



End of Year 2 Report for: Glasgow School of Art

The key purposes of this report are to:-

- provide a framework for HEIs to report on their Theme activity that has taken place over the year
- help share information across the sector on the benefits and challenges around Theme engagement.

Please report under the headings below. The report should be about 6 to 8 sides of A4 in length.

Institutional team

Identify any changes in Theme leadership, TLG and institutional team membership since details were reported in the institutional plan developed at the start of the academic year.

There have been no changes in the team leadership since our institutional plan was developed at the start of the academic year.

Evaluation of activities/outcomes

To make evaluation processes more accessible and user friendly, we have attempted to simplify (not minimise) the evaluation reporting process into 7 key questions (see below). Prior to completing these, it would be useful to refer to the QAAS website resource: [A Guide to Basic Evaluation in HE](#) (specifically, Section 8, Summary overview on page 23, and the Evaluation Checklist – Appendix A, on pages 28-29).

Please report each activity/intervention against the following questions in the Evaluation part of the template.

N. B. You may have already realised some of your objectives and/or these might be ongoing, so please delineate each question according to whether activities or interventions have been completed already in this reporting year or are in process.

(Easiest way is to delete **either/or** options highlighted in **red** in questions below):

Evaluation

Please complete the following 7 questions for each activity or intervention (N.B. Just cut and paste the table below as many times as necessary)

GSA is currently supporting 3 student led projects for the second year of the enhancement themes. Two projects are reported in this evaluation (1 and 2). [Project 3 is a residency taking place over in August - the work for this has not yet begun].

1. **The Log Book Collective** – a 4 month long intensive art and design participatory project to connect communities at the GSA and Forres Campus involving the development and implementation of community based art workshops focusing on ecology (water), connecting communities, and creative practices (papermaking, origami making). **Ongoing**
2. **Moving to GSA: Place identification and expression through participatory action research.** By using participatory design methods under a mixed theoretical framework from cultural geography and current research about developing belonging (as it relates to studying in an art school), students will be involved to identify the challenges and opportunities with hybrid learning in order to give them an opportunity to articulate their experiences and to help shape learning relating to hybrid learning – **ongoing**
3. **Ways of Being (collaborative):** A 3-Week residency opportunity for a student (recently awarded) at the Forres Campus taking place in August 2022. This residency will be used to facilitate the development of various group-based creative activities and practices to help create conscious relationship building within collaborative working environments with a particular focus on ‘belonging’. **Not yet started**

Title of project/activity
The Log Book Collective
1. What change has been/is being made? (Brief description(s) of overall activity/intervention)
<p>‘The Logbook Collective’ is a 4 month long intensive art and design participatory project led by a group of 4 students from the School of Fine Art on the Glasgow campus, each of whom are at different stages of their academic careers – from undergraduate through to postgraduate level. The work is being supported by a small team of academic staff from different parts of GSA - including the Forres campus - who are mentoring the group. This is a partnership model that GSA is developing as part of the Enhancement Themes work involving GSA staff working collaboratively with students to help support and mentor project activity (outside of the formal curriculum).</p> <p>In line with the theme of Resilient Communities and GSA’s focus this year on ‘Belonging’, this project is exploring the <i>sense of belonging</i> in different parts of the world via the shared presence of water. The Log Book Collective is in the detailed planning and designing phase of delivering a series of in-person workshops and exhibitions to take place along the Forth and Clyde Canal as well as at Glasgow School of Art’s Forres Campus. This work also involves the hosting and facilitating of online conversations between the local communities/participants in Glasgow together with those on GSA’s Forres campus. The workshops are divided into three parts: History, Paper-making, Origami.</p> <p>The workshops (July- August 2022) to be held in Forres (late July) and Glasgow (August) are summarised as follows:-</p> <p>1. History trail: In collaboration with local organisations such as the Hamiltonhill Claypits Natural Reserve in Glasgow and Friends of Blairs Loch in Forres, the Log Book Collective</p>

will lead project participants on a tour along the Forth and Clyde Canal and Loch of Blairs to explore the historical, cultural and natural landscapes of the two areas. Participants will be invited to engage in open field study and story sharing involving resident/non-resident exchanging their knowledge and memories around their experiences of bodies of water.

