

8. Ensuring interoperability and sharing best practices with regard to postgraduate and doctoral (DLA, PhD) training

EU4ART Alliance WP2-WG1
Common Curriculum Working Group



CONTRIBUTORS

EU4ART Alliance WP2-WG1 – Common Curriculum Working Group

WP2 and WP2-WG1 Leader: László LELKES (HUFA Budapest)

WP2-WG2 Leader: Bianka DOBÓ (HUFA Budapest)

WP2 Coordinators: Stefanie BUSH (HfBK Dresden), Bettina LEHMANN (HfBK Dresden),
Beatrice PERIA (ABA Roma), Andris TEIKMANIS (LMA Riga),
Anna ZVAIGZNE (LMA Riga)

© • 2022 • EU4ART Alliance

All rights reserved. Licenced to the European Union under conditions.

The beneficiaries retain ownership of the results of the action, including industrial and intellectual property rights, and of the reports and other documents relating to it unless stipulated otherwise in the Agency.

The EU4ART Alliance is co-funded by the Erasmus+ Programme of the European Union.

<https://eu4art.eu>



Table of Contents

Organizational principles and interoperability practices of the postgraduate and doctoral study programs of the allied universities.

<u>HUNGARIAN UNIVERSITY OF FINE ARTS</u>	<u>4</u>
<u>ACADEMY OF FINE ARTS OF ROME.....</u>	<u>8</u>
<u>DRESDEN UNIVERSITY OF FINE ARTS</u>	<u>10</u>
<u>ART ACADEMY OF LATVIA</u>	<u>15</u>

Hungarian University of Fine Arts

I. Ensuring interoperability

I.1. According to the DLA course catalog

Cross-institutional studies

Cross-institutional study refers to enrolling in a course at another university that will count towards your degree at the Doctoral School. Taking courses in another institution, including participation in the theoretical courses of other DLA/PhD programmes, is a vital advantage of the doctoral years in an international context. However, taking up courses in another institution can be evaluated only if announced in advance and agreed with both the theoretical and the practical supervisor. Credits can be given for courses taken up in another institution retrospectively on the basis of marks only (end-of-term exam, comprehensive exam) but only if the supervisor acknowledges fulfillment.

Other cultural activity: organizing work, work for the public (e.g. organizing and managing artist colonies, symposiums, festivals, training courses and workshops, etc.). The doctoral student documents in detail his cultural, organizing and public work independent from his own creative/research activities in his semester report.

Teaching practice: Teaching activities undertaken in graduate courses, evaluated by the supervisor. The doctoral student must document his/her teaching experience in detail in his/her professional report on the semester and he should attach the textual evaluation of the master overseeing the class, or the head of the department or institution.

I.2. Blended - Online presentations and courses held in English

As a result of the educational institutions' response to COVID-19 (coronavirus) epidemic, the demand for distance learning tools has become increasingly urgent worldwide. In order to facilitate distance learning, the university provided the surface of Microsoft Teams, where students, professors and the school staff can meet virtually, work together, create shared content and materials all on a single and efficient common way. Some of the courses (e.g. Research Methodology) were fully available live, online as well in English.

I.3. Joining courses from the course selection of the Stipendium Hungaricum students

The Stipendium Hungaricum Programme is based on effective bilateral educational cooperation agreements between the Ministry of Human Capacities of Hungary and the partner's Ministry responsible for higher education. Applications are considered eligible if the applicant is nominated by the responsible authorities of the sending partner.

For full time programmes, students can apply from the following sending partners: Algeria, Angola, Argentina, Azerbaijan, Belarus, Bosnia and Herzegovina, Cambodia, China (including the Hudec scholarships), Colombia, Ecuador, Egypt, Ethiopia, Georgia, Ghana, India, Indonesia, Iran, Iraq, Japan, Jordan, Kazakhstan, Kenya, Korea, Kosovo, Kurdistan Regional Government/Iraq, Laos, Lebanon, Macedonia, Mexico, Moldova, Mongolia, Morocco, Myanmar, Namibia, Nigeria, Pakistan, Palestine, The Philippines, Russia, Serbia, Syria, Tunisia, Turkey, Turkmenistan, Ukraine, Uruguay, Vietnam, Yemen.

