

YEAR 1

17 students attend (MA1 is 21 students)

Jan.24th

Specialization project

- A few students mentioned that it wasn't entirely clear that they were expected to formulate their own design program during the course.
- Camping was very well received and appreciated as a bonding experience.
- Students felt the reading materials were useful and contributed positively.
- They appreciated the content week by week and felt they learned from each part, though some noted it was difficult to see how everything connected as a whole.
- Students found the chance to revise and rethink their portfolio valuable. However, some mentioned that they didn't receive feedback on the portfolio, which they would have appreciated.

Method Course

- Group discussion was appreciated, it provided a good opportunity to speak and reflect.
- Students found the methodology easy to understand.
- The baking activity was fun and helped make the methods more tangible and engaging.
- Rikarda's workshop was very well received. Students appreciated the different perspective on methods, reflection, and what is important in design practice.
- The process of choosing materials, starting from the suitcase, through the wardrobe, and into the "life after" phase was found to be meaningful and engaging.
- The assignments were broad and open-ended, allowing room for individual interpretation. Students also found the feedback very helpful.
- Bringing in different guest contributors was seen as a great idea and added value to the course.
- Some students found the written assignment for the method unclear. While some understood it well, others were confused about whether a written assignment was required at all.

Weave first part 7.5

- The course was intense, but the learning outcomes were clear. Some students felt that the duration of the course could be longer to allow for deeper engagement.

Weave second part 7.5hp

- The ScotWeave sessions were divided into two parts. When students were working by the machine, they were on their own. It would be helpful if support was available during this time, so they could learn the software in more detail.

Weaving 15hp

- The assignments helped students explore various possibilities in weaving.
- The 4-hour ScotWeave session felt too short for effective learning.
- The manual provided is outdated and does not cover all the necessary information.
- It was unclear to some students that the four techniques cannot be mixed.
- The pacing and planning of the days were well balanced overall.
- An introduction to Picanol weaving machines would be a valuable addition.

Knit first part 7.5hp

- The structure combining theoretical and experimental machine work could be better aligned consider including at least one session with Lara before Joal.
- It would be helpful to have more time with Lara before the theory sessions.
- Joining the 15 HP course would provide a better understanding of the different knitting machines.
- Receiving tasks from Lara and spending the rest of the day sampling was an effective approach.

Knit second part 7.5hp

- The start of the course could be filled with assignments, such as programming exercises and sample research.
- It would be helpful if a technician was available to assist during practical sessions.
- Spending two weeks focused on industrial machines (both circular and flat), including programming and sampling, would strengthen the learning experience.
- Supervision regarding planning the design project similar to the 15 HP knit course, as well as, clear guidelines on how to proceed was missing.
- Students from the second part of the course and the 15 HP course could benefit from learning programming together.

knitting 15hp

- For courses involving programming on screen, having a manual would be very helpful.
- Supervision was appreciated, students learned a lot from the feedback and support with planning.
- The 3D part was appreciated, although some felt that the technical aspect was somewhat limited.
- There were some issues with communication about the assignments.
- An introduction to the Shima Seiki machine was missing and would have been valuable.
- The circular knitting sessions were great, and students also appreciated having individual time on the machines.
- Meeting students before the course started to plan was very much appreciated.

Construction 15hp

- Meeting before the course started to plan was appreciated.
- The teaching method was well received.
- Recording the CLO sessions was very helpful.
- Feedback demonstrated a strong understanding of the students' intentions and goals.
- The course was well-structured overall.
- All workshops were valuable and well executed.
- The teacher was very available and supportive.
- A bit more focus on tailoring would be beneficial.
- The fitting sessions were very insightful—students felt they learned a lot.
- CLO is better taught on site rather than remotely.

Print 15hp

- Students would have appreciated more supervision and guidance on how to move forward with their work.
- Overall, students felt confused during the course and would have benefited from more clarity. While the course requirements were clear, supervision did not always align with those expectations.
- There was a lack of communication between teachers, which caused some confusion.
- The surface manipulation component was appreciated.
- The theoretical part of the course with Tuser was valuable, especially when students could find a clear relevance to their own work.
- Laser cutting and engraving were seen as great complements to print design and could be integrated more.
- Doing colour analysis collaboratively with students could be beneficial for learning.
- The final seminar was not ideal, it was combined with the construction group rather than other textile techniques groups, and students were given very limited time to present their work.

