



## **GEM – Course Evaluation**

### **Year1 – Art for Futures – Sustainable Futures Camp**



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# GEM –Course Evaluation

## Year1 – Art for Futures – Sustainable Futures Camp

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### Abstract

In this document, the results of the survey on the whole Art for Futures - Sustainable Futures camp and the evaluation of the tutors that followed the workshop are summarised. Both evaluations show that many things were done right in this workshop, but of course and as always, there are also opportunities for improvement. In general, the course itself and the course outcomes have been perceived as very good, but the course timetable has been considered a little too tight and regide. The AFFL method creating positive futures in co-creation, however, is perceived as very helpful.

## Introduction

The Sustainable Futures Camp with the subtitle: **Innovations for sustainable positive futures – Co-creating desirable scenarios for the year 2050** took place from 04.06. - 09.06.2023 in the “Projektraum Drahnsdorf” near Berlin, Germany.

In the preliminary phase, 4 preparatory online workshops took place over 5 weeks, which essentially served to get to know each other a little and to jointly develop a basic knowledge of the methodology and terminology related to sustainability and new media formats. Goal of the course was to envision positive sustainable scenarios for the year 2050 based on existing innovations. These scenarios should be transported in new media formats and their concepts presented at the end of the workshop.

This document evaluates the survey for the entire course, which should be completed by all participants, i.e. students and tutors.

Additionally feedback of the tutors at the end of the course is evaluated.

## Survey

The survey consisted of 19 questions, including 5 multiple choice questions [MC/1–5], 6 scale questions [SC/1–6], and 8 open questions [FT/1–8], allowing free text. Only the most necessary socio-demographic questions were covered by 3 multiple choice questions. The last multiple-choice question asked on preferences on how and if the students would like to continue the course.

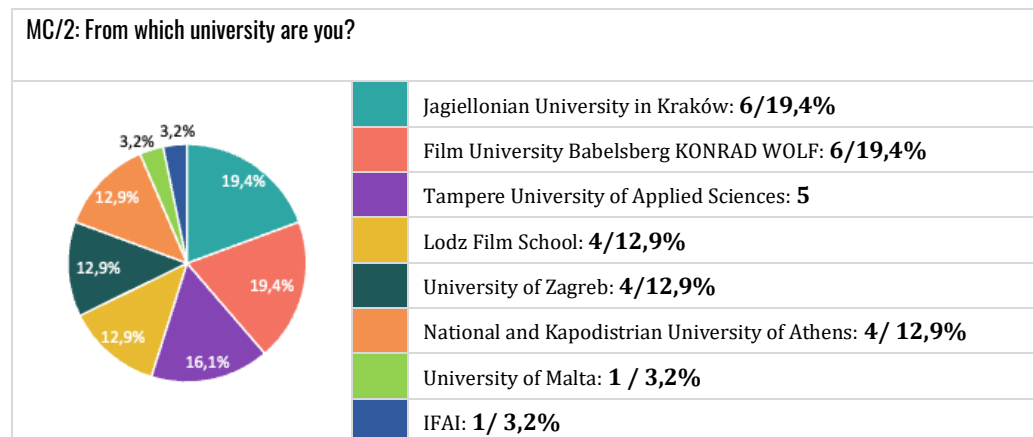
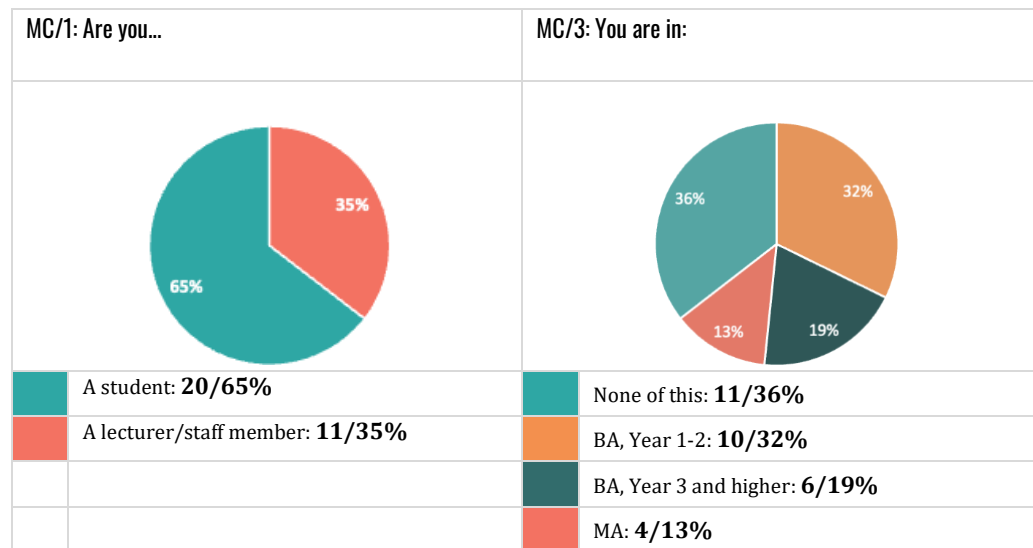
The Scale questions, with a range from 0 to 5 evaluated the course itself and how it affects awareness and the will to change in regard to environmental sustainability.

Further 8 open questions were formulated to get details and to determine whether the course objectives were understandable to all and to what extent there is potential for course improvement.

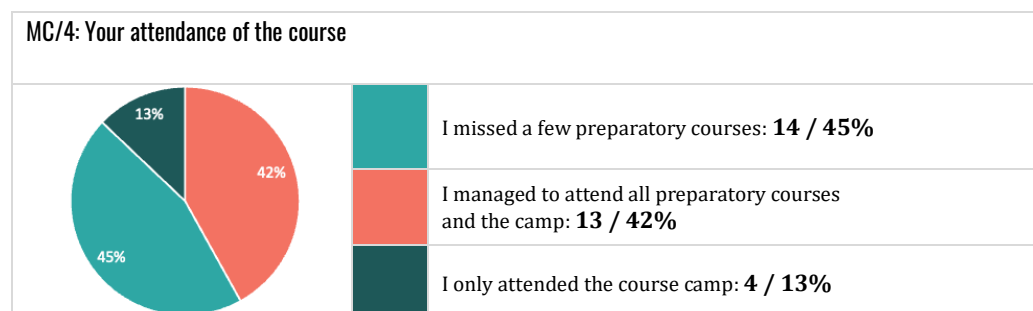
The survey was completed by a total of 31 people, 20 of whom were students and the other 11 tutors or staff members who participated in sustainable futures camp.

A total of 58 people participated in the camp, so 53% of the participants completed the questionnaire.

