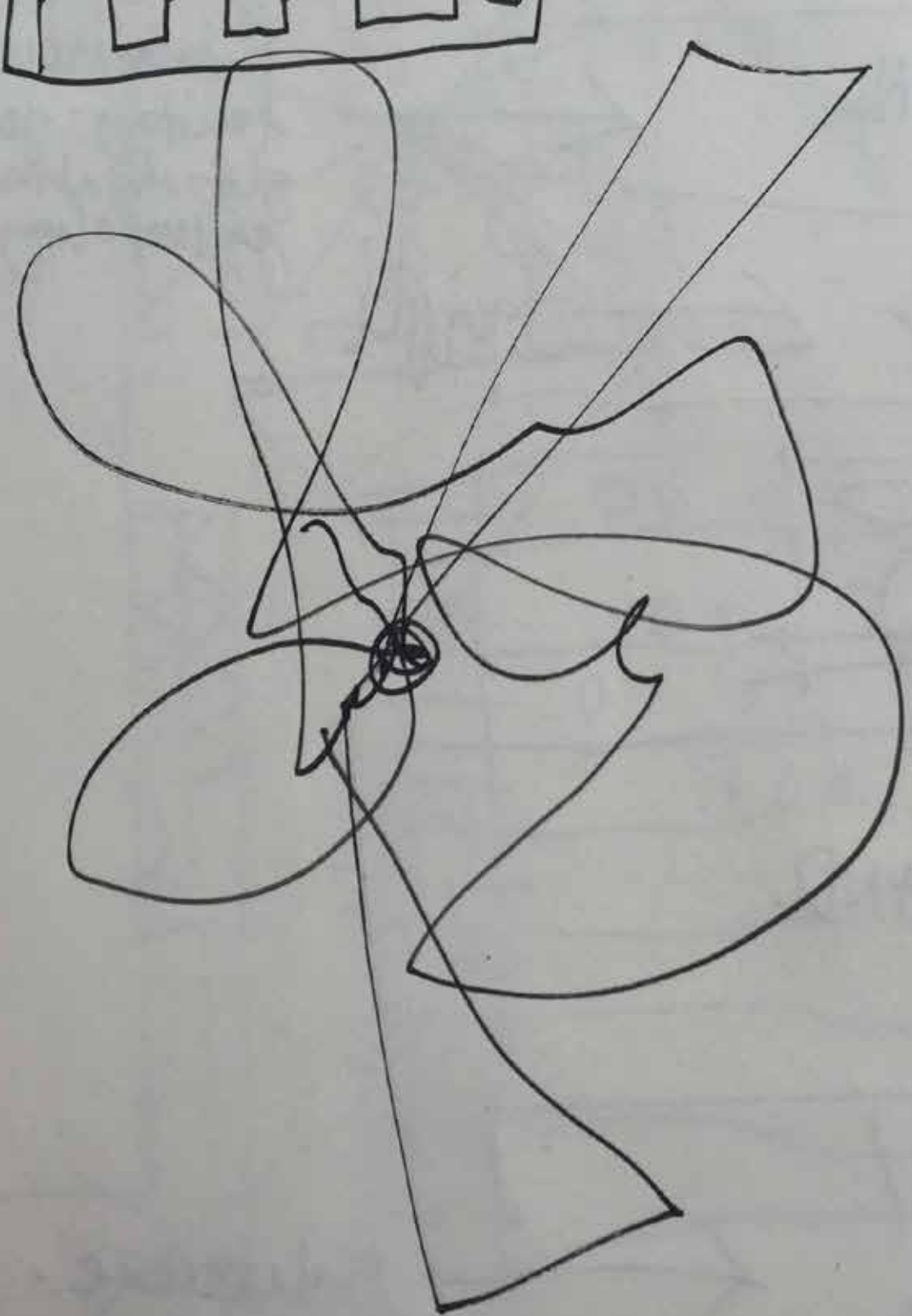




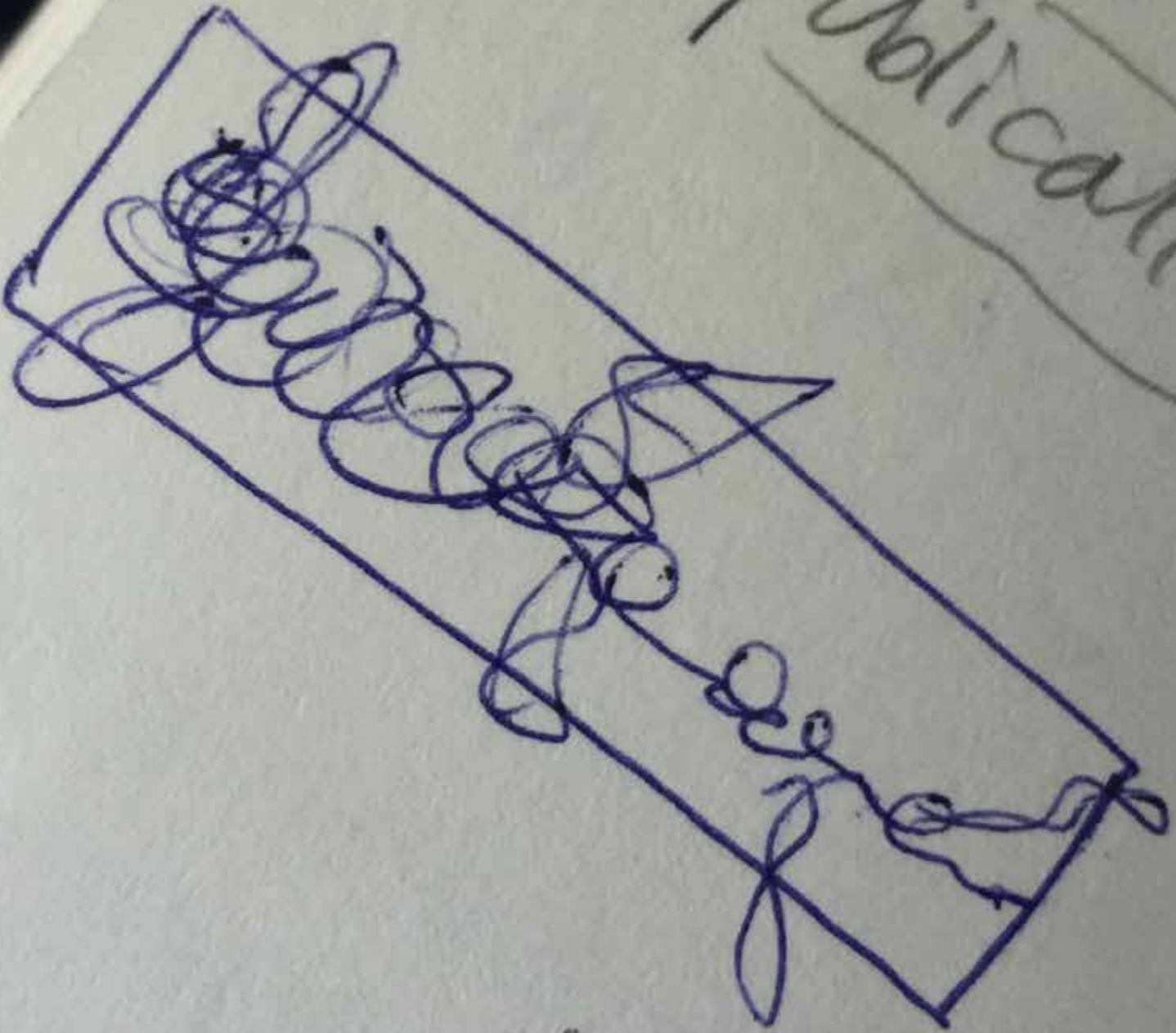






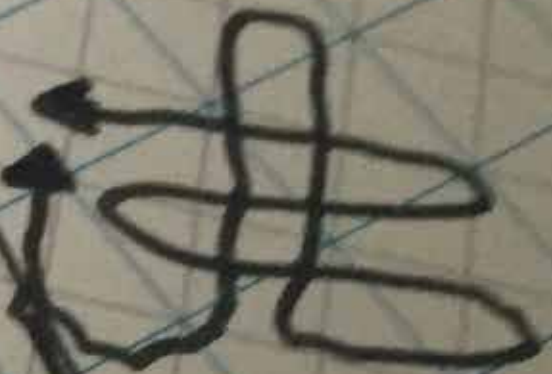


