

# INTERCULTURAL DESIGN CAMP – FACING NEW CHALLENGES IN AN INTERNATIONAL COOPERATION OF EUROPEAN UNIVERSITIES

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## Abstract

The Intercultural Design Camp as an innovative collaboration of four European higher education institutions from Belgium, Germany, Scotland and Sweden, emanating from a former cooperation towards the development of a joint post-graduate programme in Screen and Music. Starting in 2009, in Munsingen, Germany as a one-week summer school, the main focus of the project was to strengthen internalization between the partner universities by enhancing student and staff exchange. The main approach was to create personal relationships by bringing teachers and students together whilst working on interdisciplinary media projects. What emerged from this pilot was a clear sense that this brief but intensive collaboration – within the context of longer established institutional relationships – has lasting benefits, and has already acted as an effective catalyst for further innovative developments in learning and teaching within and between the individual institutions and therewith contributing to the internationalization strategies of these universities’.

A second, one week Design Camp was held in Scotland in the summer of 2010, utilising the theme, “To See Ourselves as Other’s See Us”. It became evident as the partners developed the project, that there were opportunities beyond the original aim, (to create a joint post-graduate programme). During subsequent consultations it became quite obvious that the cooperation had to be intensified and the number of participating students grown; as well as lengthening the duration of the project-in order to establish the summer school as a test bed for a future joint post-graduate programmes.

A new conceptual approach for the Intercultural Design Camp was needed: The Design Camp was extended from an one week to a two week programme, which would offer the opportunity to strengthen the bonding between the participants and to set up more demanding project work. But as a consequence the structure of the camp, including the time schedule had to be revised in order to reflect the new requirements. While the past camps were mainly focused on conceptual work, the underpinning aim of the new design camp was to integrate conceptual and productive activities, so that at the end of the camp each group had to come up with a collaborative media production prototype. The prototype can be refined by additional postproduction work at the home university, for which extra ECTS points could be granted. Another change in the concept was to supplement the camp by a pre-camp and a post-camp phase. In these additional phases, where the teachers and students stay at their home universities, the use of information and communication technologies became vital. A learning management system was used to allow communication and exchange of information and documents between the international groups and to spread and collect the different assignments, which the students are expected to complete prior to the camp. Information and communication technology was also used for the communication within the organizing team. An internet-based video conferencing system replaced the need for frequent meetings and therefore lowered the travel and improved the level of information of each partner. But the costs for realizing such an extended concept are high. As a consequence it was decided to submit an application for funding within the EU Life-Long-Learning-Programme and the application was accepted.

After Munsingen (Germany, 2009) and Dumfries (Scotland, 2010) the third run of the Intercultural Design Camp, utilizing the new enhanced concept, took place in Grebbestad (Sweden) in August 2011, hosted by Linköping University.

Keywords: Intercultural Design Camp, Summer School, Internationalization, Erasmus mobility.

# 1 TAKING THE NEXT STEPS

Starting the Intercultural Design Camp (ICDC) as an international summer school programme in Munsingen in 2009 was a new experience for all participating universities [1]. Nearly all aspects, starting with the location and the accommodations, and continuing with the structure of the week and ending with the selection of the participating students had somehow to be reinvented. Everyday tasks like setting up a brief for the project work became quite time consuming because so many different persons from different study programmes with quite different skill-sets were involved in that task and, as early partners, we did not know each other very well. This made decision taking even more time consuming. By the end of the one-week camp it became clear, that the idea worked quite well. Even with the very limited budget the Design Camp performed quite ahead of expectations. So with the second run of the Design Camp in Dumfries, Scotland we were able to build upon the lessons we learned in Munsingen. For example we re-used the developed structure of the week with a mixture of lectures and seminars, to give input to the students and time for coaching while they worked on their projects. Utilising the former military camp in Munsingen and the Crichton Campus in Dumfries we choose two locations which were not directly located on a university campus and which are somehow isolated, in order that there was not too much distraction for the students, but that offered the housing, the lecture halls, proper internet access and some production facilities that were needed for creative work. While in Munsingen, due to the local circumstances of the former military camp, students and teachers lived together nearly 24 hours a day. The following year in Scotland, students resided in Dumfries in student accommodation on the campus site while the teachers stayed in a hotel near-by the campus.

