

Good Morning!

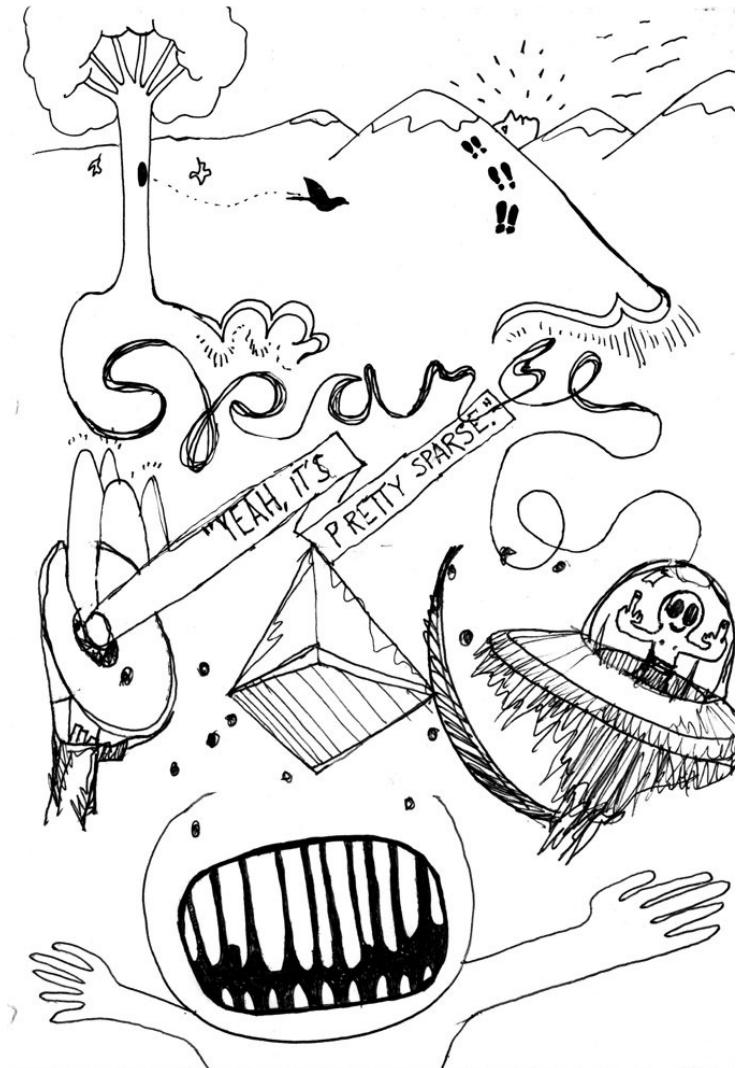
Please help us make as many **exquisite academic corpses** as we can!

The Exquisite Corpse game was used by surrealists to achieve stranger and less predictable results than one person could achieve. Paper is folded in thirds and each person draws one part, concealing their drawing before handing it to the next person.

We are using this game to add an element of unpredictability and creativity to our thinking about potential collaborations.

Use the flipchart paper on the walls to brainstorm problems/questions, collaborations / communities and resources / methods.

Please fill out one section of this worksheet, conceal your work by folding the sheet, and hand it to another person. If you're the last person please hand it to a facilitator.

