Development conversation Master Education in Arts

20 January 2025

Alumni Policy

The program recently organized an alumni day, with a second edition in the works. Alumni are regularly invited to participate as guest speakers. This offers students a valuable opportunity to engage with alumni and gain insights into the challenges they have faced in their careers. It is positive that students are organizing these events, as it provides them not only the chance to learn from alumni but also to build their networks.

Successful programs often offer postgraduate programs, where alumni return to update their knowledge or further develop specific skills. It would be interesting to involve alumni more by asking them about the themes or techniques they are currently engaged with. The central question here is: what do we aim to achieve with this exchange? Is it intended to facilitate a conversation between students and alumni, or do we want to gain deeper insights into the interests of alumni and invite them to share their up-to-date knowledge? It could also be valuable to explore how alumni apply the competencies they have acquired in practice and what this looks like in their daily work.

A conversation with alumni about what they felt was missing in the program could help refine the curriculum. This could lead to new insights that might be incorporated into the program, for example, through an evening course that both students and alumni can attend. Alumni could also serve as a kind of study group, sharing their knowledge and experiences with current students.

Communication of the Art Dimension

The integration of artistic practices into the curriculum is a strong point of the program, but this message is not always effectively communicated. For

prospective students and other stakeholders, it is important to make it clear that artistic practices play a central role in the program, especially in a master's program. The program invests considerable energy in art practice, even during graduation, and this is carried out with great care and attention. It would be beneficial to highlight this aspect more prominently in the communication.

Additionally, it is essential to document the assessment criteria more clearly for the artworks created by students. Students should also be able to see that artistic talents are recognized and nurtured. They need to realize that the program prepares them not only for teaching but also for the arts. This can encourage students to stay true to themselves in their teaching while strengthening their own artistic expression.

In the program description, for example on the website, the balance between art and education is insufficiently emphasized. It is important to better highlight this balance so that prospective students can see how these two elements complement each other and help students develop both artistically and pedagogically. The website should focus more on what the program offers, rather than what it does not.

Beyond the Linguistic
There is room to reconsider the emphasis on language in the program. Several example programs are discussed that can serve as inspiration. It would be valuable to engage with these programs to gain insight into their perspective and methodology. This could provide inspiration for balancing the role of language and other forms of expression in our own program.

If the program offers more freedom for students to choose their final product, the outcome may depend more on the individual student's preferences. This could help students express themselves artistically in a way that resonates with them. At the same time, this raises the question of how we guide students in their artistic development (for example, during graduation), especially when we are not focused on a specific form of expression, such as film. The diversity of media used by our students makes it difficult for instructors to be experts in every medium. However, it is possible to create a

team of mentors who can support students, without each instructor having to master the specific medium.

It is important to emphasize that language should not be entirely excluded. On the contrary, recognizing and supporting different forms of language is essential to students' development. The search for their own words and expressions is a key part of the learning process, but this is currently not sufficiently supported in the program.

Ethical Dimension
The ethical dimension of the program is often considered self-evident, which results in it not being explicitly addressed. However, this dimension could have a more systematic place within the research methodology, for example, as part of the research agenda. It would be interesting to raise students' awareness of the different interests at play when they take on roles such as teacher or researcher, as these roles may involve different ethical considerations.

Reflection on the ethical aspects of their work could help students gain a better understanding of the responsibilities involved in conducting research and teaching. Such awareness often develops later on, but it would be valuable to confront students with these issues during their studies.