GEM – Course Evaluation

Year2 – "Seeing the Green" – Data Storytelling Camp

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Year1 – "Seeing the Green" – Data Storytelling Camp

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Abstract

In this document, the results of the survey on the whole Data Storytelling – Seeing the Green Camp 2024 and the evaluation of the tutors that followed the workshop are summarised in an organised structure.

The Conclusions & Insights identify which elements of the workshop will be taken into next year's activities and what can still be improved. One of the main points of view is that nature should be better integrated and work on the computer should be limited. An experiential, explorative approach in nature is to be favoured.

Introduction

The Data Storytelling Workshop: "Seeing the Green" took place from 26.05. – 31.05.2024 at the Varala Institute in Tampere, Finland.

The 2024 edition of the "Green Education in Media" learning activity emphasised again on sustainability issues, particularly on food consumption and production, and in connection to land usage. In this realm, scientific data was used to provide insights into the present and the future, made possible by the planetary-scale computation of global sensing systems, insights that would otherwise remain elusive. Narrating such data is a pivotal skill in the data-driven landscape of the 21st century. This skill development is the central theme of "Seeing the Green – Data Storytelling for Sustainable Development."

In the preliminary phase of the camp, 4 preparatory online courses took place four weeks before the camp was kicked-off. The sessions were divided in a theoretical part, exploring terminology, basics of information visualisation, interactive visualisations as well as experimental and accessible visualisations, and a second more experiential part with exercises and a guest speaker from the field of data visualisation.

In that frame, participating students created a data visualisation on a topic they were interested in, which was discussed in the course with tutors and the other students.

The preparatory course made sure, that all workshop participants had a basic understanding of data and data visualisation.

In the on-site camp, the participants were divided into 5 international mixed groups with different media or visualisation focuses. They could choose from five themes:

1. Interactive Data Visualization
2. Artistic Data Visualization
3. Data in Move!
4. Data Fiction
5. Virtual Reality

Each group was supported by 1-2 tutors guiding the students through a design sprint process.

Student Survey

The survey for the students, which was supposed to be filled out after the final presentations and a closing discussion in the groups. It consists of 20 questions including 4 multiple choice questions [MC/1–4], 8 scale questions [SC/1–8], and 8 open questions [FT/1–8], allowing free text.

Only the most necessary socio-demographic questions were covered by 2 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.

Furthermore, 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 18 students. Responses were collected from 7 of the 8 participating universities. Students from one university chose to not fill in the questionnaire.

A total of 31 students participated in the camp, so 58% of the participants completed the questionnaire.

Socio-demographic Information

MC/1: From which university are you?

University of Zagreb:	**4/22,2%**
Jagiellonian University in Kraków:	**3/16,7%**
Film University Babelsberg KONRAD WOLF:	**3/16,7%**
Tampere University of Applied Sciences:	**3/16,7%**
National and Kapodistrian University of Athens:	**3/16,7%**
Lodz Film School:	**2/ 11,1%**
University of Malta:	**0 / 0%**

MC/2: You are in:

BA, Year 1-2:	**4/22%**
BA, Year 3 and higher:	**7/39%**
MA:	**7/39%**
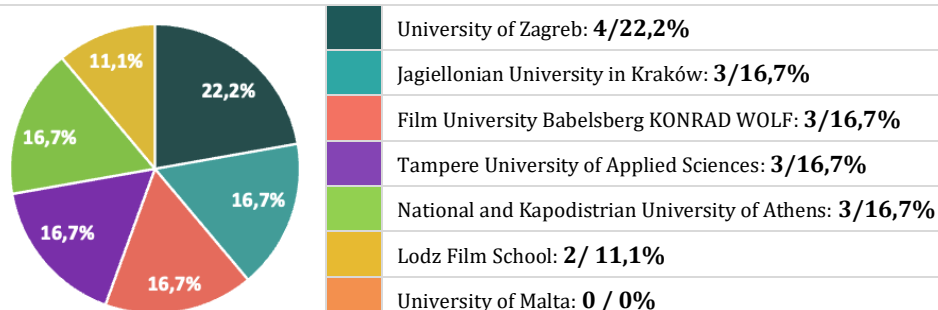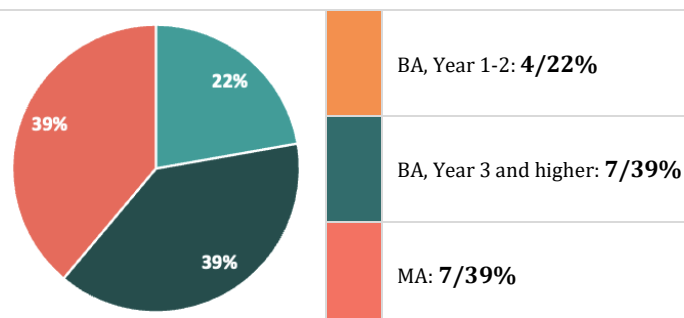
22.2 % of the participants were first- or second- year students. The vast majority were from higher semesters and a full 38,9 % were Master's students.

Attendance

MC/3: Your attendance of the course

I managed to attend all preparatory courses and the camp:	**11 / 61%**
I missed a few preparatory courses, but took part in the entire camp in Tampere:	**7 / 39%**

Scale Evaluation

Legend:
n= Number of responses
M = Median
Ø = Average

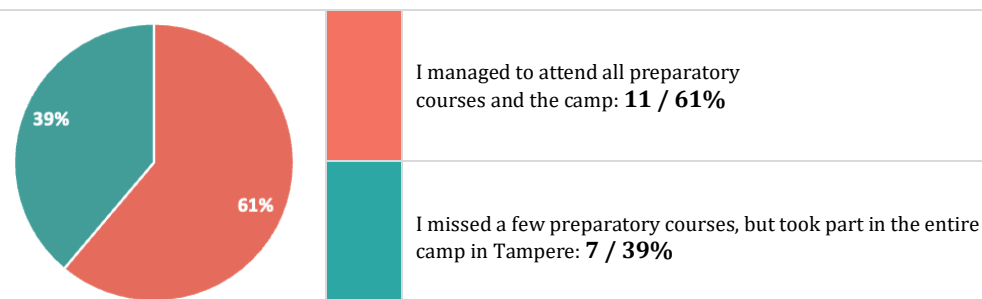| No	Labels (0-5)	Question	Students–n	Students–M	Students– Ø
SC/1	0 = nothing new 5 = very satisfactory	How would you rate your learning experience on a scale?	18	4	3,89
SC/2	0=too slow 5=too fast	How did you experience the pace and timing of the ONLINE COURSES?	18	3	2,61
SC/3	0=too slow 5=too fast	How did you experience the pace and timing of the ONSITE WORKSHOP in Tampere?	18	3,5	3,22
SC/4	0=very good, and structured 5=very bad, and chaotic	How did you perceive the course organisation (Online and at the Camp)?	18	2,5	2,44
SC/5	0=no, not at all 5=yes, absolutely	This course has made me aware of sustainable topics and problems in the field of food and agriculture.	18	4	3,70
SC/6	0=strongly disagree 5=strongly agree	This course has increased my professional awareness on environmental sustainability issues.	18	4	3,80
SC/7	0=strongly disagree 5=strongly agree	This course has intensified my will to take sustainability into consideration when creating media.	18	3	3,44
SC/8	0=no, not at all 5=yes, absolutely	Your overall rating for the course. Did you like the course?	18	4,5	4,28

SC/1: Regarding the learning experience, individual responses varied between 2 and 5, with 0 on the scale for nothing new and 5 for very satisfactory. With a median of 4, students were all in all satisfied with their learning experience

SC/2: The pace and timing of the ONLINE course was perceived as **rather too fast** by the totality of the course students. Individual answers vary from 1 – 4.

SC/3: With a median of 3.5 the timing and pace of the onsite workshop was perceived as even faster as the online workshop.

