

# Learning Sprint 3: Inhabiting Practice

## Learning Sprint 3: Inhabiting Practice

### Weeks 6 & 7

In Sprint 3 of this open course, you will put the knowledge you gained in Sprints 1 & 2 to work in practice. To work towards this, we will use a model called: ***Inhabiting Practice***.

### Sprint 3: Aims

Sprint 3 of this open course supports you to do the following:

- Improve your practical and theoretical understanding of Open Toolkits by interacting with a broader range of Artists' Toolkits.
  - Gain insight into what might constitute 'practice', and understand some of the different forms that practice might take.
  - Code and Decode: Learn how to notate, document, record and decode the 'routes' and 'rhythm' of your practice
  - Design an 'Open' workshop that will enable others to learn how to inhabit your 'practice'.
  - Focus on some of the ways that your Basho can support your individual 'Open' workshop designs as you work towards the Art & Open Learning Barcamp.
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## Sprint 3: Learning Outcomes

In Sprint 3, you will mainly engage with the **highlighted** aspects of the *course* learning outcomes:

L01 – **creatively respond to artistic assignments and provide constructive feedback that supports peer learning**

L02 – **research, design, run and document a workshop that teaches an aspect of your practice**

L03 – **critically reflect upon what you have learned by researching, designing, running and documenting your workshop**

## Sprint 3: Problem Scenario (link)

The following Problem Scenario\* (link) presents a situation that you will engage with during this third Sprint.

*I have been asked to research, design, run and document an 'Open' workshop that teaches an aspect of my practice to a group of peers. I'm not sure what a 'practice' is, or if I have one! How can I figure this out? I'm also unsure about what 'teaching' this in the 'Open' might involve. If I do have a practice, how might I support others to learn it in an open way?*

\*What is a Problem Scenario?:  
<https://blogs.ed.ac.uk/macat/openlearninghandbook/problemscenario/>

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## Sprint 3: Class Assignments

You need to complete all of the work specified for both assignments **and** attend all classes:

## Pre-Sprint 3 Preparation:

Please read Chapter 1 of Grootenboer, Peter, Christine Edwards-Groves, and Sarojni Choy. *Practice Theory Perspectives on Pedagogy and Education: Praxis, Diversity and Contestation*. Singapore: Springer Singapore Pte. Limited, 2017. Print. p1-22 (link)

## Sprint 3 Resource List:

Please make sure that you consult and read widely from the **course Resource List**, particularly this section:

**Inhabiting Practice** (link)

### Improving your reading:

The literature is *always* difficult, especially the first time around. Read it again and it will begin to make more sense. Reading more books will help of course, but carefully re-reading what you've read already can often be more helpful when it comes to understanding the topic of each Sprint. Our University's **Institute for Academic Development** offer some very useful resources on reading for academic purposes. You should consult them carefully. Pay particular attention to the following sections here:

- Making comparisons
- Critical reading

IAD Reading  
<https://www.ed.ac.uk/institute-academic-development/study-hub/learning-resources/reading>

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Week 6   Tuesday   Inhabiting Practice: Routes, Rhythm and Decoding	Week 6   Thursday   The Artist's Toolkit Part 2, Sculpture Court Balcony, Edinburgh College of Art				
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Tuesday 25th October 2022 |  
10:00-12:30 | 1.03, 7-8  
Chambers Street, Central ([link to timetable](#))

[Link to recording of Workshop \(link\)](#)

### **10:00 Unpacking the Problem Scenario**

Neil, Beth and Jake will facilitate each Basho in-class to unpack the Problem Scenario.

### **10:30 Encoding Practice: 'routes' and 'rhythm'**

Neil, Beth and Jake will facilitate this workshop.

You will learn how to:

- identify a practice you have
- notate, document and record the 'routes' and 'rhythm' of this practice

We will do this by combining elements of Anundsen and Illeris' *Inhabiting Practice* model with elements drawn from SECI ([link](#)) and Action Learning Set approaches.

You can find out more about SECI [here](#):

Decoding Tacit Knowledge with SECI ([link](#))

### **11:30 Decoding Practice: Action Learning Sets**

You will then work in groups of 3 or 4 in your Bashos using structured listening exercise called an Action Learning Set to help you *decode* the practice you have just encoded.

