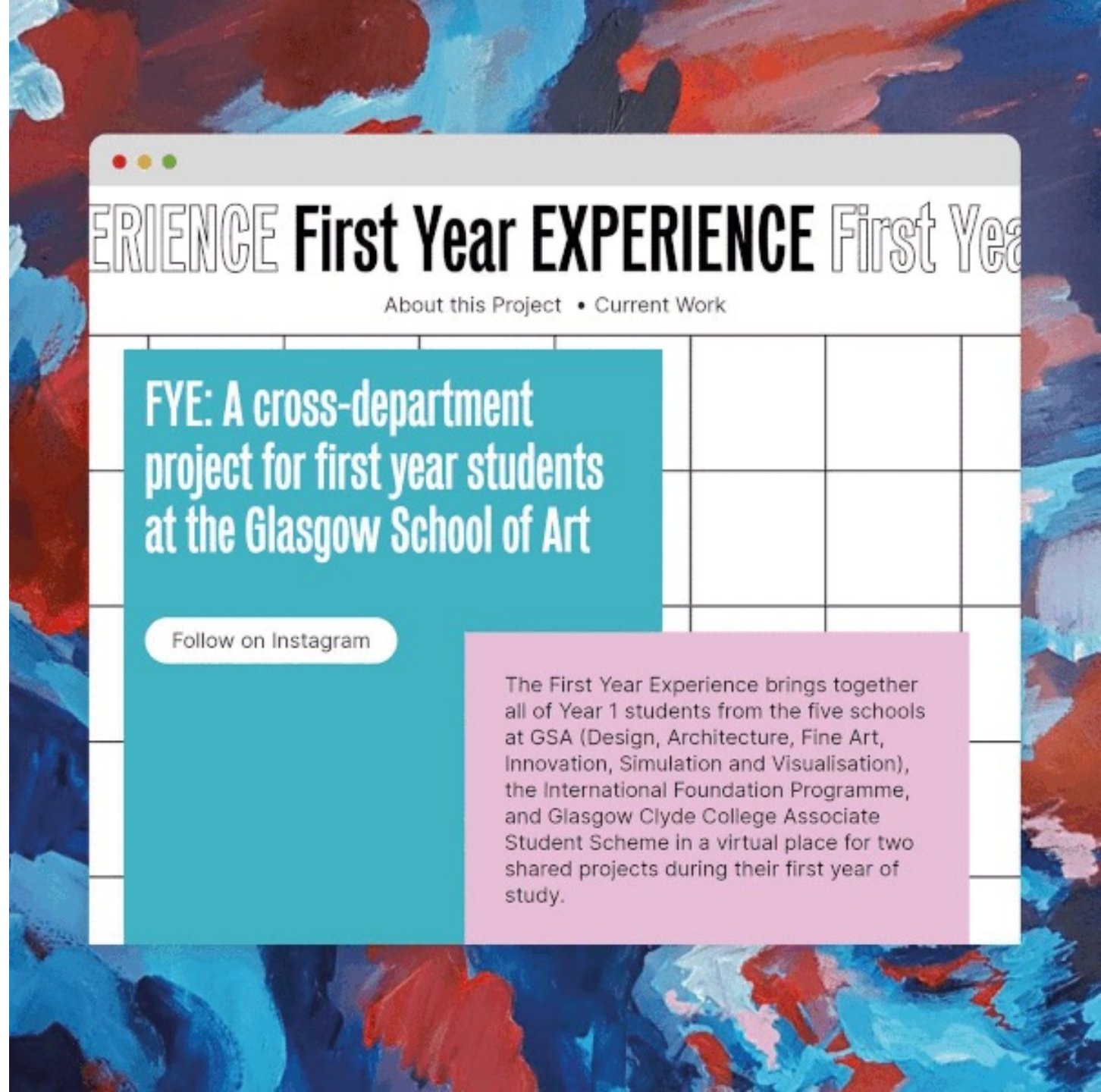


Making Collaboration Work

What we learned about
teaching collaboration in an
Art School

Katy West

Glasgow School of Art, Scotland





Collaboration

/kəlabə'reɪʃn/ noun

1.
the action of working with someone to produce something.
2.
traitorous cooperation with an enemy.