The number of responses on the scale for SC/2 and SC/3 (0=too slow / 5=too fast):

	0	1	2	3	4	5	SUM
Online Courses	/	2	4	11	1	/	18
Onsite Workshop	/	2	1	6	9	/	18

**SC/4:** Ratings for the overall course organisation vary on a scale from very good and structured (=) – very bad and chaotic (5) from 1 – 4.
With a median of 2,5 the average opinion tends to a good and structured course organisation. However, the ratings cover almost the entire scale:

|	0	1	2	3	4	5	SUM
Course Organisation	/	6	3	4	5	/	18

SC/5: The answers to the question of whether the course made aware of sustainable topics the range covers the scale from 1-5. With an average of 3.61 and a median of 4 it absolutely did foster awareness.

SC/6: The course also increased the professional awareness of environmental sustainability issues with the median value of 4 and for most of the students, but individual answers cover nearly the whole range:
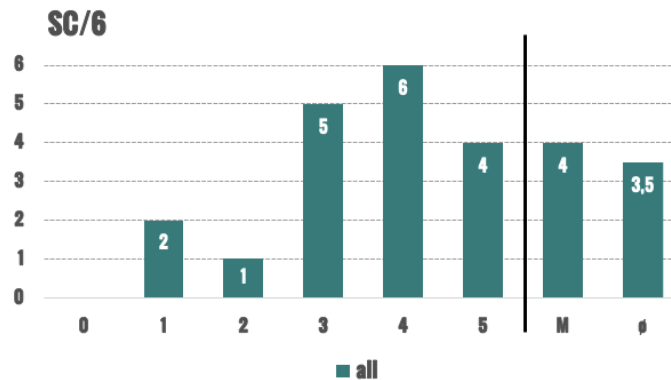
SC/7: Overall the workshop also has intensified the will to take sustainability into consideration when creating media.

This applies to a greater extent to master students than to participating bachelor students.
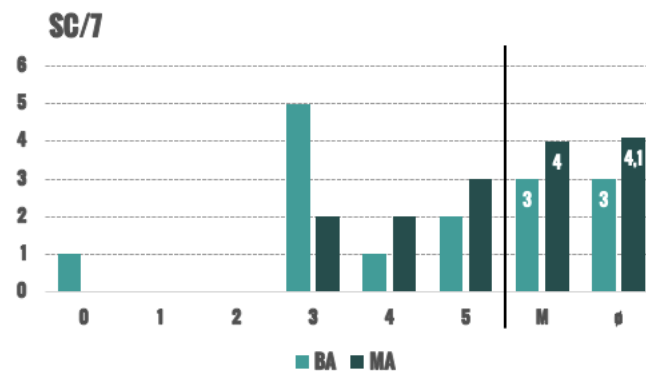
SC/8: The course was rated slightly higher by the Masters students than by the BA students. The 7 MA students rated with a median of 5 whereas the 11 BA students rated with a median of 4.
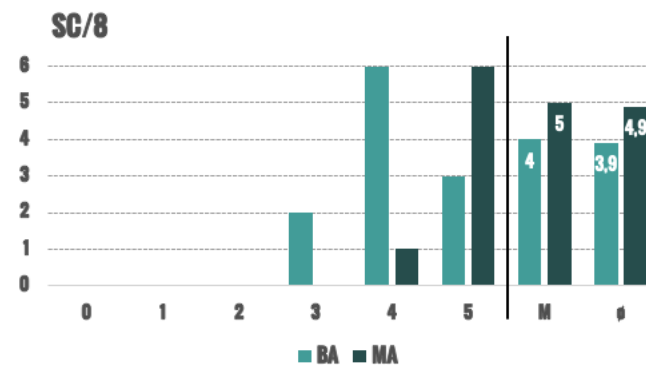
Overall, all students liked the course. Only 2 students rated the course with a 3 and not with the highest ratings of 4 or 5.

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. Since all participants were divided into five groups with different topics and tutors who, in addition to the design sprint approach, dealt with different concepts, it can be assumed that the learning experience varied. All answers from FT/2 - FT/6 therefore refer more to the experiences in the respective group and do not necessarily reflect the overall course concept.

FT/1: What did you expect to be taught and learn in this course?

Most students expected to learn about data handling and visualisations methods, whereby the focal points were set differently in detail. The answers refer to tools and equipment, handling (large) datasets properly, creative ways of implementing data or the presentation and visualisation of data. For example:

> *"I expected to learn about different data presentation options, and I did. In addition, just as I learned about various methods of data presentation, I also learned many things related to ecology, caring for the planet, and wise use of natural resources."*

> *"I expected to learn about other apps and equipment, their existence and how to use them"*

> *"To use data properly."*

Ecological sustainability issues were mentioned second most frequently together with the topic of sustainable media production.

> *"I expected to learn some new information's about sustainability and ecology, because of green education."*

> *"More about sustainability and different approaches to the problem."*

> *"Sustainable methods of creating media."*

> *"I expected to improve my communication skills, creative problem-solving as well as green media production techniques."*

One student was not aware of the hands-on approach:

> *"I expected more a kind of Kongress in which you are a listener and sometime you have to do sth. Practical - bit it was way more hands on, and that was fantastic!"*

FT/2: How were your expectations regarding the teaching and learning content met during the course?

Where specific expectations were present, these were largely met, but depending on the expectations, more input on sustainability topics or more input on data handling and data tools were wished for:

> *"I did expect it to be a lot more informative on environmental topics but what I got out of it the most was handling data, and not learning about sustainable development."*

> *"I was expecting to learn more new sustainable methods."*

The example quotes show that the learning experiences were very different, but it also shows that students wanted to learn more about sustainability topics:

> *"My expectations met the reality. I thought that I will learn a little more about sustainability, but the projects were connected to this topic."*

Students referred to the great tutors in this workshop:

> *"I think my mentors were really great, I learned a lot from them and from my colleagues in the team."*

> *"Yes, every professor was helpful not only in our group but from all universities."*

Some students were surprised or pleased by the practical approach:

> *„As I Said before the expectations were different, but according to the teaching I was quite happy to have that much freedom to organise ourselves and try out some ideas with great support of the teachers and create some ideas you are usually do not have the time for."*

> *"Very good. Nice is that we was able to this many stuff in practice in Tamperee"*

FT/3 What unexpected insights or lessons did you learn from the course/workshop?

One third of the students learned unexpected and surprising facts analysing data:

> *"I gained some unexpected insights from the data set that my group was working with (data in move). It was shocking how much the days of ice per year have decreased during the last two centuries."*

> *"Sugar is a water killer"*

> *"How much sugaree is inside our food"*

FT/4: Why? Please give reasons for your rating. (Refers to the Scale question SC/4: How did you perceive the course organisation (Online and at the Camp)?

Regardless of whether the course organisation was rated as rather good or rather chaotic, most of the comments relate to an unclear schedule and unclear tasks:

> *"The content online was pretty good and quite structured. But then on the camp it felt like no one cared much about the set timetable we had on onedrive – some were always late to our meetings even though we had set to meet a certain time.*

> *"Despite the existing timetable, I felt the schedule was changing constantly: either the location or starting time of the event - sometimes both."*

> *"Sometimes it was not really clear what the task is and what we are doing next and even if we ask the tutors we didn't get a clear answer."*

It is noticeable that especially the local students who did not stay overnight on site found the schedule unclear or chaotic.

A lot of students wished for more time to work or present their projects:

> *"Schedule wasn't always clear and there was not enough time for all the thing we needed to do."*

> *"Everything was organised perfectly maybe we needed more time for our last presentations."*

FT/5: What did you particularly like? Explain why.

Most of the responses (10 out of 18 participants) indicate a very positive co-creation experience in a friendly and supportive atmosphere.

