# EMEX – Courses
## Initial General Concept and Adjustments

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EMERGING MEDIA EXPLORATION

Erasmus+

# EMEX –Courses
## Initial General Concept and Adjustments

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**Premises**

The EMEX course concept was initially conceived at the proposal stage, based on the experience with transnational online courses from the prior strategic partnership "OnCreate". An important consideration was the introduction of blended mobility in the form of a conceptual online course that leads to an onsite implementation workshop. The concept was further shaped during online meetings and in the kick-off meeting of the project.

In general, the onsite activities were intended to concentrate on the creation of tangible results, e.g., in the form of animated or interactive prototypes of products or narrative content.

## Goals

At their very core, transnational student groups should acquire the competency to collaborate as teams. They should be able to apply methodical approaches to ideation and design and they should train design processes by concrete examples in order to become accustomed to design under conditions of uncertainty, accept ambiguity and exercise bold thinking from a clean slate.

They should be introduced to, and continue exploring independently, trends and technologies of an emerging media theme (such theme changing from course to course). Cutting edge practical knowledge should be acquired through participation of industry partners and appropriate ways to involve them in different phases of the course should be found.

In addition, the students should build up a lasting and versatile theoretical foundation that concentrates on the ability to apply fundamentals of perception, media theory, storytelling (and possibly other relevant disciplines) to new contexts. At the same time, critical reflection should be learned as a soft skill and be cultivated throughout the course among teachers and students.

## Challenges

An enumeration of challenges to the design of a new course can never be complete, as the implementation of a course inevitably will reveal new aspects and potential for improvement, in addition to problems not foreseen in the planning phase. However, at the beginning of the project, the EMEX consortium considered the following issues to be the core challenges to address in the course design:

- How to provide experiences of hardware-dependent or location-bound technologies?
- In online settings, we have limited capabilities to show or even explore new media technologies. While many media innovations are web based and can be consumed on state-of-the-art end user devices (which not all students might yet have access to), specialised hardware is often involved on the production side. An example is the volumetric video-capture stage at Volucap GmbH in Babelsberg, which can only be used by a few students at a time onsite.
- Should the course embrace one theme for all teams, or might it address multiple themes simultaneously?
  This was a particular challenge because of the heterogeneous background of the students, ranging from human-machine interaction to interactive media design to classic filmmaking. How could we embrace both a story- and a product-focus at the same time?
- One or more technologies?
  One of the core ideas in EMEX is that industry partners can be suppliers of innovative narrative technologies. Should the first course start with only one partner or should each teamwork with a partner of their own? The second approach was considered necessary for later project phases -to build up a network, more partners would have to be involved and the project already had two industry partners from the beginning (consortium member RBB, Germany and associated partner YLE, Finland).
- Online collaborative Prototyping is a challenge. Tools (collaborative whiteboard, storyboarding tools, etc.) exist, but by prior experience in an Erasmus+ Strategic Partnership ("OnCreate") suggested that a dedicated approach is needed to introduce the students to visual communication tools.
- How can the communication and collaboration with the industry partners be organised? How closely should they collaborate with the teams, should they be available on limited occasions or should there be continuous communication?
- How can all the goals be reached in a fairly small-time window of 5-6 weeks? Due to the different structures of the academic year among the participating universities, there is only a small-time window where all students are available. This window usually lies in April till early May, in the summer term.
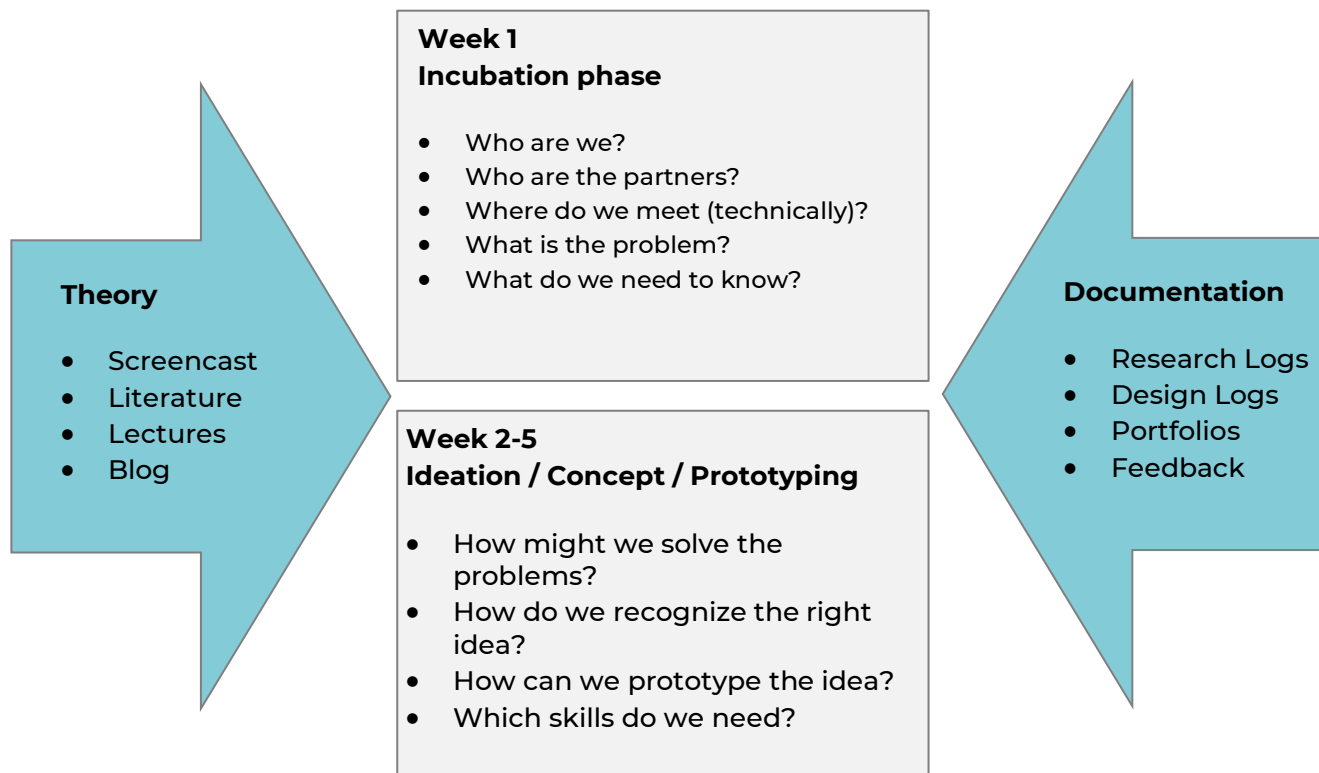
# Course Scheme (Online and Onsite)

