

## Project Public (A005641)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0**

**Study time 150 h**

### Course offerings in academic year 2023-2024

A (semester 2)

(language of instruction Gent  
unknown)

### Lecturers in academic year 2023-2024

Daems, Aurelie

LW17

staff member

Van Oostveldt, Bram

LW17

lecturer-in-charge

### Offered in the following programmes in 2023-2024

[Master of Arts in Art History, Musicology and Theatre Studies](#)

**crdts**

5

**offering**

A

### Teaching languages

Dutch

### Keywords

Societal added value creation, science valorisation, science communication, participation, presentation, reflection

### Position of the course

The student must take this course in parallel with the elaboration of the master's thesis within the Art Sciences program.

Project Public is a program-wide participatory course that focuses on engagement and public added value creation for master's students within the art history program. In this course, the master's student is given tools to devise and conceptually develop the translation of their own master's thesis to a wider audience via a set of specific formats. Students will choose between a format intended to communicate scientific results to an informed scientific audience, or to the general public. The finality is the presentation of a broad(er) socially usable end product, substantively linked to the master's thesis. This course runs parallel to and in line with the research of one's own master's thesis, and although graded separately, it forms the final part of it.

### Contents

At the start of this master's course, the students receive a plenary introduction aimed at explaining amongst others the concepts of social added value creation and science valorisation, in line with the current learning pathways and missions of Ghent University. In the introductory lecture, attention is paid to proposing intended finalities as well as to the possible translation that the student envisages for a specialized or broader audience. Inspiring and feasible examples of science valorisation linked to social added value creation are presented and discussed. In subsequent lessons, the students are familiarized with the respective formats in order to arrive at this translation. They then independently work out concepts, both individually and in groups, with the aim of creating added value and the scientific valorization of their own research. For the science communication component, the student can choose between: 1. issuing a scientific call for papers, 2. a knowledge clip, 3. a PhD proposal, 4. a format that fits within the concept of 'Lifelong Learning'. The formats to be chosen within the broader audience section are: 1. a podcast, 2. digital or analog storytelling in the public space, 3. a debate or thematic issue on a question of public concern, 4. curatorship with accompanying. The formats are tested in the later sessions individually as well as in smaller and larger groups, and where necessary adjusted by the responsible lecturer, the coordinating

employees and fellow students, according to the principle of (peer) feedback. Throughout the process, the supervisor of the master's thesis remains responsible for the information transfer of the content and the choices made. Finally, the student presents in plenary and publicly the output and the social valorization of his or her own master's thesis via a concept note.

### **Initial competences**

The student works on his or her own master's thesis in parallel with this course.

### **Final competences**

- 1 The student is able to communicate clearly and comprehensively about his/her own scientific results and findings.
- 2 The student is able to link the discipline-related final competences to generic final competences.
- 3 The student is able to devise, elaborate and present concepts both independently and in a group.
- 4 The student is able to reflect critically on the presentation possibilities of his/her own scientific output; taking into account the target audience.
- 5 The student is able to formulate concise and convincing messages and to articulate his/her own role within a broader socio-cultural context, in line with the audience of choice.

### **Conditions for credit contract**

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Group work, Seminar, Excursion, Lecture, Practical, Independent work, Peer teaching

### **Extra information on the teaching methods**

- Lectures: plenary session devoted to the aims and challenges of the course
- Tutorials: introductory discussion of inspiring cases, good practices, workable formats, tips & tricks, ...
- Group work with peer feedback, discussion of individual problems, points of interest, ...

### **Learning materials and price**

Study guide with information about subject content, intention, calendar, tasks, contact moments, ...

### **References**

Relevance literature and other information channels

### **Course content-related study coaching**

The methodological, creative and practical support for the chosen format, as well as the coaching and guidance during the presentation are provided by the lecturer and the course's coordinators. At the same time, the supervisor of the master's thesis remains responsible for the content of the master's thesis during the feedback sessions and, at the student's request, can give advice where necessary about the chosen (sub)parts, perspectives, results or finality that will form the core of the final product envisioned for this course. The supervisor also monitors this throughout the semester, for example during the feedback sessions of the master's thesis.

### **Assessment moments**

continuous assessment

### **Examination methods in case of periodic assessment during the first examination period**

### **Examination methods in case of periodic assessment during the second examination period**

### **Examination methods in case of permanent assessment**

Participation, Presentation, Peer and/or self assessment

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

#### **Extra information on the examination methods**

Participation: the student has an active attitude and is present during all lectures and contact moments. During these, the student devises solutions to problems and difficulties independently and in groups. In order to achieve this, the student uses the applicable principles of peer evaluation and peer feedback, whether or not supported rubrics designed for the course.

Presentation: the student presents a final concept note to the lecturer, the coordinating employees and the fellow students. Together they evaluate the concept. Attention is placed on amongst others feasibility of the chosen format for the valorization, relevance to the selected public, scientific communication skills and general presentation skills. Other teaching personnel, relevant stakeholders and the broader public are welcome during selected presentation times, but are not entitled to evaluation.

Students are required to participate in both the classes and the final presentation with a concept note in order to receive a final grade.

#### **Calculation of the examination mark**

100% based on participation and presentation

#### **Facilities for Working Students**

An alternative and more individual way of working is possible. It is strongly recommended that you follow the introductory and plenary lectures as much as possible.