



CONFERENCE 2014

TEACH THE TEACHER

ENTREPRENEURSHIP IN ART EDUCATION IN THE NORDIC COUNTRIES



norden

Nordic Council of Ministers

KREANORD

NORDIC CREATIVE ECONOMY

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HAKA

Video: Contemporary Copenhagen



[Click to watch the EntreNord Conference recap](#)

EntreNord 2014

Teach the Teacher – Entreprenørskab på de kunstneriske uddannelser i Norden *Teach the Teacher – Entrepreneurship in Art Education in the Nordic countries*

EntreNord er startet i et samarbejde mellem KreaNord, Karlbak og CAKI som et initiativ under KreaNord, Nordisk Ministerråd, i 2012. Første fase af EntreNord udfoldede sig i 2012 gennem fem workshops for undervisere ved de kunstneriske uddannelser i Norden og kulminerede i en fælles nordisk konference i København i november 2012. Anden fase af EntreNord blev realiseret fra januar 2013 til december 2014, og i januar 2015 er projektet gået ind i sin sidste fase. Mens KreaNords øvrige aktiviteter blev afviklet ved udgangen af 2014, bæres EntreNord videre i 2015 som et selvstændigt KreaNord-initiativ af projektpartnerne.

I 2013 lancerede CAKI i forbindelse med uge 47 (Global Entrepreneurship Week) den digitale, interaktive publikation IPR – Intellectual Property Rights. Publikationen er målrettet kunstnere, kreative og undervisere og vejledere ved uddannelsesinstitutionerne. Publikationen er gratis at downloade, og er bl.a. blevet anvendt af Karlbak på de ti underviserworkshops, der i 2013-14 blev afholdt i Sverige, Norge, Finland, Island og Danmark samt på de to seminarer, Gathering #1 og #2, for udviklere af entreprenørskab for professionelle kunstnere, ligeledes afholdt at Karlbak.

IPR-publikationen kan blandt andet downloades fra EntreNord Platformen, der som en del af EntreNord er blevet udviklet af projektpartnerne. EntreNord Platformen blev lanceret i sommeren 2013 under portalen KreaNord.org. Formålet med platformen er at sikre indsamling og formidling af konkrete

EntreNord started as a collaboration between KreaNord, Karlbak and CAKI. It was initiated by KreaNord, Nordic Council of Ministers, in 2012. The first phase of EntreNord began with five workshops for teachers working in art education and finished with a joint Nordic conference in Copenhagen in November 2012. The second phase of EntreNord ran from January 2013 to December 2014. In January 2015 the project entered its final phase. While KreaNord's other activities were concluded at the end of 2014, EntreNord is continued in 2015 as an independent KreaNord initiative by the project partners.

In 2013 CAKI launched the digital, interactive publication Intellectual Property Rights (IPR) as part of Week 47 (Global Entrepreneurship Week). The publication is written for artists, creatives and teachers and supervisors working within educational institutions. The publication is free to download from the EntreNord platform, a platform developed by the project partners as part of the EntreNord initiative.

The EntreNord platform was launched in the summer of 2013 as part of KreaNord.org. The purpose of the platform is as a resource, a space where entrepreneurial elements within art education and creative growth environments from the Nordic region can be gathered, held and disseminated. The intention is that this web resource works as a tool that, while directed at educational environments and growth layers, will

entreprenørielle elementer inden for de kunstneriske uddannelser og vækstmiljøer i Norden.

Sigtet er på at styrke de kreative brancher i Norden bredt, med særligt fokus på uddannelsesmiljøerne og vækstlagene. Indholdet på platformen skal medvirke til at styrke etableringsmuligheder for kunstnere og kreative samt bidrage til efteruddannelse af underviserne med fokus på at forme og styrke studerendes og vækstlagets entreprenante forudsætninger for et selvstændigt professionelt virke. Platformen formidler således undervisningsmaterialer, viden og netværk fra de enkelte nordiske lande. Ved udgangen af 2014 var der indsamlet mere end 100 cases på platformen.

Denne publikation vedrører de aktiviteter, der har udfoldet sig i 2014-15: Ti workshops, to Gatherings samt EntreNord Konferencen, der i 2014 blev åbnet af den danske kulturminister Marianne Jelved.

På konferencen blev der afholdt tre keynotes af nordiske og internationale oplægsholdere, med taler både fra kunstnerens, underviserens, forskerens og iværksætterens perspektiv. På et Nordic Fair blev der præsenteret seks cases af undervisere og projektledere fra de nordiske lande, mens fire breakout sessions gik i dybden med de fire emner:

Kvalitative målekriterier som evalueringsredskab

Implementering og evaluering af entreprenørielle kompetencer i uddannelserne

Fremme af et relationelt evalueringssystem med fokus på kreative og etiske forhold

Implementere hands-on entreprenørskab i kreative uddannelser

lead to a general strengthening of the creative business sector in the Nordic region.

The content on the platform is intended to inspire and support artists and creatives as they set out to establish a professional working life. Much of the material is geared towards teachers who are in the position to ensure students have the skills and knowledge to succeed in their professional practice. The platform contains material relating to educational structures and practices, knowledge-based resources and information about networks within the Nordic countries. By the end of 2014, more than 100 case-studies were collected on the platform.

This publication relates to the activities of 2014-15: ten workshops, two Gatherings and the second EntreNord Conference (2014) opened by the Danish Minister of Culture, Marianne Jelved.

The EntreNord Conference 2014 consisted of three Nordic and international key-note speakers, six case-studies presented by teachers and project managers from the Nordic countries (these were presented at a 'Nordic Fair') and four in-depth break-out sessions addressing:

Qualitative measurements as an evaluation tool

Implementation of the teaching and evaluation of entrepreneurial skills in education

Promoting a relational evaluation system focusing on creative and ethical issues

Implementing the teaching of hands-on entrepreneurship in art education

Afslutningsvis lagde et panel op til debat og diskussion om, hvordan vi styrker undervisernes kompetencer ift. at måle og evaluere entreprenørskab på de kunstneriske uddannelser.

