

# Course Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Course Title:</b>	COLLABORATIVE WORKSHOP 1
<b>Course ID:</b>	VACAP2002
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(VACAP2001 and VASAP2013)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(ACACW1001 and ACACW1002 and ACACW2003 and ACACW2004)
<b>ASCED:</b>	100301

## Description of the Course:

This course recognises that an increasingly important attribute for the professional artist is the ability to work with teams of people to realise a project. Students will be formed into groups and guided through the planning, researching, and collaborative working processes that enable a group of creative people to work together to create a single work / event / performance over and above the interests and abilities of any one individual. This will be undertaken in response to specific provocations, such as site, materials, body, and environment/ecology. The course will include studio practice and theory that introduces students to philosophies and practices of artists at work in a range of circumstances whether through community organisations, educational institutions, for social or political impact or for artistic expression. The course prepares students to become creative agents and critical thinkers.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by, and support is not received from, the provider. No Fees (unit of study is contribution and tuition fee exempt).

**Does Recognition of Prior Learning apply to this course?** No

**Placement Component:** Yes

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**
**Knowledge:**

- K1.** Outline an overview of the elements, dynamics and timelines in collaborative creative processes
- K2.** Identify the relationship between individual and group creative identity within a collaborative process
- K3.** Outline creative models of collaborative art practice and provide examples of best practice from practitioners in Australia and internationally
- K4.** Articulate an understanding of how to critically appraise artworks and creative work in context

**Skills:**

- S1.** Demonstrate individual creative identity and leadership capacities
- S2.** Evaluate creative processes and strategies for project management in cultural production
- S3.** Reflect on project-in-progress work and provide appropriate critical response to peers
- S4.** Work with group dynamics individually and in teams to realise a shared created goal.

**Application of knowledge and skills:**

- A1.** Demonstrate awareness of group dynamics and processes and articulate ideas as they emerge from the creative process
- A2.** Develop and communicate ideas through artistic, verbal and written forms
- A3.** Identify and connect the individual skill strengths through collaborative processes
- A4.** Research and reflect on own and others' creative process.

**Course Content:**

This course recognises that an increasingly important attribute for the professional artist is the ability to work with teams of people to realise a project. Students will be formed into groups and guided through the planning, researching, and collaborative working processes that enable a group of creative people to work together to create a single work / event / performance over and above the interests and abilities of any one individual. This will be undertaken in response to specific provocations, such as site, materials, body, and environment/ecology. The course will include studio practice and theory that introduces students to philosophies and practices of artists at work in a range of circumstances whether through community organisations, educational institutions, for social or political impact or for artistic expression. The course prepares students to become creative agents and critical thinkers.

**FEDTASKS**

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge)

provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K2, K3, S1, S2, S3, S4, A1, A3, A4	AT1, AT2, AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K3, S1, S2, S3, S4, A1, A3	AT1, AT2, AT3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K4, S1, S2, A2, A4	AT1, AT2, AT3
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, S1, A1, A2	Working in a collaborative group to develop and present a proposal/ pitch for the final creative outcome	Group presentation of a detailed proposal with documentation	20-30%
K1, K2, K3, S2, S3, S4 A1, A2, A3	Working in a collaborative group to produce a creative response to a given theme / stimulus	Group presentation of creative outcome (or model thereof as appropriate)	40-50%
K3, K4, S1, S2, S3, A1, A2, A4	Individual reflections and creative exploration on the group collaboration experience	Individual response to project with written and visual information.	30-40%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

**MICS Mapping has been undertaken for this course** No

Date:

**Adopted Reference Style:**

Chicago

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)