

# Intersections in the Becoming of Knowledge at Konstfack University College of Arts, Crafts and Design – a Collaborative Research and Development Project

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## Abstract

Students at Konstfack undergo 3-5-years of education becoming artists, teachers in arts- and sloyd education, applied artists and designers. Working with a recurrent course (Making Theory II) over a period of four years, we- as teachers from two different institutions and disciplines as well as having different areas of expertise, have been working out from a mutual (and rhizomatic) strategy: that is, to develop the course content and goals, being-with the students in their learning processes. Through our working together questions surface: what do learning processes actually look like? What happens in the creating of knowledge? How can learning be activated within and through an intersectional perspective? How can the concept of becoming be understood? In this article we aim to show how we work based on different theories and methods, as teachers and co-researchers, closely together with the students, where the narrative of the course is put in focus as a reasearch development work, within Konstfack as well as in a wider perspective. We also discuss the possibilities of working towards diversity, social and cultural change in relation to the concept of craft and(critical) pedagogy.

## **Keywords**

Becoming, Collaborative, Craft, Pedagogy, Intersectionality.