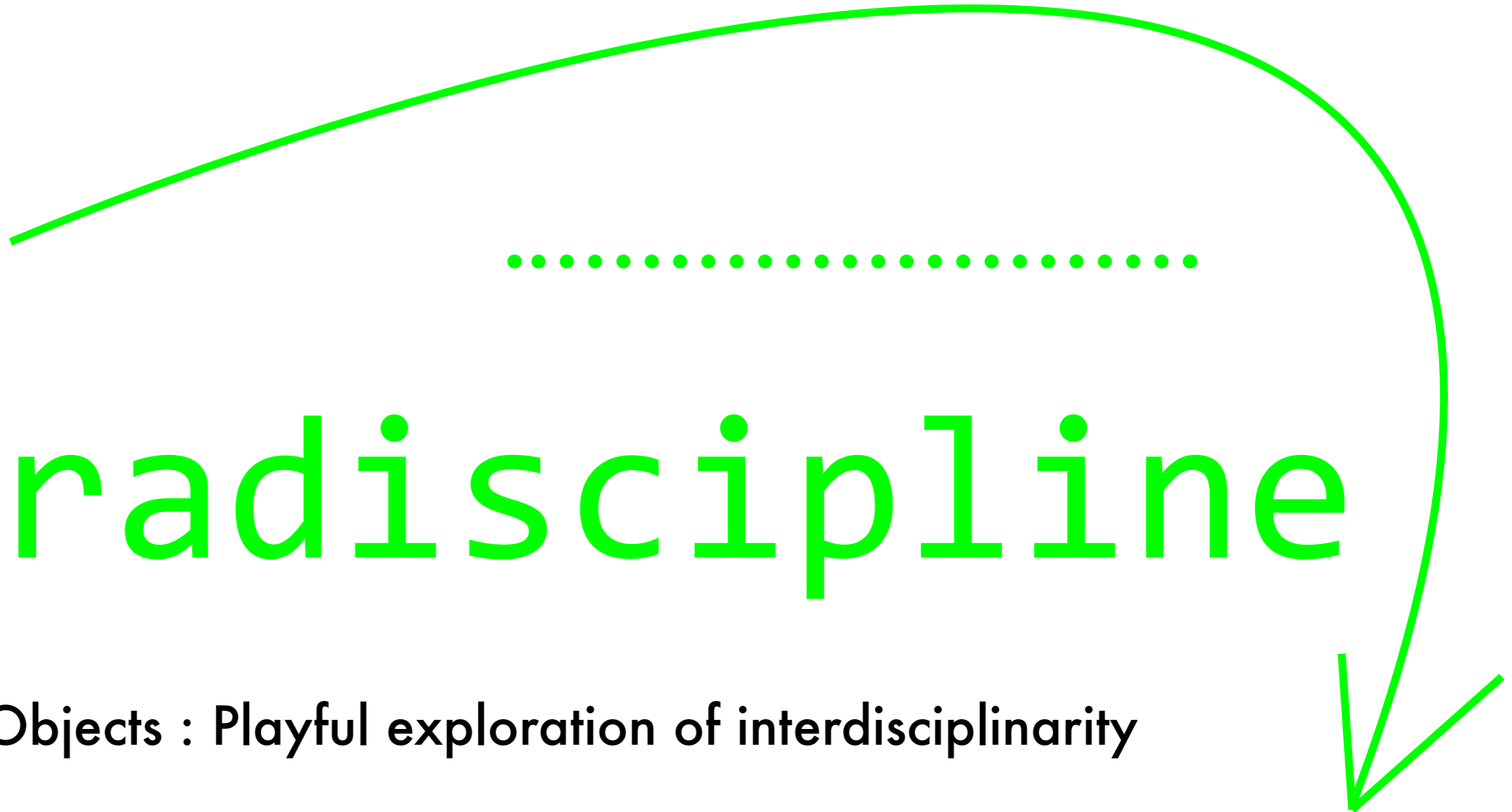
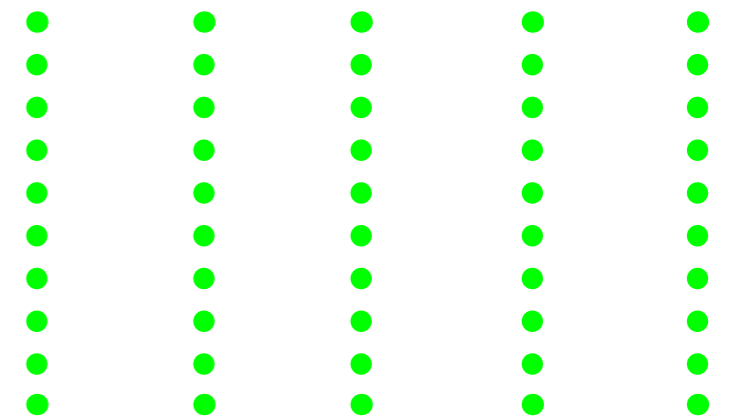
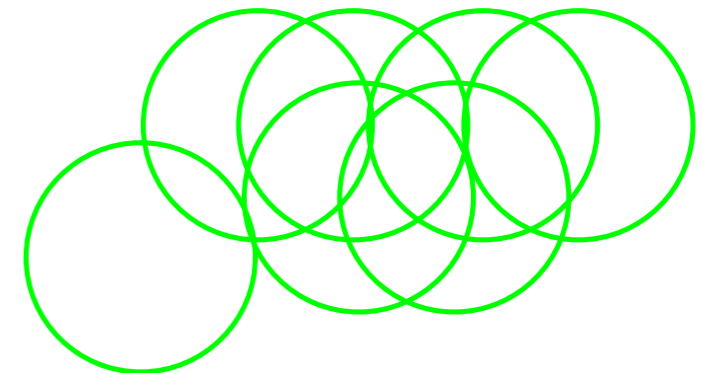
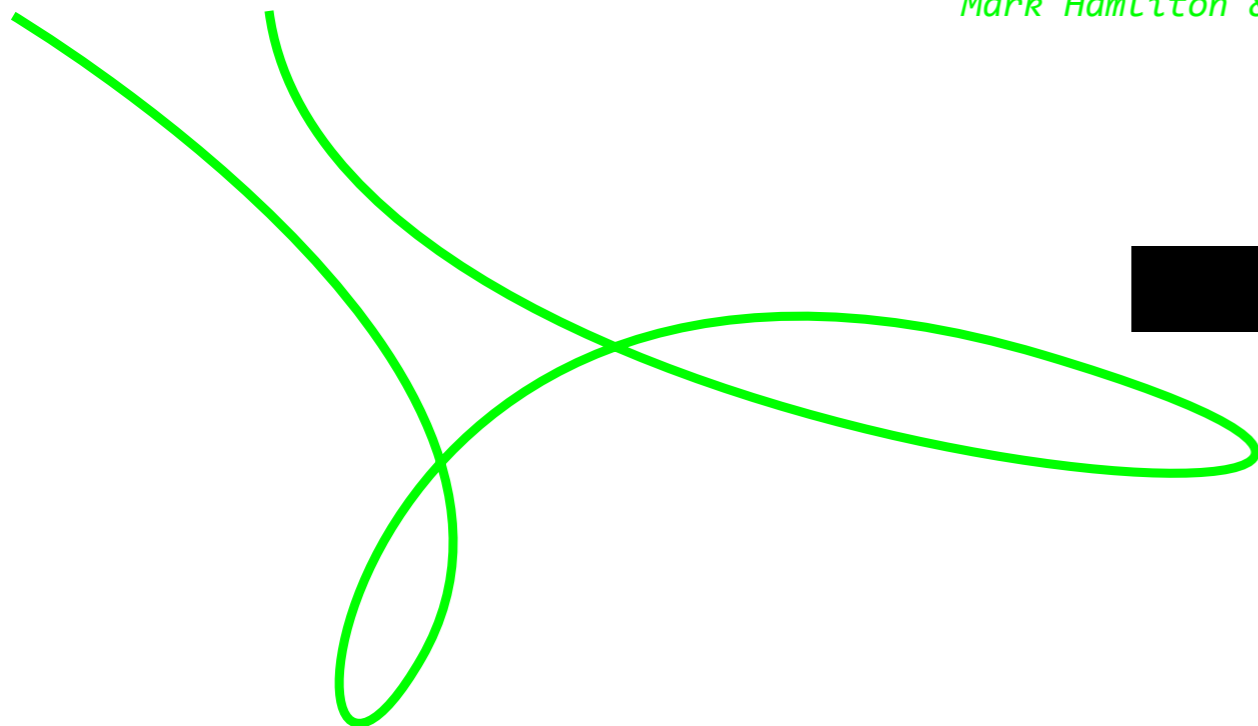
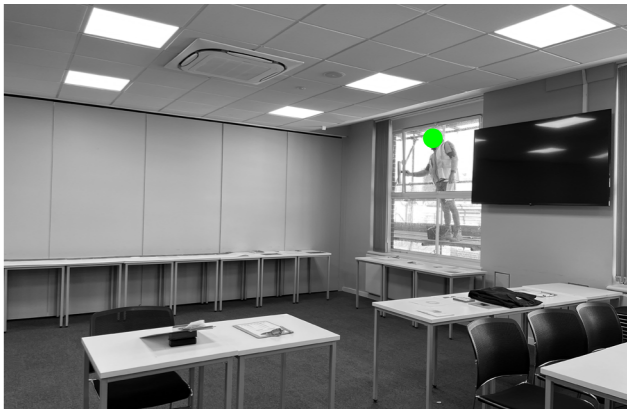
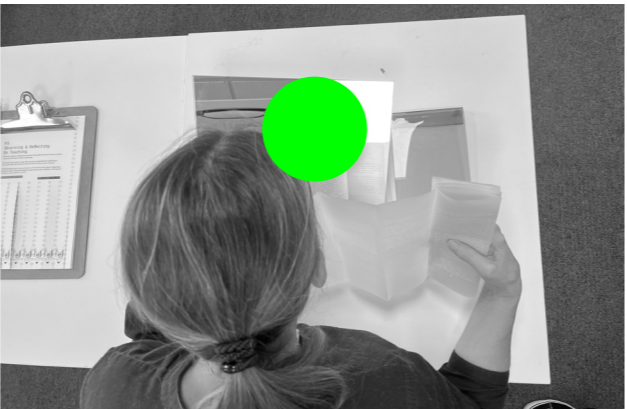


