

## **Output 2**

### **Intellectual output for Study module in artistic entrepreneurship**

*Point: 10 ECTS points*

*Participants: BA students or MA students from all training lines/education lines at higher performing art school. Min. 20 – Max 40 students*

*Duration: preferable 4 weeks (5 days pr week in the time slot from 9 – 17)*

*Amount of teachers: Pr. phase we suggest 4 main teachers as a minimum and overall 8-10 international teachers.*

*Language: English*

*Place: The higher education institution that is hosting the module. We suggest a minimum of 5 working spaces available*

### **Overall module description for the transnational study module in artistic entrepreneurship (AE):**

This module in artistic entrepreneurship is based on a broad interpretation of the term entrepreneurship. It is connected to definitions of entrepreneurship as being able

*To figure out alternative forms of creating in contrast to dominating practices.*

*To expand your identity by integrating all your resources and your connections to the world into your artistic practice*

*To transform ideas to actions that will change something - innovation*

To be able to work and develop as an artist in an ever changing world you need to expand and nurture both your entrepreneurial mindset and your entrepreneurial tools in a community of practice where your self-efficacy and your courage can blossom and innovate.

This module gives the students the opportunity to enter into a learning environment of four different phases with different topics and challenges. Hereby the student is lead into experiencing him or herself anew by doing, listening, writing, then reflecting, trying and doing again, discussing, understanding, expanding and creating in different ways. The module is transnational in its core because of the teacher's different artistic and cultural backgrounds and nationalities. But also because artistic entrepreneurship in a late modern time never can be a local issue – it is always a *glocal* one.

## **Learning goals:**

When having participated in this module the student will be able to:

- 1. Analyze her own artistic practice and life goals and by that being able understand and reflect upon which kind of professional and sustainable work life she is aiming for.*
- 2. Understand and have knowledge about the work field and employment perspectives that the student is a part of, both in a narrow and a more broaden sense.*
- 3. Use selected, administrative tools in order to strengthen herself as a self-producing artist.*
- 4. Take responsibility for further development of her own entrepreneurial competences.*

## **New working/teaching methods connected to the module**

In this module the teachers are merely curators and facilitators, making very specific choices in developing a frame for a workspace, in order to spark a flame within the students in contrast to only handing over information or teaching a pre-given and pre-developed concept.

The reason for implementing these new methods is, that the field of entrepreneurship in its DNA is fluid, meaning that the participants in entrepreneurial workspaces are de facto all researchers searching for novelty and expansion of knowledge and practice.

The teachers who are holding the workshops have to be interested in developing new pedagogical, artistic and didactic formats that nudge the environment for daring and playing and learning. That means that core values like curiosity, generosity and changeability are important to implement as a base that students, researching their artistic entrepreneurial career, can act and practice from.

An important teaching method is the sharing of experience throughout the courses so that it is possible to make changes as a pedagogical team and to sample/merge topics or workshops from one week to the other. If possible the teachers should participate in other workshops than their own to stay learners and as before mentioned, researchers, together with the students.

## **Two concrete examples of working tools to create an AE study module**

### *Time Table*

As a part of designing the study module in artistic entrepreneurship it is possible to use the managing tool called *Time Table*. In short it consists creating the content (meaning the types of workshops that are provided) of the days in an ad hoc manner with all the participants, meaning both teachers and students. This tool takes into consideration that it is a part of the entrepreneurial approach to innovate and create as a group and it also takes into consideration that the students might have knowledge and methods within artistic entrepreneurship that could be a part of the whole course. The core group of teachers would

have provided workshops to the timetable, so that there is starting point. In the case of this study module it could be adjacent that students offer workshops during phase III and IIII.

### *Glue*

How do we tie or glue spaces, knowledge and persons together in a study module of artistic entrepreneurship so that we all stand a chance to develop and participate in a space of learning and recognition? We suggest a series of “glue”-tools that make it possible to be aware of the community of practice within the period of the course.

- To take care of people who come and go (teachers or even students) within the course, create a group of friends who make sure that these transfers are being taken seriously.
- In extension to that, invent welcome and good buy rituals for the participants to underline that the investment in the course is meaningful and important.
- Every day consists of three fixed sessions for all the participants: Morning training, lunch and dinner. These fixed sessions give students and teachers the possibility to connect to each other and to share experiences and thoughts.
- Every day you are invited to do a power napping after lunch and a meditation before dinner which are seen upon as concrete tools to concentrate and ventilate.
- Choose a space for this study module with different types of rooms that are connected to each other in a way so that you feel glued to the rest of the participants even though people are divided into smaller group. The course could also benefit from concrete physical “gabs” or interfaces like corridors, gardens or halls to maintain common grounds and concentrated atmosphere.