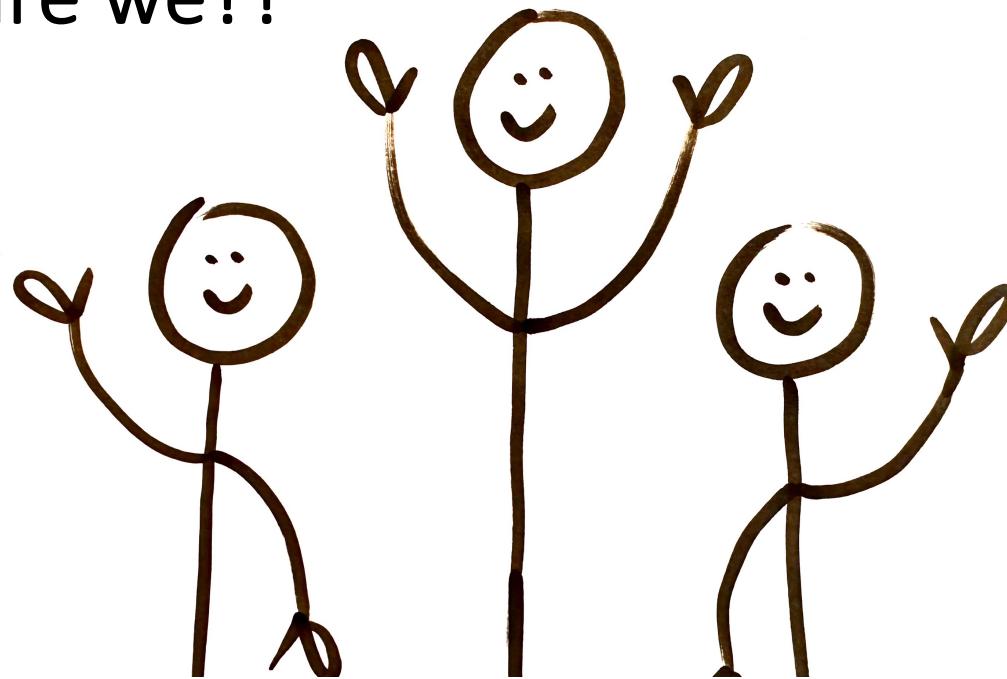


Welcome to Enviro-Collab Breakfast & Brainstorm!



Image: Maasdammer cheese brain by Sarah Asnaghi

Who are we?!



Cheryl Gladu (Human Enterprise & Innovation),
Franklin Sayre (TRU Library MakerSpace), Twyla Exner (Visual Arts)

Why are we here?

Question 1:

Reflect on your “environmental” teaching and research: how does it support the world?”

Answers to this question pointed to resources we in the room bring to this project:

- Classes
- Students
- Assignments
- Relationships
- Expertise
- Influence
- Resources
- Spaces
- etc.

Outcomes from the Enviro-Collab workshop
McQueen Lake Environmental Centre | Oct 1, 2023

Question 2:

**What type of collaboration can best support that,
i.e. how can the “environmental” project best serve
these needs of TRU and its broader community?**

Top 4 answers:

- Cross-disciplinary projects, Collaborative student research/capstones
- New ways of learning / cross-disciplinary programs
- Holistic sustainability mindset via. Building on existing curriculum
- Breaking silos and questioning norms

Question 3: **What are the TOP priorities for the collaboration?**

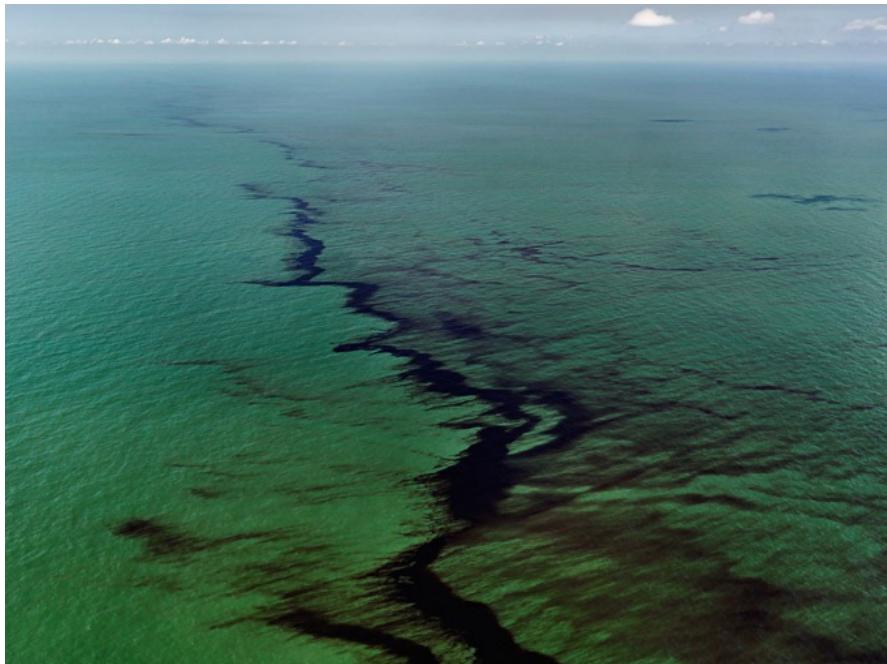
- 8 votes (tied for 1st): Develop **cross-disciplinary** student projects
- 7 votes (second): Using **creativity** to engage with environmental concerns/issues/solutions
- 6 votes (third): Develop **collaborations** across programs including the humanities and collaborations among both faculty and student researchers.