# supradiscipline

Curious Objects : Playful exploration of interdisciplinarity

*Mark Hamilton & Céleste Williams*





# Céleste ..... Mark



For the first Teaching Forum of the current academic year, we will be exploring if it is time to consider accepting physical hand-ins again as we dive into 'Physical Manifestations of Theory'.

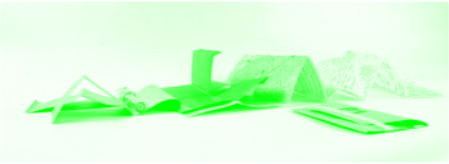
Event details:  
Date: Thursday 24 October  
Time: 12:00-13:00  
Location: D206

#### What to expect

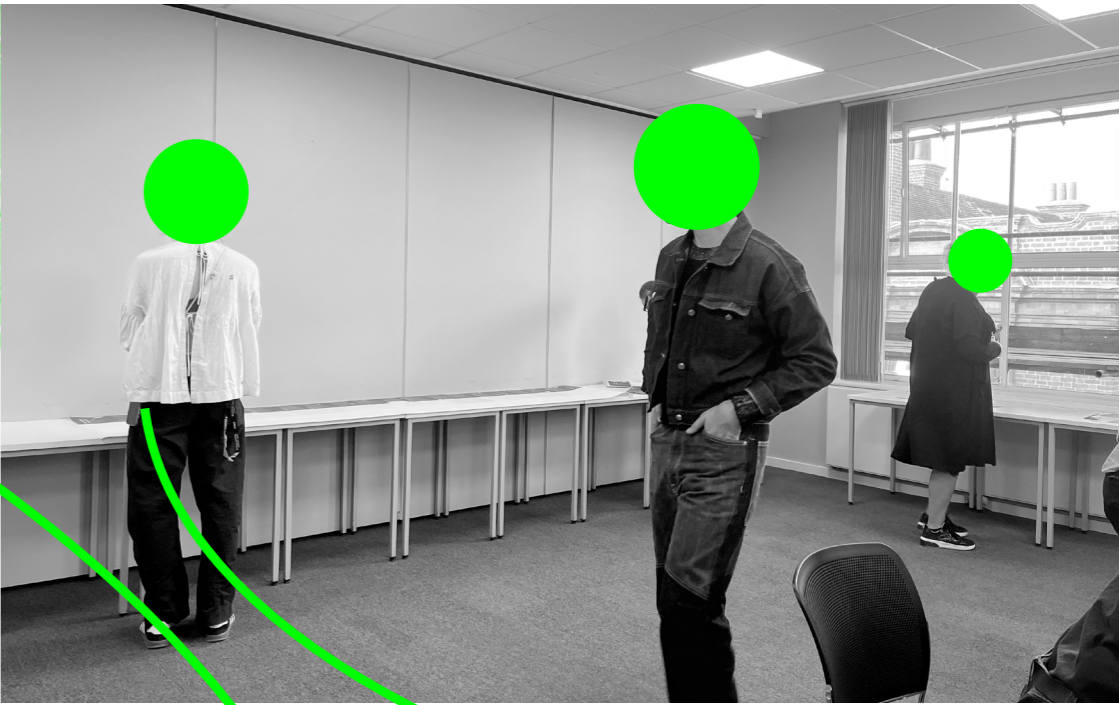
Céleste Williams, 3D Workshop Technician, invites you to experience and discuss her PGCE submissions. Join us for an interactive micro-exhibition followed by a casual Q&A exploring ideas and material such as:

- translating the theoretical and the physical
- 'Death by PowerPoint' is optional; share exemplars beyond PDFs to explore different ways one can interpret the same brief
- approaching course material & assessments authentically
- notes on Academia through a Technician's lens.

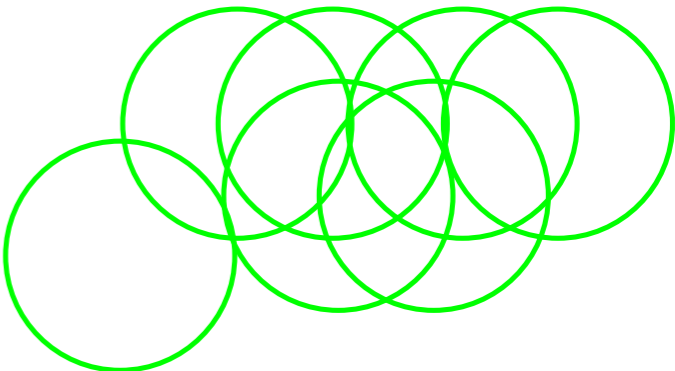
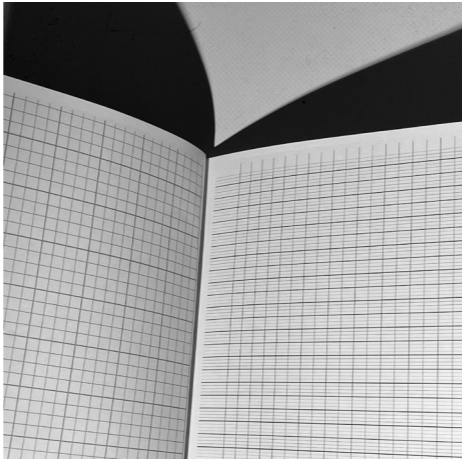
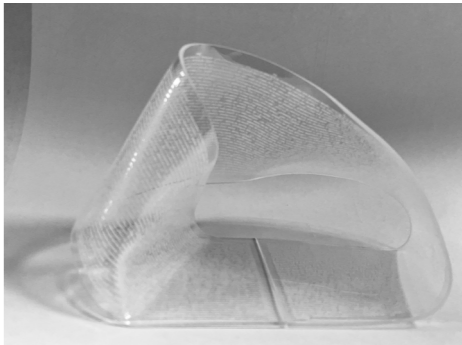
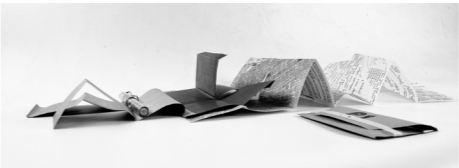
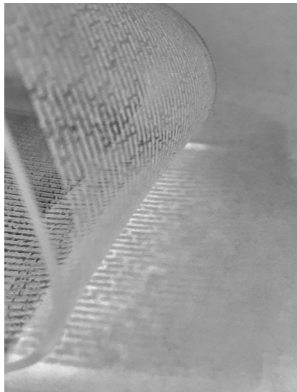
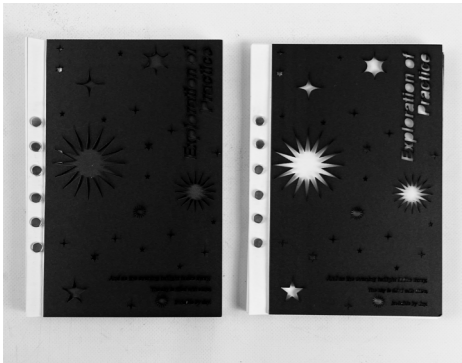
During her time on the PGCE, Céleste took an innovative, creative approach to completing her PGCE assignments, creating something more akin to 'artifacts' than traditional essays in the process. As well as impressing her tutors, this provides us with an important opportunity to consider how we construct our assignment briefs as Regent's Academics.