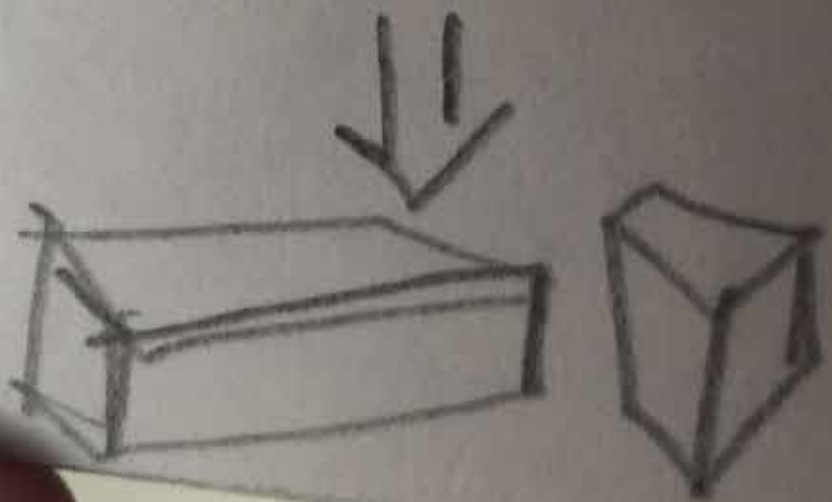
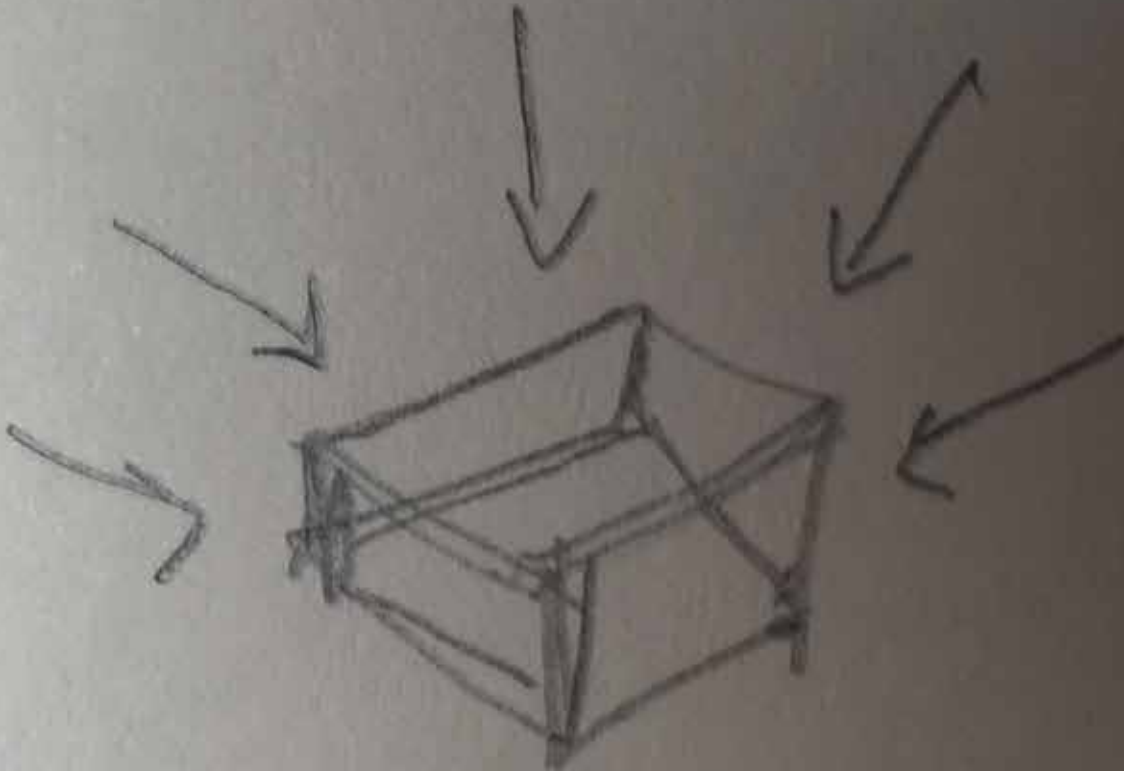
Publication