Erfaringerne fra EntreNord i 2013 og 2014 bekræfter fortsat, at arbejdet med entreprenørskab på de kunstneriske uddannelser og i de kreative vækstmiljøer i norden drives frem af en omfattende og alsidig blanding af talentfulde, modige og dygtige undervisere. Undervisere, der arbejder for at styrke professionaliseringen af de studerende gennem et solidt engagement og en vilje til at udforske og udfordre, hvordan kunstnere kan påvirke, forfine og bidrage til vores omgivende samfund, som en del af en professionel kunstnerisk praksis.

Ikke desto mindre er der fortsat mange studerende såvel som professionelle, der ikke oplever, at deres kunstneriske fagligheder og potentialer i tilstrækkelig grad lader sig udfolde til et selvstændigt, professionelt kunstnerisk virke. Det kommer blandt andet til udtryk ved, at mange finder det svært at leve af sin kunst- eller designfaglige baggrund efter endt uddannelser. Samtidig er der ingen tvivl om, at kunst og design spiller centrale roller i vores samfund, og der behov for, og efterspørgsel efter, de kunstneriske og kreative fagligheder.

Spørgsmålet i EntreNord er, hvordan vi bedst muligt ruste studerende og de kunstneriske vækstlag til både at udforske flere muligheder i deres kunstneriske profession, samt hvordan vi bidrager til at styrke de studerendes og de færdiguddannede kunstneres forudsætninger for at skabe gode arbejdsliv. Det har vi med EntreNord ønsket at give

The conference closed with a panel discussion focussed on how to strengthen teachers' abilities to measure and evaluate entrepreneurship in art education.

Evidence from EntreNord, both in 2013 and 2014, points to the fact that it is a diverse and versatile mix of talented and courageous teachers driving the development of entrepreneurship in Nordic art education and also within the creative growth environments in the Nordic countries. These are educators who work to strengthen the professional skills of students. They nurture a solid commitment to explore and challenge the way in which artists affect, refine and contribute to society by way of their professional working practice.

Nevertheless there are still many students, as well as professionals, accomplished within their specific artistic discipline yet unable to realise their full potential within an independent working practice. This is, among other things, reflected in the fact that many find it hard to live from her or his skills after finishing an artistic or creative education. At the same time, there is no doubt that art and design play key roles in our society and there is a need, as well as a demand, for individuals with artistic and creative skills.

The central issue addressed by EntreNord is how we, as educators, best prepare students for a professional life and likewise support recent graduates as they build their careers as artists and creatives. More broadly, the aim of EntreNord is to support and strength the artistic growth layers within business enterprise culture. This is achieved by the provision of specific forward-looking guidance. This publication presents the proposals that emerged

konkrete, fremadrettede bud på, og det er blandt andet dem, nærværende publikation vedrører.

I 2015 iværksættes initiativet EntreNord Konsulenterne, der er et tilbud til uddannelser, projekter og organisationer, som arbejder med entreprenørskab for kunstnere i Norden. EntreNords Konsulenttjeneste tilgodeser behovet for knowledge on demand, lokal anvendelse af generelle erfaringer og fleksibilitet i form af kortere møder med mange deltagere, som alternativ til at sende en eller få undervisere til konferencer i flere dage. Konsulenttjenesten tilgodeser tilsvarende behov for at få og give henvisninger til relevante ressourcer og blive opsøgt af engagerede interessenter, som spreder både egne og andres erfaringer. EntreNord Konsulenter vil rejse ud frem til december 2015.

God fornøjelse med tekst, billeder og film fra EntreNord 2013 - 14.

Pernille Skov,
CAKI – Center for Anvendt Kunstnerisk Innovation

from the discussion and debate at the EntreNord Conference 2014.

In 2015 the initiative EntreNord Consultants is launched. The service offers to visit educations, projects and organizations working with entrepreneurship for artists in the Nordic countries. The EntreNord Consultants meet the need for knowledge on demand, local use of general experience and flexibility in terms of shorter meetings with many teachers and stakeholders, as an alternative to sending one or a few persons to conferences for several days. Likewise the EntreNord Consultants meet the need of getting and giving references to relevant resources and being visited by committed stakeholders, sharing both their own and others' experiences. The EntreNord Consultants will be available until December 2015.

On behalf of the partners in EntreNord - enjoy the texts, images and films from EntreNord 2013-2014.

*Pernille Skov,
CAKI – Center for Applied Artistic Innovation*

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Pernille Berg

Ten workshops

From student to professional in the creative fields
Self-employment and entrepreneurship among artists

Nordic Workshops

Since 2013 Karlbak has facilitated ten workshops in the Nordic countries, each focusing on self-employment and entrepreneurship among artists. Held at different art schools in five Nordic countries – Sweden, Norway, Finland, Iceland and Denmark – teachers, educational planners, students and other stakeholders were invited to discuss and evaluate ways in which we can strengthen entrepreneurial skills in art education.

The background to the workshops was the fact that a large number of students from the creative fields find it difficult to leverage their skills and potential after graduating. By learning entrepreneurial skills during their education students can hone their ability to create a profession and artistic self.

The goal of the workshops was to provide a model or framework that can be used to increase entrepreneurial learning in art education.

It encouraged the exchange of knowledge and experience across Nordic borders as well as across borders within professional disciplines. Participants from all of the artistic and creative fields were invited to the workshops, not least to ensure that this knowledge exchange could begin within the workshops themselves.

“

What was extremely exciting was that I did not hold all the answers - rather I was facilitating a joint learning process. I look forward to sharing my insights and pitfalls with other educationalists!

– Cecilia Krill, Danish National Academy of Music



Workshop in Reykjavik. Photo by Karlbak

The 2013 workshops had different themes to those of 2014 - this was to accommodate both returning participants as well as newcomers.

Themes in 2013

Nordic experiences – movies and stories from the Nordic countries

IPR – Intellectual Property Rights in the artistic fields

Challenges when working to integrate entrepreneurship in art education

Themes in 2014

Why entrepreneurship in art education?

Evaluation and assessment – how do we evaluate entrepreneurship?

Attraction resources – crowdfunding as method

The structure of the workshop

Three points were essential for the structure of each workshop:

Development is best achieved through maximum **reflection**

Exchange of new contacts and ideas provide maximum motivation to change

Implementation is best achieved through maximum **ownership**

In order to activate and involve participants, the workshops offered presentations, dialogue and practical knowledge sharing among participants. At every workshop specific material was developed and sent by e-mail to all participants afterwards. The idea was to inspire the participants to apply the material and the new knowledge directly in their own practices and teaching.