## Goals

- Prepare collaborative skills
- Explore trends, technologies
- Theoretical knowledge
- Industry bonding → Mentorship
- Teaching bold thinking and design under uncertain conditions
- Teaching basic Design Methods and Skills → Ideation
- Fundamentals of Perception
- Critical Reflection
- Storytelling

## Challenges

- How to provide experiences of Hardware / localised Technologies
  → Live Demonstration
- One or more themes?
- One or more technologies?
- Online prototyping
- Asynchronous Contact with Project Partners
  → Continuous or event-based contact times?
- So much to do in so little time
  → 5–6 weeks / April–mid May

### Week 1
### Incubation phase

- Who are we?
- Who are the partners?
- Where do we meet (technically)?
- What is the problem?
- What do we need to know?

### Theory

- Screencast
- Literature
- Lectures
- Blog

### Documentation

- Research Logs
- Design Logs
- Portfolios
- Feedback

### Week 2-5
### Ideation / Concept / Prototyping

- How might we solve the problems?
- How do we recognize the right idea?
- How can we prototype the idea?
- Which skills do we need?

### Week 6
### Reflection

- Critical Reflection
- "Reality Check" / Feasibility with Industry Partners

### Interim Phase
### Planning Follow-up

- Improvement of concept
- Planning of the production of an advanced pilot or prototype

### Blended Workshop
### Implementation

- 4 weeks online preparation
- 1-Week Onsite Workshop with access to experts and emerging media tech

# Proposed Course Phases

An annual course cycle in EMEX can be divided into 5 different phases. After careful consideration, the consortium decided to implement the first three phases in a spring-time online course, while phase 4 should happen outside of a course structure and phase 5 should be implemented as an intensive workshop on-site.

## Phase 1 – Incubation (1-2 weeks, online)

- Who are we?
  The students must find out about their personal goals, their team goals and their strengths as a team, as well as agreeing on basic rules of collaboration.
- Who are the partners?
  The students should get to know the project partners, their interests and possibly the project challenges they provide.
- What is our common interest?
  The team should reflect on their own goals and the partners' goals and identify common ground.
- What is the problem?
  The creative process should start with defining the problem (out of the problem space outlined in the partner challenge).
- What do we need to know?
  Based on the challenge brief and team goals, the exploration of the problem space is conducted through multi-faceted research activities which ideally are based on the students' own ideas and initiatives.

## Phase 2 – Ideation / Concept / Prototyping (2-3 weeks, online)

**Idea Generation**
The mentors shall introduce the individual groups to a structured process of idea generation using various creative methods like Mind Maps, Brainwriting, Brainstorming, Morphological analysis or others, depending on the preferences of the group and the defined goal to reach. In addition, online tools (Collaboration Boards) should be introduced to support the application of these methods.
The groups should be guided through the individual steps of the process, which are:

- Find a problem/problems worth solving
- Get to the bottom of the problem(s)
- Find possible solutions for the problem(s)

Each step will be supported by methods that should be explained in detail so that participants can apply them without guidance. These must include decision-making methods so that the different options are narrowed down

each step.

As intercultural online group work can be stressful and at times frustrating to some individuals due to e.g., language barriers, mentors should clearly emphasize on the benefits for creative tasks. Including different cultures and students with different skills ensures to work with people with multiple knowledge sets from which new and useful ideas can be accessed.

### Visual Concepting

Students should be encouraged to get visual, early on in the process and therefore be introduced to appropriate methods such as Concept Mapping, Mood Boards and so on.

Visual concepts make it possible to present a clear and tangible vision to those involved in the project and to ensure that everyone shares it. In doing so, visualisations lead to the goal much faster than text-based concepts. Since the concept of user experience design cannot be presupposed due to the different study backgrounds and levels, the mentors should give an introduction and lead through the process.

### Optional: Interactive Prototyping

Depending on the (visualisation) skills of the group and the progress of the visual concept, but also on the group's satisfaction with the idea and concept, a first interactive prototype can be created.

However, if the group is not satisfied with the idea and concept, it might be worth restarting from the beginning. All teams should be as motivated as possible when starting the onsite prototyping phase.

## Phase 3 – Reflection (1 week, online)

### Presentation of Results

The results should be presented in a pitching session with industry experts. The pitches should be planned to be short, and students should be challenged to make their ideas tangible in a short time.

### Feasibility Check

The first feasibility check will come from the project mentors, who help the students continually reflect on the project to find the balance between innovation and feasibility. The check is provided by industry partners who give feedback at the final presentation of the project.

### Critical Reflection

The concept of critical reflection goes beyond the feasibility of a project but also include an initial discussion on social and cultural implications which the project might have in the mid- or long-term. What if this became a successful product/experience/show?