> *"I really loved the experience of meeting & working with different people with different artistic backgrounds & working together to a common experience."*

> *"How we all came together in a small period of time and created such good presentations. Also, how kind, friendly and cooperative everyone was. All the ideas we had, everyone helped and gave ideas to each other."*

> *"Working in groups with strangers who are coming from different universities and classes"*

In total, the following identified categories were mentioned:

Categories FT/5	Number of mentions
Co-creation process	10
Positive atmosphere	6
Free time activities	5
Location	4
Results	3
Things learned	3
Creative freedom	2
Tutors	2
Course topics	1
Food	1
Incorporation of the outdoors	1
Overall organisation	1

FT/6: What didn't you like so much? Explain why.

Students wished mainly for more free time and time to connect with each other:

> *"maybe the fact that our groups Didn't have time to connect more And also The fact that I felt separated from the other groups because there was so much space to work ha ha. for instance, the wilderness of Germany Drahnsdorf Was fun because we didn't have anywhere to go so we felt more connected to each other"*

> *"Maybe a few more breaks to just chat and hang out at the lake. Because this is the proper way to build up new connections and friendships"*

> *"Maybe the schedules could have had longer pauses"*

Two students wished also for more organized "fun" activities:

> *"I wish we had more organised "fun" activities in the evening - like the sauna, it was amazing."*

> *"It was sometimes not that clear were we meet and maybe it would have been nice if there would have been more group activities be organized (maybe also one during the day and not only in the evening)"*

As reflected in the answers to questions SC/4 and FT/4, some students found the course schedule confusing and unclear:

> *"The schedule sometimes was a little bit of chaotic. There were some naming status without explanations so we didn't really know what to do and for status that had explanations, we didn't know the meaning of the explanation"*

In total, the following identified categories were mentioned regarding things the participants didn't like so much:

Categories FT/6	Number of mentions
Not enough time to connect / free time	6
Unclear / changing schedule	3
Five separately working groups*1	2
Not enough organised fun activities	2
Online course	2
Surprise party / Farewell event*2	2
Two different groups (DataWalk, final Event / working groups) *2	1
More knowledge / lectures on sustainability	1
Time for presentations	1
Overall organisation	1
Meal schedule*3	1

Two students did not like the online course and another two students the planned surprise festival:

> "I didn't really like the online course. I think that it was not adapted to what I study on a daily basis and that perhaps the level of tasks that I could perform on my own was too much for me."

> "Chaotic organisation of everything. Plans changing constantly and the fact that we were supposed to work on some form of performance with the data walk groups despite all of our time going into the main projects."

Four survey participants chose not to answer this question.

FT/7: In your opinion, how should sustainability topics - whether food, agriculture, climate or other topics - be integrated into the curriculum of your degree programme?
Only 13 of the 18 survey participants responded to that question.
The range of answers is diverse and actually reflects on several options. However, there are 3 answers that suggest a workshop format similar to this "seeing the green" camp, as this is the only way to gain personal experience. The same number of students wants that sustainability matters are integrated in their existing courses. And one student suggests that there should be at least any lecture, that than can be taken as a starting point for further course developments. Also, three statements declare that the sustainability topics should be integrated on every level of the study program, wishing for a holistic approach. Exhibited art installations were mentioned by two students.

FT/8: Any other thoughts you feel are worth noting:
Only seven participants answered to that question.
Half of the responses give positive feedback, one with one small constraint:

> "It was a nice but tiring camp."

And one comment praises the location in particular:

> "As someone who's participated in the Drahnsdorf camp as well as Tampere trip I'm really impressed with the location choices. The organisers did a great job by choosing two places which were so different - both geographically and when it comes to infrastructure and architecture - but also had so much in common, especially being surrounded by nature."

Three of the eight answers given relate to leisure activities. Two of the comments refer to the fact that there should be more organized free time activities.
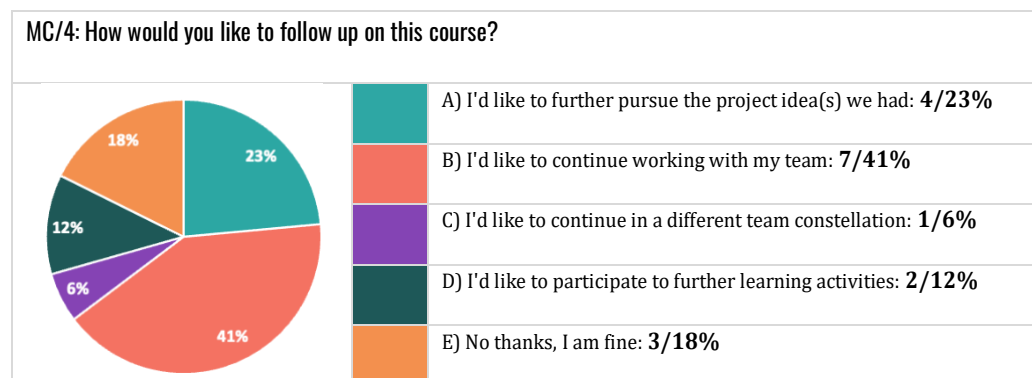
> „An extra programme that would say about the possibilities of the area we were. With that I mean that at nights we were free for activities but nobody told us what activities we could do or where to find them. "

> "in future gems, please Think about a sense of community, Not only working in small groups, but Activities To connect With each other. Movie nights, walks, And also connection to native people and students of host university. I love the fact that we cooked for each other in Germany, maybe it was Less convenient, but Drahnsdorf Felt like a small commune :)"

In contrast, the third statement emphasizes these freedoms rather positively:

> "I like that we had time to discover place on which we stay on our own- this give us a space to meet and learn stuff about new culture and local things. And also this gives space for integration between students from different universities and establishing new relationships. "

One last comment complained about the constant tardiness of team members.

MC/4: How would you like to follow up on this course?

A) I'd like to further pursue the project idea(s) we had: **4/23%**

B) I'd like to continue working with my team: **7/41%**

C) I'd like to continue in a different team constellation: **1/6%**

D) I'd like to participate to further learning activities: **2/12%**

E) No thanks, I am fine: **3/18%**

The multiple-choice question number 4 reveals that 41% of the participants would have liked to continue working with their team and 23% would have liked to pursue their project idea(s) further.

Tutor Feedback

Method for the course observations by tutors

Directly after the course tutors and staff members where askes to evaluate the workshop in a 30 minute brainstorming session. The guiding questions for the course review were:
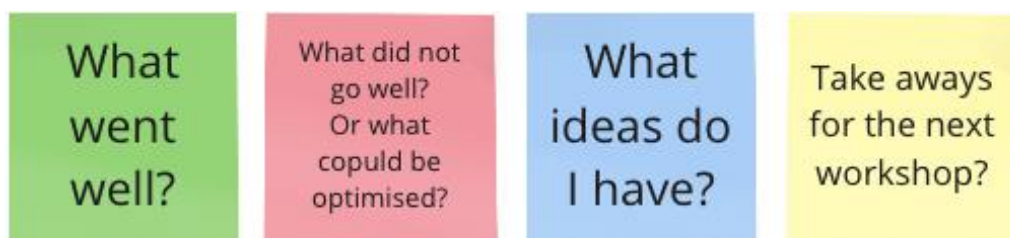
All statements on the Post-its were categorized and summarized in the following section and backed up with some exemplary quotes. The entire statements from the tutor feedback round can be viewed in the appendix.

What went well?

Location, Accommodation and Food
The Varala venue was a very good choice. All the tutors had positive things to say about the venue and also about the food. With the adjacent lake, it offered many opportunities for leisure activities, such as water sports and swimming, which was also mentioned several times in the feedback round.

Extra Activities
The Qi Gong sessions every morning and the communal sauna evening were appreciated as organised activities. One comment says that it was good that there was:

> *"No Over-Engineering of social Events"*

Organisation / Communication
The timing and organisation of the camp was good in the opinion of the participants. It was highlighted, that there was enough time to be (together) and work in nature:

> *"Good timing + organisation"*

> *"Much more work in nature"*

> *"Being all the day in nature"*

It was also positively emphasised that there was a round of introductions with all participants at the start of the week.
The discord server set up was a useful idea for communication. It was extensively used during the camp.