## Socio-demographic Information



## Attendance



## Scale Evaluation

Legend:

n= Number of responses

M = Median

Ø = Average

| No   | Labels (0-5)                                      | Question  | All-n | All-M | All-Ø | Students-n | Students-M | Students-Ø | Tutors/Staff-n | Tutors/Staff-M | Tutors/Staff-Ø |
|------|---|---|-------|-------|-------|------------|------------|------------|----------------|----------------|----------------|
| SC/1 | 0 = too slow<br>5 = too fast                      | How did you experience the timing of the course?  | 31    | 3     | 3,42  | 20         | 3,5        | 3,55       | 11             | 3              | 3,18           |
| SC/2 | 1 = Very good structured<br>5 = Very bad, chaotic | How did you perceive the course organisation (Online and at the Camp)?                              | 30    | 2     | 1,87  | 19         | 2          | 2,21       | 11             | 1              | 1,27           |
| SC/3 | 0 = not at all<br>5 = Yes, absolutely             | The course makes me want to live more sustainably in the future.                                    | 31    | 4     | 4,19  | 20         | 4          | 4,10       | 11             | 4              | 4,36           |
| SC/4 | 0 = strongly disagree<br>5 = strongly agree       | This course has increased my professional awareness on environmental sustainability issues.         | 31    | 4     | 3,39  | 20         | 4          | 3,00       | 11             | 4              | 4,09           |
| SC/5 | 0 = strongly disagree<br>5 = strongly agree       | This course has intensified my will to take sustainability into consideration, when creating media. | 31    | 4     | 3,90  | 20         | 4          | 3,70       | 11             | 4              | 4,27           |
| SC/6 | 0 = not at all<br>5 = Yes, absolutely             | Your overall rating for the course. Did you like the course?  | 31    | 4     | 4,03  | 20         | 4          | 3,80       | 11             | 5              | 4,45           |

**SC/1:** Regarding the timing of the course, individual responses varied between 2 and 5, with 0 on the scale for too slow and 5 for too fast. With a median of 3, the assessment of the entire group **tends slightly towards a too fast course progression.**

**SC/2:** The course structure was perceived as **good** by the course participants, and even as **very good** by the participating tutors and staff members.

**SC/3:** All participants declare that the course makes them **want to live more sustainable** in the future.

**SC/4:** The course has **increased professional awareness on environmental sustainability** issues among all participants, excluding one student who strongly disagrees, what explains the average of 3, whereas the median is 4.

**SC/5:** All participants agree that the course has intensified their will to take sustainability into consideration, when creating media (Median=4).

**SC/6:** All participants liked the course. Most of the teachers and staff members even gave the course the highest score possible. The overall rating of the course is very positive.

The number of responses on the scale is shown in the following table:

|          | 0 | 1 | 2 | 3 | 4  | 5 | SUM |
|----------|---|---|---|---|----|---|-----|
| Students | / | / | 2 | 3 | 12 | 3 | 20  |
| Teachers | / | / | 1 | / | 3  | 7 | 11  |

### Free Text Evaluation

This section summarises the eight free text questions of the questionnaire and provides excerpt examples. All detailed answers can be found in the appendix.

#### FT/1: Describe the course goals briefly in your own words:

In summary, the course objectives were definitely not misunderstood. But there are also only a few answers that captured the totality of the goals in writing. This may be because the course objective was complex and then either there was not enough idle time to formulate this, or that the course objectives were actually not captured in their entirety. About two thirds rightly expressed that the theme was about a more sustainable environment. Just a few answers included the task of expressing a positive future visually in new media formats. Several answers refer to the aim to meet people from other countries and to network. This was certainly desired, but not the actual goal of the workshops.

#### FT/2: Which course materials, activities or events specifically helped you most to reach the course objectives?

Most of the responses found the AFFL methodology was the most helpful, with group work in particular being found beneficial. Unscheduled time spent working with one's group, but also breaks and activities that are not directly related to the course objective are the second most frequently named as being particularly helpful in achieving the course objective.

Also, a few answers mentioned the preparatory courses and the documents given.

#### FT/3 What were your expectations regarding the course?

In total, 75% of the survey participants answered to that question. Among those 75% only two mentioned that they had no expectations.

The most frequently mentioned expectations among all survey participants were: to exchange ideas with new people, get to know new perspectives and get new ideas in general.

Another large proportion formulated their expectations somewhat more specifically with regard to sustainability. On the part of the teachers, for example:

*"Green Media Ideas"*

*"To explore sustainability opportunities in the film production."*

*"Experimentally and exploratorily work towards supporting students to develop a concept regarding sustainability and awareness of the climate crisis"*

On the student side, the following expectations regarding sustainability were named:

*"Sustainable approach"*

*"I wanted to meet new people who have the same mindset as I have and also I wanted to broaden my horizons when it comes to green production and eko living"*

*"learning about sustainable in all ways (human, social, economic and environmental)"*

*"I was expecting to exchange practices and compare the reality of green production with other participants."*

Two of the students had the expectation that the course would be more film-centred.

**FT/4: How were your expectations met during the course?**

The expectations of the teachers and tutors were largely met. This also applies, albeit to little lesser extent, to the expectations of the students. Only a few of the answers were detailed, but rather answered on a non-existent scale (like: *"They were met in 2/3"*; *"80%, 6/10"*).

However the detailed answers mentioned:

*"I was surprised how big projects we came up with and how high quality materials we produced with strangers in just couple days. Teamwork rules!"*  
*"yes pretty much maybe i would also like to learn more about film production"*  
*"I learned a lot about art for future but less about sustainable in general."*

**FT/5: Explain your assessment in the question before:**

(SC/6: Your overall rating for the course. Did you like the course? / Outcome: for teachers = Median 5 and for students = median 4)

There were only 6 reviews, from a total of 34, that rated 3 or 2 out of 0–5. Those 6 not overwhelming ratings mentioned the rather too strict timetable and above a too fast a tempo. Also, confusion about the course task is an issue.

For one of the students the course was underwhelming:

*"The course was underwhelming. I was not challenged at all. It was very time intensive but the actual learning was little"*

The other 25 participants rated the course with 4-5 on the scale from 0–5 and the written feedback was correspondingly positive:

*" Overall I rate my experience in the course as a very helpful and educational event"*

*"I loved the course, the atmosphere the workshops the freedom we were able to experience during the time of the camp. It was a pleasure to be a part of it. Okay"*

*"Structure and organisation of the course were good  
I expected more theoretical knowledge to go deeper into the topic before creating a project"*

*"It was wonderful time"*

**FT/6: Any suggestions for improvement for future environmental sustainability courses?**

Students and teachers were a little stressed about the schedule and wished for more time. Overall, the whole schedule seemed to be a little overwhelming. But nevertheless there were two mentions that wished for more theory in form of specialist that tell insights.