Comparing the evaluation results from Munsingen and Dumfries, we learned that the students preferred a closer contact with the teachers and that included not only the project work, but also the meals and some social activities in the evening. This was not an expected finding, but locating a venue that allows students and staff to work and to live together is a crucial point in the concept of the Design Camp.

Another point that Munsingen demonstrated clearly to us was, that work was needed on the brief. The initial brief devised for Germany was too open, and in the beginning the groups spent too much time to decide how to respond to the brief. Some of the groups spent so much time in thinking about the brief and how to respond to it, that there was rarely time to work out a proper concept. We needed a brief that was more specific in terms of what we expected from the groups to come up with at the end of the camp, but on the other hand the brief had to be open enough to be reused (with slight changes) the next time. We found a quote by Robert Burns, the famous Scottish poet, who claims in one of his works "TO SEE OURSELVES AS OTHERS SEE US" ('To a Louse' [2]). We regarded this excerpt from the poem as the perfect theme for the Intercultural Design Camp expressing precisely the intercultural approach required and so it became the overall theme of the ICDC and every year there will be subthemes, which were adapted to the place where the Design Camp takes place.

But beside all these conceptual and pedagogical topics we also experienced that, from an administrative perspective a summer school such as the Intercultural Design Camp could cause many difficulties. Starting with the target date. The lecture period at the four partner universities starts at very different points of time in the academic calendar. For example the winter term at the Linköping University starts in August while at Stuttgart Media University the lecture period of the winter term starts in October. As a consequence there is only a very limited time period where the ICDC can take place, so that students and teachers from all four universities can participate at the summer school. Another problem that had to be solved was the content of the different curricula of the partners. In the first run in Munsingen we recognized that none of the curricula allows awarding ECTS points to students for the participation in the Design Camp. So each partner university had to change their curricula to allow the students to credit the ECTS points from the Design Camp to their studies.

During the last Design Camp in Dumfries we had several staff meetings broaching the issue of how to continue with the project. Very soon it became quite evident that with the second run of the camp we already reached most of the aims we had in mind when starting the project. We offered an interesting and unique summer school programme for the students with a strong focus on intercultural aspects in the field of design; we built a strong partnership between the partners; we encouraged the mobility of students and teachers and we contributed to the aim of the partner universities to encourage internationalization. Beside these things the Design Camp has also had positive influences on the teaching and the pedagogies used at the different universities [1]. However, the origin of the cooperation to develop a joint post-graduate programme remains still unfulfilled and within the consultations it became soon clear that a one-week summer school programme with all its limitations

concerning time and financing was not really capable to act as a test bed for a joint post-graduate programmes. In order to reach our initial goals we had to move on and had to progress the Design Camp to its next level.

## **2 THE NEW CONCEPT**

The first consultations showed that all partners are willing to take the next level of the Design Camp and that means to expand the programme concerning the duration, the number of participating students, the complexity of the project work and finally the degree and the complexity of the planning process and organizational efforts that had to be undertaken while at the camp. From the first moment it became clear that the manpower and especially the costs for this enhanced concept could not be covered by the universities alone, so it was decided to submit an application for funding for an Intensive Programme within the EU Life-Long-Learning Programme [3]. The application presented a concept that was so convincing that the project got the EU-funding with the AGREEMENT NUMBER - 2010:1364. The main aspects of the new concept will be described in the following subsections.

### **2.1 Camp Structure**

Changing the duration of the camp from one week to two weeks ties in with upgrading of requirements. So far the intended outcome of the camp was to create a media production concept, because time was too limited to expect any kind of product evidence. By elongating the duration of the camp the integration of conceptual and production activities became possible. Now each group of international participating students had to work together to realise a collaborative media production prototype by the end of the camp. This change in the concept has to be somehow reflected by the structure of the week. We dedicated the first week mainly for lectures, excursions and conceptual work, while in the second week the students focused on production activities. While in the first week the days were clearly structured with keynote lectures (focus points), mentoring sessions, excursions and presentations, the second week was characterized by much undisrupted free space for group work, supported by the group mentors.