Social Interactions / Collaboration / Groups
The mix of groups in transnational teams was very successful. The collaboration (co-creation) was perceived as great. This applies to the work in the student's group, the collaboration between students and tutors and among the tutors. And the consortium got time to catch up with each other:

> *"Collaboration was great. Both amongst students and amongst tutors"*

> *"Co-Creation + helping each other"*

The good dynamic and atmosphere were emphasised several times:

> *"Great spirit of tutors & students"*

"Happy students"

"Good dynamic in all groups (it seemed")

It was mentioned twice with different reasons that it made sense to form 5 different groups:

"Several classes with other focus because the expertise of the lecturer"

"The group was splitted in several projects -> multi perspectives on the theme"

Course Topics

Data storytelling as topic and also the sub-theme on food, agriculture and land use in the future were perceived as good:

"Data-Research as base for the creative work"

"Food-Theme is an open space with personal subjective expertise"

Results

In the opinion of the consortium, the students have worked very well and diligently and the results are very satisfactory, especially considering the short time available. Furthermore, the final presentations were appreciated:

"Very diligent results"

"Outcomes are fascinating compared to time invested in the production"

"The final presentations"

To the satisfaction of a consortium member One group has used AI to create some elements, for the final presentation:

"AI helps to generate content -> ideas first"

What did not go well … could be optimized?

Location, Accommodation and Food

There were only a few suggestions for improving the accommodation and catering, one of which was very personal:

"No social meeting room in the evenings (for every day)""

"local students should have had place in Varala to go"

"not enough coffee"

Preparation phase and Preparatory Workshops

Two comments on the organisation and the communication during the planning phase were made:

"More people to give Feedback in planning phase"

"no clear vision for the camp when arriving"

Various recommendations for improvement were made for the online preparatory course. Mainly that the preparation course and the onsite course were not well connected. But it was also perceived as to technical and not "catchy" enough for the students:

"There was only little connection between pre-course and onsite course"

"prep Workshop too techy"

"Preparation course hard to catch the students"

Organisation / Schedule

According to the consortium, the schedule should be more relaxed and allow more time for leisure and relaxation activities. More time should also be scheduled to recognise the work of all those involved:

> *"Maybe more time for wondering around was needed"*

> *"too long days!!!??"*

> *"Sightseeing time for more..."*

> *"Celebrate us (our work etc.) and the work of the students enough"*

In general, more time should be spent in nature, or at least not in workrooms, but the media work makes this difficult:

> *"Need to spend more time outside"*

> *"Media brings us inside"*

> *"The need for electricity keeps driving us back to rooms inside"*

One comment may suggest that the time was too short due to the diverse groups and another note says that the groups were difficult to keep together.

> *"Too little time (disverse [?] group)"*

> *"Difficult to keep all students of the group together"*

What ideas do I have?

Ideas for Topics and wished outcomes

A large majority would like water and the water footprint to be the theme for next year:

> *"Water Foot Print"*

> *"What can we do with water / in water there? how to connect?"*

> *"Water"*

But there were also mentions about biodiversity and local food production.
The outcome should be anything, redefining media away from the screens and electricity, using less technical devices. Production of audio is one idea and also an art & science interactive experience was mentioned as possible outcome.

Organisation / Methods to be applied

Following the desire to be less technology-centred, the methodical suggestion was made to start with a technology-free day:

> *"First day: No-tech-day"*

The methodical approach should be rather on the theme/ topic and less on the skill building and also on connecting the students with their own visions:

> *"Connect the students with their own dreams of better futures"*

> *"Bring your own skills"-approach -> working on a theme rather than on skills-building"*

It might also be a good idea to include students from other fields than media production, like biodiversity or other fields of ecological sustainability:

> *"More Students from other fields (biodiversity[?])"*

We should all inspire each other and give feedback, in between the design sprint sessions and not only in the own group:

> *"Feedback (for the presentations) from non-tutoring lecturers to group"*

Goals for next and final GEM Camp

A goal for next year should be to integrate local communities into the course, as this was mentioned several times on the Post-its. Regarding the goal of a sustainable media curriculum, we should also think about competencies that should be obtained within our courses.

We also need processes that are populating the virtual world that was created. This refers to camps that have already taken place and future camps.

Extra curriculum activities

All participants should have the opportunity to be sustainably mobile (bikes) and there was one request that was for wellness options for the organisation team.

Takeaways for further GEM Courses

Location, Accommodation and Food

Accommodation and healthy food are important and contribute significantly to the success of the camp. The choice of accommodation and catering should be a high priority.

Preparation phase and Preparatory Workshops

An important concern is to better link the preparatory course with the on-site workshop. Some people also think that the groups should be set up before the camp so that the groups can meet online in advance and the projects can start before the camp.

If we decide to work with XR again it would be useful to create some kind of template and a library of assets that can then be used.

Topic, Skills and Methods

Ideas for topics were mainly mentioned in the previous section. In addition, there is the suggestion to refer to the Mediterranean Sea and climate change and the suggestion that the topic should have a personal connection for the participants:

> *"Themes with personal / subject experience / expertise"*

> *"Project adresses the own generation"*

Another idea is to focus on local issues like effect of climate change in the local area. There is strong consensus in the consortium that the next camp should be very experiential and explorative:

> *"Active exploration like Data-Walk"*

> *"Data / Science or nature walks"*

> *"Do explorations in nature -> integrate in project result"*

> *"Explore / experience nature rather than work in nature?"*

> *"Science Experience"*

In general nature should be integrated more and technology should be at least partially excluded:

> *"Connect nature better (even)"*

> *"Go even more analogue!"*

> *"If you work in nature you use other (non-digital) tools"*

One input suggested that we should connect more with the elements, sensing and not only thinking and another input wished that also find a way to "be" more.

Regarding the teaching of skills to the students we should be realistic and focus on lateral and soft skills. Critical thinking was named and:

> "Positive Futures / Solutions. Give them new skills"

Organisation / Schedule

In general, organisational task should be evenly distributed among all participating partners. As far as the camp programme is concerned, next camp should again start with an introduction round, where everybody is present. It is also an idea that every group presents their initial idea on the first day and that we should have more active listening session during the workshop.

The remark was made that:

> "People need follow schedules and announcements"

, and was commented with the question:

> "And how do we do that?"

Due to the fact that all participants were organised in five group with designated tutors, some lectures were not involved as much as last year:

> "Some lecturers are now disconnected to the workshop / no role how everybody could contribute"

Conclusion & Insights

The international exchange with students on similar study programmes is one of the most frequently mentioned things that participants in this type of workshop appreciate. They learn from each other on different levels, which is reflected in numerous survey responses.

It is striking that opinions on the camp vary widely among the students. Many statements from the survey contradict each other. This mainly relates to the course organisation and leisure activities. While some are happy about the freedom to organise their own activities, others would like to see a more strictly organised structure.

Although a few participants were very surprised at the freedom they were given to organize and make decisions, it might be an idea to give them more freedom and mainly instruct them on how to organize themselves in groups or make decisions.

Tutors should, of course, also be available as expert advisors.
Since students have quoted several times in the survey that they expected more input about sustainable media production and more input about techniques and tools the GEM Consortium might think about how to deliver exactly that.

Preparatory Workshops

The preparatory workshop does need to deliver some skills that students are seeking to gain. Otherwise, the attendance will be low. Student schedules are tight, it must be clear, why time is invested. The preparatory course should also be something that is really connected to the onsite course.

Organization

It is important that the organising team informs all other tutors in advance about the procedure and the entire concept. This should ideally be done in a meeting and not just in writing. It should also be clarified in advance with all participants from the consortium who can contribute to the camp and how.

At the camp itself an introduction round with everybody present, even if there is one party arriving very late, should always be done.
Interim feedback rounds should also be mandatory. It offers students orientation during the workshop. The framework conditions for the final presentations can also be discussed again here.
The individual groups may have debriefed at the end of the camp, but a short final reflection with all the participants in the large group would be desirable.
And then this group could also be used again to honour the results and the great work of all those involved.