The ten workshops grew out of five similar workshops held in 2012.

Workshop in Oslo. Photo by Karlbak



Locations

2013

24.09.13

Umeå University, SE

www.umu.se

26.09.13

Iceland Academy of the Arts, Reykjavik, IS

www.lhi.is

09.10.13

Design School Kolding, DK

www.designskolenkolding.dk

29.10.13

University of Lapland, FI

www.ulapland.fi

31.10.13

Norwegian Academy of Music, NO

www.nmh.no

2014

09.09.14

Iceland Academy of the Arts, Reykjavik, IS

www.lhi.is

25.09.14

The Academy of Music and Dramatic Arts, DK

www.amda.dk

01.10.14

Bergen Academy of Art and Design, NO

www.khib.no

14.10.14

Konstfack, SE

www.konstfack.se

16.10.14

University of the Arts, FI

www.uniarts.fi

Gathering

Self-employment and entrepreneurship among artists
Nordic Gatherings

Locations

29.11.13 – 30.11.13

Republikken, Copenhagen, DK

www.republikken.net

12.11.14 – 13.11.14

Rhythmic Music Conservatory, Copenhagen, DK

www.rmc.dk

In 2013 and 2014 two Nordic gatherings were held with the theme 'Self-employment and entrepreneurship among artists'. Consultants, project managers and others working in the field of art and entrepreneurship took part in the 2 two-day seminars both of which shared knowledge in three areas:

Nordic experience: Inspiring case-studies from colleagues

Networking: How to support networks that create new connections and commissions?

Impact: How to ensure that experiences and knowledge are shared?



Gathering #1

“

I'm motivated to continue my work and look for cooperation to complement my work and which my work can complement in return. I will look for cooperation across the Nordic countries, with a focus on interdisciplinarity.

– Niklas Hellberg, Smartsee

Gathering #1

At the first gathering the subjects 'mentoring', 'interdisciplinarity', 'IPR – Intellectual Property Rights', 'incubator' and 'contests' were on the programme. The two-day seminar included: short presentations on these subjects; project presentations; a detailed presentation of the EntreNord case-study platform, as well as discussion and knowledge sharing among participants. Furthermore the network around the gathering-group was mapped and, from this, the Facebook group EntreNord Gathering was created.

Gathering #2

The second gathering offered extended participant involvement by in-depth discussion of specific case-studies. To begin with all participants introduced their respective projects, companies and education, and during the two days, nine case-studies were then presented by selected participants. Among the presentations were Artlab, Fröfabriken and Nesoddparken. This session resulted in specific in-depth knowledge sharing drawn out by way of the nine case-studies.

Conference

Teach the Teacher

Entrepreneurship in Art
Education in the Nordic countries

Video: Klaus Elmer



[Click to watch the Conference teaser](#)

Program / Day 1

Teach the teacher
Entrepreneurship in art education in the Nordic countries
Theme of the day: Interdisciplinarity

12.30 – 13.00

Registration

13.00 – 13.15

Welcome - Theme of day: Interdisciplinarity

Pernille Skov, Director of CAKI & moderator Pernille Berg, Director of Research and Innovation at Copenhagen School of Design and Technology

13.15 – 13.30

EntreNord Recap

EntreNord Conference 2012

13.30 – 13.45

Opening speech

Marianne Jelved, Minister for Culture, Denmark

13.45 – 14.30

Keynote

Learning in Communities of Practice
Etienne Wenger-Trayner
Teacher and researcher (US)

14.30 – 15.00

Break

15.00 – 15.15

Nordic cases

Presentation

15.15 – 16.15

Nordic cases

Fair

16.15 – 16.30

Break

16.30 – 17.15

Panel debate

How to increase teachers' skills assessing and evaluating self-efficacy and entrepreneurship in the art education?

17.15 – 17.30

Round up

Moderator Pernille Berg

19.00 –

Conference Dinner

Program / Day 2

Teach the teacher
Entrepreneurship in art education in the Nordic countries
Theme of the day: Assessment & Evaluation

09.00 – 09.30

Breakfast and coffee

Dóra Ísleifsdóttir, Iceland Academy of the Arts (IS)
A relational assessment system

09.30 – 09.45

Theme of day: Assessment & Evaluation

Pernille Berg & Pernille Skov

Linnea Dimitriou, Umeå University (SE)
Keeping it real – Assessing hands-on entrepreneurship in creative education

09.45 – 10.30

Keynote

Publicness and entrepreneurship – Master of fine arts in film

Klara Björk, Valand Academy (SE)

12.30 – 13.30

Lunch

13.30 – 14.15

Keynote

The Aalto case – Evaluating entrepreneurial art education

Ossi Naukkarinen, Vice Dean, Aalto University (FI)

10.30 – 10.45

Break

10.45 – 12.30

Breakout Sessions

Linda Lien, Bergen Academy of Art and Design (NO)

Predictable Assessment situations

14.15 – 14.45

Round up discussion & closing remarks

Pernille Berg & Pernille Skov

Rikke Lund Heinsen, The Danish School of

Performing Arts (DK)

Implementing and evaluating entrepreneurial skills

14.45 – 15.00

Performance by Ulla Hvejsel

Day 1

Theme of the day

Interdisciplinarity



Photos: Line Zachariassen

Conference / Moderator & host

Pernille Berg & Pernille Skov (DK)

Conference Moderator & Conference Host
Welcome

Video: Contemporary Copenhagen



Click to watch welcoming speech



Photo: Line Zachariasen

The Conference Moderator

Pernille Berg is the Director of Research and Innovation at Copenhagen School of Design and Technology (KEA) where she is responsible for developing the school's vision as it becomes more innovative and entrepreneurial.

Pernille is a passionate educationalist. She has worked within the field of education since the onset of her career and has conducted research within the field of education and innovation. Her passion is to create meaningful educational institutions, and she has been responsible for various projects that do just that.

With her detailed knowledge on the subject, Pernille Berg drew out the highlights from the EntreNord Conference, while contributing insightful points to the proceedings.

Welcome!

“Two years ago we spend a lot of time talking, working and dealing with the student and how the student could become a professional. Now we will be sharing our experiences as a teacher and what is actually happening within that profession.