But we were convinced that prolonging the camp by one week and integrating conceptual and production activities was not enough to reach our initial aim to create a test bed for a joint post-graduate programme. So we feel we had to strengthen the identification of the students and the teachers with the Design Camp. Our idea was to supplement the camp with activities before and after the camp. In the pre-phase the students should start to get in touch with the topic of the camp and to begin some preparatory work, during in the post-phase the students could refine the media prototype created in the camp-phase. While the pre-phase is mandatory to assure that all students have a comparable standard of knowledge, the post-phase is voluntary, so each student can decide if he or she wants to continue the work.

#### ***Pre-phase***

Once the students were accepted for ICDC2011 they were added to a special e-learning course we created within the e-learning environment, 'moodle'. We comment further on that e-learning environment, moodle in more detail in chapter 3 "Usage of Information Technology within the Project". Via that interface the students received all of the required information concerning travel, the camp site (including maps and the structure of the camp) and information regarding assignments to fulfil in the pre-phase. Additionally they could use the communication functions of moodle such as blogs, message boards and forums to communicate within the national and international groups.

The students had to fulfil four assignments in the pre-phase:

Assignment 1: was to make research in their countries of origin about 'how do people perceive Sweden and the Swedes?' They had to report on their research work in a 15-minute presentation and give (from their perspective), an answer to the question 'What is typically Swedish?' This presentation was of a visual and oral nature and was performed on the second day of the Camp. (cf. subsection 2.2 "Selection Process and Assignments").

Assignment 2: was to prepare a presentation on their home universities and present it during the first day at Camp together with

Assignment 3: to give a presentation about themselves.

Assignment 4: was to read, fill in and upload a form with their communication profile, their wishes for roles in the project groups and what study course they come from at their home university (cf. subsection 2.3 "Group Shaping").

Assignment 1 and 2 had to be handed in by the national teams, whilst every student should hand in assignment 3 and 4 individually.

### **Camp-phase**

The first day of the ICDC started with an introduction by staff regarding the campsite, campus rules, presentation of staff, presentation of students, presentation of the group allocation, group mentors and bonding. Followed the next day by a whole day of intercultural communication seminars and group activities. The content of the coming days of the first week included lectures by staff and visiting Industry and community partners; setting a back for working with the briefs. Subjects of the lectures were Cultural and economic history of the Bohuslän region, where the camp took place, and also Swedish art history and marketing of tourism and culture. Throughout the first days there was also time for the project groups to start the process of working with the briefs (each group had to choose one out of four briefs). The first week ended with two research excursions, one to Uddevalla and one to Oslo, where we visited different museums representing the culture and art of that region, such as the Munch and Viking ship museums. During the Camp we took one day off from work and made a boat trip to the Bohuslän archipelago. In the second week there were fewer lectures and more focus on group work.

During the two weeks the groups had to present the progress of their group work three times:

- *Presentation 1: Ideas*
- *Presentation 2: Problems and possible solutions*
- *Presentation 3: Creative Concepts*

At the end of the camp the groups had to perform a final presentation showing their conceptual results and the realized media productions to staff members and to invited guests from external regional and national Swedish companies and organizations. The presentation was accompanied by a small exhibition where the attendees could get a personal hand-on experience of the media productions.

### **Post-phase**

In the post-phase after returning to their home universities the students had the possibility to continue the work on their projects and therewith earn additional ECTS points. The post-phase is in many regards highly important for the new concept of the Design Camp. First of all it strengthens the identification of the individual student to his or her project work. Secondly, it offers the possibility for the student to integrate the Design Camp into his or her studies beyond the 4 ECTS points, which is regularly granted for the summer school programme. This flexibility is very important, since the curricula of the different partner universities are very different. So, for example, in the Scottish partner university, UWS, participating students may only earn the 4 ECTS points from the Design Camp, but, by taking an additional module in Scotland, "International Project", they may gain an additional 6 ECTS points. By doing this, credit gained from ICDC can be integrated into modules within degree programmes, demonstrating the continuing innovative pedagogical impact of ICDC to national Academic Programmes.