2.Paper- making: In this workshop participants will be engaged in learning paper-making techniques using reeds collected by team members at the Glasgow canal. The team will teach the skills to participants and invite them to design their own paper. These reed-based papers are all natural and connected to the canal.

3.Origami + floating exhibition: In this workshop, participants will learn some simple and more complex origami techniques and will sail them off in the canal/loch until they disintegrate and dissolve in water. The Log Book Collective will also create origami pattern books in the form of papers/drawings/writings (created from the two previous workshops) to be collated for an exhibition.

The main objective of this project is to connect Glasgow and Forres communities through a creative project whose focus is around engaging communities in the exploration of the local history and ecology of their environment, while simultaneously connecting the canal (Glasgow) & Loch (Forres, Altyre Campus – Blairs Loch), ecology and people. Participants at both locations, led by the Log Book Collective, are being invited to take part in a series of workshops that explores the history and ecology of water in each of the areas through a guided walking tour, papermaking and origami making workshops. The resulting artefacts from participants - origami sculptures - will be launched by participants on the water in each location (Glasgow Canal and Blairs Loch, Forres).

The idea behind this project is to provide an opportunity for people to learn about water culture by putting it into practice while also having the opportunity to communicate with other participants and with people in another region. Participation in the project is intended to positively impact the mental well-being of the invited participants as well as the project leads. It is anticipated that participants will gain an opportunity to find out more information and develop awareness of their immediate surroundings - hence building a stronger sense of belonging between the student and local communities of Glasgow and Forres. This project is also intended to prepare the project Leads for future community-based work within and outside the Glasgow School of Art.

Project Timeline

May & June: Connect with institutions and communities.

Early June: Developing team members learning skills (e.g. in papermaking and origami making, etc) and improving concepts. Planning workshops.

Late June - early July: Agreeing and finalising permissions & risk assessments, designing posters for publicity, initiating a publicity workshop, participant recruitment.

July 1st - 24th: Preparation of workshop material, procedures, confirmation of participants and workshop spaces.

Workshops:

July 25th - 29th: Forres Workshops + exhibition

August 3rd - 10th: Glasgow Workshops + exhibition

Outcomes

August 11th- 25th: Zine making. Documentary editing. Initiation of participant questionnaire.

2. Why **are we making** it? (Rationale for the change)

'The Log Book Collective' was created by a group of students who share the same interest in community-based and public art. Recognising the need for better communication among students and staff, following disruptions to study as a consequence of pandemic lockdowns, and the need for more effective connection between the GSA campuses, students, staff and the communities around them, the Log Book Collective was formed to cultivate a new set of relationships. The project is designed in response to the growing need for connection between multiple GSA campuses/sites, focusing on the Whisky Bond area of Glasgow (near the canal) and Forres. Not only is it difficult for the Forres students & staff to feel the sense of belonging to the Glasgow campus due to the physical distance, but the Whisky Bond in Glasgow (where the Glasgow School of archives are held) is a location that is perhaps less appreciated in terms of the availability of the abundant natural & cultural resources - such as the Claypits Natural Reserve. The project thus aims to strengthen the relationship between the campuses and the surrounding organizations, communities and the natural environments & resources through sustainable artistic practices. This is to be achieved through creative practice that generates dialogues as well as using sustainable materials driven by our shared ecology – water.