(...)Today we have to navigate in different communities of practice. So if we, as lecturers, pass on our intuitive expert knowledge – then how are we able to facilitate the trajectory of learning for the student in another landscape? How do we do that? I am not sure that we have the answers. But I certainly know that we are getting a little bit closer to trying to unfold the stumbling blocks.”

Conference / Opening speech

Marianne Jelved^(DK)

Danish Minister for Culture

Opening Speech

Entrepreneurship in the creative fields

Video: Contemporary Copenhagen



Click to watch opening speech



Opening speech

Marianne Jelved was asked to open the EntreNord conference 2014 with her views on the value of entrepreneurship in art education.

“(...) When one wants to do something new, the best thing is to have imagination. No matter if the aim is to discover scientific facts, create a new work of art, or start a new business - it takes new ideas. That is why art and business are not a bad mix. Art is about creating new ideas, through the use of sensations and emotions and it is about stimulating the imagination.

Starting a business is also about creating something new, and finding a place for it in the market is necessary. It is about finding out what to do with what the imagination creates.

So we all get smarter if the art world and the business community becomes a lot better at exchanging ideas (...)”

Conference / Keynote 1

Etienne Wenger-Trayner (US)

Keynote

Learning in Communities in Practice

Video: Contemporary Copenhagen



Click to watch keynote



“ *It is like a landscape of different practices: In fact anything that is worth thinking about today, whether it is science or the arts or something else, is really formed by a series of different practices that each interacts to form what it means to be an artist or a scientist.*

About

Etienne Wenger-Trayner is internationally renowned for his research on how we learn from the people we work alongside in, what he calls, communities of practice. He defines communities of practice as 'groups of people informally bound together by shared expertise and passion for a joint enterprise' (Wenger 2000). Etienne Wenger-Trayner is the author and

co-author of seminal books on situated learning and communities of practice including *Situated Learning (1991)* and *Communities of Practice: Learning, meaning, and identity and Cultivating Communities of Practice (2000)*. He is visiting Professor at the universities of Manchester and Aalborg and private consultant in the field of learning systems.

Presentation



Click to see Etienne Wenger-Trayner's presentation

Keynote

In his keynote at EntreNord 2014, Wenger-Trayner shared his knowledge of communities of practice and considered how communities of practice can be recognized as a key component in art education. He explored approaching further education in the arts from the perspective of communities of practice, suggesting that communities of practice need be recognized and used as a key component of the learning environment. Likewise, he explored the idea of 'good practice' for art schools wishing to include entrepreneurial learning goals in their curriculum.

“

I think we need to find ways to visit the landscape in meaningful ways. People who are in charge of teaching have to be imaginative. But how do we get our students an experience of the landscape?

Becoming an artistic entrepreneur

in a landscape of practice

Imagination

Locate art in the landscape
Orient your self
in relation to it
Envision possible
futures

Deep experiences
of doing
Art as a practice
Negotiate meaning
with other

Engagement

Understand
unstated needs
Enlist
audiences
Create new art
space
Form alliances

Alignment

Model from Etienne Wenger-Trayner's presentation

Nordic Cases

The Nordic Cases

An important part of the EntreNord conference - and the EntreNord project at large - is the sharing of knowledge and the building of networks with an entrepreneurial focus. This sharing occurs between art schools throughout the Nordic countries.

The purpose of the Nordic Cases Fair was to create an open space for knowledge sharing and network creation while focussing on case studies intended to inspire educators and project managers working in art education.

Six case studies from across the Nordic countries were presented. They focussed on: art entrepreneurship, interdisciplinary collaborations and tools for assessing entrepreneurship in art education.

Lisbeth Wathne Svino

Professional Portfolio – Evaluating on your artistic identity

Info

Institution
Contact
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Norwegian Academy of Music
Lisbeth Wathne Svino
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www.nmh.no

Professional Portfolio is an entrepreneurial course for BA and MA students at The Norwegian Academy of Music.

The course helps students to identify, develop and present a professional portfolio by raising awareness of the students' various artistic and professional identities.

The aim is to provide students with skills

enabling them to communicate their own areas of expertise through various modes of communication and in doing so access a range of different audiences.

By learning the basics of how media channels work, including social media, and preparing PR material, CVs and different types of presentations, the course aims to enhance the students' opportunities in their artistic field.



Photo: Line Zachariassen

Anne M. Mathiasen & Karen Fritzboøger

KEA i KEA – Knowledge, entrepreneurship and action

Info

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Technology

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Throughout 2013 The Copenhagen School of Design and Technology (KEA) offered the course *KEA i KEA* as a further education initiative for teachers from all departments. The course focused on developing the teachers' entrepreneurial skills as such.

Through a series of workshops the course aimed to increase the institutional understanding of entrepreneurial learning theories. The goal was to create an entrepreneurial mindset amongst the teachers.

In November 2013 KEA held a conference, which presented the learning outcome of the course and workshops. Furthermore KEA published the catalogue 'Entreprenørskab som undervisningsfaglighed' also presenting the course.

KEA i KEA was financially supported by The Danish Foundation for Entrepreneurship – Young Enterprise.



Catalogue

Entreprenørskab som
undervisningsfaglighed

[Click to see the catalogue](#)

Hlín Helga Guðlaugsdóttir

Trendspotting and Future Thinking

Info

Institution	Stockholm School of Entrepreneurship & Konstfack
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Trend Spotting and Future Thinking is an interdisciplinary entrepreneurial course that seeks to introduce students to the concepts of trends, trend spotting and future thinking within social and cultural movements and new technological developments.

The course introduces students to tools and skills needed when working with trends and helps them gain an understanding of the concepts of trend spotting and future thinking. Students can apply these skills to their personal entrepreneurial endeavours developing these

into more sustainable business models.

The teaching includes trend spotting and scenarios methodology, and delivery varies between lectures, debates, exercises and workshops.

Leaning Goals

To increase the students' perception of trends, trend spotting and future thinking, helping them to acquire skills, which should be used in new business creation and development.



Photo: Line Zachariassen

Margrete Bak

Gathering
Self-employment and entrepreneurship

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The Gathering concept is a Nordic networking initiative focusing on sharing knowledge on entrepreneurship among the artists of tomorrow. The initiative gathers project managers, consultants, trainers and educators, who all work to support professionals in the field of art. The goal is to strengthen the knowledge within this area of entrepreneurship education and qualify existing methods, products, best practices and ideas.