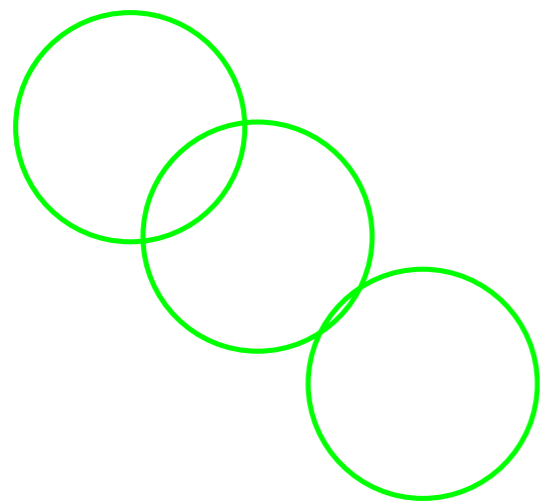
An example of Céleste's work as a 3D Workshop Technician.



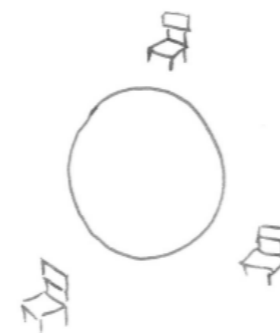
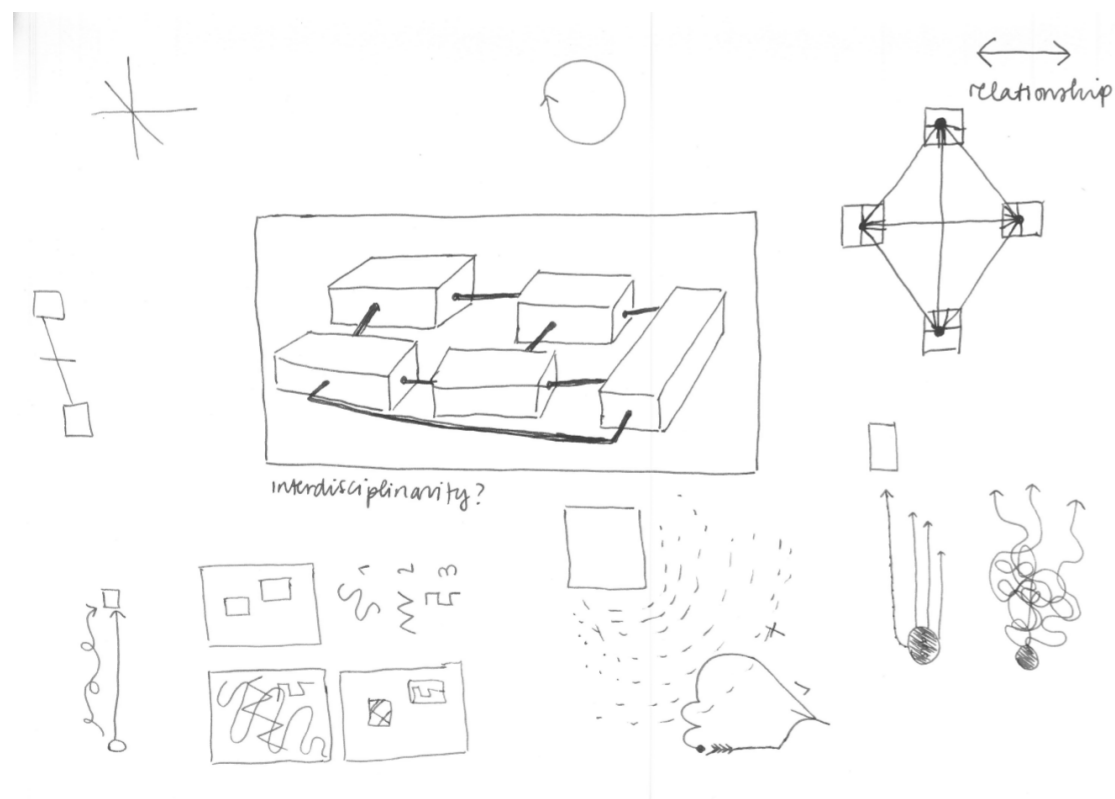
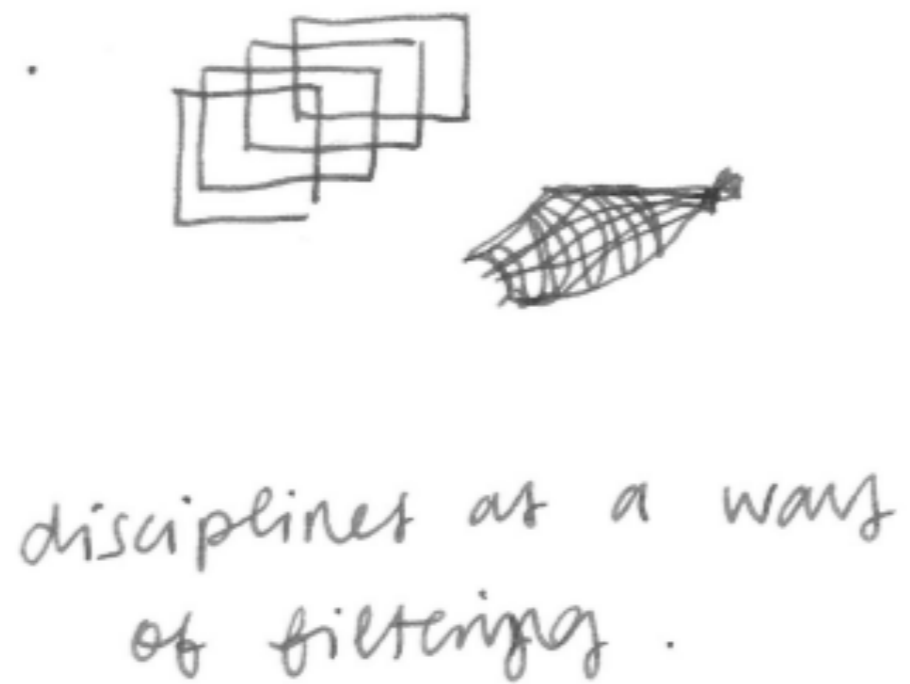
# artefacts