Miro Board for Inhabiting Practice ([link](#))

Thursday 27th October 2022 |  
Sculpture Court Balcony | Main Building, Edinburgh College of Art, 74 Lauriston Place.

### **10:30-12:30 The Artist's Toolkit Part 2**

Part 2 of the Artist's Toolkit workshop will be led by the artists Debjani Banerjee and Dan Brown. It will take place in the Sculpture Court Balcony in the Main Building of Edinburgh College of Art, 74 Lauriston Place. Make sure you arrive for 10:30.

(You don't have to *prepare* for this workshop).

Participation in this workshop is mandatory since it helps you to understand your own workshop design from an experiential and performative perspective.

### **Week 6 | Learning Modules**

Please ensure that you watch and read through the following learning resources this week:

**1/ Open Learning in Practice ([link](#))**

**2/ Planning for Learners ([link](#))**

**3/ Decoding the Disciplines (DtD) ([link](#))**

The best time to complete this will be on Thursday afternoon of Week 6.

These learning modules place the process of creating an open workshop for a specific group of learners in a scholarly context so it is vital that you complete the work for it before the end of Sprint 3.

## The Artist's Toolkit Part 2 @ ECA

### Images & Video:

<https://www.flickr.com/gp/neilmulholland/gD29FuoT5E>



'Madison' Dance Scene in Jean-Luc Godard *Bande à Part* (5 August 1964) 97mins, France.

### The Artist's Toolkit Part 2 – Score

#### Intro

What we are going to start by learning something together and end by performing together.  
Then split into 3 groups and do a series of micro workshops lasting 20 mins each that are collaborative and or embodied image making/image finding/ making rules and learning

#### Bande à Part dance

Spend 20 mins learning the steps  
Dan and Debi leading together

#### EXERCISE 1

##### Roy Ascott Drawing Exercise – Debi

Draw a person/machine/ animal  
Cut it into seven sections  
Collect all the pieces in a pile and select 7 new pieces  
Make a new creature/ being with those pieces  
Stick it down  
Draw a background/ environment

## EXERCISE 2

### Treasure Hunt – Dan

Each group to go out and try to find a list of things to photograph in 20 mins around the college  
extra points for combining things  
slide show at the end of the session

## EXERCISE 3

### Make a game – Neil

based on John Baldessari Art Assignment

Make up an art game. Structure a set of rules with which to play. A physical game is not necessary; more important are the rules and their structure. Do we in life operate by rules? Does all art? Or art rules, like tenant rules or art violations.

## SHORT BREAK

Each group to explain/show the game  
End with dance together

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## Further reading on Inhabiting Practice:

Tormod W. Anundsen and Helene Illeris, *Inhabiting Practice*, Shift/Work at Edinburgh Sculpture Workshop May 7-8th 2018.

Christina Kristiansen, Kjetil Lund, Britta Lya Damian  
*Reflections on the project "Art as Education, Education as Art"*

<https://www.uia.no/studenter-i-forskningsprosjekt/reflections-on-the-project-art-as-education-education-as-art>

Sloterdijk, P. & Hoban, W. (2014) 'Chapter 4 Habitus and Intertia: On the Base Camps of the Practising Life' in *You must change your life : on anthropotechnics* / Peter Sloterdijk ; translated by Wieland Hoban. English edition.

## **Week 7 | Tuesday | Inhabiting Practice: Who are Learners? What do they do?**

**Tuesday 1st November 2022 | 10:00-12:30 | 1.03, 7-8 Chambers Street, Central (link to timetable)**

Neil, Beth and Jake will facilitate this workshop.

Remember to complete the Learning Modules before we meet this Tuesday

1/ Open Learning in Practice 2/ Planning for Learners 3/ Decoding the Disciplines (DtD) (link)

You will be working in your own Miro Board today, (within your Basho's Board)

### **10:00-11:00**

Working in your Basho with your Facilitator, you will consider how you:

- invite 'learners' into their practices (link)
- co-create practices with 'learners' (link)

### **11:20-12:30**

Working in your Basho with your Facilitator, you will use the Decoding the Disciplines (DtD) (link) model to "re-codify your practice" into a modifiable Open Toolkit.

