

Introduction: Insight Out Learning Resource

Insight Out Learning is a web-based learning resource providing material specifically designed to enable art & design students to creatively explore and challenge their business and personal development potential.

The resource is designed for staff in the art & design sector to facilitate this learning. It introduces four independent models (thinking tools) that can be integrated into the undergraduate curriculum from Level 1 through to the Honours year. The models are introduced through separate sessions involving group work and individual tasks. These are supported by detailed information for facilitators and participants.

The models encourage creative and reflective thinking and address the key themes of:

- Personal motivation and ambitions (Motives & Values)
- Planning to realise ambitions (Future History)
- Creative production and management of ideas (RISKIT – Production Management)
- Managing the day-to-day of a creative venture (Business Blueprinting)

The web resource has been developed by Glasgow School of Art in association with Gray's School of Art at Robert Gordon University in Aberdeen and with the financial support of the Scottish Institute for Enterprise and the National Endowment for Science, Technology and the Arts.

The models have been developed from original material delivered by Joanna Woodford for the Insight Out Graduate programme and we are grateful to Piers Roberts of Designersblock who has kindly given permission for the RISKIT model to be reproduced within this resource.

Insight Out Learning

The Glasgow School of Art

167 Renfrew St.

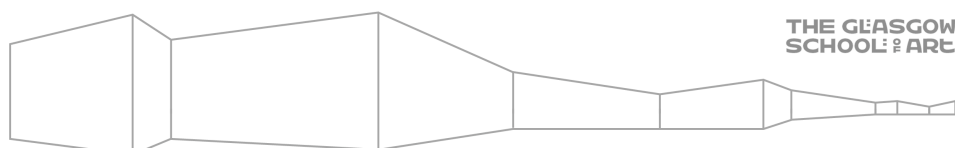
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Background to Insight Out Learning

Insight Out Learning developed out of Insight Out, a graduate programme organised by NESTA (National Endowment for Science Technology and the Arts), the Lighthouse, and The Glasgow School of Art.

Insight Out launched in June 2004. Recent graduates of Glasgow School of Art were selected to take part on a programme which was intended to bridge the gap between the 'creative' and 'business' mindsets by approaching the development of a new business as a design project and not just a financial exercise. The project was designed to have two main benefits. Firstly, it was designed to give graduates the opportunity to undertake a bespoke creative business initiative, and secondly it would give The Glasgow School of Art an exciting opportunity to examine and capture the learning gained from this initiative and embed it within the undergraduate curriculum. This aspect of the programme is called Insight Out Learning.

The graduates selected initially took part in Insight Out Uptime: an intensive four-day learning academy delivered at the Lighthouse and facilitated by Joanna Woodford (consultant for NESTA) and Piers Roberts (Designersblock). This was followed by a four-week 'virtual incubator' programme providing coaching from accountants, lawyers, business advisors and manufactures. The programme culminated in the participants presenting their business ideas to a panel and, if successful, receiving funds to help them establish the business and advice on how to access further start up investment.

On completing the programme, the Insight Out participants took part a series of evaluation and discussion sessions facilitated by a team at Glasgow School of Art which had been established in order to develop Insight Out Learning. The evaluations highlighted that the programme was seen to be highly successful in embedding business concepts within design practice. Participants commented that the group dynamic created had been very positive and had created a supportive environment for creative business development. The programme had been effective in enabling participants to explore personal ideas and philosophies, goals and motivations for creative enterprise and this was considered to have been critically important in focusing the business plan and financial strategies thereafter.

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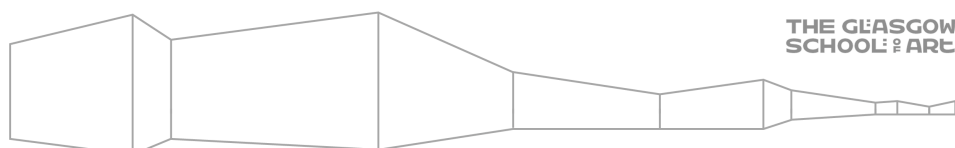
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Participants believed that their experience on the Insight Out programme could be valuable within an undergraduate curriculum in focusing direction and understanding the business context and its needs. This positive feedback enabled the Insight Out Learning team to develop key business models and practice into a series of sessions and tasks that could be embedded in the undergraduate curriculum.