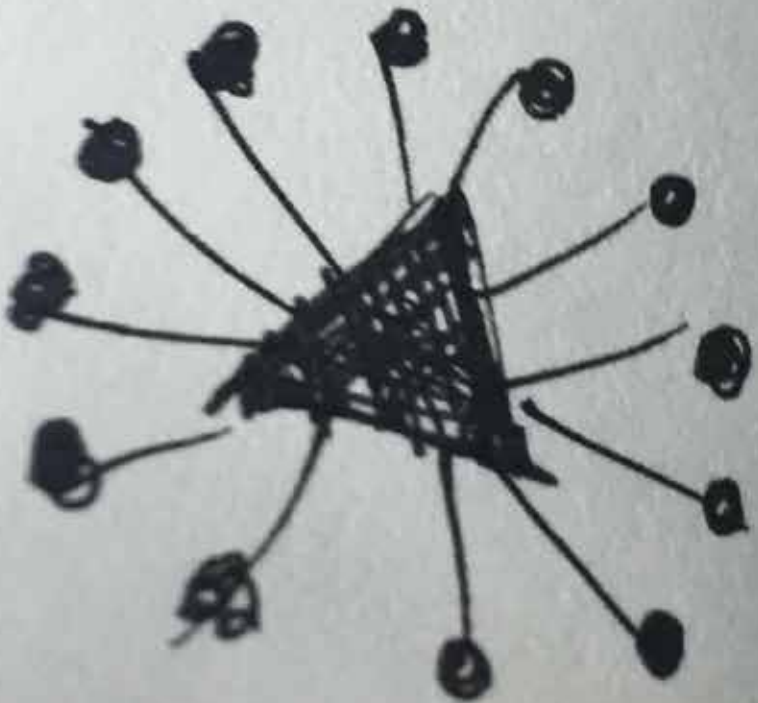


train

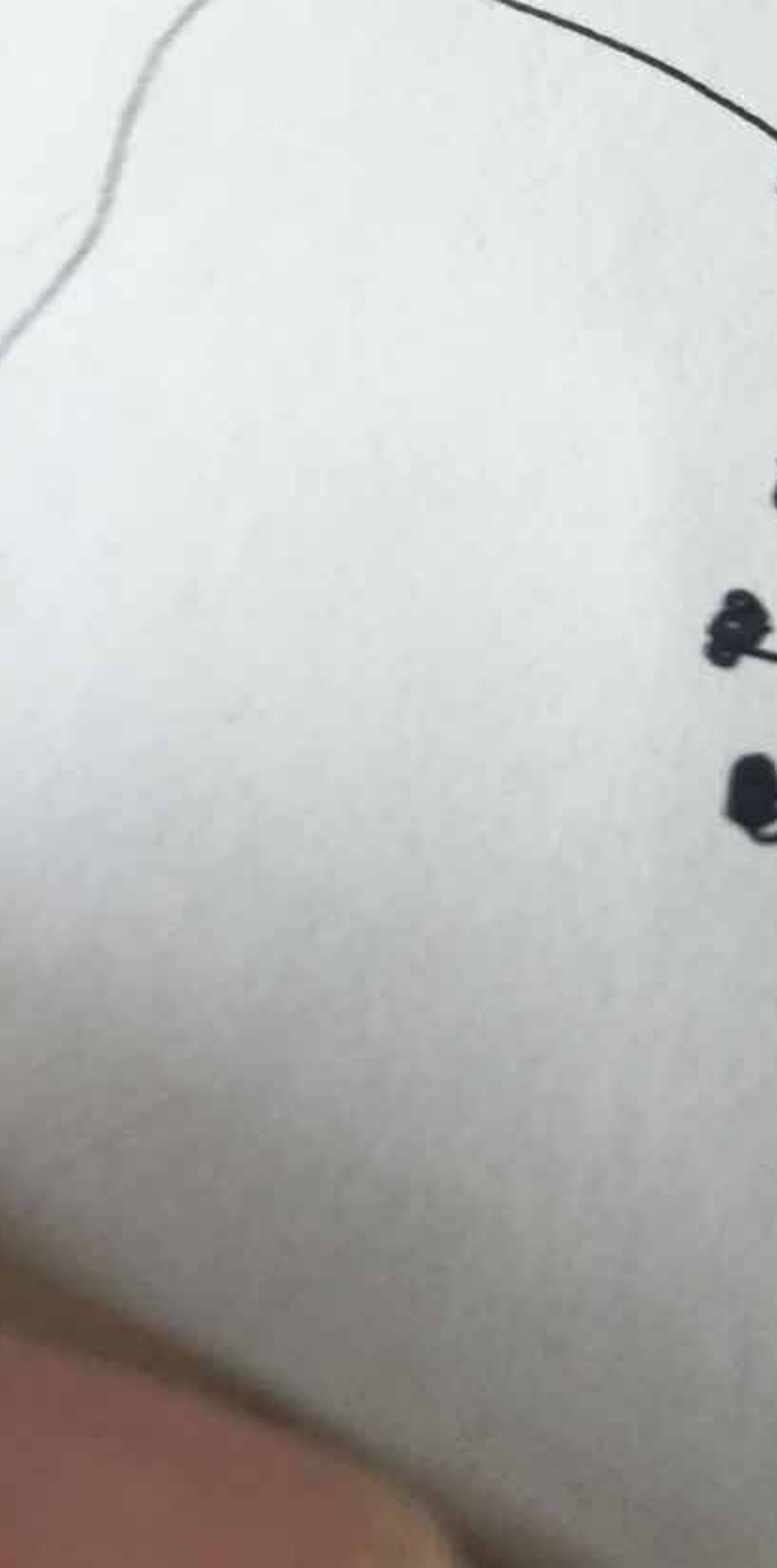
tra

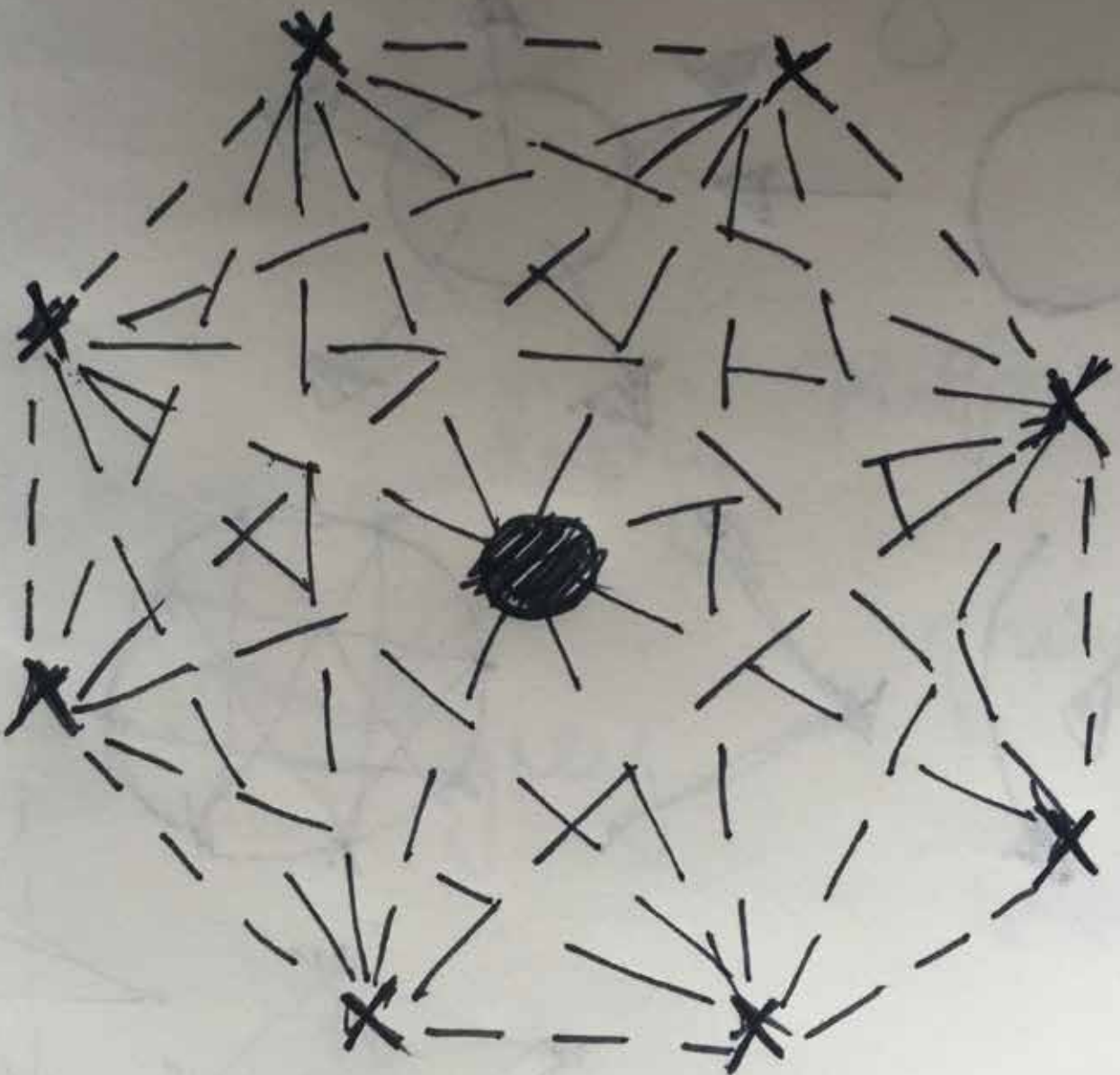


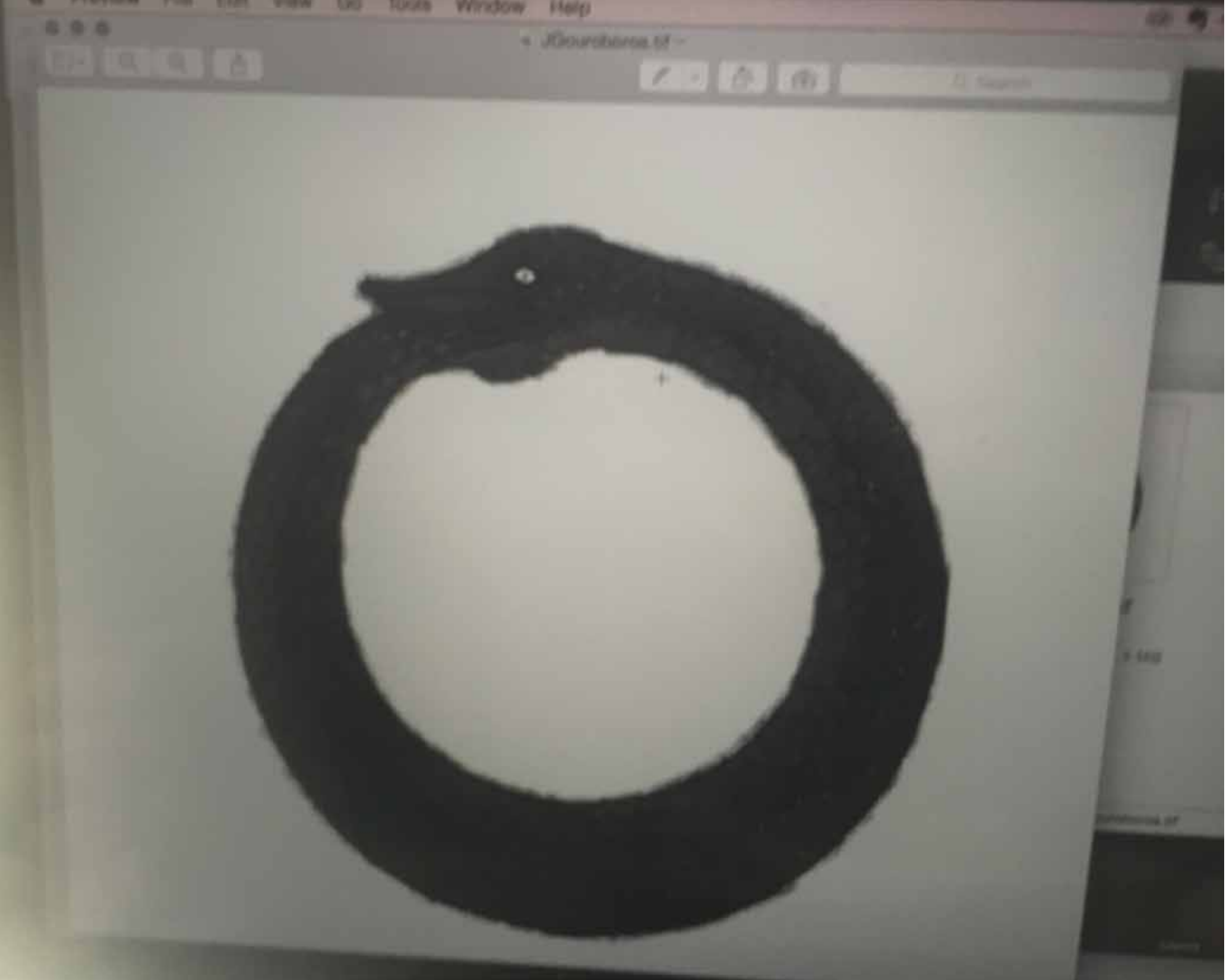




X



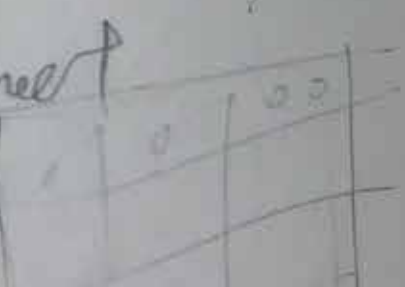






plane
TIME CONSTRAINTS

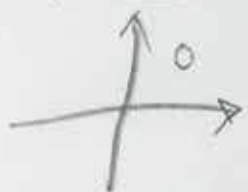