For more details please visit: <https://stipendiumhungaricum.hu>

II. Best practices

II.1. Cooperation with internationally embedded actors of the Hungarian cultural institutional system (museums, non-profit actors and institutions)

In every one or two academic years the Doctoral School organizes exhibitions for the students, occasionally in collaboration with international partners.

II.2. Distribution of available digital databases within the network of the Hungarian University of Fine Arts

Services provided by the library and the archive are for the artists, researchers, students and lectures of different departments and institutes who wish to use text and images to enhance their work. Most foreign art journals are only available in Hungary through the library of the Hungarian University of Fine Arts. Students can gain remote access to the JSTOR and ARTSTOR databases and also get access to Oxford Art Online. Digitally available art journals are Kunstforum International and Artforum International.

For more details on the list of subscribed databases, please visit: https://www.mke.hu/adatbazisok_online_folyoiratok/index.php

II.3. Testing art pedagogic methods at teaching practice site

Doctoral studies are supplemented by part-time courses and further training courses. The program aims to professionally prepare students for an active role in culture-making and mediating in a Hungarian and international context; to integrate the knowledge and skills that they have acquired through their practical and theoretical work; as well as to enable to adequately pass on the above to their future students – in accordance with curriculum requirements – in any primary or secondary school, any institute of higher education, or in public visual education.

II.4. Open consultation opportunities with art professional instructors and supervisors

Most instructors are open to a more interdisciplinary approach, and showing support for the students to conduct their research in collaboration with art professionals and other instructors.

II.5. The community of the Doctoral School

Leading role of the instructors

With the experience of the professional art instructors, school-creating artistic and teaching qualities creates an exemplary community of the Doctorate School, which forms the school's fundamental values to this day. By broadening the horizons of the students participating in the training, under the guidance of the institution's highly qualified professionals at the regular theoretical lectures, but also with presentations by domestic and foreign authorities, to develop an analytical, reflexive and scientific thinking about art. In addition to all of this, it is of particular importance to concentrate on artistic creative work. Under the guidance of the supervisors, regular consultations take place in the studios, as a result of which it is presented several times a year.

Student community

Paralell Hungary is a group project of the students of the Doctoral School of the Hungarian University of Fine Arts, Stipendium Hungaricum-scholarship Programme, led by dr. habil. Tünde Varga PhD, esthete and Margit Koller, artist, doctoral student. 8 artists from all around the world are working together for a year to create an exhibition about their personal view of Hungary. How is living here for 4 years, being an artist from a far country, carrying different cultural heritage? How they sense the

Hungarian cultural, social and political symptoms? How the locality and the identity connect, what does it mean: being home? During the one-year-long creating process of this exhibition, they're dealing with these cultural and social differences from their special view, as where they can see a parallel country (more parallel views), which is maybe invisible for the locals.

The infrastructure of the Feszty House

The building, which looks back on a long cultural history, houses the Doctoral School, and serves as a core point of the community of doctoral students to attend lectures, gather and also is providing studio opportunities for some of the students.

Academy of Fine Arts of Rome

As already stated (cfr. Doctoral Studies Document), the Academy of Fine Arts of Rome, is participating on an experimental basis in two doctoral cycles that will start from this academic year. So, we cannot provide best practices yet because we haven't started this new path yet. However, both doctoral programs involve the associated participation of public administrations, cultural institutions or other R&D infrastructure of European or international importance. Specifically, for the doctoral program of national interest, are planned a 3 months research stay in Italy and a 6 months research stay abroad.

Furthermore, PhD students are offered:

1) Lectures dedicated to the European Charter for Researchers, with insights on

Gender Mainstream, Gender Equality plan, female brain-drain, maternal wall, gender balance; Freedom of research, ethical principles, responsibility professional conduct, professional behavior, contractual and criminal obligations, accountability financial, good conduct in research, dissemination and exploitation of results, commitment to the public, relationships with supervisors, duties of supervision and management, continuing professional development.

