

Digital Storytelling in Interdisciplinary and Inter-institutional Collaboration - Lessons from our Youngest

DOI: 10.30819/cmse.4-1.08

ABSTRACT

If our contemporary society needs innovative solutions we argue that we need to learn from our youth. This paper presents the most prevailing issues that arose during the collaborative digital art project designed to connect our youth with big, mainstream cultural institution, and to augment the outreach of the project. By using the research through design approach and surveys with participants, we analyse the implications introduced by inter-institutional and interdisciplinary collaboration. We claim that such collaborations are rich, but expensive and risky. Still, they are powerful mechanisms for learning new concepts, developing creative and critical thinking, and above all social capital acquisition.

KEY WORDS

Collaborative art, interdisciplinary collaboration, social innovation, social capital

Paper received: 19 November 2019 • Paper revised: 20 February 2020 • Paper accepted: 20 May 2020

Jasmina Maric (PhD) works at the University of Borås - The Swedish School of Library and Information Science - since 2015. She works as Senior Lecturer within the field of Visual Communication where she focuses on Web/Mobile software development and communication. Currently works on developing projects in the field of mobile applications for refugee/immigrant integration, and in the field of teaching for 21st century skills.
Email: jasmina.maric@hb.se

References

- Alexander, J. (2014), *Morality as a Cultural System: On Solidarity Civil and Uncivil*, In: *Palgrave Handbook of Altruism, Morality and Social Solidarity*, V. Jeffries (Ed.), London: Palgrave.
- Baym, N. K. (2015), *Personal connections in the digital age*, Hoboken: John Wiley & Sons.
- Borgdorff, H. (2012), *The Conflict of the Faculties. Perspectives on Artistic Research and Academia*, Linden: Linden University Press.
- Bowen, D. H., Greene, J. P., & Kisida, B. (2014), *Learning to think critically: A visual art experiment*, *Educational Researcher*, 43(1): 37-44.
- Briazu, R. A. (2017), *The challenges and joys of interdisciplinary research: Insights from a psy-art collaboration*, *Developmental Psychology Section*, 37.
- Brown, R. R., Deletic, A., & Wong, T. H. (2015), *Interdisciplinarity: How to catalyse collaboration*, *Nature News*, 525(7569): 315.
- Bohumelova, M. & Hvorecky, J. (2016), *Museums and galleries: From conventional institutions to learning organizations*, In: *2016 International Conference on Emerging eLearning*

- Technologies and Applications (ICETA), pp. 35-41.
- Buchanan, R. (2007), *Strategies of Design Research: Productive Science and Rhetorical Inquiry in Design Research Now*, In: *Design Research Now* (pp. 55-66), R. Michel (Ed.), Basel: Birkhäuser.
- Cabanac, A., Perlovsky, L., Bonniot-Cabanac, M. C., & Cabanac, M. (2013), Music and academic performance, *Behavioural Brain Research*, 256: 257-260.
- Castells, M. (2009), *Communication power*, Oxford: Oxford University Press.
- Caldwell, B., & Vaughan, T. (2011), *Transforming education through the arts*, London, New York: Routledge.
- Cole, A., Napier, T., Marcum, B. (2015), Generation Z: Information facts and fictions, In: *Not Just Where to Click: Teaching Students How to Think about Information* (pp. 107-137), A. T. Swanson, H. Jagman (Ed.), Chicago: Association of College and Research Libraries.
- Cross, N. (2007), From a Design Science to a Design Discipline: Understanding Designerly Ways of Knowing and Thinking in Design, In: *Design Research Now* (pp. 41-54), R. Michel (Ed.), Basel: Birkhäuser.
- Dreaon, O., Kerper, R. M., Landis, J. (2011), Digital storytelling: A tool for teaching and learning in the YouTube generation, *Middle School Journal*, 42(5): 4-10.
- Dwyer, M. C. (2011), *Reinvesting in Arts Education: Winning America's Future through Creative Schools*, President's Committee on the Arts and the Humanities.
- Flora, C. (2018), Are Smartphones Really Destroying the Adolescent Brain?, *Scientific American*, 318(2): 30-37.
- Frankel, L., Racine, M. (2010), The complex field of research: For design, through design, and about design, In *Proceedings of the Design Research Society (DRS) International Conference* (No. 043).
- Foucault, M. (1977), *Discipline and punish*, New York: Pantheon.
- Föhl, P., Wolfram, G., Peper, R. (2016), Cultural Managers as 'Masters of Interspaces' in Transformation Processes – a Network Theory Perspective, *Journal of Cultural Management / Fachverband Kulturmanagement*, 1: 17- 49.
- Glavenu, V. P. (2017), Art and social change: The role of creativity and wonder, In: *Street Art of Resistance* (pp. 19-37), Cham: Palgrave Macmillan.
- Huddleston, B. (2016), *Digital Cocaine*, Vereeniging: Christian Art Book.
- Jonas, W. (2007), Design Research and its Meaning to the Methodological Development of the Discipline, In: *Design Research Now* (pp. 187-206), R. Michel (Ed.), Basel: Birkhäuser.
- Kale, A. (2017), *The Art of Social Connection: Exploring Former Refugee and Host Society Integration via a Collaborative, Participatory Painting Project in Wellington City*.
- Kanakia, R. (2007), Talk touts benefits of interdisciplinary approach, as well as some of its pitfalls, *Stanford News*, available at: <http://news.stanford.edu/news/2007/february7/barr020707.html> (accessed 12 October 2017).
- Karakas, F., Manisaligil, A., Sarigollu, E. (2015), Management learning at the speed of life: Designing reflective, creative, and collaborative spaces for millennials, *The International Journal of Management Education*, 13(3): 237-248.
- Keates, S., Clarkson, J. (2003), *Countering Design Exclusion: An introduction to inclusive design*, Berlin: Springer.
- Kick, A. L., Contacos-Sawyer, J., Thomas, B. (2015), How Generation Z's reliance on digital communication can affect future workplace relationships, *Competition Forum*, 13(2): 214-222.
- Kymlicka, W. (2016), Solidarity in diverse societies: beyond neoliberal multiculturalism and welfare chauvinism, *Journal Comparative Migration Studies*, 3(4): 1-5.
- Lenehan, K. (2017), Full Steam Ahead: The Benefit of Integrating the Arts into STEM, *Jiaoyu Yanjiu Yuekan/ Journal of Education Research*, 281: 110-120.
- Mandel, B. (2016), From "serving" public arts institutions to creating intercultural contexts: cultural management in Germany and new challenges for training, *ENCATC Journal of Cultural Management and Policy*, 16: 5-12.
- Moggridge, B. (2007), *Designing Interactions*, Cambridge: The MIT Press.
- Nancarrow, S. A., Booth, A., Ariss, S. et al. (2013), Ten principles of good interdisciplinary team work, *Human Resources for Health*, 11(1): 19.

- Pennington, D., Simpson, G., McConnel, M., et al. (2013), Transdisciplinary research, transformational learning, and transformative science, *Bio Science*, 63: 564– 73.
- Prensky, M. (2001), Digital natives, digital immigrants part 1, *On the Horizon*, 9(5): 1-6.
- Sanders, L. (2008), An Evolving Map of Design Practice and Design Research, *Interactions*, 15(6): 13- 17.
- Sherman, L. E., Payton, A. A., Hernandez, L. M., Greenfield, P. M., Dapretto, M. (2016), The power of the like in adolescence: Effects of peer influence on neural and behavioral responses to social media, *Psychological Science*, 27(7): 1027-1035.