**FT/7: How would you integrate environmental sustainability into your own degree courses?**

Just over half of the participants (16) provided suggestions in response to this question, most of which came from the tutors and teachers. They argued in favour of the use of

scientific data and greater collaboration with scientists in the courses.  
Sustainability should be a mandatory part of the degree courses:

*"It should be part of all courses"*

*"By introducing obligatory greening procedures in film making"*

*"It should be a pervasive theme across the curriculum. I made this course the mandatory course to pass „Workflows cross media“"*

It was also mentioned that methods for artistic creation with environmental awareness will be used in the future:

*"I have already done so as a theme for VR projects and will pursue further, having learned from this courses to enhance methodologies of artistic creation with environmental awareness"*

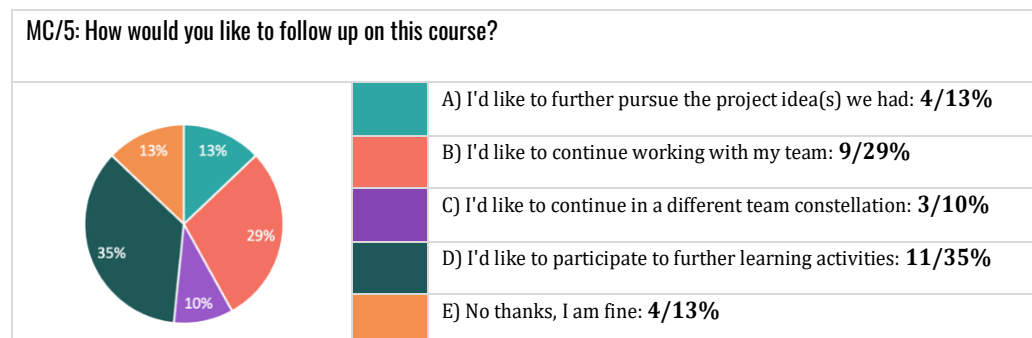
The student side was also in favour of:

*"Mandatory courses specific to departments."*

But also stated: *"Any courses connected to green practices would be helpful."*

### FT/8: Any other thoughts you feel are worth noting:

Some of the participants took the opportunity to thank for the good organisation. Two comments note that the level of involvement was unfortunately not the same for all participants.

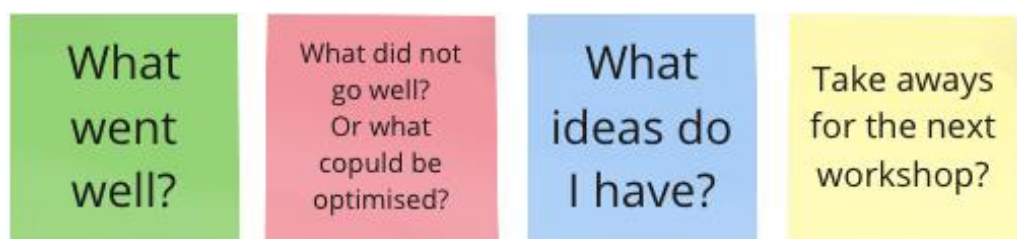


The multiple choice question no 5 reveals that most of the participants would like to participate in further learning activities or would have liked to continue with their projects.

## Tutor Feedback

### Method for the course observations by tutors

Directly after the course tutors and staff members were asked to evaluate the workshop in a 20 minutes brainstorming session. The guiding questions for the course review were:





## What went well?

### Location, Accommodation and Food

All in all, one can say that the locations were well chosen. All tutors were very satisfied with the premises:

*"Beautiful green place with lots of fresh air and good energy"*

*"The camp was a great place"*

*"Mood and spirit of the location"*

It was also mentioned that the place was big enough and had a good seminar room.

The tutors were also satisfied with the food:

*"Food was better than expected."*

*"Vegan food 2 warm meals a day"*

### Organisation

The camp and course organisation has been widely praised.

*"Excellent organisation of overall event!!!"*

*"Organisation (difficult task done well)"*

It was mentioned several times that the previewed schedule, including the rhythm of breaks and work, worked well, as well as the method of the Art for Futures Lab, facilitated by Nicole Loeser.

Also, the preparatory workshops were mentioned as a good way to introduce each other the subject and the challenge.

### Social Interactions / Groups

The atmosphere was perceived as very pleasant, supporting a culture of care.

It allowed students to bond well and to build new friendships.

The international student teams worked very well. They co-created positive visions and were (mostly) highly motivated to do so. Students seemed happy to meet altogether.

### Results

Tutors were very satisfied with the results and the final presentations.

*"I really loved some student results"*

### Guest Experts

The guest experts were perceived as valuable with two mentions.

### Extra Activities

Extra activities as for example the herbal tour was appreciated. It was also noted that the optional and voluntary morning Yoga session was a success. The "Surprise Festival", that took place after the final presentations was also mentioned as something that went well.

## What did not go well ... could be optimized?

### Location, Accommodation and Food

Nutrition and self-catering for breakfast and lunch could be further optimised by offering more vegetables and fruit. There were complaints that the washing up after the meals took a lot of time.

### Integration of the locality

There was a desire to engage with the local community and get to know the village. Also, local innovations should have been explored more.

### **Organisation / Schedule**

Even though the timetable was generally felt to be good, there were individual voices that felt the procedure was a bit too strict.

*"A bit a lot of tasks"*

*"Sometimes the course was too intensive."*

Also, some agenda points previewed could not be realised because of time shortages.

For example, there was no time to display the artefacts found on the Nature Walk and no time to discuss them in the group.

Also, there was not really a welcome event, which was missed and is another aspect for optimisation. It must be said that the first students arrived before 12 am and the last after half past nine in the evening, which made a welcoming event at the arrival day not possible.

### **Preparatory Workshops**

The attendance of the preparatory workshop was rather low. Local innovations (for each participating country) were not researched properly so that there was no archive of it, which was originally intended to be used during the workshop

### **Social Interactions / Groups**

Some students were a little bit lost as there was no accompanying person from their university (One university was not able to send any tutors). This also had an influence on the group dynamics, which were rather suboptimal in 2 groups.

## **What ideas do I have?**

### **How to be and work together**

One comment noted that there should be: **"more of human being than doing"**, which probably refers to the tight schedule for the course. It was also suggested that the total number of participants could be a little smaller (*"up to 30"*).

Other ideas for working differently were to have a computer free day and to throw away all ideas from first session and start from scratch to get beyond comfort zone.