## Phase 4 – Follow-up
## Planning (3 months, asynchronous online)

This phase is mainly driven by a team's own initiative, with some consulting by mentors or experts.

**Continuation Decision**
Prospects for project continuation are given by teachers, mentors and industry experts. The decision on whether and how a project should be continued is up to the students. One option is the realisation of a prototype in the next EMEX autumn workshop.

**Concept refinement**
The students refine their concept to allow for realisation within a one-week prototyping workshop.

**Implementation Plan**
The students make a project plan for the prototyping workshop and make further preparation to ensure a smooth realisation phase during the workshop.

## Phase 5 – Onsite Prototyping Workshop (1 week, on-site)

For the one-week course, the methodology of the design sprint should be applied. The teams should learn the value of a realistic prototype. Lengthy debates and decision-making processes will be avoided in order to get a vision of the final product as quickly as possible. A realistic prototype enables to get customer reactions, before expensive or time-intensive commitments are made.

| 1. Kick-Off | 2. Prototype Workshop | 3. Present |
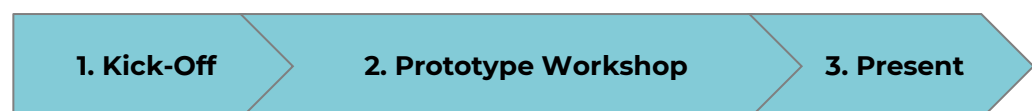
1. **Kick-Off**
   On the first day, the students present their ideas. In addition, various keynotes are given by professionals. This will help the groups to get to know the needs of the industry better in order to draw additional inspiration from them.
2. **Prototyping Workshop**
   The core of the intensive week will be a prototype workshop. The students will produce drawings, make decisions on the basis of this sketches and realise an interactive prototype, which shall simulate a solution. At the end of the workshop the prototypes will be validated by possible users. The Feedback shall be used to make last improvements.
3. **Final Presentation**
   At the final presentation the teams pitch their concepts to the group of the mentors and industry partners. Detailed final feedback is planned for the end of the course week.

## Learning Materials

The practical work in the online course is enhanced with the following learning resources:

- Regular provision of "bite-sized" self-learning material, e.g., pre produced screencasts, literature excerpts, curated external resources, ideally wrapped as published blog-articles.
- Thematic online lectures (90 minutes) with invited guests

## Documentation

The course should be documented by the following means:

- Student research and design logs, showing not only the result, but the process of the course work;
- Compiling result portfolios and presentations;
- Feedback from dedicated feedback sessions;
- Formal course evaluation (via questionnaire);
- Teachers' log (a collaborative log by all course teachers).

## Adjustments in the 2nd year

In the first year, the initial course concept could be tested for practical applicability. It was assumed, based on the experience of the previous course "OnCreate", that participants could develop their ideas in a first course and then apply them in a second course and create interactive prototypes. But most of the students could not commit to the long-term commitment and other students wanted to join in the second half, which was made possible for them. So we decided to uncouple the courses and make them more accessible to everyone. To ensure that the courses could be attended independently or in succession, an ideation phase preceded the second course.

Concepts from the preliminary course could thus be reconsidered and new concepts could be developed.

## Adjustments in the 3rd year

The evolving COVID-19 pandemic forced the EMEX team to rethink their blended approach to creative ideation and prototyping courses. The team needed to strategise a new approach based on insights gained from experience and listen to students based on their remote learning environments over the course of the previous academic year across Europe.

Rather than blending the approach between the online and on-site, the team set out to share insights via various methods and activities captured on Mural. Mural was used as a way to engage the team in sharing their input, make decisions and evaluate. The plan was to permit the team to contribute alone and together in activities which would extract these insights, group and determine the best approach for the 3rd year of EMEX.

The convergent and divergent, alone and together approach included exploring questions around internal interests (practical/research), skill sets, tools and platforms. Following this, themes were identified and discussed across the set of questions which promoted further group discussions. Moreover, the need to understand outside the consortium is equally important to ensure that the themes identified aligned to industry and to projects from "OnCreate" and EMEX (year one and two). These findings were then cross referenced to the themes,

generating new themes, altering themes and removing themes that are no longer relevant

Additionally, clustering happened on the theme to remove any duplicates or group ones that are similar in terms of idea/platform/tool/approach. Four themes were identified:

- Unexpected Futures
- Constrained Creative in the Metaverse
- Personalised Interactive Experiences
- Virtual Learning

Each theme cluster contained further details to help shape what the project might consist of. These insights would later be used in the development of the project briefs.

One new addition to the following year was the principle of having at least two mentors from different countries support the projects. These mentors were decided by allowing the team to align themselves to the theme. This ensured the team had a voice on where they wanted to contribute but also to provide an overview of achieving this new principle. The rationale for this was to provide students with greater depth of knowledge from different approaches of the mentors. Furthermore, this was also beneficial for the mentors to learn from each other. There was a strong foundation set in place for knowledge transfer between mentors and students.

Finally, as the themes and ideas were clustered and mentors aligned, briefs were required to articulate these projects to the students. The session also involved the team agreeing to what a brief should be and what is should include. Therefore was agreed that briefs should be:

- anonymous to the mentor or country supporting it - to ensure a wide variety of applications from students to remove any bias
- detailed enough to provide students with the bigger picture but not prescribed, in order to support creative thinking from the students
- written by the mentors who have shown interest in the idea
- written for inclusivity of people, skill set and approaches
- written in a shared template to ensure all briefs follow the same structure
- follow a similar approach of creative ideation (allowing mentors to shape how this was achieved throughout the course, but foundations in place to work from)
- Students should pick two themes (first and second choice).

