NCAD DUBLIN

National College of Art and Design
A Recognised College of University College Dublin

Collaborative Practices
VC3-5

MODULE DESCRIPTOR

ECTS credits	10	Programme	BA (Hons) Visual Culture
NQF level	8	School	School of Visual Culture
Stage	2	Module Co-ordinator	Lisa Godson
Trimester	2	Module Team	Lisa Godson
Contact	School Administrator Neasa Travers visualculture@staff.ncad.ie		
Responsibility	NCAD Academic Council / School of Visual Culture		

Introduction

The purpose of this project is to provide an opportunity for students to explore the potential and limits of forms of collaboration through a series of practical tasks as well as conceptual frameworks. As such it takes the form of workshops, seminars involving analysis of texts and concepts, and presentations by guest speakers, as well as the design of and engagement in a collaborative project. The module is organised so that it moves in weekly classes over the trimester from theory to practice in the expectation that students will be able to critically reflect on the ideas which they have been engaged with in the early classes in their collaborative practice and, conversely, that their practice will be informed by their conceptual thinking. Every student will be expected to present on the development of their project at regular intervals, and to fully document all aspects of the collaboration – this might take the form of keeping a record of emails, minutes of meetings and financial data.

To successfully complete this module, students will be required to design a project which requires collaboration and to seek out collaborators. It might take the form of an event, a publication, a display or a service and ought to have a connection with the broad concerns and themes of Visual Culture. The module coordinator will provide support brokering and facilitating partnerships within NCAD and/or the city in the event that it is difficult for a student to establish his or her own. The module coordinator will also provide guidance about the scale and feasibility of any project being proposed.

It is important to stress that whilst this is a live project which may well have public outcome/s, it need not be a success in conventional terms. Critical and informed reflection on the difficulties and challenges of collaboration may well demonstrate the independence and understanding which this module sets out to foster.

As a third year module, this is a culmination of the student's critical and professional skills developed across the programme. It also allows the student to demonstrate independence in the design of the project and the nature of the collaboration undertaken. Typically, the module will allow the student to explore an area in which they already have interest such as curation, critical or popular writing, or arts/design management.

The aims of this module are:

1. To understand and be able to explain the nature of collaborative projects within contemporary culture.
2. To document and conceptualise a personal collaborative project

What will I learn?

On successful completion of this module students will be able to:

1. RESEARCH: conceive and design a collaborative project, and research its potential;

2. REFLECT: develop a self-reflexive and self-critical perspective, able to assess both the strengths and weaknesses of the particular collaboration initiated

3. COMMUNICATE: a substantial, appropriately presented and critically informed statement, demonstrating sophisticated level of engagement with stated area of interest.

Indicative course outline

1. Introduction: case studies of past projects, the nature of research in a 'practical' project
2. Working through initial ideas: defining the scope of the project, initial readings, analyzing the social psychology of collaboration
3. Conceptualising collaboration: etymologies, competing paradigms, epistemological underpinnings
4. Workshop 1 [Research]: student presentations
5. Collaboration in contemporary culture: configuring the producer, research-led practice, models of authorship
6. Contextualising collaboration: case studies from contemporary creative practice
7. Collaboration as creative strategy: guest lecture
8. Workshop 2 [Reflect] – student presentations
9. Collaboration in design: co-creation, co-production, 'team-work' and hierarchies, the user vs the client
10. Writing about collaboration: communication strategies for presenting data, key critical writing skills
11. Professionalism and criticality : student-led practice, how do we know what we know
12. Workshop 3 [Communicate] – student presentations

How will I learn?

Credits	Hours
Lectures	0
Seminars	20
Specified Learning Activities	60
Autonomous Student Learning	120
Total Workload	200

Class-based lectures led by tutor, peer-to-peer learning through formal presentation, independent study.

What learning supports are provided?

Set texts and further reading will be shared through a google drive.
Indicative Reading List

Aitken, S. C., and D. P. Dixon. 2006. Imagining geographies of film. *Erdkunde: Archiv Fur Wissenschaftliche Geographie* 60: 326-36.