### **Integration of Nature**

Nature should be more strongly involved in the workshop. Various ideas were provided for this purpose:

- Nature walks should be more connected to the assignment.
- More nature walks during the workshop
- Interim feedback session in nature at the end of every day.
- More production (e.g. film shooting) in nature.
- More exploration in nature (also in free time)

Experts in the comments do not only mean environmental scientists who are concerned with sustainability, but also experts from the social sciences or specialists in the field of new media formats.

### Expert Talks

There were many comments on how to make better use of visiting experts. For example, the experts should be present earlier in the process, maybe even during the preparatory courses.

In general there is a wish to integrate them more into the workshops, so that they could give constructive criticism to the working groups or serve as interview partners during e.g. the preparatory sessions.

### Students & Mentor methods

The impression of the evaluating consortium is that mentorship could be improved for the groups in general. To achieve this, one idea is to integrate students from the field of environmental sciences.

Other ideas are to integrate students more in the research of methods that should be used for the task and to use more sustainable design method in general.

### Other ideas mentioned

- Prepare in advance surprise party events per country
- Have another thought about which communication channels should be used
- Have a large info-board at the camp
- Give cooking lessons
- Prepare some salads together

### Takeaways for further GEM Courses

This section partially overlaps with the previous chapters. Nevertheless, all entries are listed so that selective readers can understand which changes the consortium considers necessary for the course and camp.



Clustering the Result of the Tutor Evaluation | Photo by Tuomo Juronen

### **Preparatory Workshops**

It should be made clear what sustainable design actually is. Experts should be therefore integrated in the preparatory course.

Another, or an additional way would be to engage students more in the preparatory course, and let them do research and presentations.

To verify the knowledge about sustainable design, a test about the topic before the camp might be the solution.

To make sure that the understanding of sustainable design is existing a stationary face-to-face check-up might also help.

### **Mentoring and methods**

A suggestion was that maybe there should be less teams with more people to collaborate to reach a more reliable proposal. There should be group tutors and expert tutors for specific topics.

Mentorship should be improved by integrating experts to the workshop and or invite environmental students to the workshops.

Ideas of methods should be discussed among the mentoring tutors e.g. in the morning before the actual course start.

### **Task and topic**

There is a desire of integrating the location more into the assignment, which should be considered in the next course.

And as said before, participants might be overwhelmed and lost, if too many things have to be done in a short time.

## **Conclusion & Insights**

It is clear that international courses are in high demand due to the opportunities for international exchange. On the one hand, this may be due to the funded travel programme, but the answers to the general expectations (FT/3) make it clear how important the thematic international exchange of knowledge and opinions is to teachers and students on the other hand.

Regarding behavioural change this course seems to have a good impact since all participants declared that their awareness for sustainability in personal and professional life has increased and that they are willing to take sustainability in consideration while creating media (compare outcomes of SC/3 – SC-5).

If you look at the answers regarding expectations, it also becomes clear that expectations can be better managed. A few students expected a film project, although this is a cross-media project.

Other students expected less of a workshop character and more teaching on the question: How to produce media more sustainably.

As the survey and the tutor feedback indicate, more teaching units should be included in the workshop week.

Many of the participants found the course too short and concise and found the tasks too numerous, but others were enthusiastic about how much could be achieved in a short time.


The success of creative workshops groups depends on many factors.

A shortage of time can be a good driver in the early ideation process and the benefits of rapid prototyping are well known (see: Neeley u. a., „Building Fast to Think Faster“, p. 1–2). But it might feel stressful if you are not familiar with the process.

There are various ideas for optimization, but these also take time. As the tutors also felt that the schedule was too tight, it is therefore necessary to agree in advance which measures can be implemented in which way without putting further strain on the schedule and without omitting elements that are essential for the success of the workshop.

## APPENDIX

### Survey – Google Form



**GEM - Online Workshops & Sustainable Futures Camp 2023**

We are very happy if you give us feedback. It helps us to improve the GEM workshops. The information provided will be processed only in anonymized ways. This Feedback does not give us the possibility to see who provided which answer.

By Sophie Tummescheit / Filmuniversity Babelsberg KONRAD WOLF (FBKW) with additions from the senior lecturer Kirsi Karimäki / Tampere University of Applied Sciences (TAMK), and Prof. Dr. Björn Stockleben / Filmuniversity Babelsberg KONRAD WOLF (FBKW)

\* Gibt eine erforderliche Frage an

Are you... \*

A student

A lecturer or other university staff member

Sonstiges: \_\_\_\_\_

From which university are you? \*

- Film University Babelsberg KONRAD WOLF
- Tampere University
- Tampere University of Applied Sciences
- National and Kapodistrian University of Athens
- University of Malta
- University of Zagreb
- Jagiellonian University in Kraków
- Lodz Film School
- Sonstiges: \_\_\_\_\_

Your are in: \*

- BA, Year 1-2
- BA, Year 3 and higher
- MA
- None of this

Your attendance of the course (multiple answers possible): \*

- I managed to attend all preparatory courses and the camp
- I missed a few preparatory courses
- I only attended the course camp
- I only attended a few days of the course camp
- Sonstiges: \_\_\_\_\_

Describe the course goals briefly in your own words:

Meine Antwort \_\_\_\_\_

Which course materials, activities or events specifically helped you most to reach the course objectives?

Meine Antwort

---

What were your expectations regarding the course?

Meine Antwort

---

How were your expectations met during the course?

Meine Antwort

---

How did you experience the timing of the course?

0 1 2 3 4 5  
too slow ○ ○ ○ ○ ○ ○ too fast

How did you perceive the course organisation (Online and at the Camp)?

1 2 3 4 5  
Very good, and structured ○ ○ ○ ○ ○ Very bad, and chaotic

The course makes me want to live more sustainably in the future.

0 1 2 3 4 5  
No, not at all ○ ○ ○ ○ ○ Yes, absolutely = 5

This course has increased my professional awareness on environmental sustainability issues.

0 1 2 3 4 5  
Strongly disagree ○ ○ ○ ○ ○ Strongly agree



This course has intensified my will to take sustainability into consideration, when creating media.

0    1    2    3    4    5

Strongly disagree                            Strongly agree

Your overall rating for the course. Did you like the course?

0    1    2    3    4    5

No, not at all                            Yes, absolutely

Explain your assessment in the question before:

Meine Antwort \_\_\_\_\_

Any suggestions for improvement for future environmental sustainability courses?

Meine Antwort \_\_\_\_\_

How would you integrate environmental sustainability into your own degree courses?

Meine Antwort \_\_\_\_\_

Any other thoughts you feel are worth noting:

Meine Antwort \_\_\_\_\_

How would you like to follow up on this course?