So far two gatherings, held in Copenhagen in November 2013 and 2014, have connected interested parties from across the Nordic countries. These gatherings have touched upon subjects such as mentorship, intellectual property rights, interdisciplinary collaborations and incubators.

KreaNord, Nordic Council of Ministers has financed the Gathering initiative.



Photo: Janne Wentzel



Photo: Jakob Bekker-Hansen



Photo: Line Zachariassen

Linnea Dimitriou

Sliperiet

A space for makers and thinkers

Info

Institution	Umeå University
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Sliperiet, on The Umeå Arts Campus, is an incubator and maker space for the creative businesses. It opened in September 2014. The open innovation environment invites students from The Umeå University (mainly from architecture, design, art, media, film, games, prototyping and fashion) to create interdisciplinary collaborations.

Located in an old art school, *Sliperiet* aims to be an institution of creativity. It hosts talks, workshops, conferences, exhibitions and social events. The idea is that social contexts and

human capital will enhance business development in the creative industries.

The workspace also aims to breed new interdisciplinary constellations by inviting creatives, researchers, organisations and companies from outside the university to rent office space in *Sliperiet*. As an example The Interactive Institute Swedish ICT resides in *Sliperiet*. The institute explores how to turn research into innovation by exploring the relation between research, knowledge creation and innovation.



Photo: Line Zachariassen

Christian Vintergaard

ASTE

Assessment Tools and Indicators for Entrepreneurship Education

Info

Institution

The Danish Foundation for
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The project *ASTE* (*Assessment Tools and Indicators for Entrepreneurship Education*) works to create a common European tool for measuring students' entrepreneurship skills.

The project has developed a study concept – a tool for measurement – that can measure the impact of entrepreneurship education on the attitudes, skills and knowledge of entrepreneurship amongst students. Entrepreneurial skills are part of the 'European Key Competence Framework for Lifelong Learning'. They include, among other things, the student's ability to: take initiative; demonstrate a willingness to take risks; the ability to see opportunities; creativity; dealing with uncertainty, and the ability to plan.

The tool consists of questionnaires that vary according to age and the three levels of education: primary, secondary and higher education. The questionnaires draw on existing knowledge and validated studies tested on all three levels of education in thirteen countries: Denmark, Sweden, France, Italy, Portugal, Spain, Germany, Austria, Ireland, England, Croatia, Belgium and Romania.

The ASTEE project is coordinated by The Danish Foundation for Entrepreneurship – Young Enterprise and co-financed by DG Enterprise at The European Commission, involving six European countries and JA-YE Europe.



Photo: Line Zachariassen

Panel debate

How to increase a teacher's ability to assess and evaluate self-efficacy and entrepreneurship in art education?

Thursday afternoon, a panel of four discussed the challenges teachers and art educators are confronted with when assessing and evaluating self-efficacy in a student. For the purpose of a qualified discussion, moderator Pernille Berg set the scene by defining self-efficacy as 'the strength or extent of the student's belief in their own ability to take on and complete tasks and reach goals.'

The panel

Hanne Leth Andersen

Hanne Leth Andersen was provost at Roskilde University from 2010 until April 2014, at which time she was appointed rector. She has dedicated her professional life to working within education. She has done so as teacher, lecturer, researcher, pedagogical developer and university leader. She is also the author of several books and articles on education. She describes herself as a teamplayer.

Etienne Wenger-Trayner

Etienne Wenger-Trayner is internationally renowned for his research on how we learn from the people we work alongside within, what he calls, communities of practice. Etienne Wenger-Trayner is the author and co-author of seminal books on situated learning and communities of practice.

Video: Contemporary Copenhagen



Click to watch the panel debate

Vinca Wiedemann

Vinca Wiedemann graduated as film editor from the National Film School of Denmark in 1987. She has worked as editor, producer and script consultant for both feature films and documentaries. Employed as a film consultant she was central to the realization of the New Danish Screen, the talent development program at The Danish Film Institute. Since March 2014, Vinca Wiedemann has been rector at the National Film School of Denmark.

Rikke Lund Heinsen

Rikke Lund Heinsen is an educationalist preoccupied with the subject of entrepreneurship and self-efficacy in art education. She works as a teacher and development consultant at The Danish National School of Performing Arts and is also involved in the wider development of entrepreneurship, including the training of teachers within the arts. She holds an MA in French and Theatre Research and a Diploma in Leadership from The Danish Development Centre for Performing Arts.



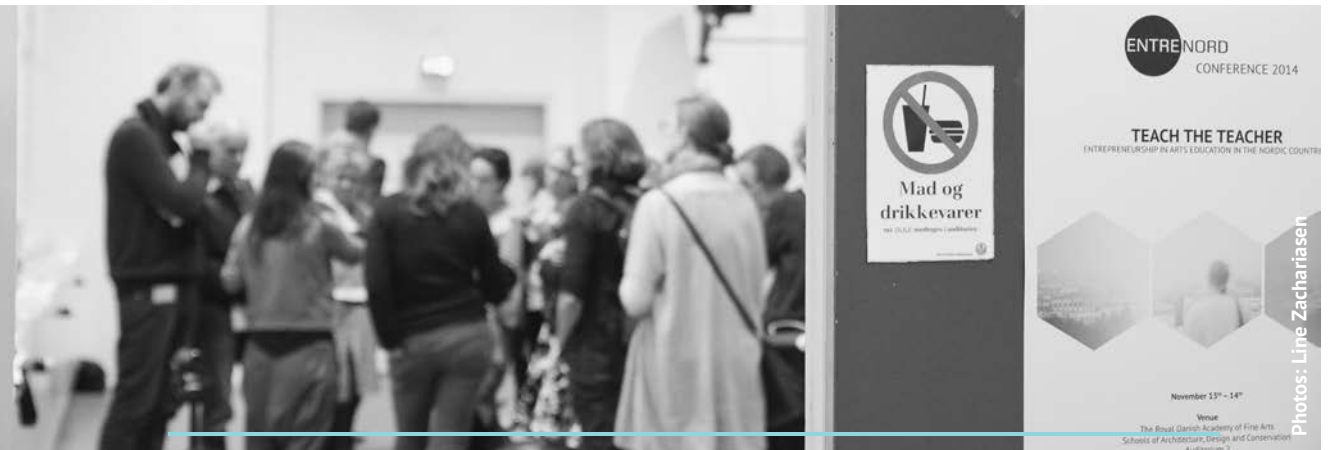


Photo: Line Zachariassen

Day 2

Theme of the day

Assessment &
Evaluation



Klara Björk (SE)

Keynote

*Publicness and entrepreneurship
– MA of fine arts in film*





About

Klara Björk is Head of the Film Unit at Valand Academy, University of Gothenburg, where she introduced the programme Master of Fine Arts in Film – with specialization in publicness and entrepreneurship. Klara Björk is also partner in the production company Filmkreatörerna. She has a professional qualification from EAVE – European Audiovisual Entrepreneurs.