BRIEF/PURPOSE
visualise the extreme



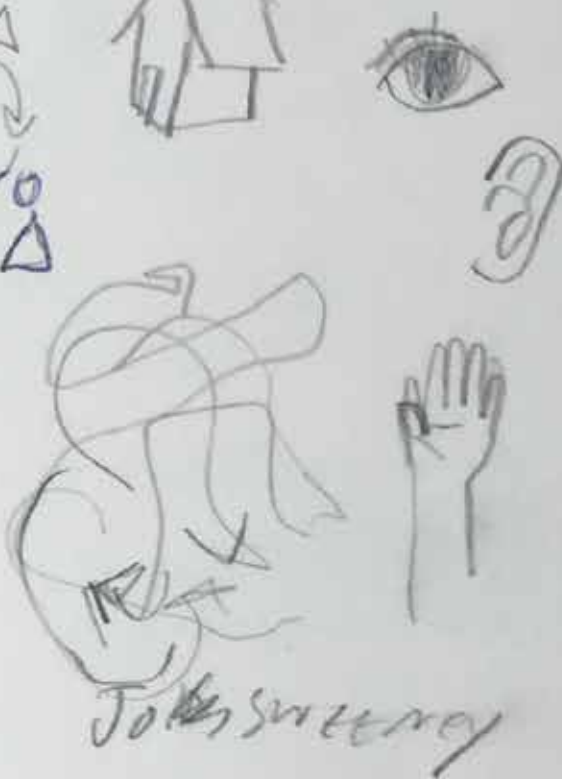
method to a different
we
Miranda

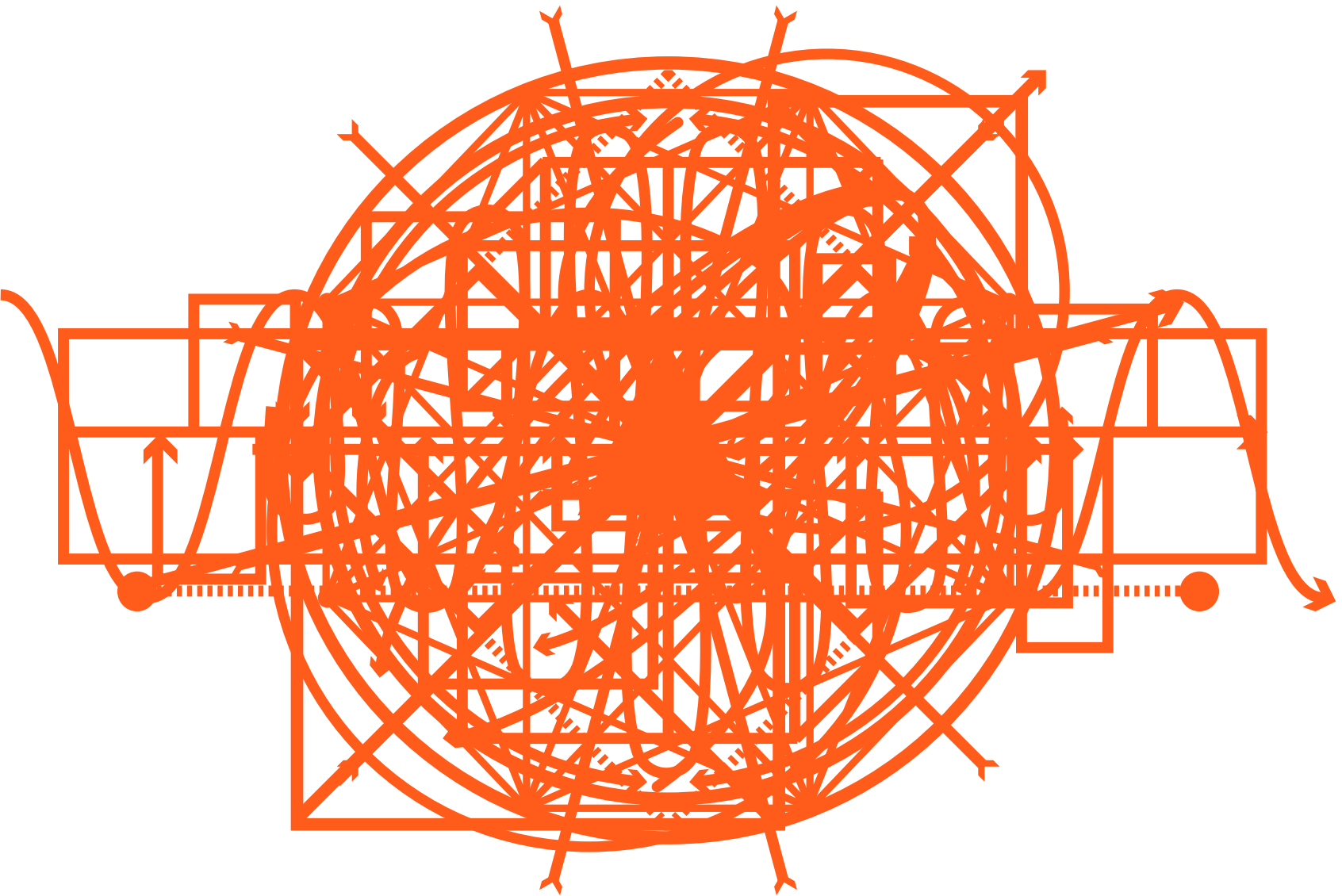


ABBIE

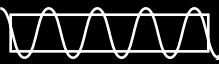
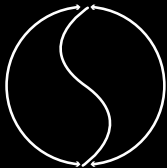
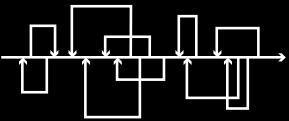
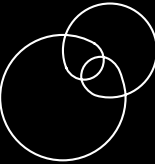
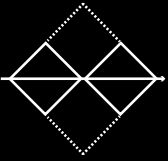
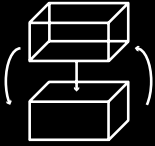
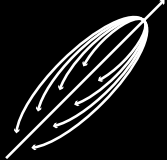
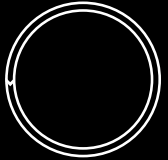
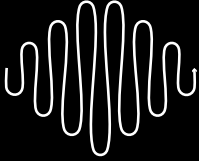
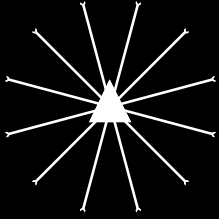
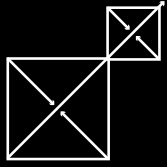


