

# Ikebana:

Visualisation Models  
to support learning  
within collaborative  
Textile Projects in  
Higher Education.

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“Can visualisation models be used to help support learning within interdisciplinary design projects?”.

(Dillenbourg, 1999:5)



## The Teaching Context:

L5 Undergraduate  
Collaborative Art &  
Design Interdisciplinary  
Teaching Units.

**“I don’t like it,  
(working in a group) but  
I guess it is good for  
us to do. We’ll have to  
get used to it’  
L5 Fashion student”**

(Goodman 2016).



# A Theoretical Perspective

“The words 'collaborative learning' describe a situation.. which would trigger learning mechanisms, **but there is no guarantee that the expected interactions will actually occur.** Hence, a general concern is to develop ways to increase the probability that some types of interaction occur”.

(Dillenbourg, 1999:5)

Sarah Mann's 2001 paper **Alternative Perspectives on the Student Experience: alienation and engagement** explores how alienation has become a defining feature of undergraduate student experience.

(Mann 2001:7)



A Collaborative 'Paper Reading' session... **“Having to explain to non-specialists what you do is the most difficult and helpful challenge to face in any project”**

(Knott, Hunter and Elzenbaumer 2010:67)

Image Source: Rachel Kelly 2016



Creative thinking and learning within collaborative activity takes place during action and is pre-reflective, as Heidegger (1927) in Being and Time considers “ready-at-hand” and “present-at-hand” knowing to be.



# Methodology

1. Subject- Shin, Object- Soe and base- Utsuwa (Ohara 2015)  
Space and object help visualise practice to support reflection for assessment.
2. Use of organic, ambiguous or disconnected materials to create coherent outcomes.
3. The manner of “ad-hoc or bricoleur qualities” (Adamson 2007:89) working in congruity to create rather than design.
4. Vygotskian More Knowledgeable Other (1978) a role where the tutor becomes an overt participant.





Team work  
Individual work  
Collaborating at times



- scattered  
- facing different  
ways  
- parts falling off  
- parts touching









“the idea of using branches was a bit weird at first... but when we used them to show how our group had been working and to represent how we feel it really was useful to see how everyone was feeling in the group. **Because otherwise I think we would have carried on and not said anything**”

Anonymous L5 Textile Design Student Reflection.

(Goodman 2016).



Hierarchical structures impact upon the teaching and learning context which supports collaborative learning. In removing such structures and when students and staff work side by side as equals outside of the formal University teaching context, a shared learning space is created encompassing the *Lebenswelt* or Lifeworld.

(Edmund Husserl 1859-1938)

<https://vimeo.com/212587428>







“Shared understanding can be viewed as an effect, if the goal is really that a group builds the common grounds necessary to perform well together in the future”.(Dillenbourg, 1999:12).











“It is saddening to consider that students have such difficulty with collaboration, the myth of the single genius is still too strong and education is generally a very individualising experience” state Bianca Elzenbaumer & Fabio Franz 2017.

# Conclusion

To develop collaborative pedagogy requires:

- well supported faculty and department facilitation;
- access to appropriate and stimulating shared learning contexts;
- structured delivery of teaching and learning specific to the development of collaborative practice including the use of collaborative learning tools.



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