Keynote

Klara Björk was invited to EntreNord to share her experience and expertise including those gained introducing the new programme Master of Fine Arts in Film – with specialization in publicness and entrepreneurship at Valand Academy. Within the new programme interdisciplinarity is a key focus. It is defined as ‘the integration of knowledge and methods from different

disciplines (i.e. film and entrepreneurship). Klara Björk highlighted the challenges and critical points in setting up the course and shared her perspective on the more organisational aspect of teaching entrepreneurial skills within art education. A key question she raised was how to evaluate student achievement in relation to entrepreneurial learning goals within art education. Björk also touched upon ideas of best practice for art institutions wishing to integrate entrepreneurial learning goals within their curriculum.

“ *What do you teach at the film school today, when anybody can make film? The answer is that we want to show the possibilities that are out there and talk about how can we use this possibility.*

Breakout Sessions



On the second day of the conference the theme was:

Assessment & evaluation

After the first keynote, the conference guests were invited to join one or more of four breakout sessions, each with a different angle on the theme of the day.

Linda Lien presented evaluation methods for entrepreneurship within art education; Rikke Lund Heinsen shared her thoughts on how to implement and evaluate entrepreneurial skills in art education; Dóra Ísleifsdóttir shared her experience of encouraging students to assess their own learning goals, and Linnea Dimitriou opened up a discussion on the tools used for assessing entrepreneurship in art education.

Linda Lien

*Predictable assessment situations:
Introducing qualitative criteria as a common reference for the
assessment of student work*

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Summery

In the fall of 2012 Bergen Academy of Art and Design introduced a new set of common evaluation criteria. Using this new evaluation method as a model, Associate Professor in Graphic Design Linda Lien held a breakout session to discuss how art schools can add entrepreneurial learning goals to the curriculum and, furthermore, how entrepreneurial learning could be assessed.

Inspirational quesitons

- How to assess entrepreneurial learning in an art school?
- How to evaluate using entrepreneurial learning goals?
- How do art schools integrate entrepreneurial learning goals in the curriculum?



Photo: Line Zachariassen

In this Breakout Session Linda Lien presented the evaluation methods relating to entrepreneurship as introduced across the artistic disciplines at Bergen Academy of Art and Design. Linda Lien shared the principles and the background behind the criteria as well as the aims and results of the process.

She started by outlining the major preconditions that had to be considered, namely the fact that in art and design education, neither learning nor assessment criteria are formulaic. Comments from both professors and students backed up the point that a clarification of the assessment criteria for entrepreneurial skills was needed.

Another precondition was that a common set of criteria is used and interpreted in specific academic contexts, which is why dialogue between students and staff is required, to interpret the context of each assessment.

The addition of entrepreneurial learning goals to existing teaching and learning criteria has resulted in the development of new, well-defined learning outcomes. Among these new outcomes, it was decided that the students have to realise and communicate their design intentions at a professional level. This was achieved by asking students to combine relevant tools, techniques and methods (those traditional used to undertake project-based work) with a process of

Presentation



Click to see Linda Lien's presentation

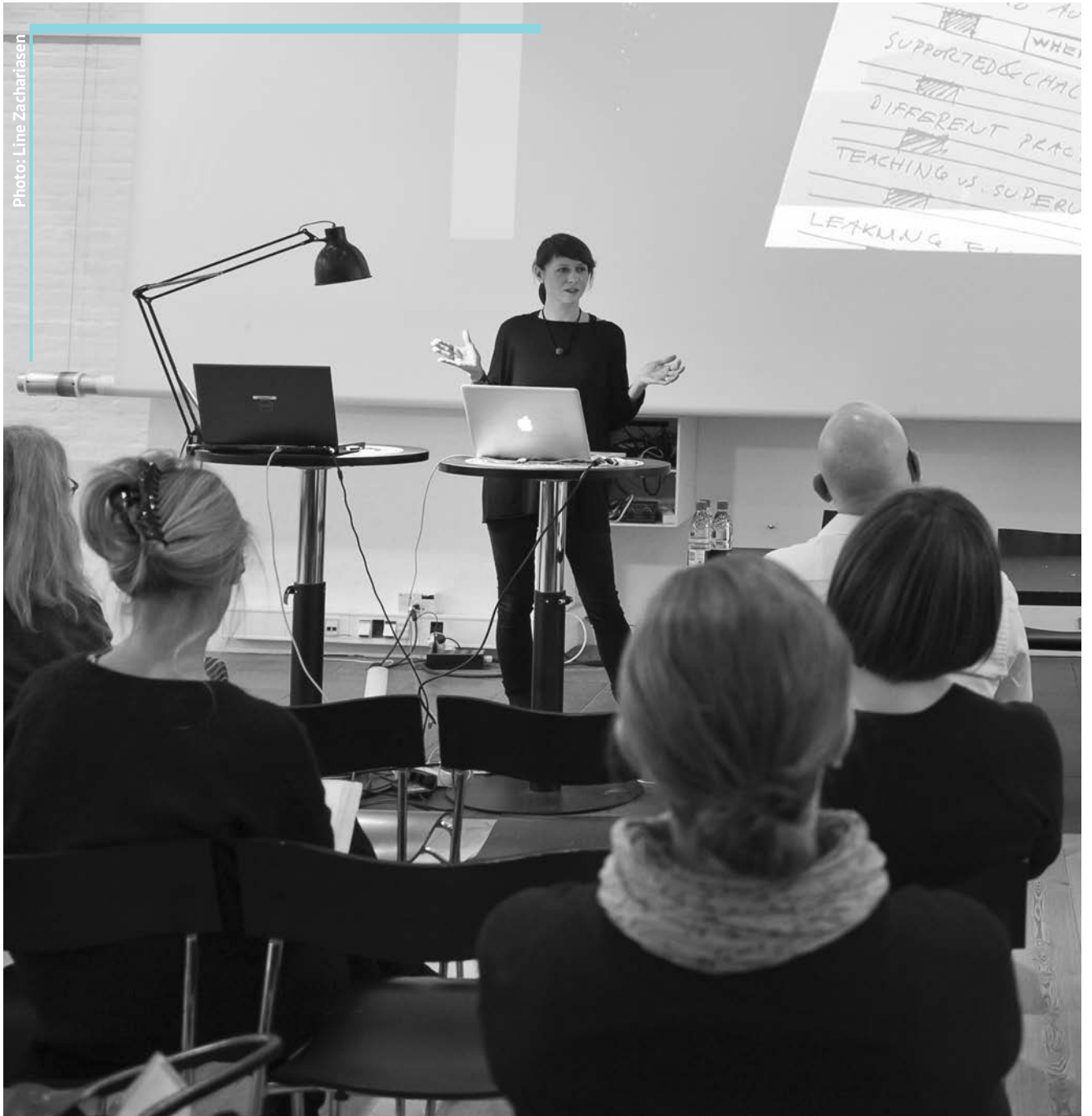
critical reflection on their own and others' design. These learning outcomes resulted in a common frame of reference. This frame considers eight factors:

1. Research
2. Analysis
3. Subject knowledge
4. Experimentation
5. Realisation
6. Communication and presentation
7. Personal and professional development and, finally
8. Collaboration and independent professional work.

The new frame of reference and learning outcomes were introduced in autumn 2012 and resulted in a new set of criteria for the BA and MA programmes. The new criteria can be viewed in the presentation you will find on this page.

About Linda Lien

Linda Lien is Associate Professor in Graphic Design and Leader of the Artistic Research Group at Bergen Academy of Art and Design. She holds a MA in Visual Communication and has been involved in a three-year research programme for Artistic Research and Development, which she finished in 2011.



Rikke Lund Heinsen

Implementing the teaching and evaluation of entrepreneurial skills

Info

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Summary

With reference to Rikke Lund Heinsen's digital guide to entrepreneurship, made for the Danish National School of Performing Arts, this breakout session shared and challenged thoughts and ideas on how to implement the teaching and evaluation of entrepreneurial skills in art education.

Inspirational questions

- How to develop teaching material appropriate for all levels of art education?
- Why is it a good idea to have a digital guide to entrepreneurship in art schools?
- How can the guide's impact on student ability be assessed?



This summer, development consultant and educationalist Rikke Lund Heinsen published a digital guide to entrepreneurship within the Danish National School of Performing Arts. The guide focuses on the challenge of developing and evaluating entrepreneurial skills across the curriculum. The guide is intended for students, educators and management alike.

Sharing the experience and knowledge gained while researching the publication, Rikke hosted the breakout session 'Implementing the teaching and evaluation of entrepreneurial skills'.

The breakout session began by outlining the definition of artistic entrepreneurship: at the

National School of Performing Arts the teaching of artistic entrepreneurship "is focused on strengthening the students' abilities to act and cope, so that working within their artistic discipline each student can fully explore the potential of their own professional practice and, in doing so, become a value-creating agent active within society."

In the process of helping the students be resourceful, value-creating agents of change three main factors are highlighted in the guide: co-creation, reflection and self-efficacy. The guide presents entrepreneurship as a means to employment that can last the full extent of the

Presentation



Click to see Rikke Lund Heinsen's presentation

artist's professional working life.

The guide is intended as a tool to both inspire and support teachers wanting to incorporate entrepreneurial elements into their teaching.

At the end of the breakout session participants were invited to share reflections, ideas and experiences in response to the following questions: What experience do you have of teaching entrepreneurship? What are the biggest challenges you face in this area? What are your drivers as a teacher? What would you like to dare to do?

About Rikke Lund Heinsen

Rikke Lund Heinsen is an educator and development consultant at The Danish National School of Performing Arts. She holds an MA in French and Theatre Research and a Diploma in Leadership from The Danish Development Centre for Performing Arts. Rikke Lund Heinsen works to create new learning designs and learning environments that span management, dialogical communication, critical reflection, evaluation and entrepreneurship.

Artistic entrepreneurship

- A field of competences – you can stretch them!
- A field of chosen focus areas - tools, methods, exercises
- A field of pluralistic knowledge – to create a base for entrepreneurial education

Dóra Ísleifsdóttir

*A relational assessment system:
Encouraging a self-managed learning process*

Info

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Summery

In this breakout session Dóra Ísleifsdóttir presented a relational-based approach to the assessment of students' entrepreneurial skills. She introduced the background behind the system and then presented the aims and the outcomes.

Inspirational quesitons

- How to evaluate student ability using entrepreneurial learning goals?
- How to enhance art students' self-efficacy?
- How to encourage art students to manage their own professional development?



Photo: Line Zachariassen

Based on work at Iceland Academy of the Arts, Dóra Ísleifsdóttir was invited to share her experience working with the recently introduced relational assessment system. The system encourages students to assess their own skills and, hence, manage their own professional development.

Dóra Ísleifsdóttir opened the session by asking: “Where to begin?” Before rushing to aims, results and conclusions, she addressed the overall purpose of education and design. She proposed that the purpose of education is to bring out and develop a student’s potential

where as the purpose of design, amongst other things, is to create value. She suggested that it is important to have both purposes in mind when developing a new assessment system.

The relational assessment system emphasises the relevance of six interdependent connections. These are: the connections between the student’s engagement with their own work, the student’s engagement with the world, the relevance of the work, an understanding of the recipient of the work, empathy with the recipient and, finally, the student’s own entrepreneurial skills. In the first year the students have to

Presentation

Click to see Dóra Ísleifsdóttir's presentation

connect the dots between four factors:

1. A Personal Self
2. Their Work
3. The Big Context
4. The Recipient

In the second year the students still have to connect the dots between four factors, but now they are more specific:

1. A Professional Self
2. Their Design Work
3. A Chosen Context
4. A Named Recipient

While the students have time to research and experiment in the first year, they are forced towards a more professional outlook in the second year.

According to Dóra Ísleifsdóttir a relational assessment system has several benefits. It encourages students to adopt a more creative and entrepreneurial thought-process and encourages students to be more self-reflexive, both of which help students rehearse future professional roles.