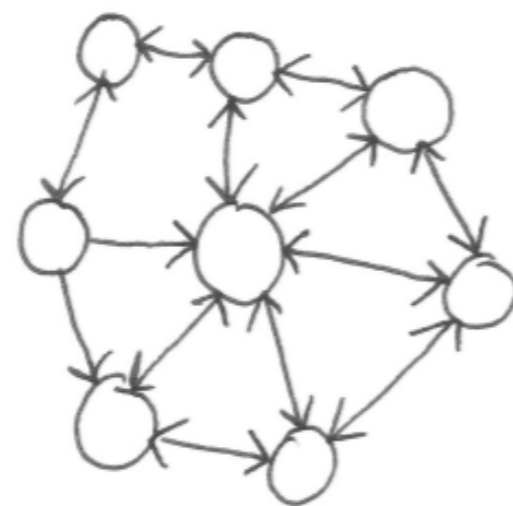
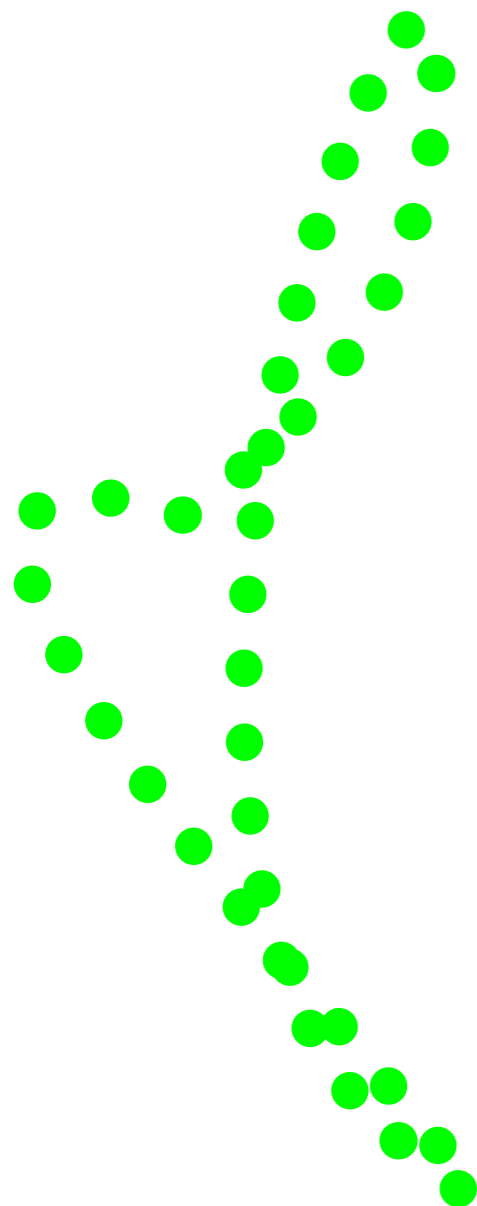
# meetings



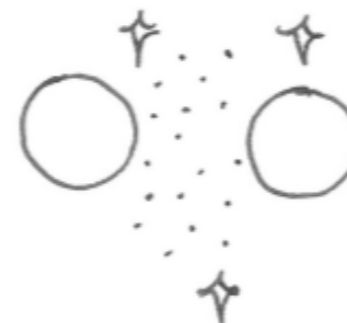
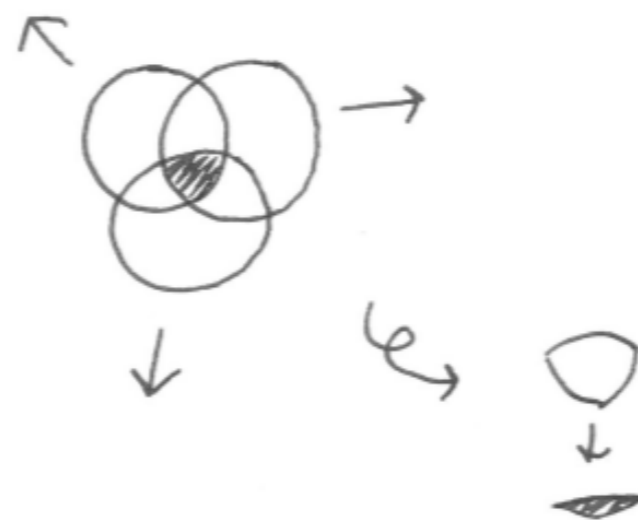
# inter disci pline



- sit on two chairs
- musical chairs
  - ↳ fear of discipline  
being gone & for people  
to have no where to go.



intra



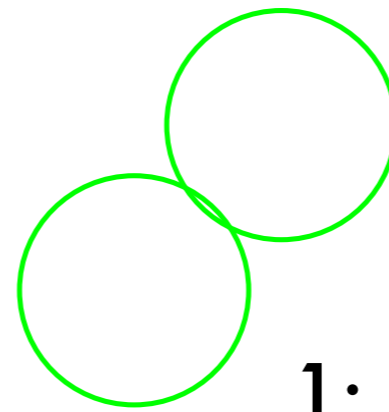
more  
shapes



prefix  
disciplinary

# inter

prefix:  
1: between : among : together  
2 : involving two or more

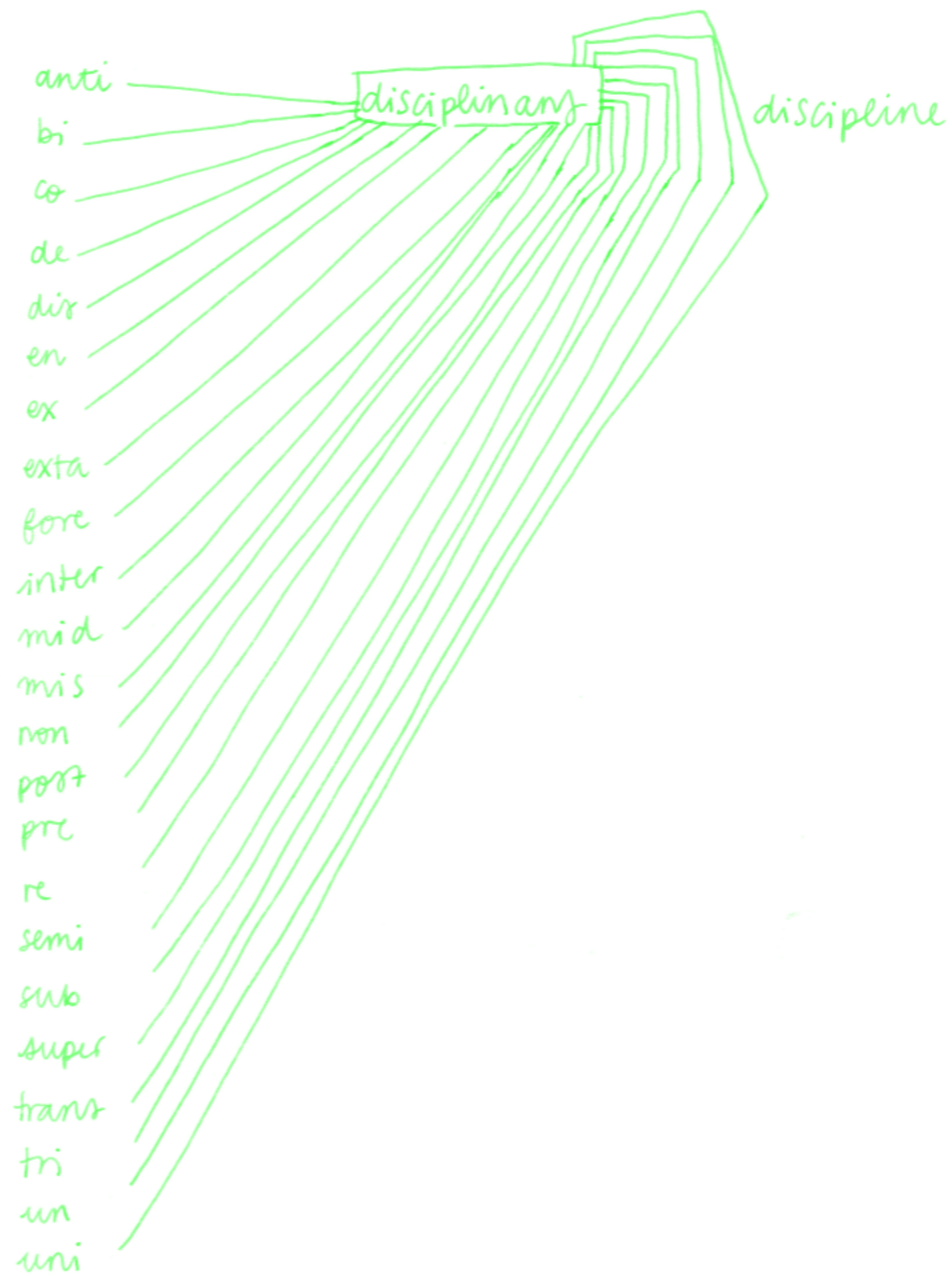


# disciplinary

adjective:  
1: intended to correct or  
punish bad behavior  
2: of or relating to discipline

1 Britanica Dictionary (no date) Inter- . Available at <https://www.britannica.com/dictionary/inter-> (Accessed february 2025)

2 Britanica Dictionary (no date) Disciplinary- . Available at <https://www.britannica.com/dictionary/disciplinary> (Accessed february 2025)



pre

fix

part

-y

# addition + redaction

ANTI-DISCIPLINARY

noun

UK ~~AD~~ /dis.ə.pli'ner.ə.ti/

1. The fact of involving


~~knowledge~~ without

specifically identifying a subject area. Against ~~subject area~~ discipline boundary.