LISA





TRANS
SIBERIA 2016
**DE
RAIL
ED**
RESEARCH LAB

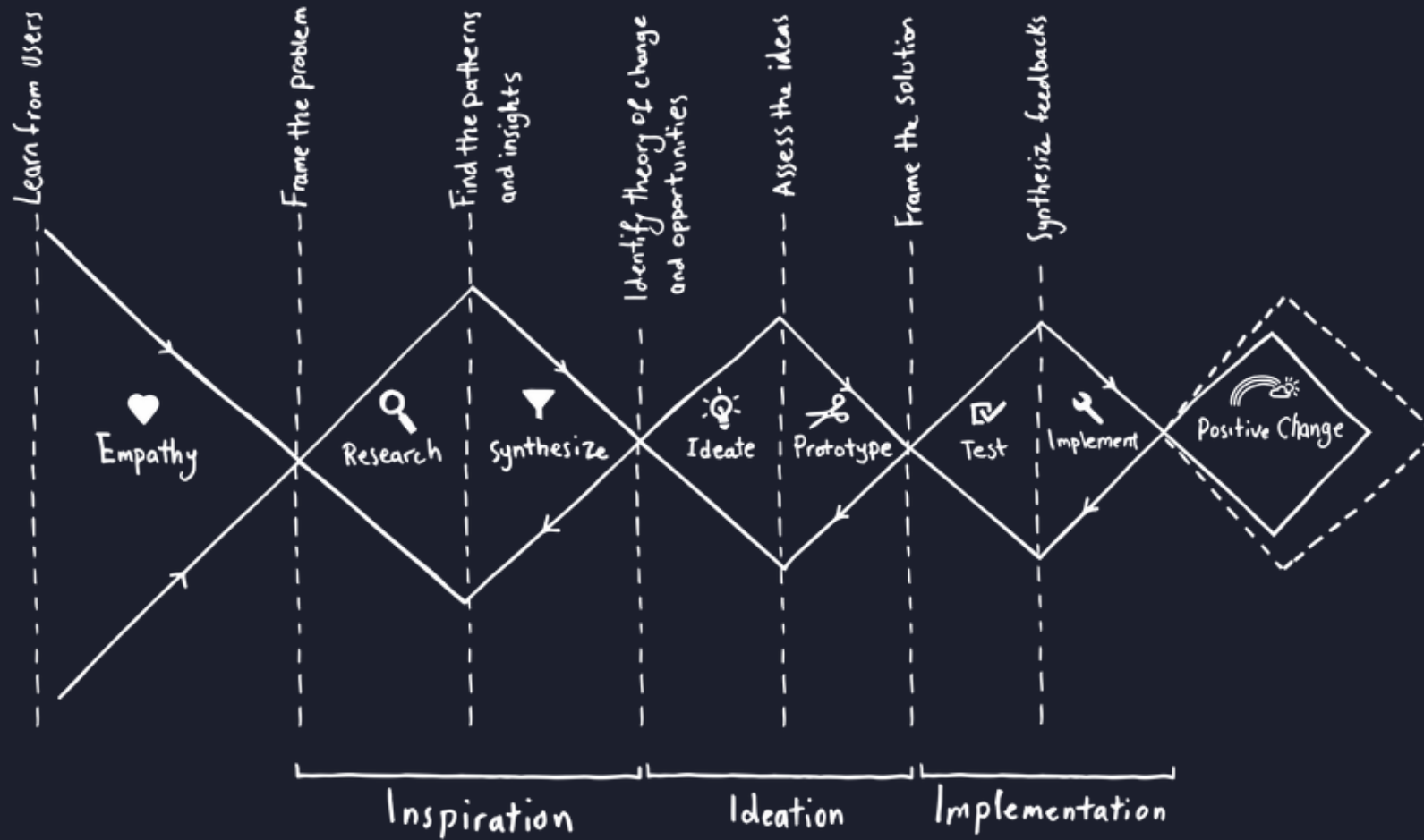


Transdisciplinary Research Diagrams

Derailed Lab is a collective of 14 interdisciplinary creatives. From artists and designers, to writers, architects and abstract thinkers. In July 2016 they embarked on a 21 research journey on the trans-siberian railway, documenting the trip through creative methodologies. These 14 diagrams represent each individual's research method that emerged during the trip. Qualitative, quantitative, analytical and intuitive, they each describe a unique response to the process and flow of the journey and how that challenged ways of thinking and doing.

INTERCULTURAL CROSS-DISCIPLINARY PROCESS

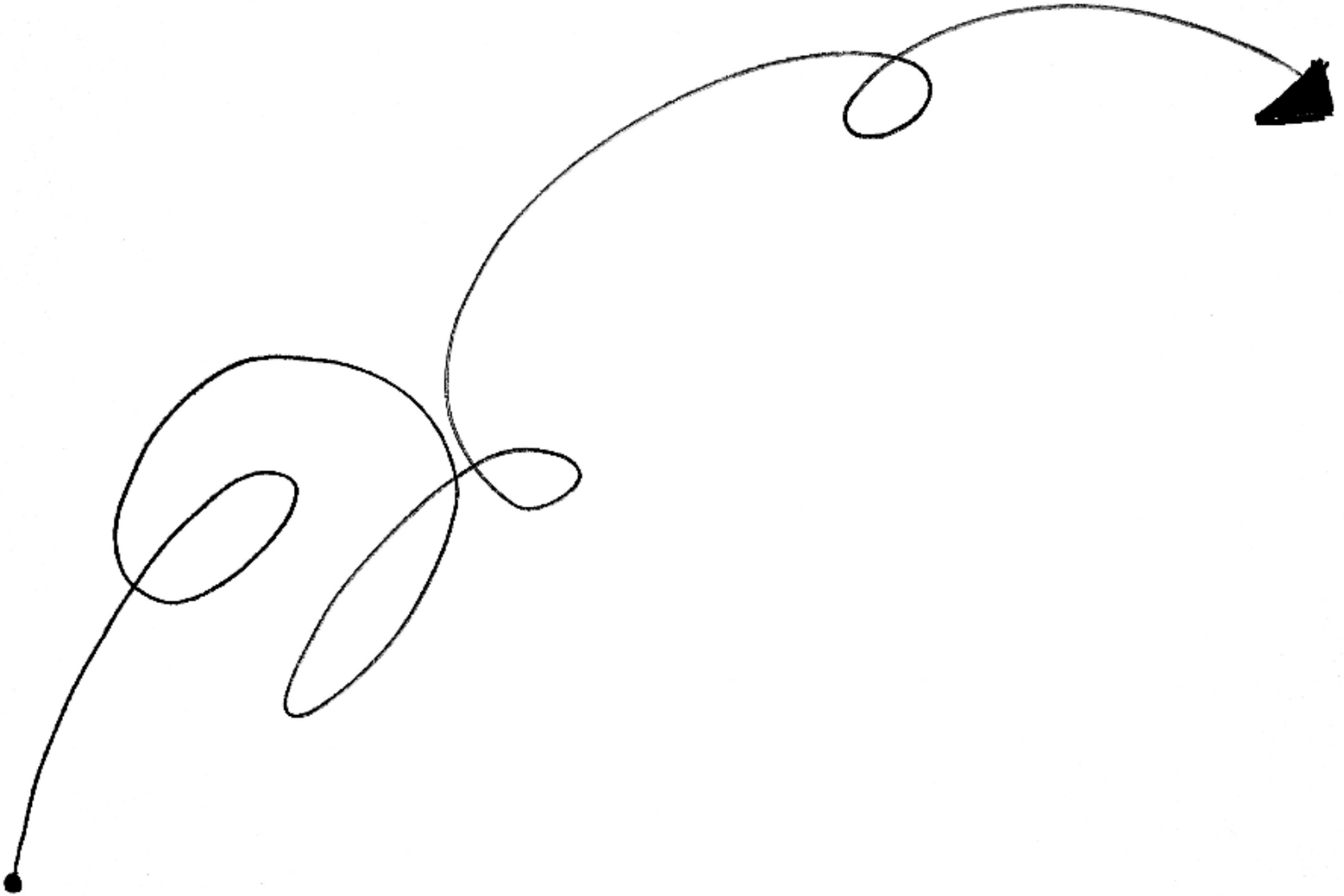
INTERCULTURAL CROSS-DISCIPLINARY PROCESS?!