# APPENDIX

## EMEX Course Descriptions 2019 – 2021

# EMEX Online Course 2019

As part of the [Emerging Media Exploration Erasmus+ Strategic Partnership](#) Project
At: Tampere University, Mediapolis Campus

**Course Theme**
**"Frontiers of Interactive and Participative TV"**

In this course, international students with different backgrounds will join in transnational teams to develop an interactive and possible participative TV format (e.g. show, event, serial fiction). In an online course facilitated by a likewise international and interdisciplinary team of instructors they will form and develop teams, design and prototype interactive format concepts, pitch these concepts and plan the project implementation for a 10-days onsite workshop in Tampere/Finland in autumn. The course will be supported by online learning material (screencasts and readers), feedback sessions and special guest lectures.

**Enabling Technologies**
The innovation group of Rundfunk Berlin-Brandenburg, the public broadcaster of the German region of Berlin-Brandenburg, will provide access to the MPAT interactive TV authoring tool (based on the wordpress engine), which can be both as a prototyping tool as well as for live app deployment. Students are encouraged to enhance the base technology if they are able to.

**Industry Partners**: Rundfunk Berlin-Brandenburg, YLE (not confirmed yet)

**Teachers** (tentative):
- Carita Forsgren, Senior Lecturer of Visual Design, freelance writer and producer, Tampere University of Applied Sciences
- Björn Stockleben, Professor of New Media Production, Film University Babelsberg, Germany
- Pierre Depaz, Creative Technologist, Film University Babelsberg, Germany
- Martyn Thayne, Senior Lecturer of Contemporary Media Practice and Digital Culture, University of Lincoln
- Mark Lochrie, Lecturer and Researcher in Creative Technologies, University of Central Lancashire
- Jaakko Hakulinen, Researcher in Speech based and Pervasive Interaction, Tampere University

**ECTS**: The amount of ECTS granted for this course is subject to the individual implementation of the partner universities. It is planned that differences will be covered by additional work in May/June for universities which require a higher workload. The participants will have to consider this when distributing the teamwork.

**Course Outline**

- **Mid March**: Access to the course platform and basic learning material. Opportunity of initial transnational networking.
- **Monday April 1st 13-17 CET** Kick-Off Plenary session l
  - Introduction to the course challenge
  - Overview of the course environment
  - Teambuilding Input for ideation phase
- **Monday April 15th 13-17 CET** Early plenary feedback
  - Submission of pitches before the session
  - Pitching the concepts, immediate peer feedback via chat or short questionnaire additionally to professional feedback from TV professionals and lecturers
  - Input for prototyping phase
- **Thursday May 9th 12-16 CET** Final Pitches in plenary Event mid-May
  - Pitching of final prototypes and instant feedback
  - Input for planning phase and information about onsite workshop in october
- **May-September**: Support for planning and project preparation by the transnational teams

**Continuous Support**

- Tutor channel on slack-based course platform
- At least one mandatory individual tutoring session for each team with one of the lecturers
- Release of dedicated learning materials, contextualized by short blog articles
- Ongoing support during planning phase to keep things cooking till workshop in autumn

**Tentative Competencies and Themes of the Course**

- Knowledge
  - Interactive TV Technologies
  - User Experience of Interactive Interfaces
  - Living Room as context of social media use
  - TV Format Market
  - Domain knowledge on TV and work of editorial departments

- Skills
  - developing interactive formats for the TV market
  - concept breakdown and project planning for interactive projects
  - Working prototypes of interactive TV interfaces
  - pitching and reviewing a media concept
  - explore creative potential of new media technologies
  - Slack as project management tool
  - interactive storytelling

- Social Competencies
  - building a transcultural team
  - working in an interdisciplinary team
  - creative processes and decision making
  - Self-reliance and empowerment
  - Self-organisation within teams

## Tentative tasks of teams during course

- Team building - get conscious of the team's competences, create a team identity
- Gather and document domain knowledge
- Assign people according to skills and build up new skills not available in the team yet
- Create 3 short idea pitches
- Develop concept or Sketch/Prototype one idea
- Pitch final concept to experts
- Record short weekly progress videos/screencasts (1-2 minutes)

## About EMEX

EMEX - Emerging Media Exploration is an Erasmus+ Strategic Partnership between six international partners:

- Film University Babelsberg KONRAD WOLF, Germany (Project Lead)
- University of Lincoln, UK
- University of Central Lancashire, UK
- Tampere University, Finland
- Tampere University of Applied Sciences, Finland
- Rundfunk Berlin-Brandenburg, Germany (Industry & Research Partner)

Together they are working on:

- creating transnational courses on the theme of Emerging Media
- exploring "blended mobility" approaches by integrating online courses with international mobility activities
- cooperation with research institutes and media-tech start-up to create narrative content for emerging media technologies
- offering a joint minor curriculum in "Emerging Media"

# EMEX Workshop Tampere 2019

As part of the [Emerging Media Exploration Erasmus+ Strategic Partnership](#) Project
At: Tampere University, Mediapolis Campus

## Course Theme
**"Transnational Workshop on Interactive Audience Experiences"**

In this course, international students with different backgrounds will join in transnational teams to design and prototype an interactive and participative TV format (e.g., show, event, serial fiction). The students will form teams of 4-5 people and prepare their concepts in a series of facilitated online-sessions starting one month before the workshop. With the help of an experienced mentor, they will develop and visualise engaging concepts for audience interaction for television. During the one-week workshop in Tampere, Finland, the students will then prototype and test their concepts in an intense design-sprint.