# addition + redaction


FORE- DISCIPLINARY

noun

UK  /dis.ə.pli'ner.ə.ti/

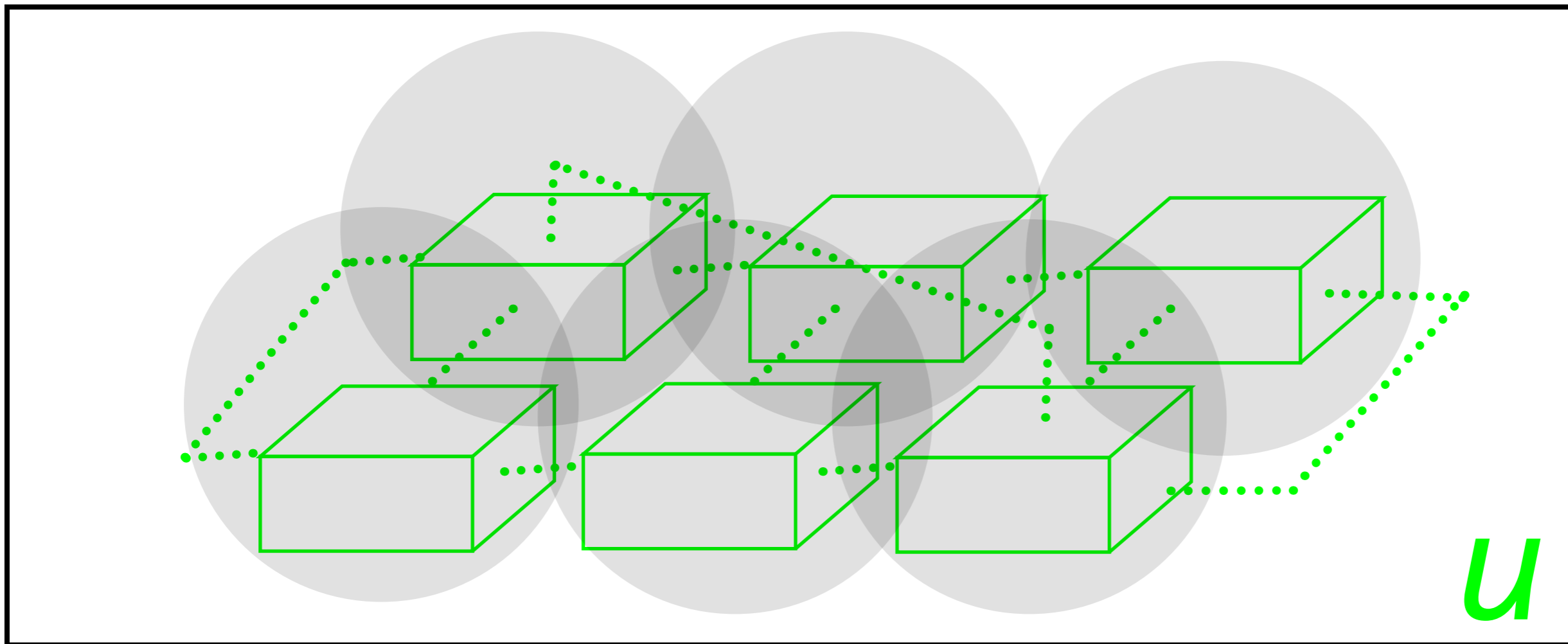
1. The fact of involving<sup>a</sup> subject~~e~~ or area~~e~~ of knowledge before another, or in front of.

# addition + redaction

INTER- DISCIPLINARY  
noun  
UK  /dis.ə.pli'ner.ə.ti/

1. The fact of involving subjects or areas of knowledge together.  
Involving the relationship between subjects or areas of knowledge.

# Interdisciplinary as *a graphic*



# Interdisciplinary *as an existing object*



1



2



3

1. Itsnicethat.com. (2016). Nasa Graphics Standards Manual Reissue now on general release. [online] Available at: <https://www.itsnicethat.com/news/nasa-graphics-standards-manual-reissue-general-release-130416> [Accessed 8 Apr. 2025].
2. Upgrade Your Coffee Table With the NASA Graphics Standards Manual. [online] Airows. Available at: <https://airows.com/adventure-and-sport/nasa-graphics-standards-manual> [Accessed 8 Apr. 2025].
3. Casey, L. (2011). 1976 NASA Graphics Standards Manual | Hatched London. [online] Hatched. Available at: <https://hatchedlondon.com/1976-nasa-graphics-standards-manual/> [Accessed 8 Apr. 2025].



# Interdisciplinary *as a movement in space*

This is Mark's cue to interpret interdisciplinary  
as a movement in space.



pen & paper  
& scissors

You will have 30 seconds to translate & create your physical definition of the prefix-discipline shown on screen.

You can use the pens & papers & scissors & glue to play around with your definitions of the following slides.