- A) I'd like to further pursue the project idea(s) we had
- B) I'd like to continue working with my team
- C) I'd like to continue in a different team constellation
- D) I'd like to participate to further learning activities.
- E) No thanks, I am fine

Thank you for participating!

The evaluation of this questionnaire will be published on the GEM website as soon as it is completed.

Link: <https://gem-project.eu/wp/arts-for-future/>

Senden

Seite 1 von 1

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Google Formulare

### Results of the survey (individual responses)

| MC/1  | MC/2   | MC/3                  | MC/4  |
|---|--|-----------------------|---|
| <b>Are you...</b>                           | <b>From which university are you?</b>          | <b>Your are in:</b>   | <b>Your attendance of the course (multiple answers possible):</b> |
| A lecturer or other university staff member | IFAI   | MA                    | I managed to attend all preparatory courses and the camp          |
| A lecturer or other university staff member | Tampere University of Applied Sciences         | None of this          | I managed to attend all preparatory courses and the camp          |
| A lecturer or other university staff member | Film University Babelsberg KONRAD WOLF         | None of this          | I managed to attend all preparatory courses and the camp          |
| A lecturer or other university staff member | University of Zagreb                           | None of this          | I missed a few preparatory courses                                |
| A lecturer or other university staff member | Lodz Film School                               | None of this          | I missed a few preparatory courses                                |
| A lecturer or other university staff member | Tampere University of Applied Sciences         | None of this          | I managed to attend all preparatory courses and the camp          |
| A lecturer or other university staff member | National and Kapodistrian University of Athens | None of this          | I only attended the course camp                                   |
| A lecturer or other university staff member | Jagiellonian University in Kraków              | None of this          | I missed a few preparatory courses                                |
| A lecturer or other university staff member | University of Zagreb                           | None of this          | I missed a few preparatory courses                                |
| A lecturer or other university staff member | National and Kapodistrian University of Athens | None of this          | I managed to attend all preparatory courses and the camp          |
| A lecturer or other university staff member | Film University Babelsberg KONRAD WOLF         | None of this          | I only attended the course camp                                   |
| A student                                   | National and Kapodistrian University of Athens | BA, Year 3 and higher | I managed to attend all preparatory courses and the camp          |
| A student                                   | Tampere University of Applied Sciences         | BA, Year 1-2          | I managed to attend all preparatory courses and the camp          |
| A student                                   | Film University Babelsberg KONRAD WOLF         | BA, Year 3 and higher | I managed to attend all preparatory courses and the camp          |
| A student                                   | University of Zagreb                           | BA, Year 1-2          | I managed to attend all preparatory courses and the camp          |
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| A student                                   | Tampere University of Applied Sciences         | BA, Year 1-2          | I managed to attend all preparatory courses and the camp          |
| A student                                   | Lodz Film School                               | MA                    | I missed a few preparatory courses                                |

| FT/1  | FT/2   | FT/3  | FT/4  |
|---|--|---|---|
| <b>Describe the course goals briefly in your own words:</b>   | <b>Which course materials, activities or events specifically helped you most to reach the course objectives?</b>                                   | <b>What were your expectations regarding the course?</b>  | <b>How were your expectations met during the course?</b>  |
| Sustainability and New Media Format and positive future   | Cocreation   | Learn how to negotiate positive futures   | All have been satisfying  |
| Sustainability, connecting to the nature  | Camp   |   |   |
| Visualisation of green Futures  | Art For Futures Lab  | Green Media Ideas   | Perfect   |
| To develop collective mode of production while respecting ecological procedures   | Designing sessions   | To develop the modes of intercultural collaboration   | Fully   |
| Team. Workshops. All together. In the inspiring ecological field.   | Workshops&discussion here in Drahnisdorf.  | To explore sustainability opportunities in the film production.   | As above.   |
| Networking, sharing experiences and understanding of sustainability and conceping   | The preparatory courses  | Cool international atmosphere   | Very well. I like the GEM   |
|   |  |   |   |
| Gain knowledge on green production, develop skills, emphathy, understanding and positive attitude to undergo change and         | Herbs walk   | No expectations, I was open to every experience   | Positively, i enjoyed very much.  |
| The goal was to develop new creative ideas for sustainable media production in the future                                       | Group activities where people collaborate in fulfilling tasks  |   |   |
| To develop awareness regarding sustainability and the climate crisis, to learn new methods to teach these concepts to students, | Documents (Description, student hand-out), presentations   | Exoerimentally and exploratorily work towards supporting students to develop a concept regarding sustainability and awareness of the climate crisis   | Most exlectations were met and I feel i learned several thngs regarding the climate crisis, conducting design sprints, everyday life details (relating to life in the camp)   |
| To create and communicate positive visions and innovation for a more sustainable human future.                                  | I found the direct mentoring most valuable. Unfortunately I did not have too much time for it as a kitchen manager (not complaining, just saying). | Vibrant international exchange and more closeness due to the remote location. A lot of exchange also between the teachers. Students getting out of their comfort zones and doing something unusual. | Regarding the students and their results I am fully satisfied. They did some amazing and some hilarious things. For the teachers, a special teacher introduction session amongst us would have been nice, as there were some new faces. |
|   |  |   |   |
|   |  |   |   |
| Creating new innovative ideas for sustainable life in the future  | -  | -   | -   |
| Sustainability education  | All of them  | I had none  | Sure  |
| Creative and on schedule  | The workshops  |   | Somewhat yes  |
| Make sure that we all have the same knowledge to begin the camp on an equal basis   | Miroboard  | Meeting new students learning the same or near topics at University as me.  | Great   |
| Meeting new and interesting people.   | Friendly atmosphere  | That we were going to shoot movies.   | They were met in 2/3  |
| Meeting new people, getting to know different people's perspectives   | Online workshop  | To have fun and learn new stuff   | It met the the expectations quite good  |
| To make the future more sustainable   | The work in a group  | To learn something new and meet new people  | I expected more theory information  |