About Dóra Ísleifsdóttir

Dóra Ísleifsdóttir is Professor in Visual Communication at the Iceland Academy of the Arts where she teaches courses in Design and Graphic Design. She also works as a freelance designer and consultant. Dóra Ísleifsdóttir's priorities are creativity and management, branding and strategy, as well as artistic collaborations.



Photo: Line Zachariassen



Photo: Line Zachariassen

Linnea Dimitriou

*Keeping it real:
Assessing hands-on entrepreneurship in creative education*

Info

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Summery

The aim of the breakout session was to present and discuss the use and development of assessment tools in entrepreneurship education within the arts, as well as to discuss why interdisciplinary collaborations are important for art students. The breakout session was based on practical experience from Linnea Dimitriou's work at Ravensbourne and Sliperiet.

Inspirationonal quesitons

- How to assess entrepreneurial learning in an art school?
- How to evaluate student ability using entrepreneurial learning goals?
- How to implement entrepreneurial learning goals as an inter-curricular approach?



Artist, consultant and artistic director at Sliperiet, Linnea Dimitriou, hosted the breakout session 'Keeping it real: Assessing hands-on entrepreneurship in creative education'. The breakout session was based on Linnea's former experience while at Ravensbourne, London, where she developed the course 'Enterprise and Entrepreneurship' as an aspect of the core curriculum. The session also drew upon her work at the recently opened 'maker space', Sliperiet. This is a new space for creative innovators at Umeå University.

In the session Linnea described how the

entrepreneurial course at Ravensbourne was developed. She discussed the aim of the course, the assessment system and the challenges and successes she experienced. She identified the aim of 'Enterprise and Entrepreneurship' as giving hands-on entrepreneurial experience to the students participating. Students were first asked to present a business idea and then to transform this idea into a business enterprise. In this process students had the opportunity to work outside of their core discipline and work in interdisciplinary groups. During the course creative entrepreneurs, who also functioned as project partners and assistants in the

Presentation

Click to see Linnea Dimitriou's presentation

assessment, tutored the students.

To ensure a fair and transparent assessment a set of criteria was agreed upon. The criteria covered the students' ability to: identify key elements in entrepreneurial endeavour; adopt the attitudes, skills and behaviors of entrepreneurial people; identify and develop appropriate strategies for dealing with the challenges of working and communicating effectively with stakeholders, and the students' ability to develop comprehensive action plans in support of entrepreneurial endeavor.

To conclude the session Linnea addressed why it is valuable for art institutions to have a 'maker space' and 'FabLab'. With reference to Sliperiet, she explained how to build a new, open innovation environment for the arts.

About Linnea Dimitriou

Besides being artistic director at Sliperiet, Linnea Dimitriou is herself a practising artist, designer and consultant. While working as founder of the creative studios Schmäch and GÖR Studio and in her former position at Ravensbourne in London, she has gained extensive empirical knowledge about developing entrepreneurial skills as an artist.

ASSESSMENT CRITERIA

Ability to identify the key elements in entrepreneurial endeavour and apply the attitudes, skills and behaviours of entrepreneurial people

Ability to identify and develop appropriate strategies for dealing with key issues inherent in working and communicating effectively with diverse stakeholders who may have different mental models and knowledge sets

Evidence of capacity to think strategically, gather strategic and market intelligence from a wide range of sources and synthesise data to develop viable propositions/solutions

Evidence of ability to identify, build and utilise professional networks

Ability to develop a comprehensive action plan in support of entrepreneurial endeavour

Slide from Linnea Dimitriou's presentation

Ossi Naukkarinen (FI)

Keynote

*The Aalto case:
Evaluating entrepreneurial art education*





“ *If you think about the entrepreneurial mind-set, or entrepreneurial education, you have to do it in a way that is related to the subject where the school or the university is already strong – you cannot take general entrepreneurial teaching without taking into consideration your own spirit, your own strong sides.* ”

About

Ossi Naukkarinen has a background as a researcher in aesthetics and philosophy of art, holding a PhD from the University of Helsinki. Since 1998, Naukkarinen has worked at the School of Arts, Design and Architecture at Aalto University, and since 2001 as Head of Research. He also holds the title of docent of aesthetics at

the University of Helsinki, specialising in the study of visual and environmental art and everyday aesthetics. Naukkarinen has written several books as well as numerous articles in both Finnish and international publications and is active in organisations such as the Academy of Finland and the Finnish Society for Aesthetics.

Presentation



Click to see Ossi Naukkarinen's presentation

Keynote

In recent years, Ossi Naukkarinen has been engaged in a comprehensive evaluation process at Aalto University aimed at reviewing the curricular programming of entrepreneurship within the School of Arts, Design and Architecture. In his keynote Naukkarinen describes the background and principles behind the evaluation, as well as the renewal of the educational programmes that followed as a consequence of the review. Naukkarinen shared both the successful as well as the less successful part of the process. Furthermore, he detailed the way in which art institutions can incorporate entrepreneurial learning goals in the curriculum and, furthermore, how these learning goals can be evaluated. He also shared his perspective on the more organisational

aspect of integrating entrepreneurial skills in art education by asking the question: What is the best way to establish high-value programmes within art school that have an entrepreneurial focus?

“

The best entrepreneurial courses that we offer - at least according to the students - are very close to practical real world issues of the field in questions. They should combine generic and specific approaches, they always include practical assignments and have teachers who are entrepreneurs, at least in some sense of the word. And they should be offered to students who already seriously ponder their life after their studies.



Photo: Line Zachariassen

Conference / Moderator

Pernille Berg (DK)

Conference Moderator

Moderator Pernille Berg's round up on day 1

Video: Contemporary Copenhagen



Click to watch the round up

Conference / Moderator

Pernille Berg (DK)

Conference Moderator

Moderator Pernille Berg's closing speech on day 2

Video: Contemporary Copenhagen



Click to watch the closing speech

KreaNord was a Nordic initiative designed to improve the growth prospects for the cultural and creative industries in the Nordic region. The program was active from 2008 until 2014. KreaNord will be phased out in 2015.

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For further information on EntreNord, go to:

Active until June 2015
www.kreanord.org/entrenord

Hereafter, go to
www.caki.dk/entrenord



Entrepreneurship in
Arts Education in
the Nordic countries