Design Sprint

Students feel always stressed in a Design Sprint, as they did in this workshop. But it is not called sprint for nothing. The goal is to have a lot of ideas in a very short time. But the final outcome does not have to be perfect, it just needs to convey the idea. Students often seem to not get that concept and that is probably what must be communicated more intensively and should maybe be part of the introduction on site.

Teaching contents

As much as the students appreciate the experiential concept, they also want to be taught concrete knowledge, starting with what the sustainable environment issues are and then secondly also learn methods for more sustainable production. But also, how to deal with data correctly in creative ways. So, it might be a good idea to include lectures on the topics and or provide learning materials that cover this.

Social activities

Students are different and have different needs. Whereas some students asked for more guided activities others appreciated the freedom they had to explore on they own.
If the evening was not preplanned (Sauna event and final event) by us, the organization team posted options to join for several evening events on discord. The only explanation that students were underinformed is that they did not check the designated Discord Server or did not even sign up for it.

Location and Accommodation

Due to the available budget, we decided that local students would not stay overnight in the Seeing the Green camp 2024, which was definitely not ideal. Even if they took part in the meals, they were not necessarily informed about certain group decisions and schedule changes. This should be avoided.
Perhaps there should be a strict guideline that the project must not be discussed during free time. However, this is impossible to implement and therefore all participants should be in the same situation.

Communication

Although the Discord channel was used intensively for communication in this camp. However, this can still be intensified. Essential changes to the programme and important information were communicated via this channel, but this did not always reach all participants.

Guests / Expert Talks

The expert talks were not at all mentioned in the feedback session. This may be due to the fact that the guest could not be on site and was connected via Zoom and also that the students could not benefit directly from this for their challenges. In the following year, as requested several times by the students, a speaker should be invited to provide information on sustainability topics and, in the best case, also give tips for sustainable media production.

Topic

The choice of topics was generally well received by both the students and the consortium members. Even though the division into 5 groups poses some difficulties for the organisation, the wide range of offers was well received.

For the next year, it can be said that there should definitely be a local reference. The involvement of local initiatives and experts is also desirable.

The tutors in particular wanted to work more in nature. The topic must allow for this and be designed accordingly. The combination of exploration in nature and collecting data or research data in nature might be a way to do so.

APPENDIX

Survey – Google Form

GEM - Online Workshops & Seeing the Green Camp 2024

We really appreciate your 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.**

Please take your time to complete this survey thoroughly. We will evaluate it carefully in order to better organise and plan future course offers.

By Sophie Tummescheit / Filmuniversity Babelsberg KONRAD WOLF (FBKW) with additions from Prof. Dr. Björn Stockleben / Filmuniversity Babelsberg KONRAD WOLF (FBKW)

mail-to-sophie@gmx.de Konto wechseln

Nicht freigegeben

* Gibt eine erforderliche Frage an

1.) 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

○ else

○ Sonstiges: _____

2.) Your are in: *

⭕ BA, Year 1-2

⭕ BA, Year 3 and higher

⭕ MA

⭕ none of this

3.) Your attendance of the course: *

☐ I managed to attend all preparatory courses and the camp

☐ I missed a few preparatory courses, but but took part in the entire camp in Tampere

☐ I only attended the course camp

☐ else

4.) What did you expect to be taught and learn in this course? *
(Up to 1500 characters possible)

Meine Antwort

5.) How were your expectations regarding the teaching and learning content met during the course?   *
(Up to 1500 characters possible)

Meine Antwort

6.) What unexpected insights or lessons did you learn from the course/workshop? *
(Up to 1500 characters possible)

Meine Antwort

7.) How would you rate your learning experience on a scale? *

	0	1	2	3	4	5	
nothing new	⭕	⭕	⭕	⭕	⭕	⭕	Very satisfactory

8.) How did you experience the pace and timing of the ONLINE COURSES?

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

9.) How did you experience the pace and timing of the ONSITE WORKSHOP in Tampere? *

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

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

	0	1	2	3	4	5	
Very good, and structured	○	○	○	○	○	○	Very bad, and chaotic

11.) Why? Please give reasons for your rating. (Up to 1500 characters possible)

Meine Antwort

12.) This course has made me aware of sustainable topics and problems in the field of food and agriculture. *

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

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

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

14.) This course has intensified my will to take sustainability into consideration   *
when creating media.

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

15.) Your overall rating for the course. Did you like the course? *

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

16a.) What did you particularly like? Explain why.
(Up to 1500 characters possible)

Meine Antwort

16b.) What didn't you like so much? Explain why.
(Up to 1500 characters possible)

Meine Antwort

17.) In your opinion, how should sustainability topics - whether food, agriculture,
climate or other topics - be integrated into the curriculum of your degree programme?
(Up to 1500 characters possible)

Meine Antwort

18.) Any other thoughts you feel are worth noting:
(Up to 1500 characters possible)

Meine Antwort

19.) 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/data-storytelling/

Senden　　　　　　　━━━━━　Seite 1 von 1　　**Alle Eingaben löschen**

Results of the survey (individual responses)

MC/1	MC/2	BA/MA	MC/3	FT/1	FT/2	FT/3
1.) From which university are you?	2.) Your are in:		3.) Your attendance of the course:	4.) What did you expect to be taught and learn in this course? (Up to 1500 characters possible)	5.) How were your expectations regarding the teaching and learning content met during the course? (Up to 1500 characters possible)	6.) What unexpected insights or lessons did you learn from the course/workshop? (Up to 1500 characters possible)
National and Kapodistrian University of Athens	BA, Year 3 and higher	BA	I managed to attend all preparatory courses and the camp	I expected to learn about other apps and equipment, their existence and how to use them	My expectations were met, but I would like to learn more about equipments	How to ride scooters and how to find some sites that I needed
National and Kapodistrian University of Athens	BA, Year 3 and higher	BA	I managed to attend all preparatory courses and the camp	In this course I expected to learn more about nature and how humans take care of it, how climate change has affected not only nature but our lives in general. Also some bad habits human have such as consuming unhealthy food and how that is affecting the world.	Yes, every professor was helpful not only in our group but from all universities.	How much as human can affect the world.
Tampere University of Applied Sciences	BA, Year 1-2	BA	I managed to attend all preparatory courses and the camp	I had no expectations, I had only heard about the name Green Education in Media. I guess I thought it would somehow thought it would be more about media? Though I can't explain it better. And I did learn more about sustainability too, which I had in mind, but that's it.	I didn't have any expectations here either. I assumed we would be outside a lot, which we were so :)	I learned a lot about what could happen in the future – it was a bit scary to research and hear about it but at the same time so important.
Tampere University of Applied Sciences	BA, Year 1-2	BA	I managed to attend all preparatory courses and the camp	Sustainable methods of creating media.	I was expecting to learn more new sustainable methods	Coca cola has less sugar than a bag of haribos
National and Kapodistrian University of Athens	BA, Year 3 and higher	BA	I managed to attend all preparatory courses and the camp	Management and presentation of data stored in large databases	I did expect it to be a lot more informative on environmental topics but what I got out of it the most was handling data, and not learning about sustainable development.	Incorporating data in an artistic project doesn't necessarily make it look less interesting as the way data can be represented can easily deviate to a more artistic approach at the cost of readability.
Film University Babelsberg KONRAD WOLF	BA, Year 3 and higher	BA	I managed to attend all preparatory courses and the camp	I expected to be taught more about datasets and artistic ways to visualise them	I think the that while I didn't get to learn much more about datasets it was an interesting experience learning to create our own dataset as well as an interesting way to visualise that	I think it was an interesting experience learning to work with people you don't really know and creating something together. I also really liked creating a physical installation as a way to visualise data