How do we connect the resources we have to
build cross-disciplinary collaborative
projects using creativity to advance our
goals?

A few examples...

Water: A Think Tank for Youth on Art and Ideas

Community Interdisciplinary Collaboration Example: Vancouver Art Gallery, Vancouver Aquarium & Vancouver Water Treatment Centre
Coordinated by Susan Rome, Public Program Coordinator



Edward Burtynsky, Oil Spill #10 , Oil Slick at Rip Tide, Gulf of Mexico, June 24, 2010



Edward Burtynsky, Colorado River Delta #2, Near San Felipe, Baja, Mexico, 2011



Incubator Art Lab: University of Windsor

A hybrid laboratory at the intersection of Art, Science & Ecology

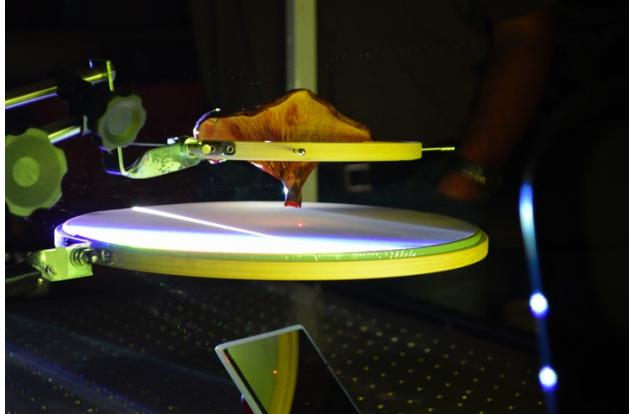
Director, Artist & CRC Chair in Art, Science & Ecology: Dr. Jennifer Willet





Biomimicry(ish): Sculpture & Sound Art

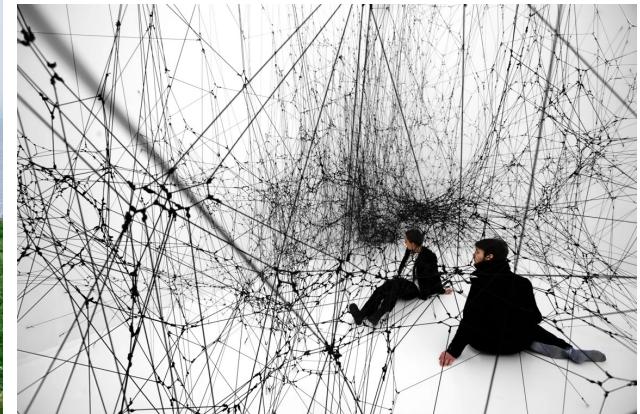
Assignment from VISA 3310: Sculpture & Intermedia (TRU)