Students from the course in spring may build on existing concepts with like-minded team members. New participants may choose to join a team who starts from scratch or a team that starts from an existing idea.
Apart from teachers from the participating universities in Germany, Finland and the UK, TV innovation professionals from YLE (Finland), and RBB (Germany) will support the workshop online and on-site with feedback on concept and design as well as technical support.
The workshop also offers opportunities to discuss further possibilities of collaboration and exchange activities with Film University, University of Lincoln, University of Central Lancashire, Tampere University of Applied Sciences and Tampere University.

**Industry Partners**: Simone Hollederer / Rundfunk Berlin-Brandenburg (RBB) [not confirmed], Olli-Pekka Salli / YLE

**Teachers** (tentative):
- Carita Forsgren, Senior Lecturer of Visual Design, freelance writer and producer, Tampere University of Applied Sciences
- Kirsi Karimäki, Senior Lecturer in Interactive media, UX, Tampere University of Applied Sciences
- Björn Stockleben, Professor of New Media Production, Film University Babelsberg, Germany
- Graham Cooper, Senior Lecturer of Contemporary Media Practice and Digital Media + Innovative Design, University of Lincoln
- Mark Lochrie, Lecturer and Researcher in Creative Technologies, University of Central Lancashire
- Gareth West, PhD candidate, University of Central Lancashire
- Jaakko Hakulinen, Senior Research Fellow in Pervasive Interaction Research Group, Tampere University
- Päivi Majaranta, Senior Research Fellow in Visual Interaction Research Group, Tampere University

**ECTS**: The amount of ECTS granted for this course is subject to the individual implementation of the partner universities. We estimate that the minimum effort is 5x6h for the online activities (6h per week) and 40h during the workshop week in Tampere. Please plan for this commitment to allow for a good transnational team experience.

## Briefing

### YLE as a customer:

YLE is an independent public service media company in Finland. The company's operations are based on equality, respect for the individual and equal treatment. YLE's operations are governed by the Act on Yleisradio Oy (Finnish Broadcasting Company).
YLE produces television and radio programs and also organises events that serve Finnish society. The events aim to enable interaction and closer contact with customers. From an event, we always produced content on YLE's various media channels.

### The brief:

Design an interactive service and concept that serves a television program and event built around a social theme. The goal is to give the audience a chance to participate in content production both at the event and at home. Another goal can be the interaction between the audience at the event and the audience at home.

### Example:

Design interactive service for example this kind of program: https://yle.fi/aihe/vaalisohva.
In winter 2019 Yle introduced a new election discussion program, the Electoral Couch (Vaalisohva), to the Parliamentary elections. Those who were registered for the program have themselves chosen the topics to be discussed with the two candidates in the parliamentary elections. During January-February 2019, YLE's team visited 12 Finnish homes. The 'election sofa' was a chance for people to highlight topics of interest to themselves. Also it was an opportunity for candidates to engage with their election themes at home. 'Electoral sofas' and their contents organized by individuals or communities were not included in YLE.

## Course Outline

Preparation activities during September will be moderated by a mentor, groups will meet online individually.

### Possible activities:

- Briefing & assignment of teams
- Research
- Idea Storming, idea selection and sketching
- Discussing and refining sketches
- Preparations for Tampere workshop
  Prototype plan can be e.g, an UX storyboard, read more at:
  https://designsprintkit.withgoogle.com/methodology/phase5-prototype/storyboard

*Workshop:*
- **Mon 7.10.** – Kickoff seminar, with guest speakers and a networking event afterwards. The student teams will present their concepts and get feedback from the clients before they start prototyping.
- **Tue 8.10.** – Prototyping: start-up. Presentations on prototyping plans. Backlogs. 15-16 Customers give feedback.
- **Wed 9.10.** – Daily. Prototyping. Preparations for testing.
- **Thu 10.10.** – Daily. Prototyping.
- **Fri 11.10.** – Testing: **am**, and presentations: **pm**. Customers' feedback 13-15

## Platform & Support
- The students subscribe to a Moodle course for communication and sharing of learning material in the course;
- An individual mentor is assigned for each team;
- Dedicated learning & research materials will be available online;
- Tutorial and support available for using slack for team-internal communication;
- Workshop in Tampere will be facilitated by an international teaching team.

## Competencies taught in the Course
- Knowledge
  - Interactive TV technologies;
  - User Experience of Interactive interfaces;
  - Living room as context of social media use;
  - TV format market;
  - Domain knowledge on TV and work of editorial departments.

- Skills
  - rapid content & interface prototyping for interactive TV formats;
  - developing interactive formats for the TV market;
  - concept breakdown and project planning for interactive projects;
  - pitching and reviewing a media concept;
  - explore creative potential of new media technologies.

- Social Competencies
  - building a transcultural team;
  - working in an interdisciplinary team;
  - creative processes and decision making;
  - self-reliance and empowerment;
  - self-organisation within teams

## Tentative tasks of teams during course
- team building - get conscious of the team's competences, create a team identity
- Research and ideate based on a briefing

- develop concept
- plan a design sprint
- realize an early, testable prototype of an interactive / participative TV show
- Test the prototype

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# EMEX Online Course 2020 / Spring

As part of the [Emerging Media Exploration Erasmus+ Strategic Partnership](#) Project

**Course Theme**
**"Virtual Production - Visioning Course"**

As new forms of media and technology are introduced to the market and international collaborations between creators becomes more and more frequent, we believe it is crucial to give our students the opportunity to experience an international development process for emerging media. The set of skills required for a project like this might just be essential for your future professional lives in an ever-changing workspace.

You will join international students from the UK, Finland, and Germany with different academic backgrounds in transnational teams to develop innovative ideas for content and applications in the area of virtual film production and virtual reality. A likewise interdisciplinary and international team of instructors will facilitate the course throughout.