MC/1	MC/2		MC/3	FT/1	FT/2	FT/3
					dataset in a more artistic way. I wish we could have spent more on that however	instead of working throw that on digital base only.
University of Zagreb	BA, Year 3 and higher	BA	I managed to attend all preparatory courses and the camp	More about ecological problems	Not completely	I learned how to implement data into a immersive VR world
Jagiellonian University in Kraków	BA, Year 3 and higher	BA	I managed to attend all preparatory courses and the camp, I missed a few preparatory courses, but but took part in the entire camp in Tampere	I expected to Learn about film production, Sustainability And Media formats like VR	my expectations were met, Except Maybe some practical stuff that will help me in real life job in media	VR techniques like scanning and Some unity
Tampere University of Applied Sciences	BA, Year 1-2	BA	I missed a few preparatory courses, but but took part in the entire camp in Tampere	I didn't know much about data visualizations, so I was hoping to learn about it and how to create them myself.	During the online pre-course I learned about the basics of data visualization, during the camp I didn't feel like I learned much more about data visualization, more about other topics.	I gained some unexpected insights from the data set that my group was working with (data in move). It was shocking how much the days of ice per year have decreased during the last two centuries. Also I know now how to fold origami seals :)
Jagiellonian University in Kraków	BA, Year 1-2	BA	I missed a few preparatory courses, but but took part in the entire camp in Tampere	I expected to learn some new informations about sustainability and ecology, because of green education. I also thought about making projects in group based on media.	My expectations met the reality. I thought that I will learn a little more about sustainability, but the projects were connected to this topic. We used tye variaty of media.	I was surprised about the connected to environment lessons and working a lot outside. It was great experience. During projects a learned a lot about data and making projects based on them.
Jagiellonian University in Kraków	BA, Year 3 and higher	BA	I missed a few preparatory courses, but but took part in the entire camp in Tampere	I expected to improve my communication skills, creative problem-solving as well as green media production techniques.	They were mostly met, I am very happy with how the course turned out. I appreciate the opportunity to work with creative people from all over Europe.	The most unexpected thing I learned is how beneficial having people trained in different skills and arts is for the project overall.
Film University Babelsberg KONRAD WOLF	MA	MA	I managed to attend all preparatory courses and the camp	I expected more a kind of Kongress in which you are a listener and sometime you have to do sth. Practical - bit it was way more hands on, and that was fantastic! I really loved to meet all the people from Europa and create something together, get to know each other and hang out and to connect on a whole other level. Thank you for this wonderful experience!	As I Said before the expectations were different, but according to the teaching I was quite happy to have that much freedom to organise ourselves and try out some ideas with great support of the teachers and create some ideas you are usually do not have the time for.	Sugar is a water killer

MC/1	MC/2		MC/3	FT/1	FT/2	FT/3
University of Zagreb	MA	MA	I managed to attend all preparatory courses and the camp	More about sustainability and different approaches to the problem	I think my mentors were really great, I learned a lot from them and from my colleagues in the team	Animation :))
Lodz Film School	MA	MA	I managed to attend all preparatory courses and the camp	To use data properly	I expected teachers to teach me on many levels	How varied data can be.
Film University Babelsberg KONRAD WOLF	MA	MA	I managed to attend all preparatory courses and the camp	New Tools and practices for Data Visualization.	I thought that we would get an overview of tools that we can work with and could try them out by ourselves.	How much sugar is inside our food
Lodz Film School	MA	MA	I missed a few preparatory courses, but but took part in the entire camp in Tampere	I expected to learn about different data presentation options, and I did. In addition, just as I learned about various methods of data presentation, I also learned many things related to ecology, caring for the planet, and wise use of natural resources.	Very good. Nice is that we was able to to this many stuff in practice in Tamperee	Many things about how I Can use AI- which shows me students from another country/ university.
University of Zagreb	MA	MA	I missed a few preparatory courses, but but took part in the entire camp in Tampere	I expect to discover new ways to think about data and it's creative implementation	I was excited to learn about augmented reality in regards to data visualisation	I learned that simplifying stories often leads to new discovery and actual depth of the storytelling
University of Zagreb	MA	MA	I missed a few preparatory courses, but but took part in the entire camp in Tampere	Data visualization	It was great	Data visualization as art form

SC/1	SC/2	SC/3	SC/4	FT/4
0=nothing new / 5=Very satisfactory	0=too slow 5=too fast	0=too slow 5=too fast	0=Very good, and structured / 5= Very bad, and chaotic	
7.) How would you rate your learning experience on a scale?	8.) How did you experience the pace and timing of the ONLINE COURSES?	9.) How did you experience the pace and timing of the ONSITE WORKSHOP in Tampere?	10.) How did you perceive the course organisation (Online and at the Camp)?	11.) Why? Please give reasons for your rating. (Up to 1500 characters possible)
4	2	3	1	Schedule wasn't always clear and there was not enough time for all the thing we needed to do. Overall the course was really good
5	3	4	1	Everything was organised perfectly maybe we needed more time for our last presentations.
4	3	1	4	The content online was pretty good and quite structured. But then on the camp it felt like no one cared much about the set timetable we had on onedrive – some were always late to our meetings even though we had set to meet a certain time. Also the final presentation when the weather got back it took quite a lot of time to decide if we could do it inside or if we should wait the weather out. Also since us from TAMK didn't have a place to stay at the camp it was a bit stressful and messy when we had no place to rest in between lectures.
4	3	4	4	Despite the existing timetable, I felt the schedule was changing constantly: either the location or starting time of the event - sometimes both. Few events on the timetable were described unclearly, such as the preparations, which could be one reason why half of the time not even the tutors knew what was going on. I also think it would've benefitted everyone to know the requirements and format of the presentations. My team learned on the final day that the presentations should be outside despite our work needing laptops for presentation.
3	3	4	1	
4	3	1	1	I wish there was more time to work on our projects as well as for the program to not feel so packed when we didn't have that much time to get to know the other participants and members of our team. However I do appreciate the work from all the stuff and the help we got from our tutors & the hospitality. Everyone was really helpful
3	1	4	3	
3	2	3	2	some group walking should be structured differently. I think it is crucial to explain to everyone before joining groups what skills and tasks will be necessary to do and kind of a road map. we didn't have a exact vision or the outcome In mind which is why we were a bit confused sometimes. It also would be fun to Present our project to different groups before finishing them to hear their feedback And hence, Improve our outcome
3	2	4	4	In my opinion and compared to last years camp there wasn't enough announcements and sometimes it was unclear where and when we are meeting. Also it was very unfortunate and inconvenient that we students from Tampere didn't receive a room - even if we wouldn't have gotten a room to sleep in it would have been nice to be able to store our stuff somewhere.

4	3	4	2	I would make some more lectures instead of projects sessions and set a time for showing the tampere and knowledge and curiosities about the culture of Finland.
4	3	4	3	I would rather like to be able to get up a little bit earlier, have breakfast at 9:30/10am, then lunch at 4pm and dinner at 7 pm - that would help with planning activities in between. The meals were very badly organised - we finished breakfast after 9 just to be back and have lunch at noon. Dinner was at 5 pm so at 8/9 pm everybody was hungry anyway.
5	3	2	3	The online courses were sometimes kind of boring and it was not clear what were the targets or perspective. It was not quite as interesting as the topic was presented on site. Only exception was the course with Kim, that was really motivating! This changed fully on camp. This was really nice, well organised and a great foundation to be creative and to learn new things.
5	3	4	4	Everyone was informed about everything, if there was a problem it was rapidly soly
4	1	3	3	
2	3	3	4	Sometimes it was not really clear what the task is and what we are doing next and even if we ask the tutors we didn't get a clear answer. And some informations were spread a bit late e.g. that the presentation has to be outside. That information would be better beforehand when we start the group work or for some groups it would have been better if it is not a hard requirement. In our group the introduction in to the topic was not really good planned and no one knows what we actually gonna do. It would have been good if the introduction would have been a bit more structured as well as the moderation of the brainstorming process. At least in our group it seems to be pretty spontaneous and therefore a bit chaotic (interactive data visualization) Also the data performance was a bit unclear since we were only in this groups at the beginning and were more focused on the group work.
4	3	3	1	I was fell that teachers from different grup tell us different things- what happen on which time. This was a litlle stresfull- special in presntation day.
5	2	4	2	
4	4	3	1	Better that last year camp, liked location of camp and activites

