



Programrapport

Programmets namn: KMAMT	Ladokkod: KMAMT18hMODE / TEXTIL KMAMT19h MODE / TEXTIL
Antal högskolepoäng: 120hp	Årskull HT 2019/VT2020
Programansvarig: Stefanie Malmgren De Oliveira	

Kommentar kring svarsfrekvens i studentvärderingen

Students present at the KMAMT 18 programme evaluation 2020-02-17: 9 Kmamt Mode och Textil
Students present at the KMAMT 18 programme evaluation 2020-06-05: 8 Kmamt Mode och Textil
Students present at the KMAMT 19 programme evaluation 2020-02-19: 8 Kmamt Mode och Textil
Students present at the KMAMT 19 programme evaluation 2020-06-05: 9 Kmamt Mode och Textil

Analys av:

Studenternas möjlighet till ansvar och delaktighet

During the biannual programme evaluations, held by the programme coordinator and Director of Studies, students have the opportunity to evaluate their programme and courses. This year evaluations took place in February and June; all students were invited to participate.

Students have the possibility to express their thoughts in regard to what worked well and what could be improved. The possibility for an ongoing dialogue, given during the programme evaluations, course evaluations (conducted by the course coordinators) as well as through direct spontaneous contact with programme coordinator, course responsible and Director of studies, has been appreciated by the students.

Within this year's programme evaluations, evaluations held in February focused on programme and course structures and contents.

Evaluations held in June addressed programme and course structures in relation to this year's situation under Covid-19.

Innehåll, undervisningsformer, examination och progression

The MA programme curriculum develops progressively from an application project until the final degree project. Educational objectives and learning outcomes are well embedded in the programme structure, where selected objectives are in focus in various courses (målmatriken). This structure seems to be generally well working. Within the course evaluations, minor things have been noted down in different courses that can be improved. The seminar structure in the Design Project courses seems to work well. Progression and evaluation are monitored and communicated in those events. In some courses, too many presentation moments were stated to disrupt the rhythm of practical work. Supervisions have been pointed out to work well. A same regularity for feedback among the different supervisors was wished for. Throughout the Design Project courses, the emphasis of writing parallel to the practical work could be enhanced. More training could be provided in the Method and Development parts. The year 2020 posed a situational challenge with covid-19, which meant a sudden shift within possibilities and resources.

The MA programme structure, course results as well as selected relevant topics (e.g. sustainability, digitalization, designing during covid-19, ...) are discussed biannually within each specialization (Textiles and Fashion) with external experts from the industry (programråd).

To further improve the MA programme, an implementation of course moments, related to employability, sustainability as well as digitalization become relevant.

Programme and course syllabi are continuously discussed and revised during work meetings (beredningsmötena) with programme coordinators, course coordinators and the Director of Studies. In March this year, the programme syllabi were revised in regard to above mentioned relevant aspects.

Forskningsanknytning

The possibility to take part in an active research environment is given at the 'Research seminars' taking place every two weeks, where MA students, PhD students and senior researchers have the possibility to get an insight into ongoing research projects (internal and external) and to discuss and reflect upon various topics and ways of thinking. Furthermore programmes like ArcInTex, The Re:Textile program, The Body and Space program and The Smart textile Design Lab contribute to an active as well as diverse research environment. Additionally, teaching PhD students link the education to research by giving insight into their field and expertise and by communicating their methods and ways of thinking within e.g. workshops, lectures and supervision.

MA students have the possibility to select an Artistic Research Course after the Degree Work, which has been pointed out as fruitful and mind-opening in terms of PhD studies.

MA students have taken actively part in the research environment that ArcInTex provides, by presenting their works as well as attending conferences. During the fall semester 3 MA students had the possibility to join the ArcInTex conference and workshops in Paris.

Interested MA students have the possibility to continue with research after graduation by pursuing PhD studies or to take part in the research environment for example as research assistants.

One student who graduated this year has acquired a PhD position at the material lab at Newcastle University to be commenced this fall semester.

Resurser

The MA students have access to the University's workshops and labs within the programme courses and ongoing projects. The access to the facilities is based on the students' chosen specialization/s as well as on availability and hour budgets given to the programme within P1-4. In some labs, availability seems to be dependent on technicians and has been expressed as limiting.

The limited access possibilities during P3 and 4 this year, have been challenging. Lab work is crucial for the developments within student's projects. Lab access in relation to resource availability and structure needs to be further discussed together with the various section managements, director of the labs, course coordinators, programme coordinators and technicians.

Furthermore, students were provided with various resources, to develop and present their works, as for example photoshoots, models and other presentation opportunities (exhibitions). Due to Covid-19, habitual showcasing platforms have been difficult to pursue. A website, showcasing graduate works is in development and planned to be launched in January 2021.

The students were furthermore provided with access to the Adobe programs to ensure the possibility of digital developments and forms of presentation.

Användbarhet och förberedelser för arbetslivet

Throughout their studies, the MA students gain excellence in the areas of Design, Design methodology, Design discourse, Design aesthetics, Design ethics, Materials and techniques and are prepared for working in the industry as well as continuing their studies on postgraduate level. Preparation for working life and career planning is facilitated by:

- Opportunity for internships
- Possibility to engage in a research environment
- A multidisciplinary environment of instructors, guest lecturers and external supervisors
- Contact to career supporting organisations

During programme revisions in spring 2020, an optional internship possibility was implemented in the first MA year, to strengthen the link to the industry and provide the students with a work experience.

Övrigt

Covid -19 posed a great situational challenge this year. Students described the limited access to the lab as well as to their workspace as especially challenging. The students were confronted with a lack of technical possibilities and developments on one hand, the insufficiency of social contact and exchange possibilities on the other hand.

This resulted for some students that works could not be finished according to plan but instead changes needed to be done to pass the course or be able to graduate.

Digital knowledge and skills became highly important to communicate, present, develop or even to complete works. Students described this shift as both, exciting as well as highly demanding. The growing importance of digital tools and skills was acknowledged.

The platform Zoom was generally positive perceived for supervisions, seminars as well as for the examination.

Eventuella förslag till förändringar

This year the MA programme curriculum was substantially revised in regard to relevant topics such as sustainability, digitalization, employability. The changes, such as portfolio modules in the design project courses, an optional internship course as well as restructuring of the technical course models become effective from fall 2020.

The technical course choices of the students showed a strong interest in digital technologies. The program CLO 3D which was purchased this year and which is incorporated in the construction course (elective technical course) running this fall could, due to relevance and demand, be incorporated in other technical courses (print, weave, knit).

Digital technologies need to be further assessed and eventually implemented.