As part of the three most critical workshops in the project, it is intended that participant will gain new knowledge and new cognition. First, it is intended that participants will gain more knowledge about canal culture, water culture and the relationship between humankind and nature as well as to re-understand and discover some ideas about the environment. Second, participants will use natural vegetation and recyclables as a basis for art creation through hands-on practice - from canal plants to paper, from paper to miniature sculptures. Third, they will have hopefully have more intimate connection with water landscape and nature. Their creations, through the use of natural materials, will eventually return to nature. Moreover, it is anticipated that they will develop new *symbolic* connections with participants in another region. Participants in Glasgow and Forres will exchange water plants as raw material for paper, the paper they produce, and - more symbolically - the artwork that floats on two different rivers and returns to the water. Through this series of workshops, it is anticipated that participants hands-on skills will be enhanced, enabling them to learn new knowledge and concepts, and embrace art and nature. More importantly, it is hoped that an unspoken, nonverbal bond will be developed between the participants from Glasgow and Forres.

3. What difference **will hopefully occur** as a result? (Tangible change made successfully or envisaged)

At the time of writing this report, this work is still to be fully implemented and is currently in the detailed preparation stage. The project team are currently working closely with communities, arts engagement organisations, and liaising with external institutions in preparation for their planned workshop activity in July and August. For the project team, this will be an opportunity to put their interest in community-based arts into practice. And, in addition to giving their participants a wonderful spiritual experience, this project work is also beneficial to their team members' own mental health and is already enhancing their awareness and collective learning of environmental protection and other skills development such as origami and papermaking.

Through this project, the Log Book Collective also hopes to gain more experience in cooperating with communities and different types of institutions and maintaining good contact with them so as to make preparations for the extension and promotion of this work in the future; sustainability of this kind of activity into the future is very important. It is anticipated that the team will develop significant experience in planning, organising and implementing community-based workshops. This project also provides an opportunity for the leadership of the Log Book Collective to be tested. As a project group, they have already

reported that their own sense of cooperation has increased, and that their confidence in their ability to impart knowledge has further developed. The Collective have commented that the project provides a very rare and meaningful opportunity to develop all of these attributes while at the same time providing new ways to develop a meaningful partnership with GSA staff.

The Log Book Collective considers these already felt and anticipated tangible changes to be important for the following reasons:

First, participants taking part in the project will learn more about the waterways in both environments (canal [Glasgow] and Blairs Loch [Forres Campus]) which will help to improve their environmental awareness and a more caring attitude towards nature. In daily life, people often look at nature and the environment around them as if they were looking at distant scenery, and know to protect it, but do not have an intimate and practical relationship with nature itself. It is a special, truth-finding experience to be completely immersed in nature and to work with nature.

Secondly, the process of making paper and origami sculptures by participants is not only fun and a new skill to be developed, but also beneficial to their physical and mental wellbeing. The process of making art is often healing, exhilarating, and fulfilling. It is not only the work of artists that the Logbook Collective believe the public needs to experience, but also a way of life. It is intended that project participants will gain not only the joy of learning a new skill, but also an understanding of beauty.

Thirdly, participants in the two regions (Glasgow and Forres) are to be connected by engaging in the exchange of their creative productions (origami), opening their way to another place in a particularly special way that does not require travel. It is anticipated that this experience will become psychologically intertwining whilst also developing in participants a sense of nostalgia – which is expected to remain in the hearts of participants.

Furthermore, by acquiring diverse and sustainable approaches to exploring the environment, it is anticipated that people will develop a sense of belonging, interest, ownership and responsibility to the environment, hence improving their wellbeing in this newly formed organic relationship.

4. How will we know? (How is the change measured)

A principal aim of the project is to foster a sense of belonging and to trial a model of enhanced partnership working between students, staff and their communities and stakeholders at both campuses at GSA. Through this collaboration involving varied environmental-community based institutions, students/staff working across disciplines in the two GSA campuses (Glasgow & Forres) and different communities and water ecologies, this project is intended to act as a positive starting point to further open up conversations and connections for future practice of this kind.

To understand the impact that this project is having on the Log Book Collective project leads, regular project update meetings with mentors have taken place and will continue through the summer. These meetings have taken the form of presentations to discuss the project planning and to understand the learning from their ongoing engagement with their stakeholders. At the end of the project, there is an opportunity to formally present the work of the Collective to the mentors and GSA staff and other participants, to understand not only how the project has impacted on the project leads, but also their participants and stakeholders.