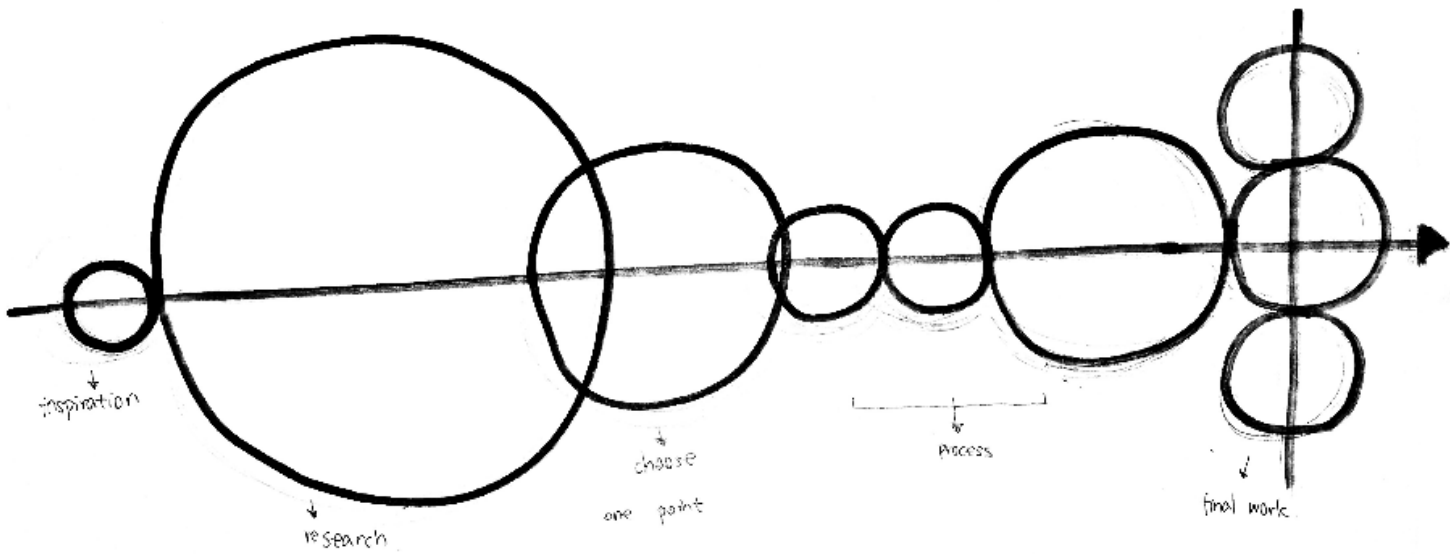


PROCESS AS A LINE

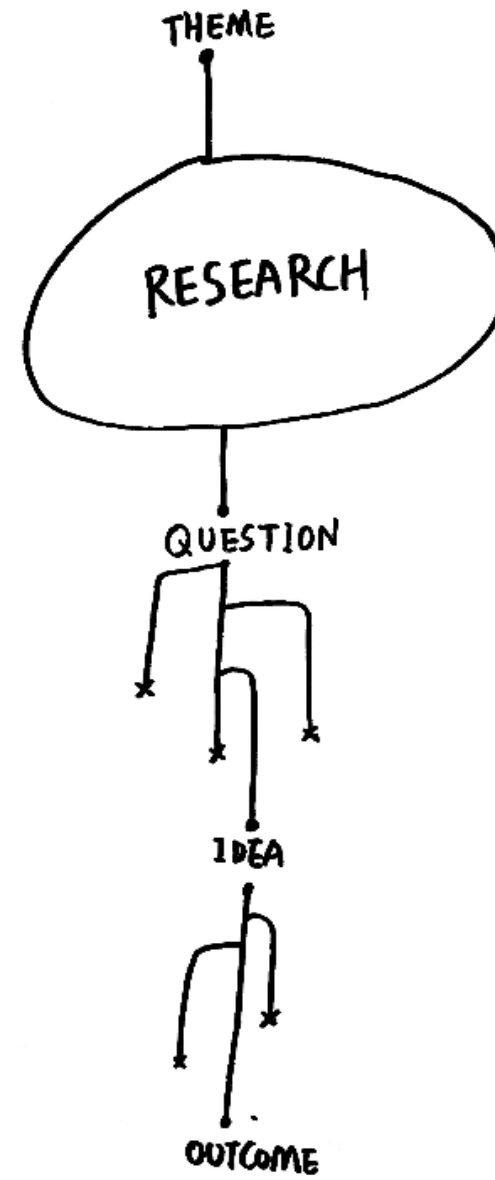
PROCESS AS A LINE



PROCESS AS A LINE



PROCESS AS A LINE



“

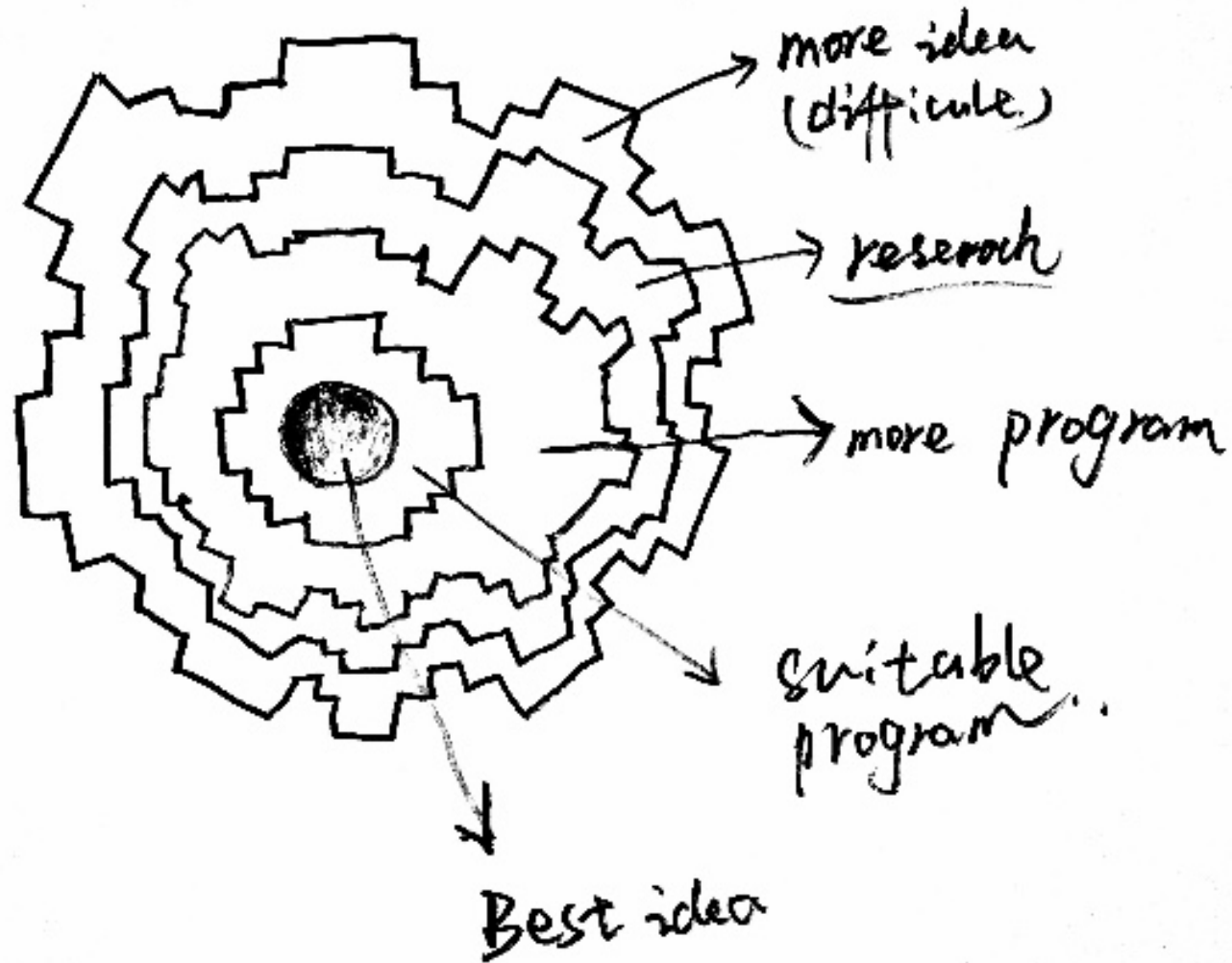
**Western dialectical thought
is aggressive in the sense that
contradiction requires synthesis
rather than mere acceptance**

”

