Course: Switchboard International Exchange — credits: 30

Course code	AMVB26PLEX1
Name	Switchboard International Exchange
Study year	2026-2027
ECTS credits	30
Language	English
Coordinator	B. Bont
Modes of delivery	Assignment Peer feedback Self-study
Assessments	ToR - Report

Learning outcomes

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

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 he works.

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.

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.

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.

Content

Switchboard refers to a switching point in the study. You made preparations in semester 5 and formulated a learning question that is central for the choice you make in semester 6.

You can then choose from one of the options to go out into the world and encounter an aspect of the professional field. This gives you the space to develop a stronger profile. You have a switch board coach that guides you.

You can choose from various options: internship, Major of choice, exchange, minor, research project at a research center within the Hanze, Out There and H.A.L. This course description is about the Exchange. The other descriptions can be found elsewhere in this document.

Exchange
You can follow a semester at one of Minerva's partner academies abroad.

NB More information and enrolment options can be found on Brightspace.

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 working practices.

Included in programme(s)

Fine Art
Fine Art
Fine Arts and Design in Education

School(s)

Arts, Design & Built Environment

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