& glue  
& play  
& play  
& play

anti-disciplinary

bi-disciplinary

ex-disciplinary

extra-disciplinary

post-disciplinary

semi-disciplinary

trans-disciplinary

uni-disciplinary

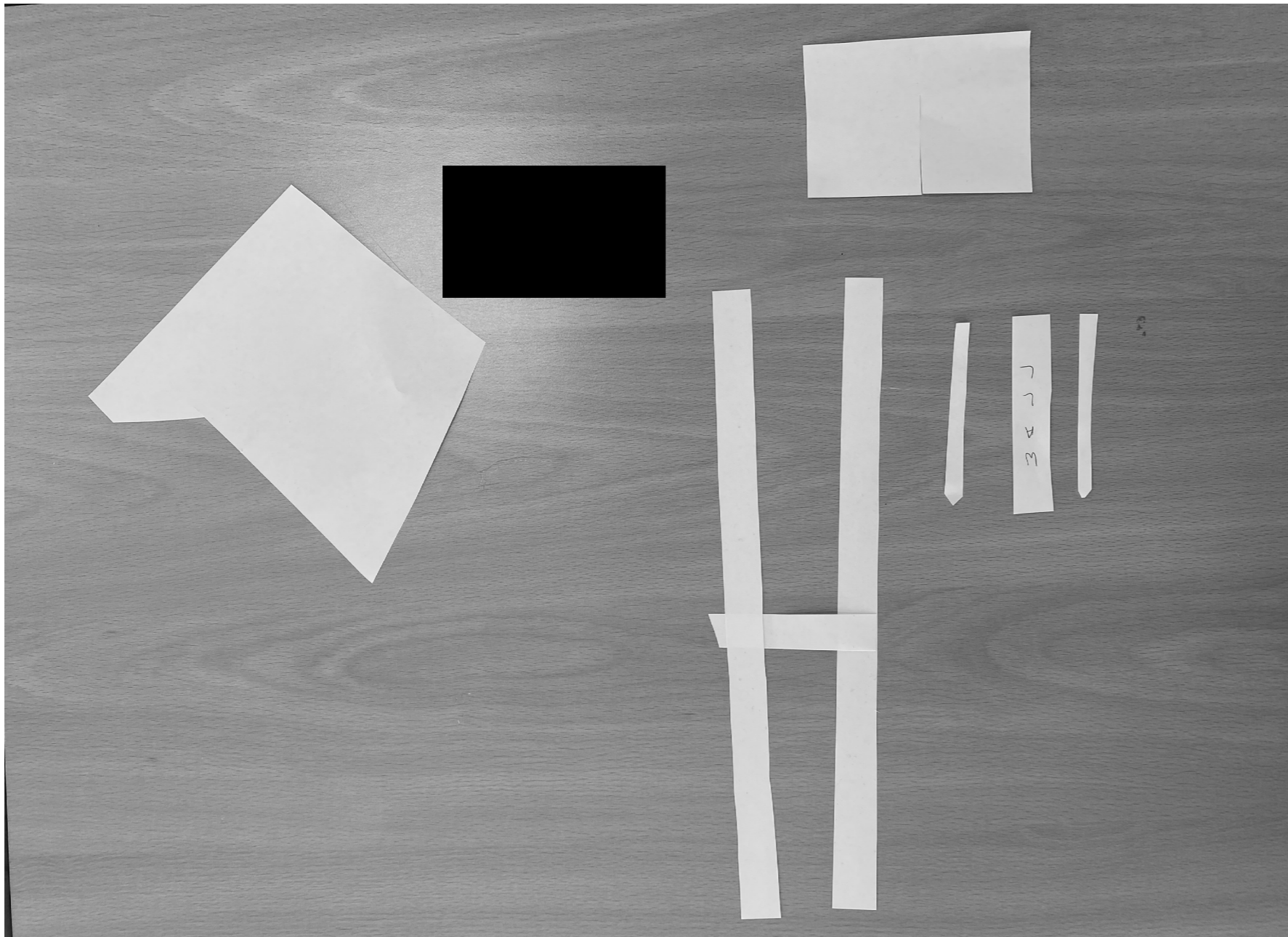
supra-disciplinary

welcome to  
the supradiscipline

# workshop 1

## objects

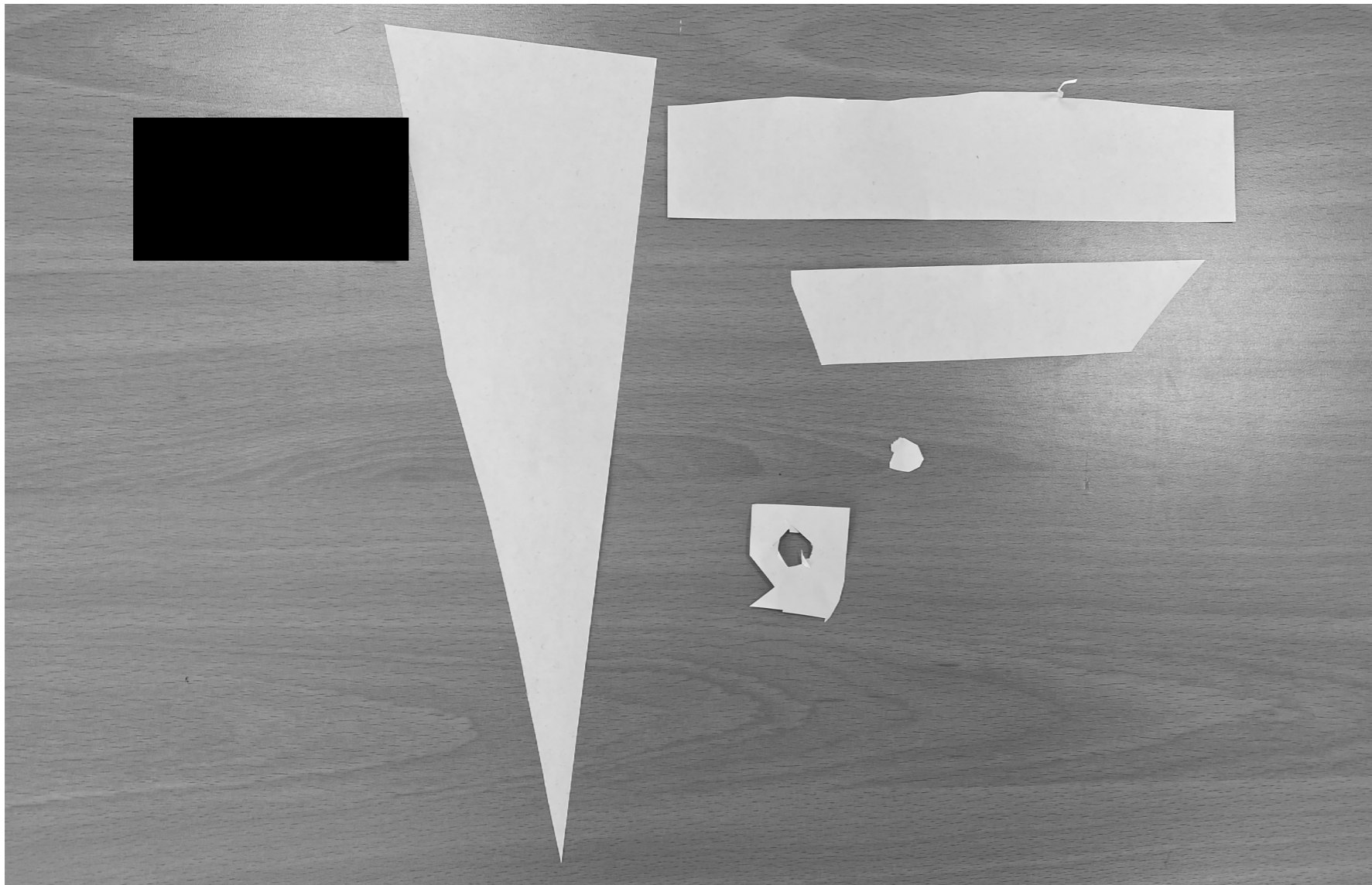
bi - disciplinarity

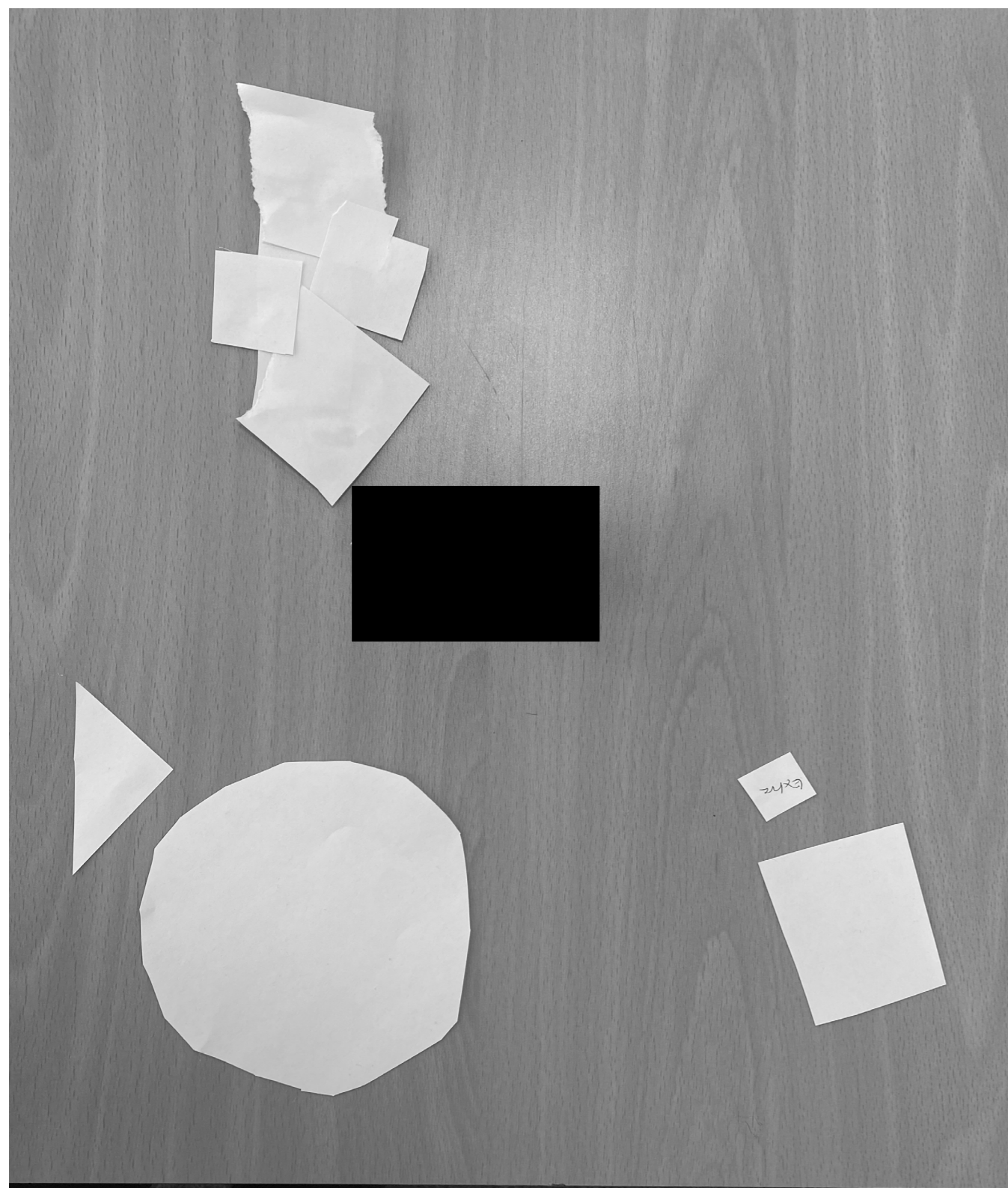


# workshop 1

## objects

anti - disciplinarity



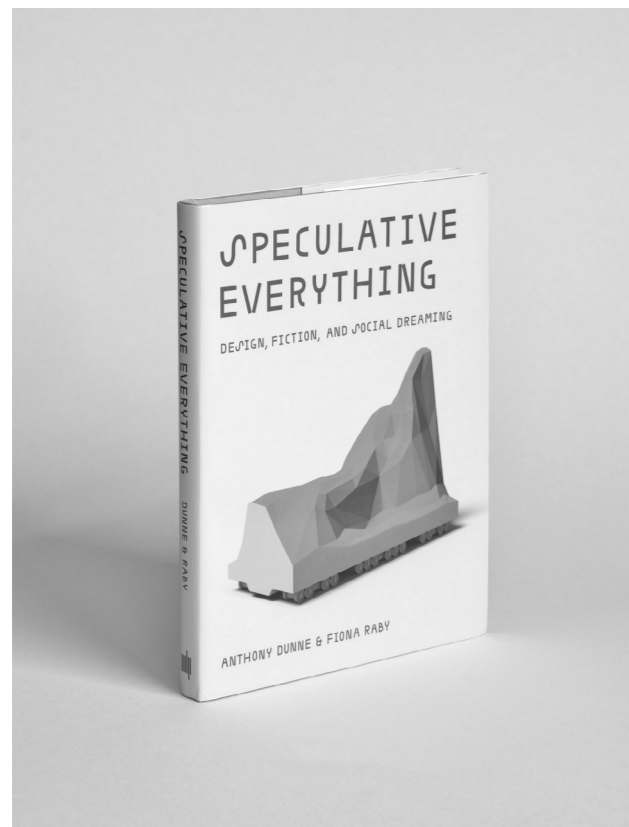


# workshop 1

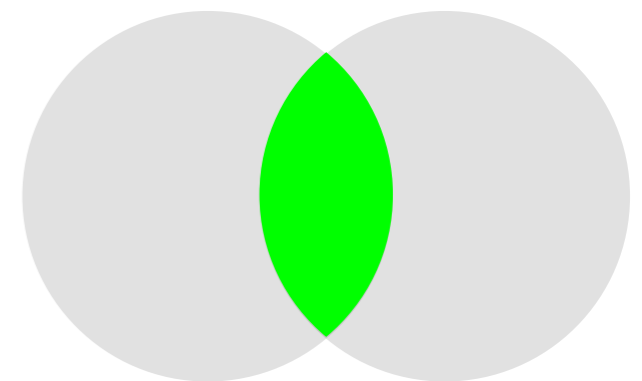
# objects

extra - disciplinarity

# speculative everything



**SUSPENSION OF DISBELIEF**  
There is a very important difference between inviting viewers to “make-believe” and asking them to “believe.” For props to work, viewers have to suspend their disbelief, willingly. They have to agree to believe in it. This creates the most room for aesthetic experimentation because it frees the design from mimicking reality and referencing the already known.  
Asking people to believe can very quickly lead to faking, trickery, and hoaxes. We also avoid parody and pastiche that pretend to be real. We prefer to acknowledge that a prop is a fiction by