Peng, K. (2006). Naïve Dialecticism and the Tao of Chinese Thought

PROCESS AS A CIRCLE

PROCESS AS A CIRCLE



“

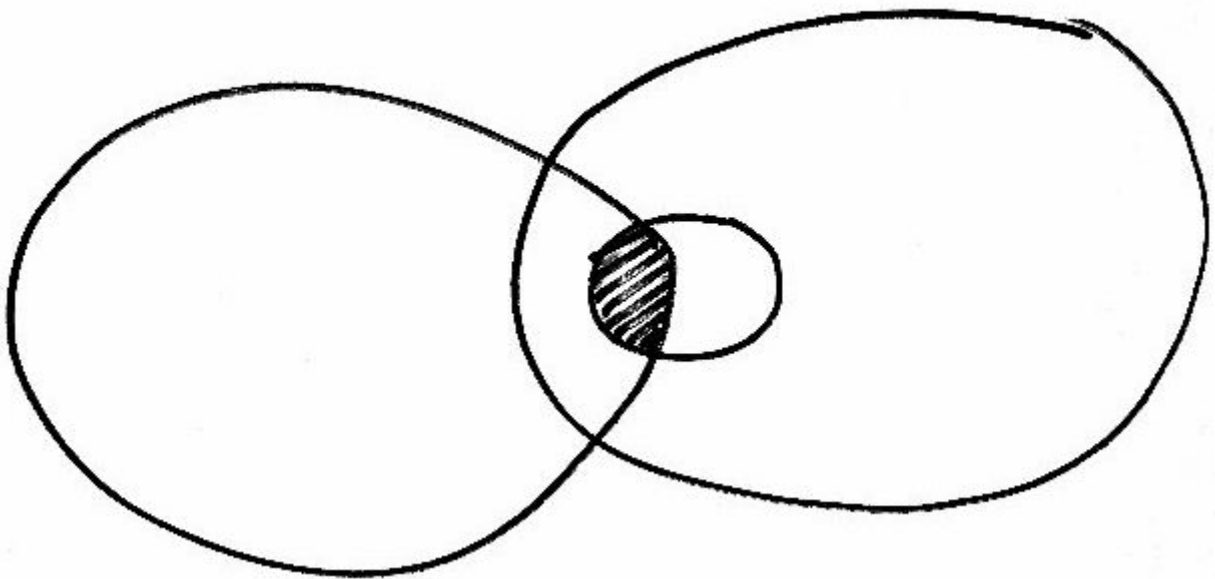
**Western thought is linear?
Eastern thought is circular?**

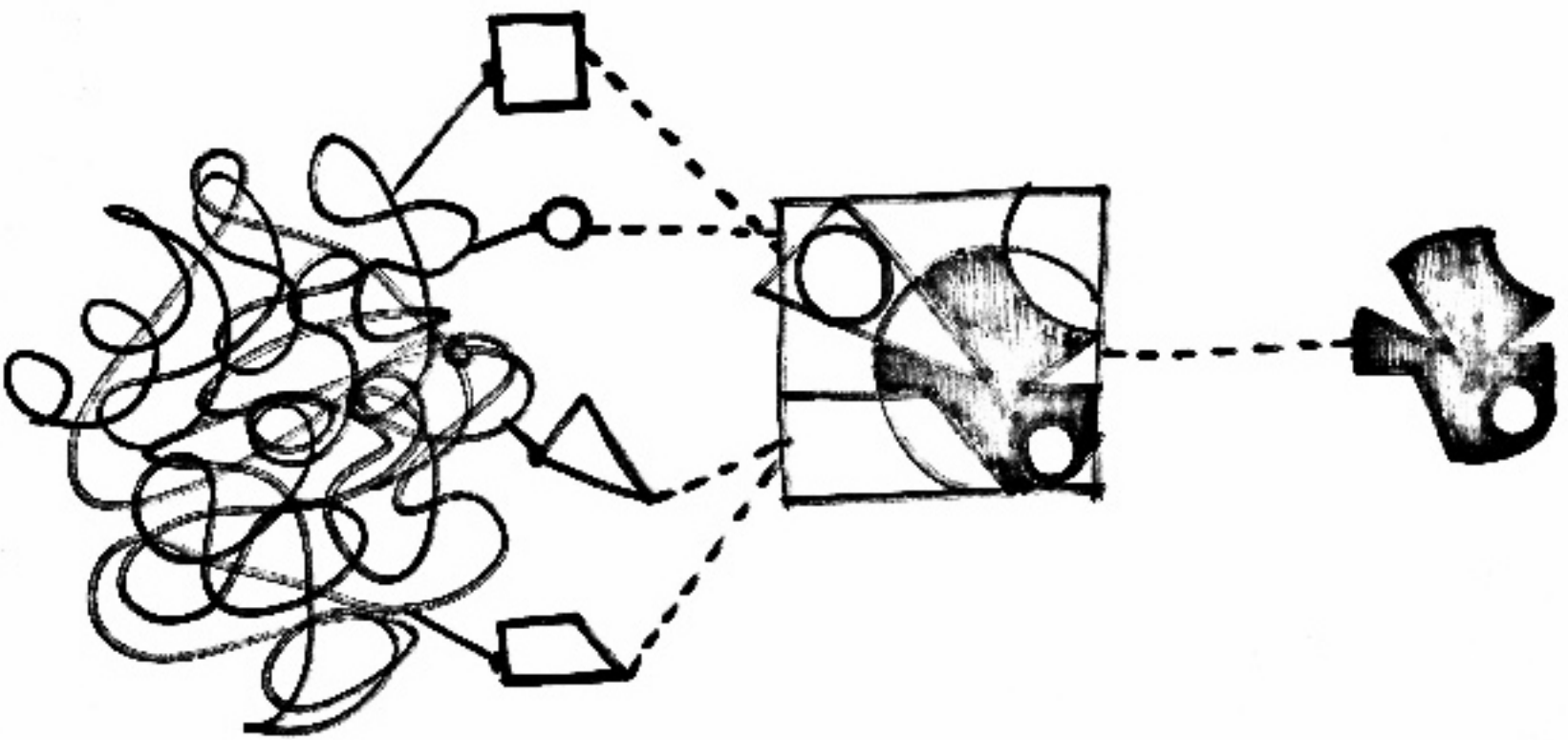
”

Hang, T. C. (1966). Chinese national character.

PART TO WHOLE

PART TO WHOLE





“
**The principle of change holds
that reality is a process.
One can understand nothing
in isolated pieces.**

”

Peng, K. (2006). Naïve Dialecticism and the Tao of Chinese Thought

“

Objective manipulation of knowledge for precise and identifiable outcomes

”

Anderson, K. (2010). The whole learner: The role of imagination in developing disciplinary understanding

“

**Objective manipulation of
knowledge for precise and
identifiable outcomes**

”

Anderson, K. (2010). The whole learner: The role of imagination in developing disciplinary understanding

“

**Pedagogy that addresses
students as persons,
not merely as knowers**

”

Barnett, R (2004). Learning for an Unknown Future

“

**...the disciplinary field is
still present but it recedes
somewhat**

”

Barnett, R (2004). Learning for an Unknown Future

REFLECTING FORWARD

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drawing first

REFLECTING FORWARD

drawing first
reflective tool

REFLECTING FORWARD

drawing first

reflective tool

forget the double diamond..

GROUP DISCUSSION