SC/5	SC/6	SC/7	SC/8	FT/5
0=No, not at all 5=Yes, absolutely	0=Strongly disagree 5=strongly agree	0=Strongly disagree 5=strongly agree	0=no not at all 5=Yes, absolutly	
12.) This course has made me aware of sustainable topics and problems in the field of food and agriculture	13.) This course has increased my professional awareness on environmental sustainability issues.	14.) This course has intensified my will to take sustainability into consideration when creating media.	15.) Your overall rating for the course. Did you like the course?	16a.) What did you particularly like? Explain why. (Up to 1500 characters possible)
4	3	3	4	I liked the freedom we had over our choices. This is because we were working on projects we liked and everyone was working with something he was good with. In the camp, we had a good environment of people and we were working togheter. Professors weren't compulsive as result we were leaning about new thing while we had fun.
5	5	5	5	How we all came together in a small period of time and created such good presentations. Also how kind, friendly and cooperative everyone was. All the ideas we had, everyone helped and gave ideas to each other. And last how many things we learnt.
5	5	3	2	I liked to meet a lot of new cool people. It was easy to work with my team members. Varala is a really pretty place and the weather was okay for the most part. I liked all the final presentations.
4	4	3	2	Food in Varala was good and tutors were understanding and relaxed. I also like how we weren't expected to make anything fully finished and polished since we only had four days to work on our projects, overall I felt no pressure about it which was nice.
1	1	0	4	
4	4	4	5	I really loved the experience of meeting & working with different people with different artistic backgrounds & working together to a common experience. The themes were pretty interesting as well
2	1	3	4	
3	3	2	4	I like the location, And the fact that we actually did something in VR. Our prototypes were better than those in Germany. I loved The evening sauna and activities in the city together with tutors. I wish there were more Of those chill Activities in the evenings
4	3	3	5	I like the exchange with students from different backgrounds.
2	2	2	4	I liked working in groups and and making projects together. In my opinion it was great that we could exchange our ideas and we made it from roots.
4	4	5	4	The atmosphere created by all the wonderful people involved, the creative freedom, the evening walks and parties, the place we stayed in - it was gorgeous!
4	4	5	5	As I Said the connecting with people who are at a similar position in life but from different countries and to exchange between experiences. It was a blast!
4	5	5	5	Working in groups with strangers who are coming from different universities and classes
4	4	3	5	
3	3	3	4	It was nice to work together in project with people from different areas. Also the camp was a really nice place to work and enjoy the free time. All people that are met were super nice and easy-going. Besides the my workshop experience everything was really good planned.
5	3	4	5	the fact that we could work in groups composed of students from various countries, meeting live in an area that provides space for the exchange of experiences- I think it gave me a space to learn things more efficiently that we meet live not online only(without this live experience it will be hard to be Learn this things which I learn there)
5	5	5	5	
2	4	4	5	I liked camp and free time, better learning outside and incorporating lake and site into topic od workshop.

FT/6	FT/7	FT/8	MC/4
16b.) What didn't you like so much? Explain why. (Up to 1500 characters possible)	17.) In your opinion, how should sustainability topics - whether food, agriculture, climate or other topics - be integrated into the curriculum of your degree programme? (Up to 1500 characters possible)	18.) Any other thoughts you feel are worth noting: (Up to 1500 characters possible)	19.) How would you like to follow up on this course?
The schedule some times was a little bit of chaotic. There were some naming status without explanations so we didn't really know what to do and for status that had explanations, we didn't know the meaning of the explanation	In my university could be integrated with subjects of art instalation or animation.	An extra programme that would say about the possibilities of the area we were. Wihh that I mean that at nights we were free for activities but nobody told us what activities we could do or where to find them	E) No thanks, I am fine
How fast the presentations went by, but overall everything was fine.	Maybe with more subjects or some art installations.	/	D) I'd like to participate to further learning activities.
The whole data part. I get it that it's important and we need it to look at the future etc, but from the very first online course I almost didn't want to continue anymore bcs it didn't feel that interesting to me personally. I just relate data to math (and I don't like math) – I also didn't like the messiness of the times we had planned for things. Another thing I didn't like, was how we were in a different team the first day only for a few hours and then we were in our "real" groups for the rest of the week... either it should have been the same groups as we were in for the whole week or then this surprise party should have been its own thing in the end with more time given to come up with something.	I'm pretty sure in like every minor there could be one course that would surround the sustainability and climate change - but somehow keep it related to the minor.	It was a nice but tiring camp.	E) No thanks, I am fine
Chaotic organisation of everything. Plans changing constantly and the fact that we were supposed to work on some form of performance with the data walk groups despite all of our time going into the main projects.	Teachers encourage the use of sustainable methods and promote projects that have to do with topics about sustainability.	I wish participants would arrive to design sprints on-time. I know it's outside of the course organisers' control, but as a local with a 50-minute bus drive, I didn't enjoy waking up early and coming to class only for my teammates to be 30 min to almost 2 hours late.	E) No thanks, I am fine
		/	B) I'd like to continue working with my team
Mostly how little time we had. I wish we got a bit more time or being closer to the city so we could have gone more times. I think having some more lessons beforehand might have been useful to fully know what to do on our main project	I think sustainability would be taken into my account more after this project and I think I've learnt some interesting things about that during that project	/	B) I'd like to continue working with my team
		/	
maybe the fact that our groups Didn't have time to connect more And also The fact that I felt separated from the other groups because there was so much space to work ha ha. for instance, the wilderness of Germany Drahnsdorf Was fun because we didn't have	Absolutely is on every level of education. It is necessary to teach sustainability. It's a misunderstood topic And we need a lot of solutions quickly. This is why we need to gather information on the topics and feedback from a lot of students and researchers.	in future gems, please Think about a sense of community, Not only working in small groups, but Activities To connect With each other. Movie nights, walks, And also connection to native people and students of host university.	A) I'd like to further pursue the project idea(s) we had

anywhere to go so we felt more connected to each other		I love the fact that we cooked for each other in Germany, Maybe it was Less convenient, but drahnsdorf Felt like a small commune :)	
		/	D) I'd like to participate to further learning activities.
I supposed to achieve deeper knowledge about the sustainability. I would make some more lectures to base on knowledge from that.	I study culture management and I think that people who manage have bigger responsibility on decision they make connected to environment that one individual, I have one course named Climate crisis, but I think I should have some more lectures about how to implement eco solutions.		C) I'd like to continue in a different team constellation
As I mentioned before - the meal schedule was very odd. I wish we had more organised "fun" activities in the evening - like the sauna, it was amazing.	I think that my curriculum is already packed with topics regarding sustainability. What we need is more projects like GEM, to let people truly experience these issues.	As someone who's participated in the Drahnsdorf camp as well as Tampere trip I'm really impressed with the location choices. The organisers did a great job by choosing two places which were so different - both geographically and when it comes to infrastructure and architecture - but also had so much in common, especially being surrounded by nature.	A) I'd like to further pursue the project idea(s) we had
Maybe a few more breaks to just chat and hang out at the lake. Because this is the proper way to build up new connections and friendships	Sustainability is an overall, urgent topic that affects every single aspect of our existence- so it should be part in every single course. Yes, maybe it's annoying sometimes, but so is extinction. if we do not see what's in front of us, that would be more annoying	Thanks for assembling this really awesome opportunity and to bring these people together!	B) I'd like to continue working with my team
Maybe the schedules could have had longer pauses	First there should be lectures about it and start from there	Nope, had a great time!	A) I'd like to further pursue the project idea(s) we had
		/	B) I'd like to continue working with my team
It was sometimes not that clear were we meet and maybe it would have been nice if there would have been more group activities be organized (maybe also one during the day and not only in the evening)		/	A) I'd like to further pursue the project idea(s) we had
I didn't really like the online course. I think that it was not adapted to what I study on a daily basis and that perhaps the level of tasks that I could perform on my own was too much for me. Also I think that somtimes it was a mass what happening between grups- nice of in the future grups can be more conected with watch other not only conected ,,inside grup"- this work really nice.	Only by workshop- not class, courses. It must be real smth to experience not only data at lectures	I like that we had time to discover place on which we stay on our own- this give us a space to meet and learn stuff about new culture and local things. And also this gives space for integration between students from different universities and establishing new relationships.	B) I'd like to continue working with my team
	They shouldn't be a separate course but rather woven into the existing one	/	B) I'd like to continue working with my team
	How to create more green options film industry and production.	/	B) I'd like to continue working with my team