slightly exaggerating its unreality and signaling that it is an invitation to imagine, speculate, and dream. It takes imagination from the viewer and goodwill but the alternative seems unfair and possibly even unethical. For us, fooling the viewer into believing something is real is cheating. We prefer viewers to willingly suspend their disbelief and to enjoy shifting their imagination into a new, unfamiliar, and playful space.



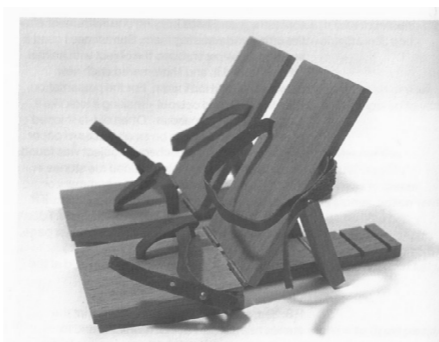
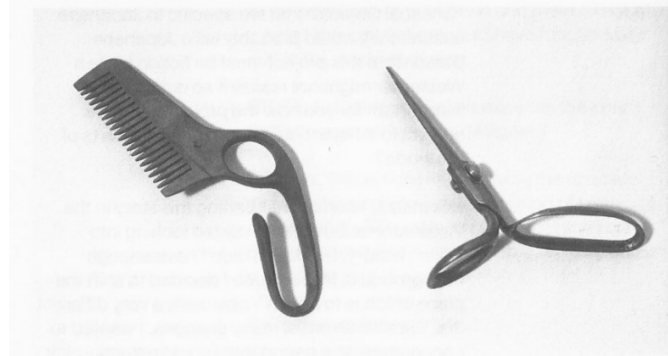
1,2,3 Kellenberger-White. (n.d.). Kellenberger-White – Dunne & Raby, ‘Speculative Everything’. [online] Available at: <https://kellenberger-white.com/project/dunne-raby-speculative-everything/>.

# design fiction: *unusual objects from japan*



Hiroko Shiratori, illustration for *Handless Barber's Tools*, 2007. Illustration by Sawako Tanizawa.

Hiroko Shiratori, *Handless Barber's Tools*, 2007. Photo by Yu Fujiwara.



Hiroko Shiratori, *High-Heel Practicing Device*, 2006. Photo by Yu Fujiwara.

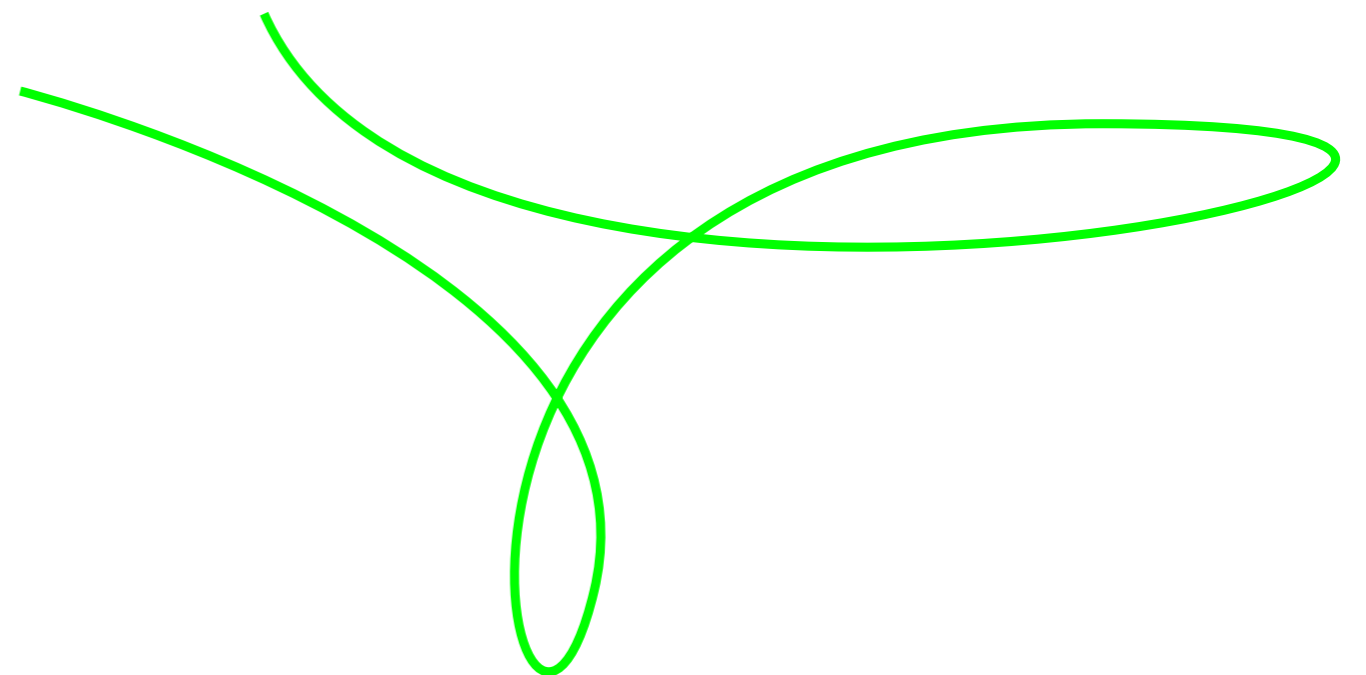
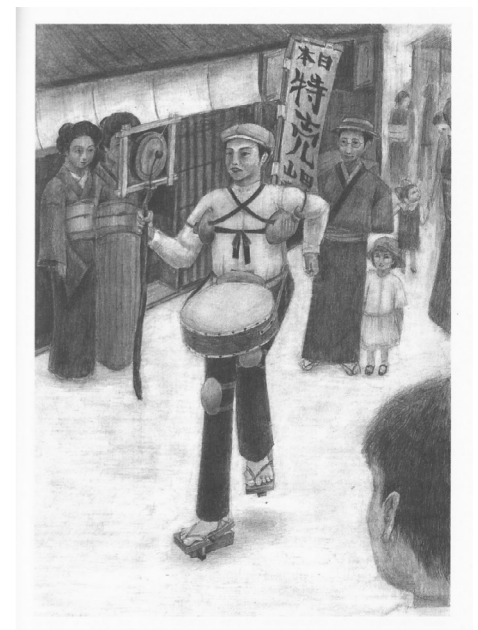
Hiroko Shiratori, illustration for *High-Heel Practicing Device*, 2006. Illustration by Sawako Tanizawa.