At the end of this Sprint, we will consider the benefits and challenges of 'reflective' techniques for facilitating Workshops and Open Toolkits (link)

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## **Sprint 3: Portfolio: Reflective**

## Analysis (end of Sprint)

Return now to review the Problem Scenario ([link](#)).

*I have been asked to research, design, run and document an 'Open' workshop that teaches an aspect of my practice to a group of peers. I'm not sure what a 'practice' is, or if I have one! How can I figure this out? I'm also unsure about what 'teaching' this in the 'Open' might involve. If I do have a practice, how might I support others to learn it in an open way?*

Remember that the **Problem Scenario** presents you with some tricky *challenges* that anchor a particular *project*.

The *project* here is researching, designing, running and documenting an 'open' workshop that teaches an aspect of your practice to a group of peers.

There are several *problems* that present you with *challenges* as you attempt to complete the *project* described in the Scenario.

*Ask yourself: **What are the problems to be solved here?***

Make sure you clearly identify all of the 'problems' and that you put in the *scholarly* research they require to creatively tackle them.

Use your blogpost to present some possible answers **to the questions posed in the scenario by researching, designing, running and documenting an 'open' workshop that teaches an aspect of your practice to a group of peers.**

You may draw on anything that you've encountered in this course so far if it helps you to develop a critical and reflective response.



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## How could you tackle this particular Problem Scenario?

One Reflective Analysis method that might work for you is called:

### Goals, objectives and reflective habits (link)

What were your goals and objectives here? To take this approach, you might want to think through what you have examined and done in relation to the *aims* of Sprint 3 and use this to structure the way you present your findings: The aims again are to:

- Improve your practical and theoretical understanding of **Open Toolkits** by interacting with a broader range of **Artists' Toolkits**.
- **Gain insight** into what might constitute '**practice**', and **understand** some of the **different forms** that **practice** might take.
- **Code and Decode**: Learn how to **notate**, document, record and decode the 'routes' and 'rhythm' of your practice
- **Design an 'Open' workshop** that will **enable others to learn** how to inhabit **your 'practice'**.
- Focus on some of the ways that your **Basho** can **support your** individual '**Open**' workshop designs as you work towards the Art & Open Learning Barcamp.

Focus on what's highlighted in bold above as your key goals and objectives. You can then follow IAD's advice on how to develop some good habits that will help you to reflect on these goals and objectives: <https://www.ed.ac.uk/reflection/reflectors-toolkit/goals-objectives-habits>

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Another Reflective Analysis method that might work for you is called:

### **Reflecting on experience (link)**

Here you will be thinking primarily about *your learning experience* as part of **Reflection for an assignment**

This “often requires a particular language and structure.”  
<https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience>

IAD offer six different models that you could play with here

<https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience> (link)

- Look through the six models
- Choose the one that you like best
- Use that model to structure your Reflective Analysis

Whichever method of Reflective Analysis you choose to pursue, please make sure that you critically *address the Problem Scenario*.

**Do not** simply list what you did during this Sprint 3.

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## **Checklist:**

☑ Did you read Chapter 1 of Grootenboer, Peter, Christine Edwards-Groves, and Sarojni Choy. *Practice Theory Perspectives on Pedagogy and Education: Praxis, Diversity and Contestation*. Singapore: Springer Singapore Pte. Limited, 2017. Print. p1-22 (link)

☒ Did you consult and read from the Resource List for this Sprint? Inhabiting Practice ([link](#))

☒ Did you attend and participate in Inhabiting Practice: Routes, Rhythm and Decoding

☒ Did you do any of the further reading on Inhabiting Practice?

☒ Did you attend and participate in The Artist's Toolkit 2 at ECA?

☒ After this workshop, did you complete the three short Learning Modules in Week 6?

☒ Did you attend and participate in Inhabiting Practice: Who are Learners? What do they do?

☒ At the end of Week 7, did you re-visit the Sprint's Problem Scenario and complete the Sprint Assignment: *Write a 500 word blogpost in your Portfolio?*

If you've completed these tasks, then you can move on to Sprint 4 in Week 8.

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Open Learning Course Timetable