## **Four-week course descriptions:**

### **Phase I – Creating a community of practice through reflection and togetherness.**

Phase 1 is a week of creating a community of practice to be able to learn, unlearn and share knowledge and experiences. The workshops are focusing on our core values, our lores (our body of knowledge) our capacities as well as our abilities to reflect and wonder about complex topics and areas in and around us.

The workshops will be a mixture of theoretical inputs, discussion-based group learning, physical training of voice and body and easy entrance creating meaning small tools to start being creative from. Learning artistic entrepreneurship requires a no pressure/ safe space environment to be able to re- experience and question your practice.

Workshop-types (see the short descriptions of the workshop types in the attached appendix):

- AweAre
- Introduction to Philosophical acting- Surprised by answers
- Europe- what is that
- Opening up your voice channel
- Chill/Think/Do
- Wonder and writing
- Masks – is not enough
- Walk with values
- Protests and art

### **Phase II – Sharing interests and passions through material and investigations**

Phase 2 is a week of getting deeper into individual and relational interests and questions when it comes to artistic practice and new ways of thinking about competences and work/life dreams/goals and the impact on the world and societies around us.

-What do we really love? How will I show off and present myself in it in a short time? What does this act inspire in others? Are ideas of collaboration evolving from this? How can we inspire each other in terms of developing ideas in space with our voices, bodies, drawings, textiles, sounds and words?

-Where is the world at- what do we see around us, what would we like to change by our artistic work? How can we make our ideals and maybe utopias ideas come true and settle for new practice and projects?

Workshops-types:

- In between making and wearing
- Voice training – my failing voice and my childhood voice
- What does the space need?
- Life drawing as a way of reflecting

- Collecting sounds
- I love....
- The garden of words

### **Phase III – The world-turned artist and how to manage structures and systems**

Phase 3 is a week of familiarizing the students with the essential elements for the successful planning of an artistic entrepreneurial endeavour, continuing to develop their entrepreneurial mindset and encourage them to find new ways for practical applications of their artistic work.

The workshops will touch upon themes and topics connected to being self-producing artists but with a strong focus on the possibilities to do the management/administrative work together. How can we benefit of each other when it comes to idea development, managing and planning the processes from idea to reality? How do we connect to money and practical necessities? How can we broaden up our repertoire of methods of working within self-producing, funding and pitching our ideas to the world? A core approach will be to look at the project planning as part of the idea development and as closely connected to the artistic process, to sharpen the heart of the project by realizing practicalities. This means for instance that we can make the idea pitching and the application writing collective and method based at the same time.

In phase 3 we look into the horizontal knowledge approach meaning that we acknowledge that we need to know something about a large amount of fields, but we do not need to know everything about every field - as long as we know who to turn to and what to ask for.

#### **Workshops**

- The art of living from the art – managing tools
- Project development/massage
- Collective application work
- Hackathon
- How to be assertive as a creative entrepreneur
- The Magic carpet

### **Phase IIII – Containing knowledge and producing material**

Phase 4 is the final week getting back to connecting to both you and the community of practice, knowing that entrepreneurship is not an individual task but an interdisciplinary and relation-based field.

The week will be containing final coaching sessions where you can ask and be asked upon your plans as well as allowing you to step back and silence off - allowing yourself to rest in the silence. There will be time to reflect upon the plans you made, the things you found out and the places you want to go. It will also be possible to learn to stand in an argument, testing your

new understood competences and values by creating project timelines and strengthening specified professional connections for reflecting and guidance by fellow students and teachers for the future and then setting yourself at ease and slowly picking up the strings into the world.

To visualize and embody the knowledge production, the four-week course in artistic entrepreneurship will end in building a labyrinth where the participants are showing and sharing knowledge and ideas in an innovating space.

Workshops-types:

- Silent day
- Sampling materials
- The cake
- Grand Tour
- Arguing on the chain gang
- The Lab/labyrinth

### **Final statement**

This study module is based on a two-year research project in artistic entrepreneurship between six partner institutions in Europe. We are thankful that we got time and money to research on ways of working that are significantly different from how artistic and entrepreneurial work is usually understood and processed.

The key values in this study module of artistic entrepreneurship are togetherness and connectivity and the module is based on the network of teachers, researchers and students that took the change during two years to create different modes of working together and create learning spaces for evolving entrepreneurial minds, brains and hearts. Togetherness and connectivity in contrast to working against each other or along side each other, being divided into skill-based training, supplementary training, hard skills, soft skills, practitioners, academics, theorist or “doers”.

This module is an outline of methodologies and learning spaces that are based on creating the “common 3<sup>rd</sup>” between people instead of the concurrence. The content of the module is possible to implement in different types of schools because of the flexibility in time and approach to the phases. We created a network of teachers and researchers during this ERASMUS+ project and we would like to expand the network and hand our work over to other school to be inspired by. The study module must be seen as a trampoline from where our colleagues and all kinds of students can jump.

***“Exister, c'est oser se jeter dans le monde” (Simone de Beauvoir)***