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**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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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 research 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.