|   |  |   |   |
|---|--|---|---|
| To learn the importance of sustainability   | The Design Sprint  | To learn about means and ways of how to be sustainable  | We had to come up with a sustainable project  |
| Meeting Florian   | Working together at Sprint   | I wanted to spend a nice time in nature   | Very well   |
| Bringing awareness to sustainability  | Working in group   | That it would be clearer what we were suppose to do   | Medium  |
| Learn about sustainable storytelling  | Final presentations  | I was expecting the week to be more film-centered   | 80%   |
| I think it fairly succeeded the goals of encouraging people to come up with new ideas. The approach is just a bit theoretical, and a but of extra work. | Free time working freely with my team  | Sustainable approach  | 6/10  |
| learn about sustainable film production   | experts presentations  | meet new people and learn   | yes pretty much maybe i would also like to learn more about film production   |
| Learn sustainable future possibilities and how to implement them in media projects. Also green production basics.                                       | Design sprint, breaks  | Nothing much. I thought I'm just gonna meet new people and we'll do small day tasks as in preparatory meetings  | I was surprised how big projects we came up with and how high quality materials we produced with strangers in just couple days. Teamwork rules! |
| The course goal was to share awareness about the need of sustainable living and working   | The workshops and creating our mockumentary trailer about fungus   | I wanted to meet new people who have the same mindset as I have and also I wanted to broaden my horizons when it comes to green production and eko living | Fully! I loved the course!  |
| To lern and develop skills to be more green   |  |   |   |
| you get information about how you can come to ideas for art for future and how you would develop them   | the papers with information, but sometimes they come to late, so you realized you were on a wrong path. because you weren't sure what's the end goal is. | learning about sustainable in all ways (human, social, economic and environmental)  | i learned a lot about art for future but less about sustainable in general  |
| Learn about unusual green ways of media production, meeting people from other countries   | Outside activities   | I was expecting to exchange practices and compare the reality of green production with other participants.  | I had opportunities to meet new people and exchange perspectives  |

| SC/1   | SC/2   | SC/3   | SC/4  | SC/5  | SC/6   |
|--|--|--|---|---|--|
| 0=too slow / 5= too fast                         | 1=Very good structured / 5=Very bad, chaotic                           | 0=not at all / 5= Yes, absolutly                                 | 0= strongly disagree / 5=strongly agree   | 0= strongly disagree / 5=strongly agree   | 0=not at all / 5= Yes, absolutly                             |
| How did you experience the timing of the course? | How did you perceive the course organisation (Online and at the Camp)? | The course makes me want to live more sustainably in the future. | This course has increased my professional awareness on environmental sustainability issues. | This course has intensified my will to take sustainability into consideration, when creating media. | Your overall rating for the course. Did you like the course? |
| 2  | 1  | 5  | 5   | 5   | 5  |
| 3  | 1  | 5  | 5   | 5   | 5  |
| 3  | 1  | 5  | 5   | 5   | 5  |
| 3  | 1  | 5  | 4   | 5   | 5  |
| 2  | 1  | 4  | 3   | 4   | 5  |
| 3  | 2  | 4  | 4   | 3   | 5  |
| 5  | 2  | 3  | 3   | 3   | 2  |
| 4  | 1  | 4  | 5   | 5   | 4  |
| 4  | 1  | 4  | 3   | 4   | 4  |
| 3  | 2  | 5  | 5   | 4   | 4  |
| 3  | 1  | 4  | 3   | 4   | 5  |
| 4  | 3  | 4  | 4   | 4   | 4  |
| 3  | 2  | 4  | 3   | 4   | 4  |
| 5  | 2  | 5  | 0   | 0   | 2  |
| 3  | 1  | 3  | 4   | 3   | 4  |
| 4  | 2  | 4  | 4   | 4   | 3  |
| 4  | 4  | 5  | 2   | 5   | 2  |
| 4  | 4  | 4  | 5   | 5   | 4  |
| 4  | 2  | 5  | 1   | 4   | 4  |
| 3  | 2  | 4  | 2   | 4   | 4  |
| 3  | 2  | 4  | 4   | 4   | 4  |
| 3  | 1  | 4  | 4   | 4   | 5  |
| 3  | 2  | 1  | 1   | 2   | 3  |
| 4  | 1  | 5  | 2   | 2   | 4  |
| 3  | 4  | 3  | 4   | 3   | 3  |
| 2  | 3  | 5  | 4   | 4   | 4  |
| 5  | 2  | 5  | 4   | 5   | 4  |
| 3  | 1  | 5  | 5   | 5   | 5  |
| 4  |  | 5  | 4   | 3   | 4  |
| 3  | 2  | 3  | 2   | 4   | 4  |
| 4  | 2  | 4  | 1   | 5   | 5  |

| FT/5  | FT/6  | FT/7   |
|---|---|--|
| Explain your assessment in the question before:   | Any suggestions for improvement for future environmental sustainability courses?  | How would you integrate environmental sustainability into your own degree courses?   |
| Almost everyone was super engaged and eager to fulfill the task   | More time   | More collabs with scientists   |
| Very versatile course activities and good feeling.  | Maybe a bit more right level theory information about green media.  | It should be part of all courses   |
| Das t was a Good time   | More Breaks   | With pleasure  |
| I liked it because it met all the expectations and goals agreed upon earlier  | None particularly; organisation-wise maybe a little more attention to food requirements   | By introducing obligatory greening procedures in film making   |
| I gained more then I expected.  |   | I need to think of it.   |
| The atmosphere is great.  | One task a day would be ok, maybe it is a bit overwhelming when there are multiple things to work on.   | Have some data from a proper specialist.   |
| Too rigid and structured, also too fast-paced, to the point of actually inhibiting creativity. Needs either less activities or more time.   | More freedom, less structure.   |  |
| Good ;)   | No  | By content ;)  |
|   | To explore the idea of sustainability beyond entrepreneurship's point of view   | I would think more about the ways to use less resources in the media production  |
| I would prefer less intensity and more time for reflection, walking in nature (further away from the camp), thinking and creating at a slower pace, maybe achieving less but better (maybe) | Devote more time to research, reflection and nature walks and less in fast ideation   | I have already done so as a theme for VR projects and will pursue further, having learned from this courses to enhance methodologies of artistic creation with environmental awareness |
|   | Less confusing working group structuring  | It should be a pervasive theme across the curriculum. I made this course the mandatory course to pass „Workflows cross media“  |
|   |   |  |
|   |   |  |
| The course was underwhelming. I was not challenged at all. It was very time intensive but the actual learning was little  | Give assignments to the students at the beginning to create a great piece of media and coach the along the creating process.  |  |
|   | Maybe not only vegan food. Vegetarian is also an option.  |  |
| It was nice but a little too much at times  | More relaxed curriculum   |  |
|   | Give more time. Longer camp. Do more theoretical class on how media can be sustainable. Do more brainstorming sessions on how we want to make our medias more sustainable. I don't think that creating a project prototype helped me to understand sustainability in media. It took a lot of time and energy and I don't think that it was the most relevant element of the camp even though it was the center piece. |  |
| It was too fast. We didn't understood the purpose of the project that we were elaborating.  |   |  |
|   | More "practical" work - actually shooting films while being very conscious about the environmental impact.  | Kto pytaf?   |
| I think with some improvements to the course schedule it would have been perfect.   |   |  |
| Generally I enjoyed the way the course was organised, but in my opinion the process of making project was a bit chaotic and there were to many things to do in the short amount of time.    | More additional activities during breaks  | ?  |