The Log Book collective have a number of plans in relation to measuring change within the context of their own project. The plan is to record participants' engagement in the

workshops by collecting accounts of their experiences and outcomes of their practical engagement and through evaluative feedback forms. For example, the entire project's progress including the inspiration, primary research, development of ideas and execution of the workshops will be recorded both physically and by a series of workshop zines/ documentaries/ journals /maps/ drawings created during the workshops. These will be digitally presented on social media and developed into a interactive website. The documentation of the project is intended to positively foster more creativity in relation to water, sustainability and community through the continuous exchange of ideas and knowledge in the future through these platforms. The resulting resources will also be used as a reflective device for the Log Book Collective to reflect on their own learning experiences and to prompt reflection by those with whom the project engaged and to support wider discussion at GSA.

5. Who **is** involved in making any judgements? (Who decides on effectiveness)

Those involved in making judgements about the changes will be those who carried out the project in collaboration (The Log Book Collective) together with their mentors, the wider Enhancement Project Team and other relevant members staff within the Glasgow and Forres campuses. The judgements will be qualitative based upon evidence of what people have said about their experiences of their learning and engagement in the project.

6. Any lessons learned to apply already? (Applied ongoing learning)

The Log Book Collective have, to date, identified several learning points in their experience of planning and implementing a community based arts project. They feel that they could perhaps have identified and articulated a more precise rationale and objective earlier in the project to support the core structure for the project – this is a learning point for the implementation of future projects. They also found that many organisations with whom they contacted were not always the most suitable to assist in the implementation of their ideas - this is also learning point in terms of the groundwork needed to initiate a project involving co-operation with multiple stakeholders. Grounding the exact location, organisational contacts, material, and permissions in the earlier planning stage was also challenging in terms of their planning. To assist planning and in relation to community benefits and the identification of participants' needs, the Log Book Collective recognise the requirement for open conversations with the organisations that have already good connections and reputations in the area in the initial phase of a project. Additionally, consultation is identified as an area that they would like to enhance upon especially when working collaboratively with people. For future projects the Log Book Collective recognise the importance of setting priorities and developing a clear schedule to minimise uncertainties in the implementation phase.

7. Any things you **have stopped/need to stop** doing? (Any unsuccessful elements)

Not currently

Title of project/activity

Moving to GSA: Place identification and expression through participatory action research.

This is a student led project using participatory design methods under a mixed theoretical framework derived from cultural geography, combined with current research about developing belonging (as it relates to studying in an art school) and more specifically to hybrid learning in practice-based environments. In this project, students will be invited to participate in a small-scale action research project to identify the challenges and affordances of their personal experiences of hybrid learning at GSA, in order to help shape digital learning approaches and practices at GSA going forward.

A Double Diamond Model will be used to develop this project and will involve the following four stages:-

Desk research: This will entail building a framework derived from cultural geography combined with research relating to 'belonging' in an art school using hybrid learning as the lens through which to understand 'belonging'. This stage will involve the gathering of students' experiences of hybrid learning through survey data that exists in the public domain in order to build some assumptions and develop contextual understanding.

Define(ongoing):

The next phase of the project will engage invited students and staff in one-to-one interviews to more fully understand their experiences of hybrid learning and teaching at GSA and in the context of their own discipline. The similarities and differences in people's accounts will then be identified with a view to articulating themes that could be usefully explored through a collective workshop.

Develop(plan):

One or two workshops are planned for August which will explore emerging themes arising from the data analysed (in the define stage) with a view to offering a more elaborated and nuanced understanding of the issues in relation to fostering belonging in a creative environment where hybrid forms of learning are becoming more commonplace.

Deliver (plan):

This phase of the project will involve outlining/illustrating a model or prototype of hybrid learning as it relates to the findings gleaned in this project and will offer some possible suggestions as to ways in which learner's and teacher's sense of belonging can be developed and enhanced.

