Hanze

Course: What Matters 1 credits: 5

Course code	ADVM22WM1
Name	What Matters 1
Study year	2025-2026
ECTS credits	5
Language	English
Coordinator	A.M. Slomp

Modes of delivery	Action learning Assignment Education Guest lecture Peer feedback Practical / Training Problem-based learning
Assessments	TEST-01 - Assessment

Learning outcomes

The graduates of the study programme MADtech, Painting and iRAP

Making & Conceptualizing
- present recently developed work in a presentation space
- develop a critical attitude to stimulate an adequate and precise interaction with concepts, visual processing and presentation of the latter.
- develop an awareness of their own fascinations and starting points that underlie the work.

Theories, Histories & Cultures
- study and reflect on discursive source material concerning contemporary art and the position of painting.
- develop insight into general and current issues within the contemporary practice of visual art in general and painting more specifically. **(**MADtech and Painting)
- develop insight into general and current issues within the contemporary art practices and iRAP more specifically. (iRAP)
- reflect critically on their own views and theories as well as those of others.

Technical, Environmental & Contextual Issues
- take the site-specific or other contextual issues into consideration for the presentation and reflection upon the presented work.
- describe, analyze and interpret the presented work, define the effects it has and reflect upon the intentions of the maker.
- consider the relevance of current discourses and contextual issues to their own practice.
- develop their own position and ideas in relation to themes in contemporary visual art in general and in MADtech/Painting/RAP in particular.

Re-thinking, Considering & Interpreting the Human Condition
- apply and improve their precision in observing as well as reflecting and judging skills.
- make an original contribution to conversations by bringing forward associations and personal interpretations.
- reflect upon the meaning and position of art and the domain of MADtech/Painting/iRAP in contemporary society.

Communication, Collaboration & Interdisciplinarity
- contribute to the interpretation and discussion of the artistic work with observations, analyses and associations.
- formulate a reasoned evaluation of artistic work and give advice to its creator.
- present an adequate introduction to the fascinations, visualizations and context of the artistic work and can elucidate them verbally.
- apply and improve their own conversation skills through direct contact with spectators of their own work.

Content

MADtech

What Matters 1

What Matters consists of regularly organised collective sessions that specifically focus on sharing research in the form of work, work methods, findings and positions, and form a required part of the programme. The What Matters sessions are organised according to the principles of informal learning, meaning learning via participation or collective knowledge creation. This means that both students and teachers have the role of learner and educator. The teachers take on the role of organiser and moderator.

What Matters in the **MADtech programme** consists of regularly organised collective feedback sessions that specifically focus on sharing research, work and findings and form a required part of the programme (80% active participation). In different settings – both internal and external – experiments, results, works and projects are shown and discussed. Current issues, more or less related to students' own research, can also be discussed in these sessions. This direct involvement is also used for a series of organised dialogues in *What Matters*, in which the second-year students have a public dialogue with a professional relevant to their research. *What Matters* is organised as an informal learning community or a Community of Practice. Informal learning is a pervasive ongoing phenomenon of learning via participation or learning via knowledge creation, in contrast with the traditional view of teacher-centred learning via knowledge acquisition. This means that themes and questions that come up during the *What Matters* sessions are picked up for further investigation and exploration. Students and teachers have the role of learner and educator. The teacher takes on the role of organiser and moderator.

What Matters consists of *Trial & Error*, *Exchange & Discussion* and *Me & The Others*:
Trial & Error is a critical review by peers, a shared experience and an opportunity to (visually) compare. Each member of the group is 'equal' and has the option to comment on the works as they see fit and upon any element of the work produced. Although this is the place for trying out new things and allowing oneself to fail, students still seek to convince their audience (and themselves) of the validity of their position by being self-reflective and critical of their own work.

Exchange & Discussion processes and reflects on art-critical, art-theoretical, philosophical and sociological questions relating to contemporary visual art and design practices in general and personal artistic practices in particular. Themes to be discussed and exchanged can come from sources like texts, exhibitions or the outcomes of *Trial & Error, Me & The Others*, workshops or crash courses. The sessions are prepared and monitored by students as well as teachers and may include reading and/or writing assignments.

