

Postgraduate Research & Writing Conference

Creative Connections

Tuesday 5th July 2016 DMU

Hugh Aston, 4th floor (4.10-15)



Workshop Outlines

11.00 – Please choose 1 – maximum 15 per workshop

Either

Dr Julia Lockheart

Co-writing design territories: tools for collaborative writing

This workshop will explore how design practices can be applied to the initial stages of a collaborative writing project. The tools are taken from my doctoral research (2009 - 2016) *Doing Language Together: Collaborative Writing Practices for Design Teams in Higher Education*, which focused on M-level Design students with visual spatial strengths who are less confident in committing their ideas to writing. Within this group I focus on the strengths of those with dyslexia, English as a second language, those from a widening participation background, and mature returners to education. During the workshop we will form writing teams, draw stories, co-define a territory, and agree a question that can be used to shape future co-writing. The session will culminate in shared insights for future writing practices derived from the process.

Or

Julia Reeve & Kaye Towlson

Swollage: reflecting on your skills and the PhD journey through collage

An opportunity to explore and reflect on your personal and professional strengths and challenges through the medium of collage.

This playful, creative and revelatory method of serious exploration will enable you to generate new professional and personal ideas and connections, help you to forge new pathways in order to explore, think about and verbalise your strengths and weaknesses. This workshop will allow you to reflect upon opportunities and threats both current and potential.

Using free association collage you can explore your personal and professional strengths and challenges creating something unique to you for you to ponder upon, both now and in the future. The session will include a chance to share your swollage with other attendees and exchange thoughts about possible meanings and directions.

1.30 - Please choose 1 – maximum 15 per workshop

Either

Dr Alison James

“When the going gets tough, the tough build with LEGO”

This workshop gives you the opportunity to explore aspects of research and postgraduate study which can block or challenge thinking and writing processes. It draws on the techniques of LEGO SERIOUS PLAY which have been modified to suit a higher education setting. Alison will take you through a series of building and discussion activities to enable you to create your own metaphorical mode of expression and share your ideas about your chosen topics through your models. Previous participants have praised these approaches as allowing them to reflect on subjects and situations in different ways, obtain alternative perspectives and unleash untapped ways of thinking which could then be harnessed to their aspirations, projects and goals.

Alison’s work with LEGO has been published in various forms, most recently in a report for the Higher Education Academy <https://www.heacademy.ac.uk/innovating-creative-arts-lego> , in a book with Professor Stephen Brookfield (2014) <https://engagingimagination.com/> and in numerous journals and book chapters. Alison also used the techniques to illustrate to Stephen in videos her progress with their book, alongside more traditional exchanges of annotated chapters and conversations.

The activities engaged in in this session also draw on work with Threshold Concepts and Stuckness (Barton and James, 2106), through which postgraduate students and others have been invited to explore complex or difficult issues three dimensionally. “

Or

Dr Harriet Edwards

Drawing-based workshop: research building marks

This is a drawing-based workshop for everyone, regardless of whether you consider yourselves ‘drawers’ or not. Nowadays, we may all brainstorm and mind-map (Tony Buzan, 1996) as a means of getting ideas out - generating and seeing things afresh. We see visualisation as vital across various disciplines, as in Steve Garner’s ‘Writing on Drawing’ (Intellect, 2008) or Pauline Ridley and Angela Roger’s ‘Drawing to Learn’ series (CLT, University of Brighton, 2010). This Creative Connections’ session aims to be hands on, with paper and colour. It is an opportunity to relax, experiment, work spontaneously and exchange the outcomes of drawing – whatever the marks – through speaking and writing.

The workshop is informed by experience of Writing-PAD, ‘a community of practice dedicated to sharing approaches and tools for thinking-through-writing in art and design,’ and further by PhD research into arts students’ own processes in five universities. One research outcome was ‘Exercise, a little book of drawing and writing.’ As in previous workshops, participants’ experience is valued: it could form less of a bridge to writing and more of an opening door.