In the 5 week online course, you work in a team of 4–5 members with the task to come up with 2–5 ideas that you will discuss with professionals at the end of the course. Each group will have a tutor to give individual guidance throughout the ideation process.

The teamwork will be accompanied by screencasts, hands-on tutorials and introductions to different topics at the intersection between virtual reality and real-time film production technologies. For example, we will have a live Q&A session with the Babelsberg Volucap Studio*, Europe's technically most advanced studio for volumetric video capture.

At the end of the course you will have a basic knowledge of the field of virtual production, a sense of what is still innovative in this field, and valuable skills in creative transnational online teamwork. And in case any of your ideas motivate you for a project, we offer a follow-up course dedicated to prototyping and testing applications and content in virtual production.

*In a volumetric studio, people and objects are captured in detail from all sides. The result is not a classic film recording, but a realistic, natural-looking, authentic 3D representation of the objects being recorded - a real-time 3D scan. Hologram-like representations of the real people and objects are ultimately generated, which can then be edited and animated like computer-generated models.

**Industry Partners**: Volucap GmbH, Rundfunk Berlin-Brandenburg, YLE Finland

**Teachers and Tutors** (tentative):
- Carita Forsgren, Senior Lecturer of Visual Design, freelance writer and producer, Tampere University of Applied Sciences
- Kirsi Karimäki, Senior Lecture, User Experience Design, Tampere University of Applied Sciences
- Tuomo Joronen, Senior Lecturer of Animation, Tampere University

- Jaakko Hakulinen, Researcher in Speech based and Pervasive Interaction, Tampere University
- Björn Stockleben, Professor of New Media Production, Film University Babelsberg, Germany
- Graham Cooper, Senior Lecturer of Digital Media practice and theory, University of Lincoln
- James Field, Senior Lecturer of Media Production, interaction, web and game design, University of Lincoln
- Mark Lochrie, Lecturer and Researcher in Creative Technologies, University of Central Lancashire
- Sophie Tummescheit, Researcher, Film University Babelsberg, Germany

**ECTS**: The amount of ECTS granted for this course is subject to the individual implementation of the partner universities.

## Course Outline
- **Wednesday March 18th 14-16 CET | Kick-Off**
  - Introduction to the course challenge
  - Teambuilding
  - Tutor Session 1

- **Wednesday March 25th 14-16 CET | Live online Event**
  - Live Demonstration Volucap (tbc)
  - Tutor Session 2

- **Between March 26th and April 21st by appointment between tutor and group**
  - Expert interviews
  - Tutor Session 3
  - Tutor Session 4

- **Final Event April 22nd 13-15 CET | Final Event**
  - Short presentation
  - Feedback round
  - Input for planning phase and information about onsite workshop in September

## Continuous Support
- Online learning platform and forum for support
- Four mandatory individual tutoring session for each team with one of the lecturers ● Release of dedicated learning materials, contextualized by short blog articles ● Ongoing support during planning phase
- Optional debrief session with the tutor to discuss the process, including problems experienced, insights gathered and potential further collaboration.

**Tentative Competencies and Themes of the Course**

- **Knowledge**
  - Virtual production
  - Volumetric studios
  - Prototyping strategies for emerging media

- **Skills**
  - developing innovative ideas for virtual production
  - methods of structured online ideation
  - exploration of the technology and practices
  - explore creative potential of new media technologies
  - prototyping for Emerging Media

- **Social Competencies**
  - working in an interdisciplinary team
  - creative processes and decision making
  - Self-reliance and empowerment
  - Self-organisation within teams

**Tentative tasks of teams during course**
- Team building - become conscious of the team's competences, create a team identity
- Gather and document domain knowledge
- Find out about the needs and expectations in virtual production
- Assign people according to skills and build up new skills not available in the team yet
- Create as many as possible short ideas
- Decide on 2-5 innovative ideas for virtual production
- Create 2-5 visuals, explaining the ideas / one visualization per idea
- Presentation of the final ideas

**EMEX Onsite Course 2020**

A follow-up course starting mid September is planned. It will be an onsite workshop in Babelsberg/Germany[1], where students will be given the chance to continue developing the ideas they worked on during the online course.

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[1]Travel contingent is managed by your local university, please clarify opportunities to take part in the onsite workshop with your responsible local teacher.

**About EMEX**

EMEX - Emerging Media Exploration is an Erasmus+ Strategic Partnership between six international partners:

- Film University Babelsberg KONRAD WOLF, Germany (Project Lead)
- University of Lincoln, UK
- University of Central Lancashire, UK
- Tampere University, Finland
- Tampere University of Applied Sciences, Finland
- Rundfunk Berlin-Brandenburg, Germany (Industry & Research Partner)

Together they are working on:

- creating transnational courses on the theme of Emerging Media
- exploring "blended mobility" approaches by integrating online courses with international mobility activities
- cooperation with research institutes and media-tech start-up to create narrative content for emerging media technologies
- offering a joint minor curriculum in "Emerging Media"

# EMEX Online Course 2020 / Autumn

As part of the [Emerging Media Exploration Erasmus+ Strategic Partnership](#) Project

**Course Theme**
**"Virtual Production: Common Spaces – Ideas in Transit"**

| | |
|---|---|
| **Course Date** | **19.10. – 20.11.2020 (5 weeks)** |
| **Preliminary Online-Course** | **19.10. – 13.11.2020 (4 weeks)**<br>1-2 meetings per week and additional weekly tasks<br>Workload: 4-6h / week |
| **Intensive course** | **16.11. – 20.11.2020 (1 week)**<br>Daily online sessions and group work<br>Workload: 5x8h |
| **Course Goal** | A prototype built with the help of Unreal engine and any Real-Life Capture Technology |
| **Industry partners** | ● YLE (Tampere)<br>● RBB (Potsdam, Germany)<br>● Volucap Gmbh (Potsdam, Germany)<br>● INVR.SPACE (Berlin) |
| **Useful Skills** | One or more of: Storytelling, Visual Concepting, Unreal Engine, 3D-Modelling, Coding/Scripting, Cinematography, Human Centred Design, Production Design, or… |