The main aim of Insight Out Learning is to facilitate and embed business and enterprise learning within the undergraduate art and design curriculum. The key objective is the integration of business and creative thinking tools within studio projects.

Insight Out Learning – Research and Pilot Project

The Insight Out pilot programme was developed throughout academic session 2004 - 2005, and was piloted to 3rd and 4th year design undergraduates at the Glasgow School of Art during term 2 and 3. The sessions were delivered as an embedded part of studio projects and in connection with practical project work.

The sessions were not delivered as a separate programme and were contextualised by studio practice and the subject expertise of facilitators delivering the material. The response from the pilots was very positive. The undergraduate students very much welcomed the learning material and enjoyed the group tasks. They felt more confident about their creative and business capabilities and how to manage and explore their ambitions. They felt that business had been de-mystified and felt more creative about their approach to it.

The Material

The pilot evaluations have resulted in the finished material and models. Insight Out Learning has four models

- **Motives & Values Model:** A tool to help students understand personal motives in everyday life, work, creative pursuits, social activities etc.
- **Future History:** A model for visualising the next 5 years and planning the steps to achieve specific goals.
- **RISKIT:** A business model, which looks at the relationships between idea, production and delivery.
- **Business Blueprinting:** A model that can help identify all the operational elements of a business.

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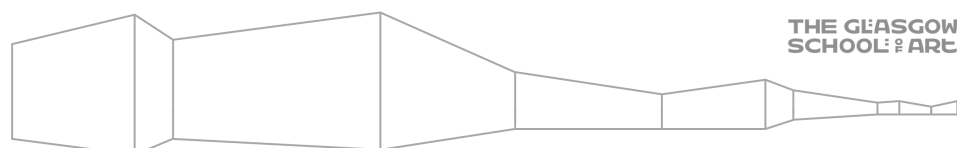
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These models should be delivered in a facilitated group environment where discussion by participants is activity encouraged. Throughout the sessions, facilitators are encouraged to expand upon the models by using their own experience of enterprise and industry knowledge. This clearly enables the material to be tailored to each undergraduate art & design discipline. Using facilitators' specific industry knowledge within the delivery of the models has proved to be most successful within the pilot evaluations.

The models can be used independently or as part of a programme using all four models at appropriate points in a project. Included within the Insight Out learning web resource is a comprehensive Curriculum map which outlines where the material can be embedded and at what undergraduate stage.

All the models within Insight Out Learning have been developed to spark critical questioning and debate; they promote self-enquiry and analysis, and provide effective tools to think and work with. In order to support and contextualise the learning contained in the models, three case studies have been developed. These take the form of video interviews with practitioners in the Design and Fine Art fields. These address key principles and learning that new creative businesses have experienced throughout their business journey and subsequent appraisal of activity and growth.

4c Design: - Product Design

Natasha Marshall / Squigee: - Textile Design / Wall Coverings.

Sorcha Dallas - Sorcha Dallas Gallery : Curator / Promoter of Fine Art Practice

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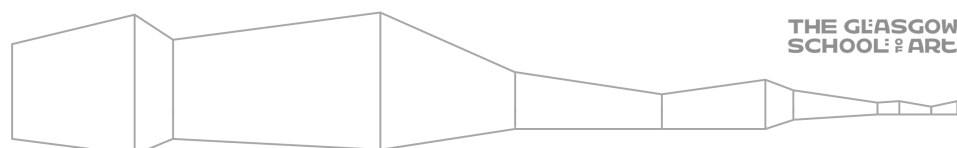
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