2) Deep learning course

Basic concepts related to machine learning, programming language Python, Fundamentals of Machine Learning, Basics of Neural Networks, Deep Learning for images

3) Course in Patenting

A training course oriented toward the ways of exploiting the results of basic research, to the public and to industry (public engagement). In addition, the course provides for the verification of the patent potential of research and addresses the legal aspects, organizational, procedural, and bureaucratic aspects of filing an industrial patent. (Third Mission)

4) Europlanning course

A training course oriented to the development of European research programs. The course is also aimed at identifying possible sources of funding specific to different research areas, both national and international.

Doctoral students are required to further their knowledge of a European or non-European language at the University Language Center, where courses in: Advanced English, German, French, Russian, Chinese are offered.

Doctoral students are offered a collective training course in collaboration with the research infrastructures involved and a course designed ad hoc on individual research, in collaboration with research infrastructures to be involved punctually, of various types (foreign universities, European research infrastructures, cultural institutions, etc.).

The training courses for this Ph. will be readily available in-person or online. There are also forms of support for doctoral students in terms of: contribution to rent, when presenting a regular contract; of contribution for mobility and research, for presenting research results and attending courses and seminars off location; of support for the doctoral scholarship in case of a period abroad; of facilitation of agreement procedures in case of internship period at external institution or enterprise. All of these are certainly good practices and role models, but how they work will need to be verified over time.

Dresden University of Fine Arts

The following text relates to the third cycle in fine arts at HfBK, as these studies are the ones relevant for the first funding phase of EU4ART. In the field of applied arts, in the faculty 2 of HfBK, a doctoral degree in Restauration can be found, but as well the Meisterschüler system for the field of stage design and other possibilities which are not explored in this text.

I. Ensuring interoperability

The Dresden Academy of Fine Arts does not provide doctoral studies, according to the third cycles structures laid down in the Hochschulfreiheitsgesetz of the Free State of Saxony. As a third cycle model for any type of artistic studies, the Meisterschüler degree is provided here.

Details can be found in the order of the Meisterschüler studies (https://www.hfbk-dresden.de/fileadmin/user_upload/Downloads/Hochschule/Organisation/Ordnungen/Meisterschuelerordnung_BK_11.03.2020_idF_30.03.2022.pdf).

Even though there are discussions about additional possibilities for artistic doctorates, there is no clear timeline in which these developments might take place.

The fine arts Meisterschüler program focuses explicitly on the development of the artistic skills of a few selected Meisterschüler students. Therefore, the trustful exchange and deep content-related discourse between student and professor are understood as the core of the Meisterschüler training. Only individual mentoring contracting is done between professor and student, there are no generalized fix courses that have to be joined.

As a special possibility, the workshops of the academy are open to Meisterschüler students so that they can use every artistic possibility available in the academy. There is no need to collect ECTS credits besides the development of the artistic practice.

Due to this constellation, there is no need, but at the same time, there are also no reliable regular possibilities to create interinstitutional exchange between different third cycle studies. Nevertheless, there are joint cooperations with other universities or educational institutions being developed regularly by individual professors or teams.

Teaching practice plays only a minor role at the moment, Meisterschülers have, on the basis of their contract, to fulfil tutorial work of around 5 hours per semester week, but the real teaching work depends on the need of the class and the faculty, or on the artistic profile of the Meisterschüler.

In consequence, the Meisterschüler studies can of course be offered and opened to postgraduate students from the alliance, but it has definitely a different aim than the doctoral studies programs, as it focuses completely on the development of the practical artistic career.

Moreover, in the context of the EU4ART_differences project, a new lab for artistic research in the third study cycle is being established. With lectures and seminars held in hybrid formats, it will allow postgraduate and doctoral students to join the working processes of this program to a certain extent. The summer schools organized within this project (2022: Montecompatri near Rome, 2023: probably Latvia or Hungary) provide a precious possibility to bring international partners and programmes together.

I.2. Blended - Online presentations and courses

In consequence of the COVID-19 pandemic, the need for hybrid and online learning tools has become a problem to be solved as quickly as possible. In order to facilitate distance learning, HfBK developed, with the support of the local EU4ART team, different strategies for blended learning, Big Blue Button was installed, and MIRO used for joint work processes. Increasing numbers of courses have been held in English, and the topic of internationalization is discussed widely. Nevertheless, the number of English lectures is still not too high, as the changes progress only step by step. A zoom license allows to organize high numbers of lectures online. Microsoft teams has been used only in a smaller part of the academy, especially for the EU4ART_differences project.