|   |  |  |
|---|--|--|
| I expected more theoretical knowledge to go deeper into the topic before creating a project   | More theoretic workshops   | I will be more aware about my actions towards the nature   |
| Structure and organisation of the course were good  | Less activities so as to have more time to focus on the important activities such as Design sprint   | When thinking about my thesis I will try to be as sustainable as possible  |
| It was wonderful time   | Longer camp  | Don't know yet   |
| A lot of it was fictional and not really plausible or related to what I actually do. A lot of the times I was confused regarding the exact task we were supposed to carry out. I think in general people that attended this course lack technical and professional knowledge in the field of ecology to actually develop something realistic. | Make it or a about the art ir about educating people about eco issues and SOLUTIONS. Solutions that already exist.   | I don't know...  |
| I think there could be more urgency and more importance given to the climate crisis. Utopias are important but we need to see them as serious ways out of a catastrophe.  | Put environmental change presentation at the beginning. Deliver it more urgently!  | Mandatory courses specific to departments.   |
|   |  |  |
| it was really nice but the name is misleading i think because it wasn't about film production, it was more about media production   | more specialists from different industries/ more perspectives and actual experience in the industry  | i would like to educate ppl on this topic and have it in mind  |
| Oatmeal wasn't vegan and it wasn't mentioned. I found it out after 2 days. The food lacked proteins and fresh salad. The schedule was pretty tight. These are minor things, mostly it was awesome!  | Bring green screen and studio equipment for even better creative outcome. Add some storytelling or storyboarding workshop at the beginning.  |  |
| I loved the course, the atmosphere the workshops the freedom we were able to experience during the time of the camp. It was a pleasure to be a part of it. Okay   | It was perfect   | Using solar energy and reducing the overconsumption on sets  |
| Bla bla bla   | bla bla bla  | bla bla bla  |
| i like it, but sometimes it was too much - especial in this environment (hot, feeling like a holiday). also for me it wasn't clear all the time, what the end goal is - information come to late or it was too specific structured what was confusing...  | give the information for the final presentation at the beginning - so we can use the time from all days to prepare that // also maybe don't make the schedule so full - because it felt like you want very much in a short of time (inventing new ideas, work them out (goals, marketing, partners,...) and want a prototype - specially when it didn't felt clear what you want as a result | i will think about how i can include sustainable topics in my future films - next to producing it green - what i already did. and learned at other courses |
| Overall I rate my experience in the course as a very helpful and educational event  | I would really like to expand or create real-life projects not only speculate on imaginary ones  | Any courses connected to green practices would be helpful  |



| FT/8   | MC/5   |
|--|--|
| Any other thoughts you feel are worth noting:  | How would you like to follow up on this course?            |
| Cool location  | A) I'd like to further pursue the project idea(s) we had   |
| Thank you!   | D) I'd like to participate to further learning activities. |
| New Narrative  | C) I'd like to continue in a different team constellation  |
|  | A) I'd like to further pursue the project idea(s) we had   |
| Thanks.  | B) I'd like to continue working with my team               |
| The Tre University involvement was a bit of a let down.  | D) I'd like to participate to further learning activities. |
|  | D) I'd like to participate to further learning activities. |
| Thank you Bjorn, Sophie and Nicole!  | E) No thanks, I am fine                                    |
|  | B) I'd like to continue working with my team               |
| Many thanks to Bjorn, Sophie, Nicole, Angelika for the organisation of an educative and enjoyable event  | D) I'd like to participate to further learning activities. |
| Just how we can make such forms of teaching more accessible for deeper integration to the curriculum.  | D) I'd like to participate to further learning activities. |
|  | B) I'd like to continue working with my team               |
|  | D) I'd like to participate to further learning activities. |
|  | B) I'd like to continue working with my team               |
|  | E) No thanks, I am fine                                    |
| No   | B) I'd like to continue working with my team               |
|  | B) I'd like to continue working with my team               |
| Ale to ty dzwonisz   | A) I'd like to further pursue the project idea(s) we had   |
| None   | B) I'd like to continue working with my team               |
|  | D) I'd like to participate to further learning activities. |
|  | A) I'd like to further pursue the project idea(s) we had   |
| More things like this in the future  | B) I'd like to continue working with my team               |
| Nice group of people, had fun in general.  | D) I'd like to participate to further learning activities. |
| Thanks for making this possible!!!   | E) No thanks, I am fine                                    |
|  | E) No thanks, I am fine                                    |
| the projects were abstract and i don't think they are serious orr maybe give students more time to actually develop the ideas  | C) I'd like to continue in a different team constellation  |
|  | D) I'd like to participate to further learning activities. |
| Thank you for having us in Drahnisdorf, you made a wonderful work to introduce us to sustainable living.   | B) I'd like to continue working with my team               |
| Bla bla bla  | D) I'd like to participate to further learning activities. |
| not every participant was in the mood doing the tasks (developing art for future but also the tasks about living (cooking, cleaning...) - this felt for the participant who wants do this stuff not so good... | D) I'd like to participate to further learning activities. |
| The organization of the workflow in the camp were incredible. I really admire that   | C) I'd like to continue in a different team constellation  |