Breen, H.. (2013). Virtual collaboration in the online educational setting: a concept analysis. *Nursing forum*, 48(4), 262-270.

Clark, Barbara and Charles Button (2011) 'Sustainability Transdisciplinary Education Model: Interface of Arts, Science, and Community (STEM)' International Journal of Sustainability in Higher Education, 12 (1)

Díaz-Kommonen, Lily (2002) *Art, Fact and Artifact Production: Design Research and Multidisciplinary Collaboration* Ilmari Design Publications A37 (Helsinki, Finland: Univ. of Art and Design Helsinki)

Dixon, D. P. 2008. The blade and the claw: Science, art and the creation of the lab-borne monster. *Social and Cultural Geography* 9(6): 671-92

Nevanen et. al. (2011) 'Art Education as Multiprofessional Collaboration' in *International Journal of Education & the Arts*, 13 (1)

Earnshaw, R.A. & Liggett, Susan & Heald, Karen (2013) 'Interdisciplinary collaboration methodologies in art, design and media', The Fifth International Conference on Internet Technologies and Applications (ITA 2013), September 10-13, 2013, Wrexham, UK. Wrexham, Glyndwr University. Available at < https://www.academia.edu/5779593/>

Muller et. al. (2015) 'Understanding Third Space: Evaluating Art-Science Collaboration', 21st International Symposium of Electronic Art, At Vancouver, Canada, Volume: Proceedings. Available at <https://www.researchgate.net/publication/281631991_Understanding_Third_Space_Evaluating_Art-Science_Collaboration>

Tait, Stuart (2009) *Becoming Multiple: Collaboration in Contemporary Art Practice* (University of Birmingham, unpublished PhD thesis)

Am I eligible to take this module?	
Module Requisites and Incompatibles	
Pre-requisites	None
Co-requisites	None
Incompatibles	None
Prior learning	Where a student can demonstrate that they have achieved at least 80% of the learning outcomes of this module, by academic certified achievement, or through quantifiable and documented experience, they can apply to the School for that prior learning to be recognised. Applications must be received prior to the commencement of delivery of the module.
Recommended	None

How will I be assessed?

Assessment tool	% of final grade	Timing
Final project (see Indicative brief below)	100%	c. w. 11, trimester 2
Total	**100%**	

The student will supply a 3000 word report of the work initiated and carried out. It will be accompanied by a dossier of evidence related to the practical undertaking. The report should make reference to the material in the dossier.

This report will be assessed against NCAD Grade Assessment Criteria. Work which demonstrates a critical understanding of concepts and theories of collaboration will score more highly than a report outlining the nature of the collaboration and the work undertaken.

Informal formative feedback will be offered at each of the presentation workshops. The final summative assessment will be provided by means of a feedback form.

Feedback, results and grading
Work submitted for assessment will be graded using NCAD Grade Assessment Criteria.
Written feedback will be provided at the end of the module at the time of the Final Examination Board.

What happens if I fail?
Resit Opportunities Opportunities will be provided during or at the end of Trimester 2 to students who do not complete all assessments in Trimester 1, but students will not be able to progress to the next stage of the programme until they have successfully completed all Year 2 modules, equivalent to 60 credits.

When and where is this module offered?
TBC

How will I have the chance to evaluate the module?
It is important to NCAD that students inform the development of teaching and learning at NCAD. We encourage all students to communicate their concerns and their observations about their study to members of staff so that any changes can be made in a timely manner. About two-thirds of the way through the trimester, a student forum will be convened to gather students' comments about their study and the delivery of the programme. In addition, at the end of Trimester 2, students have the opportunity to complete an online evaluation of their study and experience at NCAD. These evaluation events are important to current and future students, to ensure we can enhance the delivery of programmes at NCAD. In addition, you are invited to discuss your experience on the module with your lecturers at any point during the year. You can also relay your comments to the class student representative who will communicate your comments to the staff.

For further details on the content of your module and teaching arrangements,
consult your Programme or Module Handbook