## **2.2 Selection Process and Assignments**

Taking into account the experiences learned by our International Offices with prior summer school programs, we realised that we must be prepared to manage increased applicant numbers. Finally we received 102 applications for Grebbestad 2011, which were twice more applications than we received the previous year. Astonishingly the applications were very differently distributed amongst the partner universities. Most of the applications were students from Germany (44) and Scotland (43). But we decided to partition the places for the camp (30) according to the agreed EU application quota (HdM: 10, UWS: 8, LiU: 7, AHS: 5) and not according to the number of applications we received from the different countries. Due to very different quantity of applicants from the different nations, the universities used their own selection processes, which take the different time schedules and demands of individual institutions into account. At the Stuttgart Media University for example the students had to

hand in besides their online application a printed CV, a letter of motivation, a copy of their performance record and a work sample either about Swedish history or about cultural and touristic important spots in the region of Grebbestad, where the camp was located. The HdM choose six students based on their application and four students were chosen based on selection interviews. The University of the West of Scotland uses a comparable procedure to select their students.

From our experiences gained in the Munsingen and Dumfries Camp we learned, that it is not a problem to incorporate different national selection processes, but that it is very important to provide all international students with the same information. Taking this into account, after doing the selection process locally, we switched to a central communication strategy. In order to support the bonding and to make the students in the pre-camp phase to deal with the topic of the Design Camp we set up first assignments for the students, which were communicated via our learning management platform moodle (cf. Chapter 3 "Usage of Information Technology within the Project"). The first assignment consists of three tasks and had to be settled by the student's one-week prior the camp. Task 1 and 2 was to prepare a presentation of the home university and a self-presentation. Task 3 was to do some research concerning the camps' theme "To see ourselves as others see us" by recognizing and describing existing national stereotypes. So the German, Belgium and Scottish students were asked to find answers to the following questions and to present the results of their initial research in a 15-minute presentation at the beginning of the camp:

1. How is Sweden promoted in the media?
2. What is typically Swedish? Go to a pedestrian area and interview the passers-by.
3. Is there a link with your region to Sweden?

The Swedish students received similar tasks, only task 3 was slightly changed to the question "Is there a connection between Sweden and the other countries?"

With the second assignment the participants were asked to submit their communication profile. These profiles were used as the basis for the group shaping. The next subsection will comment on that in greater detail.

## 2.3 Group Shaping

From the first two deliveries of the Design Camp we learned that group shaping is a crucial point for the success of the project. We experienced in the first camp, where we mainly shaped the groups according to the nationality and the study programme the students were assigned to, that some groups performed quite well in the sense that they decided quite quickly to which brief they wished to respond to and how to organize the work within the project team. However other groups spent quite a long time to take these decisions and had greater difficulties in working together as a team. Obviously the teams performed better when they managed to find persons within the team who were able and willing to take over the roles that are of importance for a creative team such as project manager, art director, copywriter, etc. From these experiences we learned that group shaping is a multi-criteria process and somehow we had to take the personality of each student into account in order to shape successful groups.

For the group shaping process we used four parameters:

1. Forming multi-national teams
2. The students' desire for a special role in the project group
3. Their communication profile
4. Their expertise expressed by the study programme they are signed to.

For parameter 2 and 3 the students had to fulfil assignment 2, in which they had to download, fill in and upload forms via the moodle course. In this form the students were asked to answer ten questions concerning their perceived means of communication such as:

'Question 3:

- a) I like it best when working with others.
- b) I like it best when working alone.' Or

'Question 9:

- a) I rather avoid any conflicts.
- b) I sometimes enjoy arguing with others.'