## Tutors Feedback / Post-Its Transcript

| What went well   | Category | What did not go well? Or what could be optimised?                               | Category      |
|--|----------|---|---------------|
| Organisations for groups for cleaning, food social media etc                   | ORGA     | Get know Drahnisdorf ( better local community)                                  | PERSONAL      |
| Transfer of Sustain. & Social Impact   | ORGA     | I could do with longer and slower walks   | PERSONAL      |
| Preperation Workshops to learn know each other before                          | ORGA     | I had still too much going with my uni online                                   | PERSONAL      |
| Art for Futures Lab - Method went well   | ORGA     | moskitos : (  | PERSONAL      |
| interim presentations and feedback   | ORGA     | More fresh vegetables   | FOOD          |
| Design Sprint conducted by Nicole  | ORGA     | More fresh fruits   | FOOD          |
| Rythm of breaks and work   | ORGA     | Food sensitivity  | PERSONAL      |
| Somebody (Nicole) with a clear vision of the workshop and the steps            | ORGA     | longlasting dish activities   | FOOD          |
| schedule organisation  | ORGA     | some students were a bit lost here without tutor                                | COWORKING     |
| Organisation, Facilitation   | ORGA     | Bad group dynamic of 2 teams  | COWORKING     |
| Organisation (difficult task done well)  | ORGA     | Internet connection was a bit erratic ( esp. in the rooms)                      | TECH          |
| Schedule worked out  | ORGA     | Discord   | TECH          |
| Excellent organisation of overall event!!!                                     | ORGA     | Too many platform / Discord   | TECH          |
| Students final presentations   | RESULTS  | Still too much classic Laptop- <b>Powerpoint?</b> sytle of working and creating | TECH          |
| <u>I really love some students results</u>                                     | RESULTS  | A bit tight schedule on Nature walks  | SCHEDULE      |
| I liked the expert talks   | EXPERTS  | Sometimes the course was too intensive  | SCHEDULE      |
| Scientist talks  | EXPERTS  | A bit a lot of tasks  | SCHEDULE      |
| Tems took on all activities  | GROUPS   | Was design sprint a sprint?   | SCHEDULE      |
| progress in collobarative film making  | GROUPS   | No time for exhibitions   | SCHEDULE      |
| Mixed groups with students from different countries                            | GROUPS   | A bit more structured welcome event would be good the first day                 | SCHEDULE      |
| worked nicly, mostly in international teamshighly motivated students ( mostly) | GROUPS   | some team efforts atre harder to measure, like documentation vs cleaning        | EVALUATION    |
| highly motivated students ( mostly)  | GROUPS   | Prep Workshop Attendance  | PREP-WORKSHOP |
| group work and interactions  | GROUPS   | local innovations were mostly not researched                                    | PREP-WORKSHOP |
| Cocreation of positive visions   | GROUPS   | Innovation archive was not used   | PREP-WORKSHOP |
| collective work  | GROUPS   | T-Uni didn't inform students well   | PREP          |

| What went well  | Category   |
|---|------------|
| participation of everyone   | GROUPS     |
| Motivations of students and their engagement                                    | GROUPS     |
| collective collaboration  | GROUPS     |
| Students seemed to work well with others ( from other countries / universities) | GROUPS     |
| open the students to work with each other                                       | GROUPS     |
| Walks through the forest  | EXTRA ACT. |
| Herbal tour was nice interruption   | EXTRA ACT. |
| Nature walk / Herb Tour   | EXTRA ACT. |
| Surprise Festival   | EXTRA ACT. |
| Morning yoga was a success  | EXTRA ACT. |
| Culture of care   | SOCIAL     |
| the students bondes well  | SOCIAL     |
| Very pleasant social atmosphere ( students & tutors)                            | SOCIAL     |
| Happy students  | SOCIAL     |
| building the friendships  | SOCIAL     |
| meet all together   | SOCIAL     |
| sleeping  | LOCATION   |
| Nice location   | LOCATION   |
| The place was big enough and has a good seminar room                            | LOCATION   |
| Mood and spirit of the location   | LOCATION   |
| Great food and nice room. Many thanks   | LOCATION   |
| Beautifull green place with lots of fresh air and good energy                   | LOCATION   |
| The camp was a great place  | LOCATION   |
| Tuomo opening beer bottles  | LOCATION   |
| Food was better then expected   | FOOD       |
| Vegan food 2 warm meals a day   | FOOD       |
| food  | FOOD       |

| What ideas do I have?  | Category                  | Take aways for the next workshop?  | Category       |
|--|---------------------------|--|----------------|
| Th experts talks could be earlier  | EXPERTS                   | Offer fruit during day (Budget Permitting)   | FOOD           |
| more input based on scientific inputs ( social sciences)                                     | EXPERTS                   | Maybe less teams with more people would collaborate to reach a more reliable proposal                              | GROUPS         |
| Q&A with experts   | EXPERTS                   | group tutors vs. "expert" tutors for topics  |                |
| Integrate experts more in WS   | EXPERTS                   | Invite eco Students could be mentors   | MENTOR METHODS |
| Positive and negative Feedback ( or constructive criticism) mandatory in peer feedback       | EXPERTS                   | Integrate experts in workshops   | MENTOR METHODS |
| Topic Tutors (e.g. Prototyping Lab) that every group can consult)                            | EXPERTS                   | Presentations of others motivated-. Do interim presentations   | MENTOR METHODS |
| Interview sessions with experts Maybe in Prep course   | EXPERTS                   | Exchange of methods ideas among tutors in the morning e.g.   | MENTOR METHODS |
| student from other programmes as well?   | STUDENTS & MENTOR METHODS | Diversify audiences (Target Group)   | TASK / TOPIC   |
| invite a bunch of eco-science students   | STUDENTS & MENTOR METHODS | Too many things had to be done in a short time occasionally. Maybe fewer tasks and more timeto create and develop. | TASK / TOPIC   |
| students could collect methods library for them in the future                                | STUDENTS & MENTOR METHODS | Integrate the location more into topic   | TASK / TOPIC   |
| more innovative methods - sustainable design   | STUDENTS & MENTOR METHODS | Maybe more imaginative and more reliable proposals in the workshop   | TASK / TOPIC   |
| Mentorship could be improved   | STUDENTS & MENTOR METHODS | Think before what is sustaible design?   | PREP-WS        |
| Presentation of Innovative Media-Formats (guests)  | STUDENTS & MENTOR METHODS | Experts in prep course   | PREP-WS        |
| Would students have something to share with one another                                      | STUDENTS & MENTOR METHODS | We have to think on: How to transfer basic info before. Test before camp?  | PREP-WS        |
| more of human being than doing   | HOW TO WORK & BE          | Engage students mor in prep course. Research and make presentations e.g.   | PREP-WS        |
| Throwing away all ideas from first session and start from scrtach to get beyond comfort zone | HOW TO WORK & BE          | Stationary face 2 face check-ups before  | PREP-WS        |
| no computer day  | HOW TO WORK & BE          | Offer final submissions  |                |
| maybe a bit smaller group - up to 30   | HOW TO WORK & BE          | No excuses   | MIXED          |
| More time spent in nature  | NATURE                    |  |                |
| Maybe one more nature walk?  | NATURE                    |  |                |
| Nature walk more connected in the assignment   | NATURE                    |  |                |
| more free time in nature (in exploration context)  | NATURE                    |  |                |
| Interim feedback in the forest, spoke 2 min pitches on End of Day                            | NATURE                    |  |                |

|   |        |
|---|--------|
| more film shooting in nature                            | NATURE |
| cooking lessons   | MIXED  |
| preparing some salads together                          | MIXED  |
| roll some more movies by students                       | MIXED  |
| one large Info board in the camp                        | MIXED  |
| Communications channels necessary, but which?           | PREP   |
| prepare surprise Party Events in advance ( per country) | PREP   |