I.3 Interoperability with international programmes

The academy offers programmes in English for international ERASMUS students. These are usually open also to the other students.

On the other side, exchange programmes like ERASMUS or the DAAD (German Academic Exchange Service) allows interoperability with other academic systems as well when students are sent out: <https://www.daad.de/en/>.

Another possibility for shareable programmes is the Liebelt visiting professorship which takes place in form of an extensive practice workshop in late autumn of every year. These workshops, led by high-rank international artists, allow a limited number of postgraduate students to work intensely and in-presence with the artist and develop an exhibition format. The Liebelt professor workshops were already opened to postgraduate students from the partner universities during the last EU4ART phase.

II. Best practices

II.1. EU4ART_differences

The Horizon2020 funded programme EU4ART_differences creates a strong possibility for interoperability beyond the faculties of the HfBK (by involving relevant partners from scenography, restoration and art therapy), but also especially in the alliance. It opens a certain field of discourse – artistic research – to a number of selected local postgraduates but also to postgraduates from the alliance. The lab created as a place for this exchange consist of five main topics that improve the knowledge and abilities of the joining students for latter activities in the field of fine arts. Besides from the main topic of artistic research, the further topics are writing practice (creative / scientific / formal application writing), research practice (interviews etc), project and self-management, and curating. Especially the (online) series of lectures about curating will be open for international students and partners. Beyond this, the program aims to create connections between artistic practice and the outreach to society (pedagogical, third mission). In the widest sense, the Lab of EU4ART_differences can provide the possibilities of a pre-doc education and therefore prepare students to do their doctoral studies at a partner university or elsewhere after the time of their lab participation.

II.2. Cooperation with internationally embedded actors of the German cultural institutional system (museums, non-profit actors and institutions) and visibility of artistic practice

The Meisterschüler students become visible regularly through exhibitions. During the last years, the most of these were done in cooperation with the “Motorenhalle” exhibition space in Dresden. There is as well an intense exchange with the State Art Collections which leads to small exhibition projects in local museums (e.g., with the collection of prints and drawings, Kupferstichkabinett).

Beyond this, HfBK cares for the visibility of their students’ and alumni’s artistic practice through different websites and social media: The “Kunstknall” database collects information on the art practice of students and alumni (<https://kunstknall.de/>), there is an Instagram channel of the academy providing visibility to artistic Meisterschüler and alumni positions which can, during the time of two weeks, make their practice visible in 5 posts. (Instagram takeover: https://www.instagram.com/hfbk_dresden/)

In the Horizon2020 project EU4ART_differences, a project portal on the research catalogue (www.researchcatalogue.net) will make the international alliance efforts in the field of artistic research visible.

II.3 Distribution of available digital databases within the network of the HfBK / research support

The library of HfBK Dresden provides a strong supportive network for artists and researchers to enhance the quality of their practice and research. It does not only offer a broad range of literature on fine and applied arts but is also a cooperation partner of the SLUB (Saxon State Library – Dresden State and University Library) which provide a wide range of online resources (as JSTOR and ARTSTOR). SLUB offers a collection focus on contemporary fine arts and therefore is a precious possibility for HfBK-based researchers and artists. Another important international focus is the Photothek of historical photographs as a research resource.

There are two relevant publication platforms connected to SLUB as well which can be used to make research results visible: the Qucosa database and Arthistoricum.net: (<https://www.qucosa.de/startseite/>) (<https://www.arthistoricum.net/>). Both are based in Dresden and provide research services for young researchers and possibilities to become visible. Moreover, there is another art library connected to the Dresden State Art collections.

II.4. Use of the artistic workshops

The broad range of well-equipped and spacious workshops at HfBK provide a precious opportunity for third cycle Meisterschüler students to deepen and intensify their professional practice. The workshops contain different printing techniques (e.g., engraving, etching, lithograph, woodcut / block printing, metal typing, digital lab, carpentry, 3D-modelling, bronze casting).