Timeplan

- May – June 2022: Desk research, prepare to recruitment
- June-July 2022: Recruitment, interview, observation
- July- August 2022: Focus group, workshop
- August- September 2022: Evaluation, summary

1. What change **is being** made? (Brief description(s) of overall activity/intervention)

In order to better understand the challenges and affordances for GSA students in relation to hybrid learning the project has set out to articulate the following two principle aims:

- To develop a compassionate framework to understanding students experience of the digital realm with a view to articulating some common experiences – both affordances and constraints of hybrid learning in creative practice environments
- To engage students directly in engagement activities to understand more clearly students' experiences and to articulate possible directions in relation what would make a difference to enable students to feel a greater sense of belonging in relation to hybrid learning.

2. Why **are we making** it? (Rationale for the change)

The motivation for this project which takes an enquiry-based approach, stems from the opportunities and challenges that arose from lockdown in relation to learning online and more specifically the communication overhead that resulted as a consequence of studying entirely online for significant periods of time. It is undoubtedly the case that learning in an art school has changed immeasurably. This project is seeking to understand this experience

better, given the ubiquity of digital tools, the availability of digital learning resources to support practice-based learning and the many evolving pedagogies.

3. What difference **will hopefully occur** as a result? (Tangible change made successfully or envisaged)

The project is being led by an international PhD student which provides a very different experience from students at other levels. The intention is to build connections with students from different departments, levels and schools. It is anticipated that this project will provide an opportunity for GSA students to articulate their experiences of hybrid learning during and after the pandemic, and in so doing, build a sense of community around the notion of belonging, and what it takes to develop belonging within the context of an art school. From a broader sense this project aims to provide the lived experiences of students or to offer further insights that will enhance student life at GSA.

4. How **will we** know? (How is the change measured)

Change will be measured by gathering a detailed understanding of the different phases of the project in order to present staff and students' lived accounts of their experiences. This is with a view to not only developing a sense of community and sense of belonging through this endeavour, but as a means to understanding how to move forward with the project of developing more compassionate learning environments for students at GSA.

5. Who **is** involved in making any judgements? (Who decides on effectiveness)

Those involved in making the judgements about the effectiveness of the project will be the student lead on the project in collaboration with their mentors, the enhancement themes project participants and others whose views will be sought. This will be a qualitative judgement. By giving student and staff the opportunity to voice their life experiences and allowing these experiences to become the primary data, it is then possible to identify the issues and find potential solutions or opportunities from collective analysis and reflection.

6. Any lessons learned to apply already? (Applied ongoing learning)

N/A

7. Any things you **have stopped/need to stop** doing? (Any unsuccessful elements)

N/A

Dissemination of work

Which mechanisms have been most effective in disseminating outcomes and resources internally, and to the sector? Please provide examples.

If there are materials and resources you can share with the sector, please provide details below.

Dissemination of work

Which mechanisms have been most effective in disseminating outcomes and resources internally, and to the sector? Please provide examples.

If there are materials and resources you can share with the sector, please provide details below.

GSA's annual learning and Teaching conference held in June 2022, provided an opportunity to disseminate the work of the Enhancement themes (focusing on year 1) and to provide an outline of activity for year 2. The conference was held online, and the session recorded.

It is our intention to place a curation of all the enhancement themes work in an accessible format on GSA's Learning and Teaching Hub CANVAS site and website for dissemination within and outside the institution.

Student Project activity has been circulated through GSA's Sustainability network newsletter, GSA's sustainability website and through other mechanisms such as twitter.

Dissemination about the year 2 projects have been circulated through GSA networks and GSA's sustainability network to support recruitment.

Collaboration outwith your institution

How have you collaborated with other institutions? This could be informally by growing networks or contacts, or more formally for example, through collaborative clusters or sector work. If you have been collaborating with others, briefly explain what this has involved and what have been the benefits and challenges.