16 students attend (MA1 is 21 students)
May 12th

Artistic development 7.5hp

- Students appreciated the course and felt it helped them approach their process in a new way, step out of routine, and gain a fresh perspective.
- They found value in being challenged to “make something impossible,” which pushed them to the edge and encouraged boundary-breaking thinking.
- Learning different ways of working and thinking was highlighted as very valuable.
- students felt they learned to step back and reflect more deeply on their topics.
- Some felt that inspection discussions could have been even more engaging if structured as a dialogue between teachers.
- A few students noted that feedback was sometimes inconsistent, which led to some confusion.
- Inspection and supervision sessions were occasionally scheduled too close together.
- Mixing students from group M and W was seen as a positive aspect to the course.
- The way of working introduced in the course was inspiring, and students felt it could be emphasized even more in future iterations.

Advancement project 15hp

- Students appreciated the experience of starting slow and then gradually increasing the pace, it helped bring together what they had previously learned and apply it in the course.
- The course structure was described as very clear.
- Some expressed frustration with the limited time available for knitting.
- Review sessions were valued as an opportunity to receive feedback from peers.
- The assignment with the “four directions” was seen as challenging, students found it difficult to define the differences between each piece and what each direction represented.
- The combination of this course with the background chapter work was helpful and supportive of their overall process.
- Seminars and review sessions that had clear topics were appreciated, as they encouraged deeper reflection.
- The process-oriented structure that encouraged experimentation was appreciated.
- The course duration was seen as sufficient to allow for meaningful exploration.

YEAR 2:

11 students attend (MA2 is 20 students)

Jan.23th

Research course: 15hp

- The students felt it was unclear how the course was formulated as a research course, it didn't feel focused on research in practice.
- They mentioned that more time was spent on creating final pieces rather than on experimentation.
- While the course encouraged risk-taking and being experimental, the structure didn't fully support that, and some students felt lost at times.
- Students felt it was a problem that supervisors were not invited to the seminars.
- Students noted that the week after the course was originally communicated as time for documentation, but instead it was used for portfolio work.
- They found it overwhelming to handle both documentation and portfolio in the same week.
- Some students felt that the writing tasks weren't suitable for everyone.
- They mentioned that the portfolio session was announced only at the end of the course, and they would have appreciated earlier communication about it.

14 students attend (MA2 is 20 students)

May 15th

Degree work: 30hp

- Students felt it was a problem that supervisors were not invited to the mid-review, causing a disconnect between what supervisors said and what was discussed during the seminar.
- The opportunity to have student opponents was appreciated.
- Some students mentioned they did not receive enough supervision, such as regular check-ins or clear communication about how supervision would be organized.
- The timing between the two seminars was seen as good because it didn't allow too much time to relax.
- The distribution of Textile Group supervision was not well timed.
- Students appreciated having a relaxing week between the degree project course and the last elective course.
- Having two opponents was valued as it provided different perspectives.
- The knitting lab schedule was communicated late to students due to lab limitations.
- Although included in group emails, the knitting schedule was seen as unfair because some students had two days while others had three days.
- Access to the digital craft lab was frustrating until a new technician was hired. Students noted machines were often unclear and broke down every couple of months.

Project-driven course 7.5hp

The course just started and the students did not have any comments at this stage.

Portfolio and presentation skills 7.5

- Students felt the course had great content and a clear structure.
- They mentioned the workload was quite heavy.
- Many wished for more practice with different presentation techniques during the master program.
- Some suggested that presentation skills could be introduced earlier, for example during Seminar 1.
- They found the course very relevant to their overall learning.
- Students felt the course focused more on presentations and less on portfolio development.
- Sometimes, there were differing opinions about the portfolio from the teachers.

Design Seminar 1 & 2 7.5hp

- Students appreciated the background chapter position and felt it positively affected their advancement project.
- Some thought the background chapter could be longer.
- Workshops that helped bring the background chapter to life were appreciated.
- The deadline for the background chapter clashed with the final MA2 seminar, and some students wanted to attend the seminar while others were models.
- The timing of the written assignment in MA2 overlapped with other tasks, causing some difficulties.
- They valued the great range of invited guests, especially those who were on-site.
- The seminar this year was very much appreciated, with invited guests more related to art and design. Students felt the content was great regardless of whether it was online or onsite.
- The given feedback was highly appreciated; it was clear, challenged their perspectives, and encouraged deeper thinking and writing.
- Having ethics as the first assignment was seen as a good start.
- The academic writing workshop was helpful.
- Peer feedback on written assignments was valued.
- Some students found the website information difficult to navigate.

General Notes for the Program:

- Students asked for a lecture on different yarn qualities and their behavior
- They noted that knitting machines were not used and felt a manual would be very helpful.
- The warp knitting machine was mentioned as it could be part of the course experience.
- They suggested the final presentation of the technical courses as a group to give a clearer overview.
- For the last elective course, students appreciated that the course plan and detailed information were sent in advance. Having the course responsible invited to clarify aspects of the course was also highly valued.
- A workshop on grids and InDesign application was requested by the students.