**Course Description**
As new forms of media and technology are introduced to the market and international collaborations between creators become more and more frequent, we believe it is crucial to give our students the opportunity to experience an international development process for emerging media and have real industry briefs to work on. The set of skills required for a project like this might just be essential for your future professional lives in an ever-changing workspace.
You will join international students from the UK, Finland, and Germany with different academic backgrounds in transnational teams to develop a prototype built with the help of Unreal engine and different Real-Life Capture Technologies.
In the 4-week online course, you work in a team of 4–5 members that will be accompanied by tutors who will guide you through the process and assist with the technologies.

The teamwork will be accompanied by screencasts, hands-on tutorials and introductions to different topics at the intersection between virtual reality and real-time film production

technologies. At the end of the course, you will have a basic knowledge of the field of virtual production, experiences of how to develop prototypes that convey the idea of the whole product and valuable skills in creative transnational online teamwork.

**ECTS**: The amount of ECTS granted for this course is subject to the individual implementation of the partner universities.

**Course Outline** - **Course Date**: 19.10. – 20.11.2020 (5 weeks)

| **Preliminary Online-Course: 19.10. – 13.11.2020 (4 weeks)** | |
|---|---|
| **Workload** | <ul><li>1-2 meetings per week and additional weekly group tasks</li><li>Approx.: 4-6h / week</li></ul> |
| **Schedule\*** | Monday, October 19th 17-19 CET \| Kick-Off<ul><li>Introduction to the course challenge</li><li>Presentation of platforms used in the course</li><li>Explanation of the conception phase and first steps</li><li>Check-in with your tutors</li></ul>Until Friday the 13.11.<ul><li>3-4 Tutor Sessions scheduled individually for each group</li><li>Group meetings</li><li>Tutorials</li></ul> |
| **Course Goal** | <ul><li>**Creation of a low fidelity prototype**</li><li>Knowing the basics of Unreal</li><li>Learn how to prototype</li><li>Getting ready for production</li></ul> |

| **Intensive Course:  16.11. – 20.11.2020 (1 week)** | |
|---|---|
| **Workload** | <ul><li>Daily online sessions and group work</li><li>Approx.: 5x8h</li></ul> |
| **Schedule\*** | Monday, November 16th<ul><li>Introduction</li><li>Keynote</li><li>Pitch of the results from precourse (low-fi prototype)</li><li>Tutor session</li></ul>Tuesday, November 17th<ul><li>Tutor session (approx.: 15 min)</li><li>Prototyping / using Mozilla Hubs</li><li>Presentation</li><li>Notes on implementation</li></ul>Wednesday, November 18th<ul><li>Tutor session (approx.: 15 min)</li><li>Production</li></ul>Thursday, November 19th<ul><li>Tutor session (approx.: 15 min)</li></ul> |

| | |
|---|---|
| | ● Production<br>Friday, November 20th<br>● Presentation of final prototypes<br>● Feedback on your final prototypes by experts |
| **Course Goal** | ● **Creation of a short medium to high fidelity prototype**<br>● Knowing the basics of virtual production workflows |

\* Schedules may vary and change according to your needs and the circumstances.

## Continuous Support
- Online learning platform and forum for support
- Three to four mandatory individual tutoring sessions for each team with one of the lecturers during the preliminary course
- Daily checking with a tutor during the intensive course
- Possibility to contact consultants for Unreal engine and other technologies ● Release of dedicated learning materials
- Optional debrief session with the tutor to discuss the process, including problems experienced, insights gathered and potential further collaboration.

## Tentative Competencies and Skills to be achieved in the Course
- Working in an interdisciplinary team
- Self-organisation within teams
- Self-reliance and empowerment
- Creative processes and decision making
- Problem-solving skills
- Developing innovative ideas for virtual production
- Methods of structured online ideation
- Exploration of the technology and practices of VR
- Explore the creative potential of new media technologies
- Prototyping strategies for emerging media
- Virtual production workflows

**Teachers and Tutors** (tentative):
- Carita Forsgren, Senior Lecturer of Visual Design, freelance writer and producer, Tampere University of Applied Sciences
- Kirsi Karimäki, Senior Lecture, User Experience Design, Tampere University of Applied Sciences
- Tuomo Joronen, Senior Lecturer of Animation, Tampere University
- Jaakko Hakulinen, Researcher in Speech based and Pervasive Interaction, Tampere University
- Björn Stockleben, Professor of New Media Production, Film University Babelsberg, Germany
- Sophie Tummescheit, Researcher, Film University Babelsberg, Germany
- Evgeny Kalachikhin, Filmmaker, Film University Babelsberg, Germany
- Christian Zipfel, Filmmaker, Film University Babelsberg, Germany
- Christian Möller, Researcher, Film University Babelsberg, Germany
- Graham Cooper, Senior Lecturer of Digital Media practice and theory, University of Lincoln
- James Field, Senior Lecturer of Media Production, interaction, web and game design, University of Lincoln
- Mark Lochrie, Lecturer in Computing, researching interaction design, University of Central Lancashire


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- creating transnational courses on the theme of Emerging Media
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# EMEX Online Course 2021

As part of the [Emerging Media Exploration Erasmus+ Strategic Partnership](#) Project