II.5. Cooperation with local academic partners to develop programmes for third cycle students and doctoral study possibilities

The technical university of Dresden (TU Dresden) has become host of several postgraduates doing theoretical dissertations in the field of fine arts. There are excellence projects like the Schaeffler Lab bringing together technology and fine arts as well as arts research.

Another cooperation project between the Faculty of Architecture at TU Dresden and EU4ART_diffidences works on the visibility of research results and brings together third cycle fine art students and students from different backgrounds (musicology, architecture, engineering, dance, programming) for a one-year project phase.

II.6. Career Service for students and postgraduates

The HfBK career service provides a mentoring program and a broad range of information and courses for students to prepare them for later activities and job perspectives in the field of fine arts. The lectures and workshops raise questions of everyday's work life (project and self-management, insurances, taxes etc) as well as job perspectives (cultural political field, art education in afternoon programmes of schools etc).

Art Academy of Latvia

I. Basic principles of interoperability

Teaching practice

Lectures are organized and taught not only by professors of the AAL but also by creative industry specialists and various exciting personalities in the field of art. In the seminars, students are invited to engage in assignments and discussions. The program consists of both lectures and seminars.

Activities

Students attend theoretical lectures and practical seminars, perform assignments, and are also invited to participate in internal events of the academy, including the annual International Scientific Conference.

CROSS-INSTITUTIONAL STUDIES

Cooperation with other universities

AAL, in cooperation with the Latvian Academy of Culture and the Jāzeps Vītols Latvian Academy of Music, has launched a professional doctoral program. This program gives an opportunity to obtain a professional doctoral degree, as well as to attend lectures at partner universities and receive credits.

Erasmus+

The AAL participates in the Erasmus+ program. The Erasmus+ program provides students with the opportunity to gain international study experience at the AAL's partner universities located in one of the member states of the Erasmus+ program. Students have the opportunity to receive scholarships and spend an officially recognized study period at a foreign university without paying tuition fees.

Online courses and accessibility

Adapting to the changes of COVID-19, it is possible to organize lectures both remotely and to provide a hybrid mode. There are special auditoriums for this and students have the opportunity to follow the lectures in different ways. Some lectures are given by foreign lecturers and conducted in English.

Support

Students have the opportunity to apply for a monthly scholarship and receive support for participation in conferences, educational trips, and other activities related to the creation of a doctoral thesis.

II. Best practices

AAL cooperates with various non-governmental organizations and participates in various projects. Student exhibitions, International Scientific Conference (aimed specifically at doctoral students), and other opportunities are organized for the students. In Kuldīga, there is the AAL artists' residence, where exhibitions and other events take place. In the old town of Riga, there is a space for exhibitions of students specializing in curatorship.

Two institutes operate in AAL - the Institute of Art History and the Institute of Contemporary Art, Design, and Architecture, which form close cooperation with the researchers.

The library of the AAL provides access to local and international databases.

III. Study process

Doctoral study program lectures and seminars are held once a month. Lectures provide theoretical knowledge of research methods, legal aspects affecting art, academic English, as well as the history of art and culture. In the seminars, practical tasks are assigned, which help students to prepare for writing the dissertation.

IV. Lecturer resources

Lecturers are leading researchers and top-notch professionals in the field of art in Latvia. Guest lecturers are participating in the study process as well.

V. Structure of the Doctoral Study Program

Administration

The structure of the doctoral study program consists of the program director, the program manager, and the study program assistant. Students are welcome to solve practical issues and receive support during the writing of the thesis.

Lecturers and Supervisors

Each doctoral student is assigned a thesis supervisor, in cooperation with whom the thesis is developed. Each student has the opportunity for a scientific advisor as well.

Student Council

Student Council operates on a voluntary basis, every AAL student is welcome to participate in its activities - from organizing events to defending student interests. The Student Council participates in the organization of various cultural and educational events at AAL and elsewhere. The Student Council takes care of the protection of students' interests and closely cooperates with the Latvian Student Union and student organizations of other universities.

Facilities

The studies take place in the historical environment of the AAL, located in the neo-gothic building built at the turn of the 19th century. The AAL building is located next to the Latvian National Museum of Art.