

## **Emnerapport Autumn 2015 DIKULT 208 Collaborative Creativity in New Media**

### **Lecturer's assessment of course implementation**

**Practical implementation:** This course is an irregularly taught course that involves an intensive summer session during which students collaborate with students from other international universities (this year, West Virginia University, State University of St. Petersburg, Temple University, and Paris 8) and then complete and refine digital media artifacts in workshop / lecture sessions during the semester. Enrollment in the course was disappointing this year. Only 3 Bergen students joined the course. All those officially enrolled completed the course.

**Grade distribution:** 2 Bs, 1 C.

### **Course information:**

**Access to relevant literature:** Students were provided with articles and examples by participating lecturers (online readings and handouts). Two books available at studia were also an element of the course.

### **Teacher's assessment of teaching context:**

**Room and equipment:** Teaching took place in the SH 124 lab during the summer sessions and a small seminar room during the 5 meetings that took place later in the semester. It would have been better to have all of the course sessions in 124 with access to better equipment. The projector and cabling of the computer in the room had some issues.

**Other conditions:** The low enrollment made the course difficult to teach. If one of three students was not present for a given session, the dynamic of the course suffered considerably.

### **Teacher's commentary on student evaluation of the course:**

#### **Method and Implementation**

30 minutes of the final session were dedicated to evaluating the course in informal discussion. Students reported satisfaction with the intensive component of the course (when they were working with the other students) but dissatisfaction that the collaborative work did not continue into the semester. Students also participated in the 2015 ELO conference and festival and reported that that was

an excellent learning experience for them. However there was a sense of disappointment and isolation caused by the fact that their international collaborators did not continue to work with them to develop projects as the course continued.

**Other commentary:** In the future, I would not teach this course with fewer than 6-10 Bergen students enrolled. In the end, all three delivered quite good projects and reports, but more presence and momentum would have been useful.

**Teacher's overall assessment and suggestions for improvement:** Few Bergen students took part in the course and the opportunity it offered—courses with a summer component are unusual in the UiB framework and students clearly do not want to interrupt their summers with coursework. Therefore I would not teach this course again with a component outside of the regular year. The international collaboration involved in the course is however useful and rewarding. So in the future I would either attempt to arrange such collaboration and intensive course component with other universities during the regular year, or simply do the course only with Bergen students, which is another possibility.

The other issue with this course is that with the Digital Culture program well under-staffed we will not likely have resources to teach it again until the Humanities faculty provides proper teaching resources for our courses, which would ideally include at least one new faculty member.

**Scott Rettberg, Professor of Digital Culture**