Each question has to be answered by allocating three points. These three points could be arbitrarily split up between the a)- and b)-answers. The sum of the a)- and b)-answers from question one to five add up to the 'Up Points' and resp. the 'Down Points'. Doing the same with questions six to ten add up to the 'Left-score' and resp. the 'Right-score'. The two highest scores determine the communication profile of that person. For example a student whose highest scores are the Up-Points and the Left-score belongs to the communication profile 'friendly', those who's Right-score and Down-Points are the highest sums belong to the communication profile 'impulsive' (cf. Fig. 1).

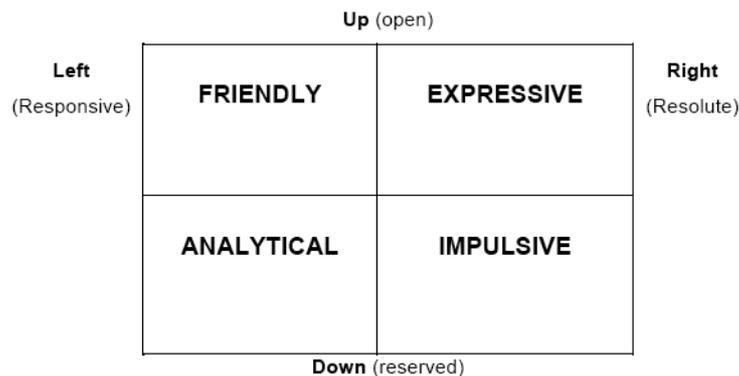


Figure 1: Communication profile chart

In the end we shaped the project groups as multi-national, multi-skilled and with as different communication profiles as possible.

## 2.4 Evaluation

It became apparent that from the start of the Design Camp in Munsingen evaluation was a key aspect of the project. The evaluation results give us important information to review and if necessary to revise our concept. In our evaluation we concentrated on six categories:

1. Purpose
2. Location
3. Engagement
4. Teachers/mentors
5. Organisation and structure
6. Team work

Each of the categories were covered by three questions which the students should answer on a scale ranging from 0, which means 'I don't agree', to 4, which means 'I totally agree'. The questions for the second category (location) for example were:

1. This kind of location is perfect for the Design Camp.
2. The location encouraged bonding and networking.
3. This site helped me understand the importance of location for creative teamwork.

At the end of the camp we collected the questionnaires from all students and teachers and compiled the results by calculating the sum of each category and displaying it in a chart. The corresponding chart is shown in Fig. 2.