Paul Walde, Mycolophonia



Rebecca Belmore, Wave Sound



Thomas Saraceno, 14 Billion Reverberations



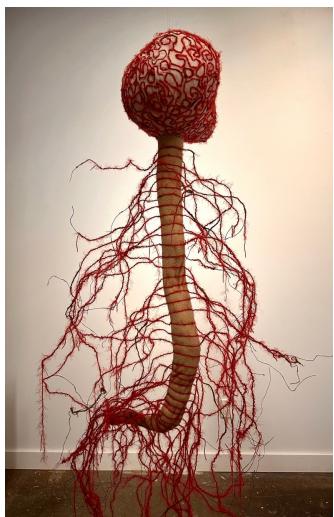
Katie Paterson, Langjökull, Snæfellsjökull, Solheimajökull



Annie Dunning, Cochlea



Laara Cerman, Flora's Song No. 1 in C Major



Student Examples | Top to Bottom, Left to Right:

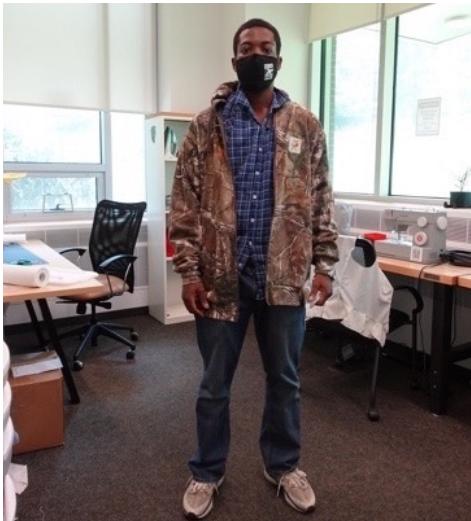
Adrian Romeo, Nervous
Mark Bailey, Rattler
Nicole Favron, Flamingo
Diego Cruz, Warbler

Shoshana Wilson, Fires 2017
Pamela Windermer, Fat
Dré Levant, Intestines
Siddesh Chikane, Robo Tree

Art as a method of collaboration:

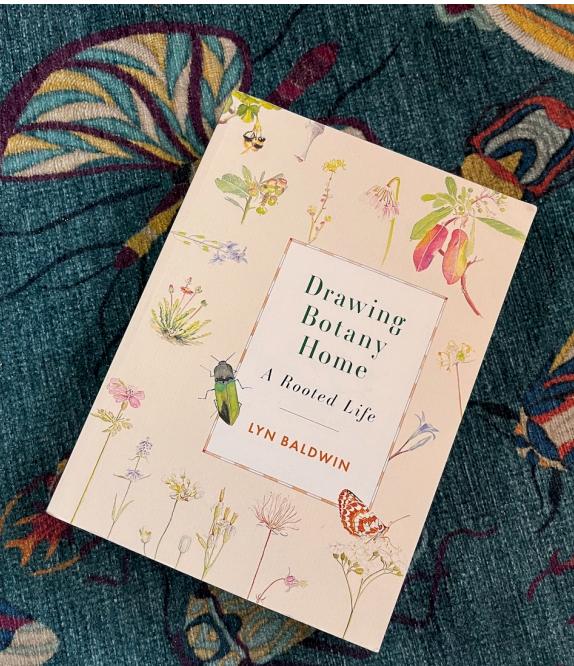
- Art is images, objects, performances, and experiences of all kinds.
- Art is created by combining content and intent with various methods and mediums.
- Art is a process to learn about, to reflect and reimagine, and to share about topics of importance to the maker and the audience.
- Looking at and making art is enriched through interdisciplinary learning.
- All disciplines can be enriched through experiencing and making art.
- Art doesn't have to be "good" to be good.

How can we use making to advance
creativity, tell new stories, and
promote creative collaborations?

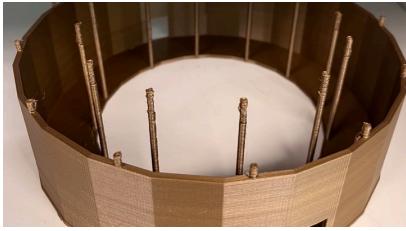


What is Making?

