Hanze

Course: Studio-Lab/Defining your Graduation Project — credits: 15

Course code	VGVB25SLB4
Name	Studio-Lab/Defining your Graduation Project
Study year	2026-2027
ECTS credits	15
Language	Dutch, with parts in English, English
Coordinator	M.F. Hamelynck
Modes of delivery	Assignment Peer feedback Self-study
Assessments	Laboratory 4 & Studio 4 - Presentation

Learning outcomes

Level Deepening (semester 3-7): The student shows insight into the importance of research and experiment for the acquisition of knowledge and skills and succeed in giving shape to this.

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.

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

Content

You explore the design dilemma you'll self-formulate during this semester. You combine two methods:

- You conduct design research based on the first ideas you have for your graduation project. You know how to make good choices in your design process and come to a concept to develop further on (Studio).
- You experiment in media, techniques and visualizations and materializations for your graduation project, using your own handwriting as designer; the workshops play an important role in this (Lab).

As outcome of this process, you present the proposal for your graduation project to your promotors: you formulate your design dilemma and plans how to work on it. You use the documentation of your process to explain how you came to this, as well as the findings of your Context Essay and your updated Poster Pitch. You keep in mind that all competences Design are addressed in this proposal.

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.

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 ecological, technological, social and economic issues and transitions play a role.

Included in programme(s)

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

School(s)

Arts, Design & Built Environment

share your talent. move the world.

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