- formulate their own views and ideas with reference to general and current issues in relation to the practice of visual art, both in written and verbal contributions.
- make a constructive contribution to a group discussion by putting forward views and critical questions.

Me & The Others is a series of hands-on activities to introduce the effect of students' own artistic process on a specific audience and the other way around. Students will try out presentations and eventually develop a hands-on practical workshop based on their artistic practice. The students can give an insight into their creative processes in such a way that the audience is able to experience and gain insight into these processes and the students can gain a broader or different understanding of their work.

The instructional modes are intervision, critical review, assignment. Active attendance and participation are mandatory to receive a total of 5 EC.

Painting

In the **Painting programme**, What Matters consists of three differently oriented sessions: work-oriented (Seminars), context-oriented (Round Tables) and artist-oriented.

1. The work-oriented sessions focus on critical review by peers, a shared experience and an opportunity to compare, for which a variety of critical response methods are practiced and used. According to a schedule, students prepare a presentation of their own work in a presentation space, their studio or elsewhere. Each member of the group has the option to comment on the work and projects as they see fit and upon any element of the work produced. The presenting student makes notes of what other participants say about the work. This is a place for trying out new things, allowing oneself to fail, while developing confidence and a vocabulary with which to reflect on the work.

2. The context-oriented sessions are conversations, for which different formats can be used, in which the group processes and reflects on art-critical, art-theoretical, philosophical and sociological questions relating to general and current issues in contemporary society; to contemporary visual art practices in general and personal artistic practices in particular; to the domain of painting and to creative processes in art and research. Topics to be discussed and exchanged can come from different sources, from projects or issues raised in the seminars. The sessions are in general prepared and moderated by the teacher, occasionally by students, and may include reading and/or writing assignments.

3. The artist-oriented sessions are sessions in which second year students specifically present (questions related to) their positioning of their work and research in relation to the current field of and discourse on contemporary art and painting. Students are themselves in charge of the type and organisation of the session (e.g., show and tell, lecture, artist interview). An opportunity for conversation with and/or response by the first-year students needs to be part of the format used.

Active attendance and participation, as well as presentation and fulfilling assignments, are mandatory to receive a total of 5 EC.

iRAP

What Matters consists of regularly organised collective sessions that specifically focus on sharing research in the form of work, work methods, findings and positions, and form a required part of the programme. The What Matters sessions are organised according to the principles of informal learning, meaning learning via participation or collective knowledge creation. This means that both students and teachers have the role of learner and educator. The teachers take on the role of organiser and moderator.

In the iRAP programme, What Matters consists of three differently oriented sessions: work-oriented (Seminars), context-oriented (Round Tables) and artist-oriented.
1. The work-oriented sessions focus on critical review by peers, a shared experience and an opportunity to compare, for which a variety of critical response methods are practiced and used. According to a schedule, students prepare a presentation of their own work in a presentation space, their studio or elsewhere. Each

member of the group has the option to comment on the work and projects as they see fit and upon any element of the work produced. The presenting student makes notes of what other participants say about the work. This is a place for trying out new things, allowing oneself to fail, while developing confidence and a vocabulary with which to reflect on the work.

2. The context-oriented sessions are conversations, for which different formats can be used, in which the group processes and reflects on art-critical, art-theoretical, philosophical and sociological questions relating to general and current issues in contemporary society; to contemporary visual art practices in general and personal artistic practices in particular; to the domain of iRAP and to creative processes in art and research. Topics to be discussed and exchanged can come from different sources, from projects or issues raised in the seminars. The sessions are in general prepared and moderated by the teacher, occasionally by students, and may include reading and/or writing assignments.

3. The artist-oriented sessions are sessions in which second year students specifically present (questions related to) their positioning of their work and research in relation to the current field of and discourse on the domain of iRAP. Students are themselves in charge of the type and organisation of the session (e.g., show and tell, lecture, artist interview). An opportunity for conversation with and/or response by the first-year students needs to be part of the format used.

Active attendance and participation, as well as presentation and fulfilling assignments, are mandatory to receive a total of 5 EC.

Included in programme(s)

Fine Art and Design Study program Painting
Fine Art and Design study program MADtech
Fine Art and Design study program MAPs
Fine Art and Design study program iRAP

School(s)

Minerva Art Academy

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