## Overall course topic
**"Trending Emerging Media Application Areas"**

| Key facts | |
|---|---|
| **Course Date** | **11.03. – 29.04.2021 / 7 weeks**<br>(2 week vacation at Lincoln: 29.03. - 11.04.2021<br>– no official meetings will take place, team-internal meetings possible by individual agreement) |
| **Key Dates** | **Kick-Off:** 11.03.2021 / between 14:00 - 17:00 CET<br>**Midterm Event:** between 22. - 26.03.2021<br>(during the TAMK international iWeek)<br>**Final Event/ Presentations:**<br>29.04.2021 / between 14:00 - 17:00 CET |
| **University Partners** | <ul><li>University Babelsberg KONRAD WOLF (Germany)</li><li>Tampere University (Finland)</li><li>Tampere University of Applied Sciences (Finland)</li><li>University of Lincoln (United Kingdom)</li><li>University of Central Lancashire (United Kingdom)</li></ul> |
| **Industry Partners** | Close cooperation with industry partners for briefings, further input, and feedback. |
| **Course Content** | Four different course themes, that meet the current needs of the industries, to choose of:<ul><li>Unexpected Futures</li><li>Virtual Learning</li><li>Virtual collective media spaces</li><li>Personalized interactive experiences</li></ul> |
| **Course Goal** | Demonstration of an interactive audiovisual concept inspired by the briefing of the course theme in an interdisciplinary transnational team. |
| **Useful Skills** | It depends in detail on the chosen theme, but in general one or more of:<br>Storytelling, Visual Concepting, Sound Design, 3D-Modelling, Cinematography, Human Centered Design, Production Design, or...<br>... at least the strong will to immerse yourself into unknown topics and technologies and get "hands-on". |

## The Themes of the Course

- **Unexpected Futures**
  addresses the possible social, political, environmental, and technological factors of the year 2050. The output should be a potential future scenario in the form of an experienceable concept / prototype, that makes the audience understand and feel the circumstances of the future.
- **Virtual Learning**
  What might the future of virtual learning become in the next decade to accelerate learning, become ubiquitous and provide personalised co-created opportunities? The goal is to develop one or more prototypes of a virtual learning platform.
- **Virtual collective media spaces**
  What do end users want and need from the future media consuming and content creation? Develop a showcase(s)/prototype(s) that explain future concepts for living rooms, bookstores, libraries, books, … using low fidelity platforms
- **Personalized interactive experiences**
  Together we aim to create an immersive visual story that builds on and reacts to the user's personality and behaviour. The user is the protagonist, and you will choose what information she*he shall reveal to be rewarded with a story that is for and about her*him.

The more detailed briefing for the course themes will be published and shared before the start date. Participants will then be asked to indicate their 2-3 favorite course themes in order of priority. The EMEX team will do its best to fulfil all first choices, but it will mainly make sure that the teams are heterogeneous and balanced.

## Course Description

As new forms of media and technology are introduced to the market and international collaborations between creators become more and more frequent, we believe it is crucial to give our students the opportunity to experience an international development process for emerging media and have industry briefs to work on. The set of skills required for projects like this might just be essential for your future professional lives in an ever-changing workspace.

You will join international students from the UK, Finland, and Germany with different academic backgrounds in transnational teams to develop a prototype.
In the 6-week online course, you work in a team of 4–5 members that will be accompanied by tutors who will guide you through the process. Further experts are available to assist you with methods to tackle your task and the handling of needed technologies.

The teamwork will be accompanied by screencasts, hands-on tutorials, and introductions to different topics. At the end of the course, you will have a good knowledge of the field chosen, a basic knowledge of all areas treated, experiences of how to develop prototypes that convey the idea of the whole product and valuable skills in creative transnational online teamwork

**ECTS**: The amount of ECTS granted for this course is subject to the individual implementation of the partner universities.

**Teaching and Support**

Course platform registration (Discord): https://discord.gg/VdzqDfxB4z

- dedicated Discord group for course communication and support
- release of dedicated learning materials
- regular mandatory individual mentoring sessions for each team
- access to experts for unknown technologies and methods
- interim feedback sessions
- optional debrief session with the mentor to discuss the process, including problems experienced, insights gathered and potential further collaboration.

**Competencies and Skills to be achieved in the Course**

- working in an interdisciplinary team
- self-organisation within teams
- self-reliance and empowerment
- creative processes and decision making
- problem-solving skills
- developing innovative ideas for emerging media
- methods of structured online ideation
- exploration of emerging media technologies
- explore the creative potential of new media technologies
- prototyping strategies for emerging media
- workflows for emerging media in online collaborations
- flexibility to handle the ever-evolving technologies and demands

**Teachers and Mentors (tentative):**

- Carita Forsgren, Senior Lecturer of Visual Design, freelance writer and producer, Tampere University of Applied Sciences
- Kirsi Karimäki, Senior Lecture, User Experience Design, Tampere University of Applied Sciences
- Tuomo Joronen, Senior Lecturer of Animation, Tampere University of Applied Sciences
- Jaakko Hakulinen, Researcher in Speech based and Pervasive Interaction, Tampere University
- Päivi Majaranta, Researcher, Human-Technology Interaction, Tampere University
- Björn Stockleben, Professor of New Media Production and project lead of EMEX Film University Babelsberg, Germany
- Sophie Tummescheit, Researcher and project lead of EMEX, Film University Babelsberg, Germany
- Evgeny Kalachikhin, Filmmaker, Film University Babelsberg, Germany
- Christian Möller, Researcher, Film University Babelsberg, Germany
- Graham Cooper, Senior Lecturer of Digital Media and Innovative Design, University of Lincoln
- Martyn Thayne, Senior Lecturer, specialising in critical media theory, digital culture and contemporary media practice, University of Lincoln
- Mark Lochrie, Lecturer in Computing, researching interaction design, University of Central Lancashire

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