History 2017-2019

Post fire 1

10 credit → 40 credits
2 weeks → 8 weeks

FYE replacing CSC
All first years to be
co-located in rebuilt
Mackintosh Art School
building

YEAR 1 2019-2020 Our Habitat

Post fire 2

327 students
18 staff
groups: 4 x 4/5 students

students located in Glasgow
exploring Glasgow

studio teaching & IRL
collaborating campus
exhibition catalogue & film

submit:
portfolio & visual essay

YEAR 2 2020-2021 Our Habitat

Full lockdown

295 students
19 staff
Groups: 4 x 4/5 students

students located at home,
globally exploring their own
environment

online teaching & online
collaborating online
exhibition

submit:
portfolio & visual essay

YEAR 3 2021-2022 Our Habitat & Anthropocene

Covid 19 Restrictions

320 students
20 staff
Groups: 4 x 4 students

students located on
campus & online

online teaching & face to face
collaborating online
exhibition

submit:
portfolio essay

YEAR 4 2023-2023 Stories Make Worlds

400 students
25 staff
Groups: 16 students

students located on
campus

Mostly IRL teaching &
face to face collaborating
Range of Outputs

submit:
portfolio essay

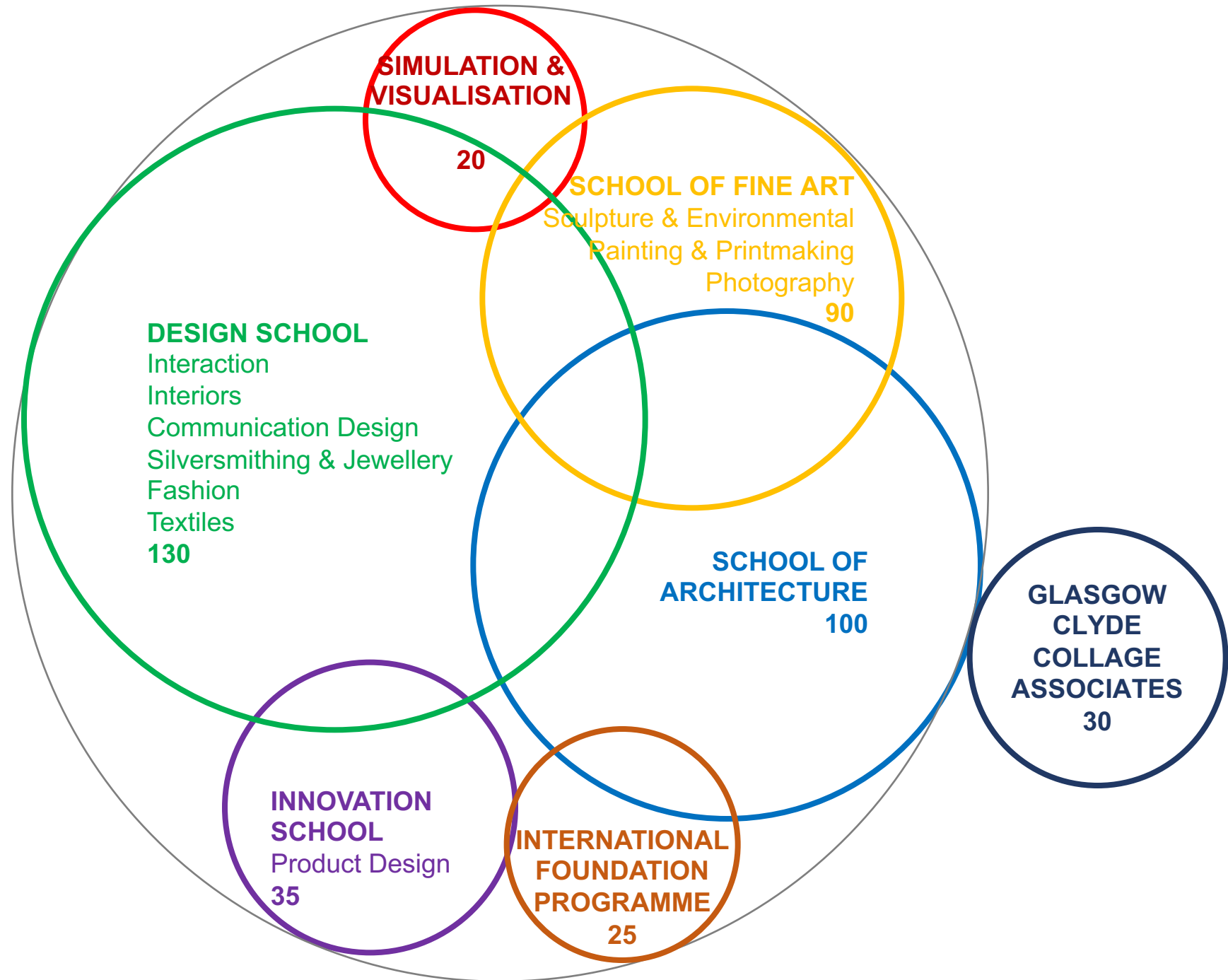
Future: Common Academic Framework

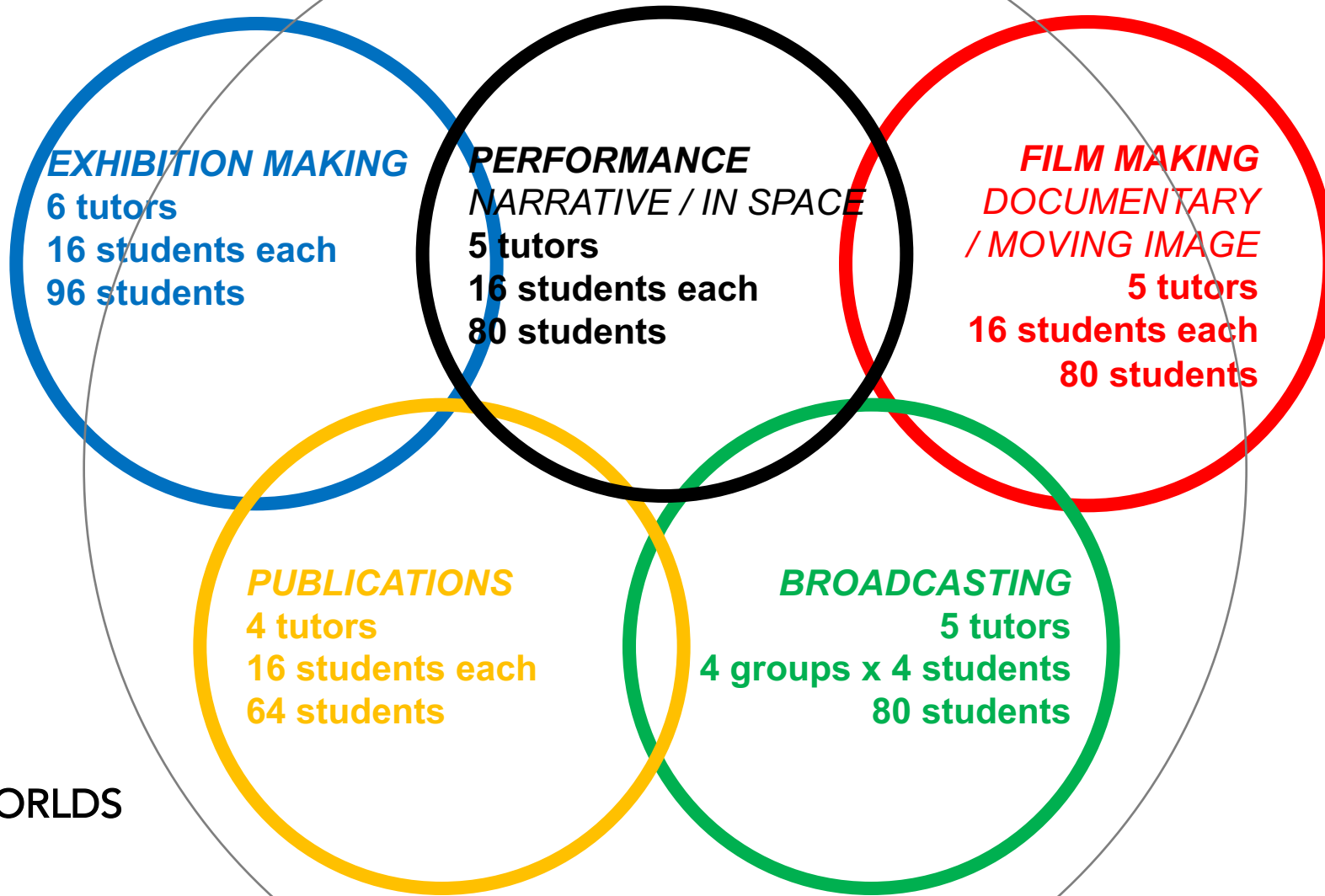
Year 6... 2024/25

1 x 20 credit course / 4 Weeks Semester 1

CO-LAB 1:

MATERIAL MATTERS
2022-23
430 STUDENTS





CO-LAB 2:

STORIES MAKE WORLDS

2022-23

400 Students



Co-Lab 2: Course Aims

- Introduce students to their role as emergent creative practitioners through research-based practice.
- Collaborate across disciplines to generate ideas and make work in response to historical, theoretical, and current cultural contexts, and a shared project brief.
- Reflect and critique their creative practice in response to a shared project brief.
- Document, present and communicate their creative work to others.





Introduction

Engaging with the Anthropocene inspires us to make work that speaks to and about the planet we inhabit.