Tutors Feedback / Post-Its Transcript

What went well?	Category	What did not go well? Or what could be optimised?	Category
Great spirit of tutors & students	ATHMOSPH.	I missed the karaoke evening :(	EXTRA ACT.
Happy students	ATHMOSPH.	Too little time (disverse [?] group)	GROUPS
Collaboration between students & tutors	COLLAB	Difficult to keep all students of the group together	GROUPS
Co-Creation + helping each other	COLLAB	local students should have had place in Varala too	LOCATION
Very good team collaboration	COLLAB	not enough coffee	LOCATION
Collaboration was great. Both amongst students and amongst tutors	COLLAB	No social meetin room in the evenings (for every day)	LOCATION
Collaboration in group	COLLAB	Need to spend more time outside	NATURE / TECH
Catching up	COLLAB	Celebrate us (our work etc.) and the work of the students enough	ORGA?
Communication via Discord. Enough time for discussion	COMUNICATION	Björn's Guitar playing...	PERSONAL
Use of communication channel (Discord)	COMUNICATION	There was only little connection between pre-course and onsite course	PREP
Stairs to bar	EXTRA ACT.	prep Workshop too techy	PREP
No Over-Engineering of social Events	EXTRA ACT.	Preparation course hard to catch the students	PREP
Yoga	EXTRA ACT.	My Course worked well without pre-course	PREP
Swimming and watersports	EXTRA ACT.	no clear vision for the camp when arriving	PREP*
Swimming	EXTRA ACT.	More people to give Feedback in planning phase	PREP*
Qi Gong instead Yoga (?)	EXTRA ACT.	too long days!!!??	SCHEDULE
Sauna	EXTRA ACT.	Sightseeing time for more...	SCHEDULE
Great [...] pub!!!	EXTRA ACT.	Some more breaks in between sessions	SCHEDULE
Lake	EXTRA ACT.	Sauna - should be more	SCHEDULE
Finnisch sauna was funny	EXTRA ACT.	Schedules are not kept	SCHEDULE
Mixing up students -> very transnational	GROUP	Maybe more time for wondering around was needed	SCHEDULE
More coherent teams this year	GROUPS	The need for electricity keeps driving us back to rooms inside	TECH
Students were self-directed[?]	GROUPS	Media brings us inside	TECH
Good dynamic in all groups (it seemed)	GROUPS		
Students' teaming up	GROUPS		
Mixed groups from several countries	GROUPS		
Several classes with other focus because the expertise of the lecturer	GROUPS		
The group was splitted in several projects -> multi perspectives on the theme	GROUPS		

A nice place to workshops	LOCATION		
Tasty food	LOCATION		
The place	LOCATION		
Nice place, good food.	LOCATION		
Nice Locations	LOCATION		
Food	LOCATION		
Wonderful place	LOCATION		
Place very superb!!!	LOCATION		
Good sleep in the hotel-bed (calm place)	LOCATION		
Food	LOCATION		
Being all the day in nature	LOCATION / ORG		
AI helps to generate content -> ideas first	METHODS		
Weather	NATURE		
Vibes ☀f Nature	NATURE		
Time to think of... :)	ORGA		
Good timing + organisation	ORGA		
Being together more :)	ORGA		
Enough time.	ORGA		
Much more work in nature	ORGA		
Introduction round	ORGA / METHODS		
Nice people	PERSONAL		
FUN	PERSONAL		
More fun	PERSONAL		
Topic presentations	RESULTS		
Great outcomes	RESULTS		
The final presentations	RESULTS		
Students worked really hard!	RESULTS		
Outcomes are fascinating compared to time invested in the production	RESULTS		
Very dilligent results	RESULTS		
Students projects results	RESULTS		
The topics that students work on	TOPICS		
Data-Research as base for the creative work	TOPICS		
Food-Theme is an open space with personal subjective expertise	TOPICS		

What ideas do I have?	Category	Take aways for the next workshop?	Category
Wellness offers for tutors and orga-team	EXTRA ACT.	Make "Walk" in same group to start ideation early	GROUPS
A few bikes or similar to the students. (now there were boats)	EXTRA ACT.	Place to stay?	LOCATION / FOOD
Local Communities?!	GOALS	Food	LOCATION / FOOD
List the competences that we still want to our curriculum -> plan next WS based on those	GOALS	Healthy food is important	LOCATION / FOOD
Think of a process for populating the OPENSIM virtual world with content from this and previous workshop	GOALS	How to "be" more	METHOD
Integration of Local Communities	GOALS	Connection with the elements --> sensing not only thinking	METHOD
Connection to local projects: Agriculture food forest	GOALS	Go even more analogue!	METHOD / NATURE
Connect the students with their own dreams of better futures	METHOD	Connect nature better (even)	METHOD / NATURE
inspire each other	METHOD	Data / Science or nature walks	METHOD / NATURE
First day: No-tech-day	METHOD	And how do we do that? ↑ (Follow schedules)	METHOD / NATURE
More Students from other fields (biodiversity[?])	ORGA	Science Experience	METHOD / NATURE
Keep up the continuity. Some old students but bring in new too	ORGA	Active exploration like Data-Walk	METHOD / NATURE
Feedback (for the presentations) from non-tutoring lecturers to group	ORGA	Explore / experience nature rather than work in nature?	METHOD / NATURE
"Bring your own skills"-approach -> working on a theme rather than on skills-building	ORGA	If you work in nature you use other (non-digital) tools	METHOD / NATURE
Art & Science interactive experiences	OUTCOME	More defined Process?	METHOD / NATURE
Redefining Media -> away from screens -> away from electicity	OUTCOME / TOPIC	Do explorations in nature -> integrate in project result	METHOD / NATURE
We?	PERSONAL	Introduction round was good starter	ORGA
Lots of! Thank you :)	PERSONAL	Distribute orga-tasks better	ORGA
I would like to prepare me about water as symbol and share it! Angelica	TOPIC	Nice improvisation in the unexpected situation	ORGA
Water Foot Print	TOPIC	More active listening sessions	ORGA
Local food produce?	TOPIC	initial concepts should be presented (in group) on first day EOB	ORGA
Bio-Diversity	TOPIC	Some lecturers are now disconnected to the workshop / no role how everybody could contribute	ORGA
What can we do with water / in water there? how to connect?	TOPIC	Freedom for creative expression?	ORGA
Production audio?	TOPIC	Social Media to be better used (also from students)	ORGA
Water	TOPIC	People need follow schedules and announcements	ORGA / SCHEDULE
		Stairs	PERSONAL
		I want to meet all of you again <3	PERSONAL

		<3	PERSONAL
		Remember about guitar please	PERSONAL
		Connect pre-course and course better	PREP
		If we do XR [?] ... again, create some kind of template	PREP
		Projects need to be started before the onsite course	PREP
		Pre-course and onsite course activities should be connected	PREP
		Create a GEM library of assets to be used in next workshop	PREP
		Pre online meetings of the groups?	PREP
		Positive Futures / Solutions. Give them new skills	SKILLS
		more critical thinking aspects	SKILLS
		Be realistic about what skills we can teach the students. Focus on lateral and soft skills	SKILLS
		Project adresses the own generation	TOPIC
		Themes with personal / subject experience / expertise	TOPIC
		Climate Change --> How does infect the area	TOPIC
		Learn something about the mediterranean sea & climate change	TOPIC