Glasgow School of Art is closely associated with NSEAD (the National Society for Education in Art and Design) and the International Journal of Art and Design Education which is composed of a national and international editorial board of HEI's (including GSA). This year's IJADE conference has chosen to focus on the important theme of 'belonging' which is well aligned with GSA's focus on belonging within the context of the Enhancement Themes, year 2 work at GSA. The IJADE annual conference is being held in Nov 2022 and is entitled 'Belonging: Dialogues for culturally responsive art and design education' <https://www.nsead.org/courses-advice/ijade-conference-2022/>

This conference and associated journal issue provides a good opportunity for project teams from Year 1 and 2 to disseminate the outcomes of their projects at the International Journal of Art and Design Education's annual conference, including GSA staff involved in other enhancement themes collaborative cluster work – all are being invited and supported to contribute to this conference.

Supporting staff and student engagement

How have staff and students been supported to engage in Theme activities? Please provide examples.

Students have been supported to engage in the enhancement themes year 2 project through regular project meetings and presentations with project mentors and staff. Mentors will engage directly, where they are able to, with Year 2's project's workshops and dissemination activities. Previous and current project enhancement themes participants are being invited to take part in the above-mentioned conference organised by the international journal of art and design education. <https://www.nsead.org/courses-advice/ijade-conference-2022/>

Processes

What are you learning from the processes, approaches and structures you are using to support this Theme?

How will this report be used/distributed within your institution?

- This year (Year 2), we have chosen to concentrate on developing closer partnership working with students and staff at GSA and to further develop our mechanisms to support this. We have engaged selected staff to act as mentors to the student projects. All projects (of which there are 3) are taking place outside of the formal curriculum with a focus on the theme of belonging. Through a trailing of this closer partnership working model, we are aiming to focus on the significant opportunities that informal learning brings to both students and staff alike particularly when they are together engaged in community-based project work. The aim is to develop a shared understanding of each other's experiences of working in this manner to form a working 'blueprint' for future partnership project work at GSA.
- The approach of working collaboratively with students, meeting them regularly both in person and online to discuss and for them to present their progress and by providing advice is something that we, as a team, have consciously and actively developed this year.
- We have also used a project template that is aligned with the enhancement themes template to support the reporting process for each project, which is also being used as a means to enable students to reflect on their activity in a structured way. The template is being used to capture activity at an interim and final project stage.
- Project outcomes are to be disseminated in various ways for different projects. For example, we are anticipating that work will be disseminated through a combination of online and physical exhibitions and through conference presentation opportunities. There is a final project dissemination event (scheduled for September 2022) in which project participants and their mentors will come together to report on Year 2 project work and to share experiences with the wider community.
- Project activity for years 1 and 2 is to be curated into an accessible format for distribution to the GSA community within and outside of the institution.

Looking ahead

In session 2022-23 we will be starting to consider what the next Enhancement Theme might focus on. We are interested to know about the discussions, hot topics and issues that are emerging in your practice and gaining increasing attention. Please share your thoughts and views below.

In GSA's plans for the 3rd year of the Enhancement Themes, we intend to take a more focussed and targeted approach to the theme consolidating our learning in relation to student partnership working in the resilience space. Our focus will prioritise examining and enhancing our *welcome and induction process* for new students to GSA and to support the continued development of our *hybrid learning offer through pre-enrolment support building on our exploration of resilience within creative practice*. The theme of 'belonging' is at the heart of all of this work; it is our intention to channel some the tangible learning gained from the first two years of student led project work into Year 3. Work is already underway to progress these streams of activity through the lens of 'belonging'. We believe it is important that students are further involved in developing this institutional work by drawing on their views and experiences along with the voices of their peers. It is hoped that by engaging students at the heart of this work we will be able to enhance our offering, support better transitions for learners and provide students a valuable and meaningful opportunity to shape the learner journey.

At the end of 2018-19 we have one year of the current Theme remaining. Looking beyond this Theme, please share any observations and views to help shape the final year of the current Theme and to identify a topic for the next Theme.

Report Author:	Dr Madeleine Sclater
Date:	15 July 2022