It enables us to reflect on the impact human behaviour has on the environment around us,

and to think ethically and sustainably about what we do.

Co-Lab 2 asks you to explore the narratives that underpin your work, develop your research collaboratively and explore ways to present and communicate your ideas to others.

It matters what stories make worlds, what worlds make stories. (Donna Haraway)



If collaboration and interdisciplinarity are known to be valuable to innovation, employability, and intellectual capacity building, what are the key skills we need to introduce to Year 1 art and design student?



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What are the key issues to overcome and potential solutions that will maximise the successful integration of collaboration into the first-year experience?



Collaboration



“We’ll see.”



“Mortal enemies fighting for the last piece of bread.”

Collaboration



"We'll see."

First Year Experience



"Mortal enemies fighting for the last piece of bread."

Collaboration

- Working with others through dialogue and negotiation



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"We'll see."

First Year Experience

- Promote participation and empowerment



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- Working with others through dialogue and negotiation
- Produce ideas that would not have been reached alone



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- Chaos, friction, risk, can unsettle or discomfort participants.



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First Year Experience

- Promote participation and empowerment
- Work across knowledge boundaries
- Draw on lived experiences to inform their new learning environment.
- Exposure to risk and open forms of learning that encourage creativity.



"Mortal enemies fighting for the last piece of bread."

“It was interesting to collaborate with students from other courses”



“I happened to have great team members, with whom I got on well”





“I found it hard making work as part of a group as I didn’t get along with my peers”



“It felt like working on a project that nobody really wanted to do, and that nobody was excited about because they were forced to do it”

“I learnt that it can be tricky to communicate but it’s important to make sure everyone's ideas are heard”



“That your interpersonal connection to the other people can make or break the work”





“I think I would contribute more to group discussions”



“Listen to others more”

Perhaps I could have cared less about everyone else's approach to the project and been less affected by it.



I was fine, it was the rest of the group I would change.





It was frustrating because no one was cooperating, and no one's ideas were bouncing off each other.



The experience was much more satisfying as I could choose students with similar creative practices who want to make similar work.

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Talking, sharing, and working together with mutual respect.



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Coordination

Bringing together diverse skills and approaches to deliver a shared aim



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Cooperation

Physically making together, learning from this, "making things and making things happen"



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Collaboration

Taking shared-ownership of the outcome



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Support students to become engaged global citizens.

Work across boundaries through dialogue and negotiation.



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Taking risks and experiment

Students need to know it is okay to fail.



Ever tried.

Ever failed.

No matter.

Try again.

Fail again.

Fail better

(Beckett)