- **Physical and Digital**
- **Technology is not hierarchical**
- **Storytelling is the point**
- **Self-directed:** users are responsible for their own learning and primarily use project and inquiry-based methods to how technologies can be applied to different problems and contexts.
- **Hands-on experiential:** users learn experientially by doing, not through lectures or demonstrations.
- **Interest-based and meaningful:** users work on projects that genuinely interest them and have the autonomy to choose their own methods and mediums.
- **Experimentation and play:** users learn through experimentation and play.



Making as a Way of Learning / Knowing



Making as Storytelling

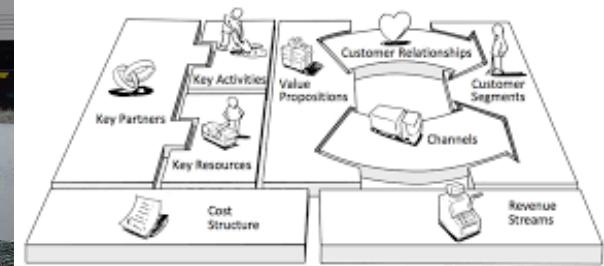
“We need to stop using [technology] as a way to constrain time and enforce our narrow perspective, and instead deploy it to widen our vision and expand the scope of our attention”

James Bridle - Ways of Being

3 Challenges:

- Make it meaningful
- Make it a story
- Make a gift





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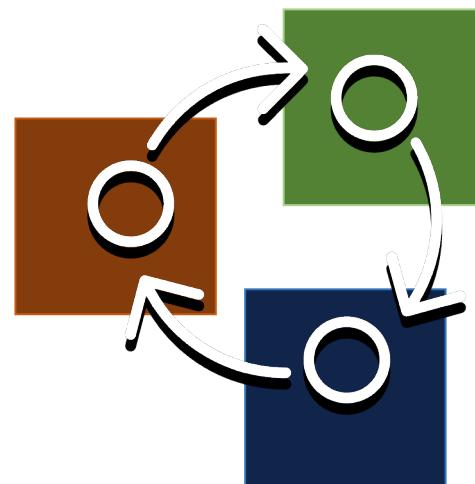
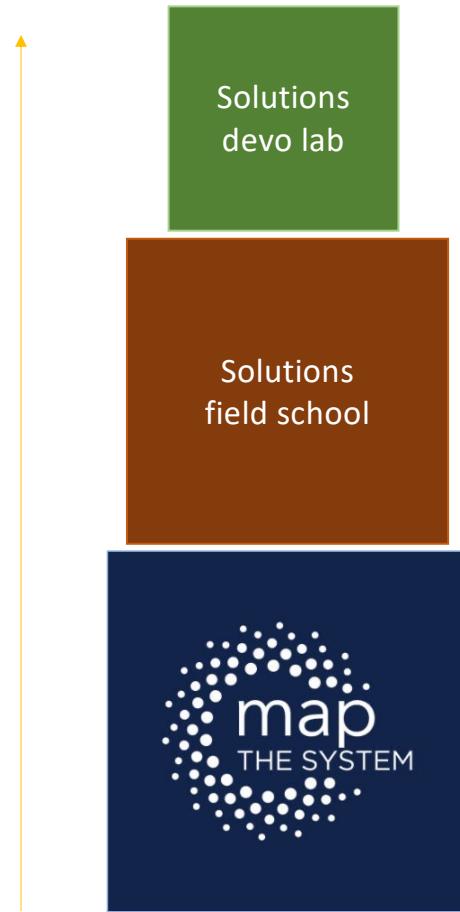
Implementation

How might the marrying of creative and critical reasoning allow for the emergence of implementable solutions to complex problems?



map
THE SYSTEM

Vertically integrate learning over several semesters of learning, built on a solid foundation of systems-level understanding of the problem landscape.



Next steps:

- Let's look at our corpses!
- Write an exquisite corpse worksheet for your own project (do not pass along).
- Join us for a Hackathon / Project Sprint in February to quickly develop a plan for a project/assignment/class/collaboration/etc.

