Course: Studio-Lab/Graduation Project — credits: 25

Course code	VGVB25LSGP1
Name	Studio-Lab/Graduation Project
Study year	2025-2026
ECTS credits	25
Language	Dutch, with parts in English, English
Coordinator	M.F. Hamelynck
Modes of delivery	Guest lecture Individual supervision Peer feedback Self-study
Assessments	Graduation project - Presentation

Learning outcomes

Level Positioning (semester 8): The student shows the ability to independently design and theoretical research, are able to realize work independently and take their own position in the professional field.

1. ARTISTIC CREATION

The student can initiate a visual work process and create work in which practice-oriented research has a place. With the work and with a working method, the student creates meaning.

The student uses intuition and imagination during the work and making process. In the work, a story, meaning, way of thinking or intervening becomes manifest, and a voice of its own. The student has a strong understanding of the workings and sensory experiences that the work evokes.

Dealing with the not-knowing, the unexpected, is inherently linked to the practice of the artist or designer. The student is able to allow and use doubt and uncertainty in erratic work processes. By dealing with risks in the work, the student develops self-confidence to work as an artist/designer in a dynamic world.

The student works experimentally and inquisitively. While thinking, observing, doing, making, changing, processing, the student develops (artistic) methods and strategies in his own way and can show them. With the help of the student's own working method, the student can create alternative solution options, scenarios, images and stories. The student can continue to develop his or her own work and working method, in a dynamic work area.

The student becomes proficient in relevant and diverse (digital) media, techniques, materials, crafts and technologies, for the benefit of the work and the development of their own positioning. The student demonstrates ethical awareness regarding the use of materials and technology. In the choices in the work process, the student shows awareness of the impact that the creation and production of work can have on the environment.

2. RESEARCH AND REFLECTION

The student is able to critically and from multiple perspectives consider their own work and working method and that of others. This allows the student to deepen their own design or artistry, make it more layered and position.

The student has a grip on the way in which choices are made in the work process and the personal values, questions and ambitions that guide these choices. The student can discuss the intuitively created or conscious choices and relate them to the work, the audience, the environment or the larger context.
The student can document the work process. In this way, the student develops ownership of work and working methods.

The student uses and develops artistic research methods from an open and experimental attitude to influence the work process and to deepen the content of the work. The student makes use of sources and shows ethical awareness.

Content

You develop your graduation project based on your own design dilemma. You combine two methods:

- You conduct design research based on your self-defined design dilemma. Here you know how to make good choices in your design process and thus arrive at your own concepts and solutions in medium and form (Studio).
- Making and experimenting to develop your designs, using your own handwriting as designer; the workshops play an important role in this (Lab).

In your graduation project all components come together: you translate your design dilemma into one or more designs. All design(s) should be finished in all respects, knowing that before the Graduation Show you may still work on minor details.

NB Location based designs, which can only be realized at the Graduation Show, need to be presented as good as possible: finding alternatives to share the intended experience and/or making mock-ups (scaled or partial versions).

The student takes the initiative to seek out the exchange of feedback and inspiration. By talking to others about artistic methodologies and about substantive topics, based on interests, positioning and/or questioning, the student contributes to a conversation about the work.

The student has a curious, inquisitive, and entrepreneurial attitude towards other perspectives, work practices, and ways of thinking. By sharing findings with fellow students and with the professional field, the student also questions their own ways of thinking, working methods, work and positioning.

3. CONNECTING WITH THE ENVIRONMENT
The student takes position as an artist/designer, both in terms of content and relation, in the (international) contexts in which they work.

The student's positioning is well-considered and is embodied in the work and working method. To this end, the student conducted research.
The student can make the value of this positioning clear in the context in which the student works. The student is able to deal with changing circumstances and different approaches to making and designing art in a resilient and agile way by being open to and acquiring new knowledge, insights and skills.

The student seeks connections with the environment in the student's own way for the benefit of the work and the work process, as a method of artistic research.
The student can allow perspectives of others into the work and work process and is touched and inspired by them. These can be, for example, current developments in society, activities of fellow makers or sources from the past.

Artists/designers work in relation to and together with others. Collaboration, exchange and communication are crucial in the work process. The student actively seeks connections with others in order to advance their work. The student has insight into various forms of (collective) partnerships, both within and outside their own field.
In collaborations, the student can make an appropriate contribution and make their own voice heard, and deal inclusively with the different roles, relationships, motivations, responsibilities, interests, voices and specific qualities.

The student develops an understanding of the role that artists/designers can have in simple, interdependent systems. The student investigates one's own role as a maker in work and production processes and the implications of this for people, the environment and
society. In this way, the student sharpens the awareness that one's own work and work process are part of a larger, also international, whole: society, nature, history. In addition, the student relates to the world with work and working methods, in which

4. WORKING IN A PRACTICE
The student is able to create conditions for his or her own work practice, in line with his/her own positioning. To this end, the student is able to organize and communicate with others.

In order to be able to work as an artist and designer in practice, the student organizes a suitable working environment. The student knows how to facilitate their own work processes and can create a safe working environment. The student deals with the physical and social working conditions in an agile way and adjusts the conditions of the working environment where necessary.

It takes self-confidence and courage to create the right working conditions, to claim time and artistic freedom, to negotiate finances, to be enterprising and
to be enterprising, and to take a role in collaborations. The student has insight into this and develops confidence in their own positioning, qualities and ambitions.
It also requires empathy, inventiveness and imagination to see possibilities and opportunities in the field and to face them. The student takes initiatives to find work, for example by initiating and

acquiring assignments and projects, but also by working together, exchanging knowledge and developing new forms of work working and working practices.

The student is able to communicate online and offline about their own work, working method and positioning as part of a work practice. The student can also provide insight into the creative work process and research activities. The student makes choices in what, to whom and in what way and with what means is communicated. A personal voice and visual language are an integral part of this. The student plays with and investigates the consequences of communication for different groups.

Included in programme(s)

Design, Major Spatial Design
Design, Major Time Based
Design, Major Graphic Design
Design, Major Offroad
Design, Major Illustration and Animation
Design, Major Product Design

School(s)

Minerva Art Academy

share your talent. move the world.

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