Hiroko Shiratori, *Knee drum, One-Man Chindon*, 2007. Photo by Yu Fujiwara.

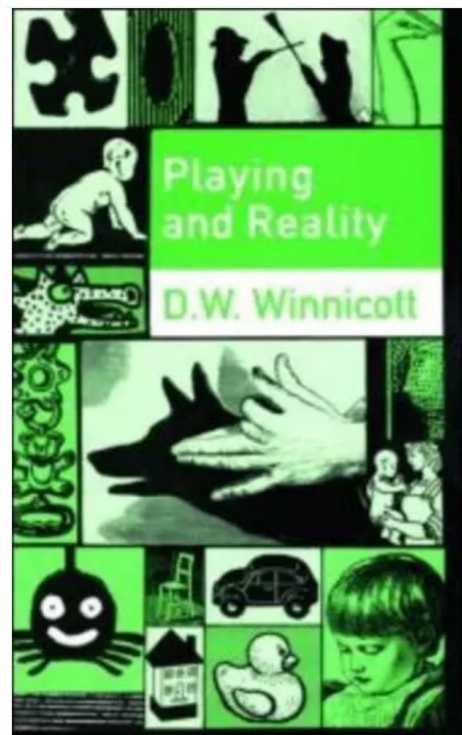
Opposite:

Hiroko Shiratori, illustration for *One-Man Chindon*, 2007. Illustration by Sawako Tanizawa.



# playing and reality

## the good enough mother

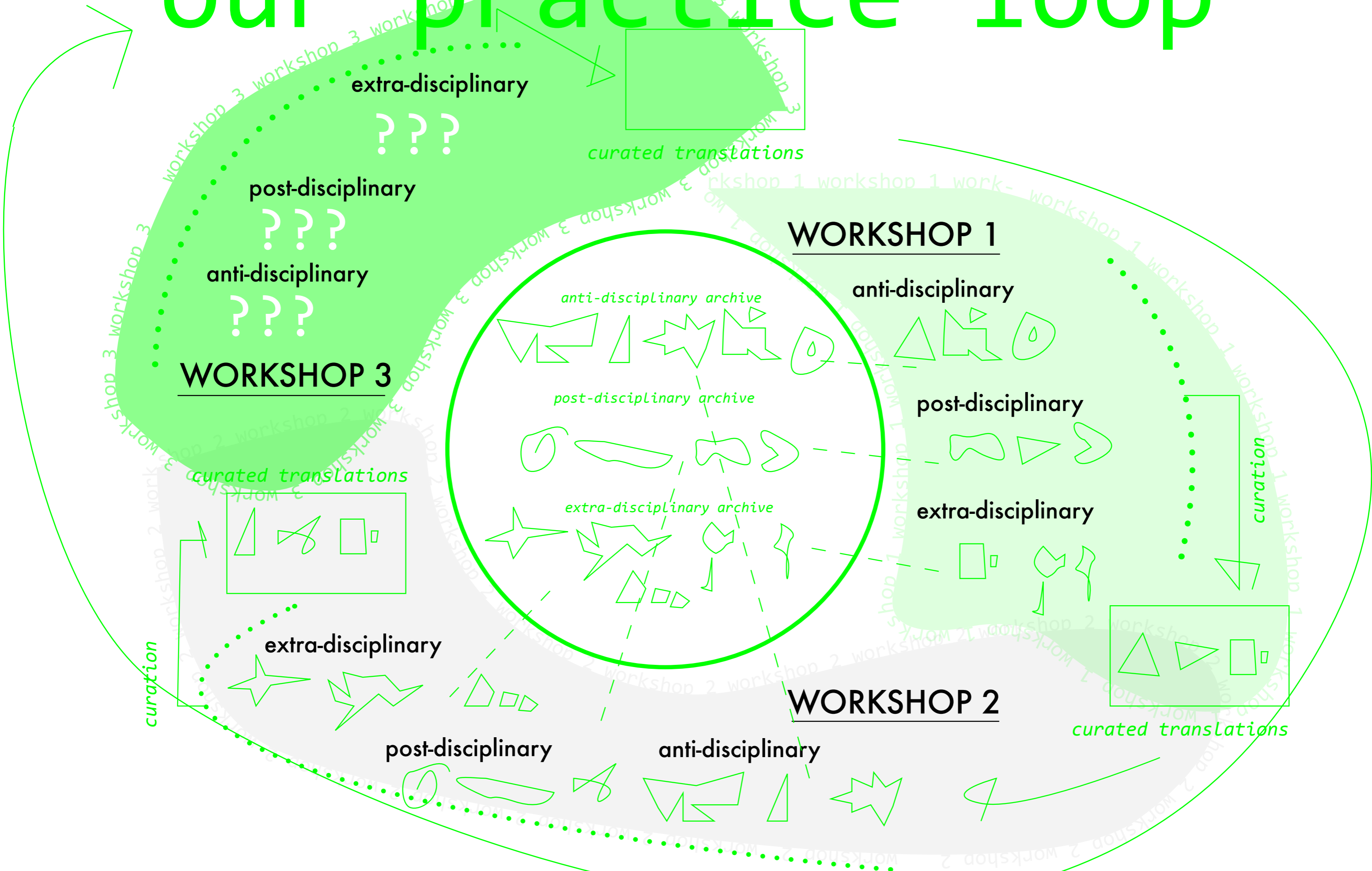


1. Initially very attentive to the baby's needs
2. As baby grows, allowing small amounts of frustration to be experienced briefly
3. Empathetic and caring but not overbearing
4. Gradually allow for baby to develop a sense of reality and independence
5. Avoid perfection – struggling for this impossible goal will only harm baby

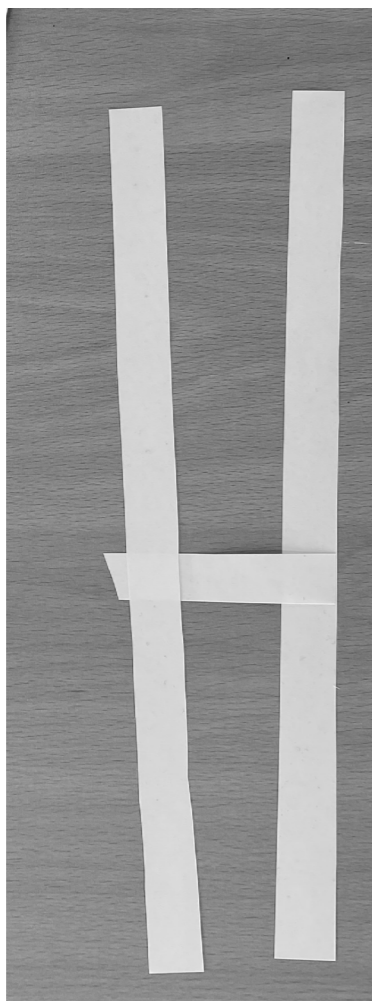
# supradiscipline: *rules for the good enough facilitator* *speculator*

1. Be clear and attentive at first.
2. Allow for some confusion and frustration when figuring out the nuances of the task.
3. Playful, empathetic, and caring but never spiteful or overbearing – spoon feeding leads to fearful regurgitation.
4. Gradually allow the participants' new definitions and sense making to exist in the space. These are real additions to our fictitious discipline.
5. Avoid perfection – ideas made tangible and real are more interesting than ideas perfect in theory.

# our practice loop



# workshop 1 curation



bi - disciplinarity



extra - disciplinarity



anti - disciplinarity