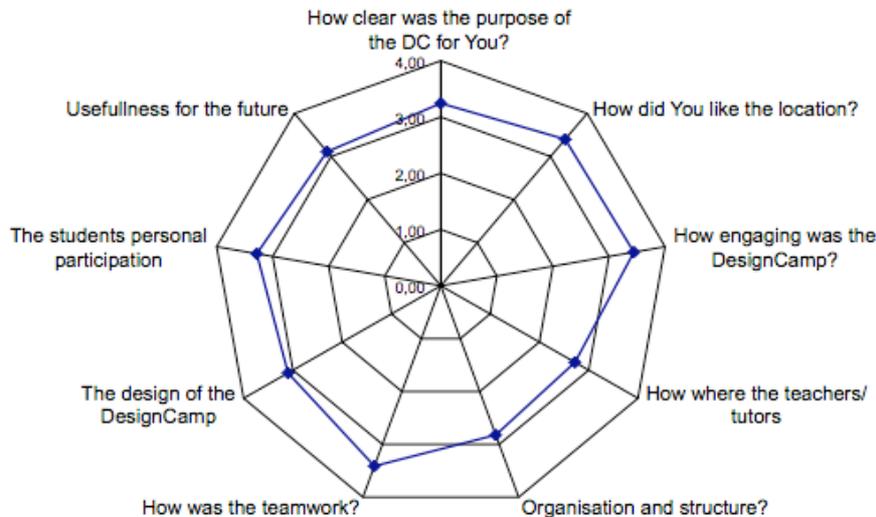


Figure 2: Evaluation chart of the Design Camp 2011 in Grebbestad

With an average of 3.17 we got a quite good response from the students showing that our initial overall concept worked out well. Extremely good assessments were received in the categories location (3.4), teamwork (3.41) and engagement (3.44). These results support us in our belief, that the developed new concept was the correct way to achieve our project aims. But the evaluation also shows that there are some points we needed to work on for the next delivery of the camp. One of these points is the structure of the week, which got with 2.82, a value which is still clear above the average value of 2 but which is an underperformed result in relation to our project average of 3.17. Having a deeper look at the freeform texts of the evaluation forms, it became clear that in the opinion of the students there were too many lectures and some of them were not strictly enough connected to the camp's theme and respectively with the themes of the project work. The same goes for the teachers/tutors (2.72). According to the student's opinions the feedback to the group presentations could have been more precise and some of the groups felt quite unsure about the relationship of their project to the brief. A possible reaction to this could be to change the mentorship concept, by assigning the mentor after the group has chosen its project theme and taking the different expertise of the mentors into account when assigning them to the groups. So the mentors could play a more active part in the group work and better mediate the opinions of the teacher's panels to the groups.

### 3 USAGE OF INFORMATION TECHNOLOGY WITHIN THE PROJECT

Expanding the partnership from three to four universities, enlarging the number of participating students from 24 to 30 and extending the camp period from one to two weeks definitely impacted upon the complexity of the project. Distribution and communication methodologies are key aspects in order to cope with the increased complexity. The only way for us to deal with the rising demands of the project was to divide the project into different subprojects and to define which partner was responsible for each subproject. Splitting the project into subprojects raises the demand for project management techniques and for coordination mechanism. But bringing together 6-8 people from four different universities from four different European countries meant spending quite a lot of time and money. Usually having a one-day project meeting meant spending at least 2-3 days of travelling for three of the partners. Having the project budget in mind it became very evident, that more frequent project meetings was not a feasible method within the project. As a consequence we tried to coordinate the diverse co-operation activities between the partner universities to reduce the travel costs. So e.g. the next ICDC project meeting to instigate the Design Camp 2012 in Belgium will be held on the 28<sup>th</sup> of October in conjunction with the International Day at Stuttgart Media University, which is being attended by all partners to present their universities as possible locations for the outgoing HdM students. Another meeting will be held at the ICERI conference where we will present this paper. But to manage a project of such complexity it is not sufficient to have only twice-yearly or even quarterly meetings. Except the regular communication possibilities such as email or telephone for direct one-to-one communication we decided to use internet-based videoconference software Adobe Connect [5] to have informal meetings whenever needed. The software installation could be managed by Linköping University and did not have any special hardware requirements except a computer, an internet-

connection and a headset. We used this communication form several times while preparing the Design Camp and after announcing the web meeting via email all partners could easily take part at the web conference from their offices or even home-offices and we did not experience any larger technical problems within these sessions. By using the web conference system it was really helpful to have frequent planning discussions and take decisions without any great delay.

Using information and communication technology (ICT) was not only crucial for the organisation of the camp but was also of great importance for the communication to students and for the communication of the students amongst each other. One of the lessons we learned from the first two deliveries of the camp was that unique and consistent information to the students is very important to avoid inequitable levels of knowledge. Furthermore one part of the new concept is that the students start to deal with the camp and its theme before actually arriving at the campsite. The learning management system moodle [6][7], which the Stuttgart Media University uses for the management of their virtual and blended learning courses, was of great help for the Design Camp. Two moodle courses were realized: One course for the organizers and teachers where they can exchange documents or use a shared calendar to coordinate meetings and other upcoming events, and a second course for the student participants (cf. Fig. 3). This course contains information material the students could download, but it also was the platform where the students are asked to upload their assignments (cf. Subsection 2.2 "Selection Process and Assignments"). Additionally the students could use social media functions, so e.g. there was a discussion and message forum for all participants and also one for each national group. This course was not only used in the pre-camp phase but also at the on-camp phase to provide the participants with material and to collect material from the participants such as a copy of the final prototypes, representing the work of the 6 different international groups.

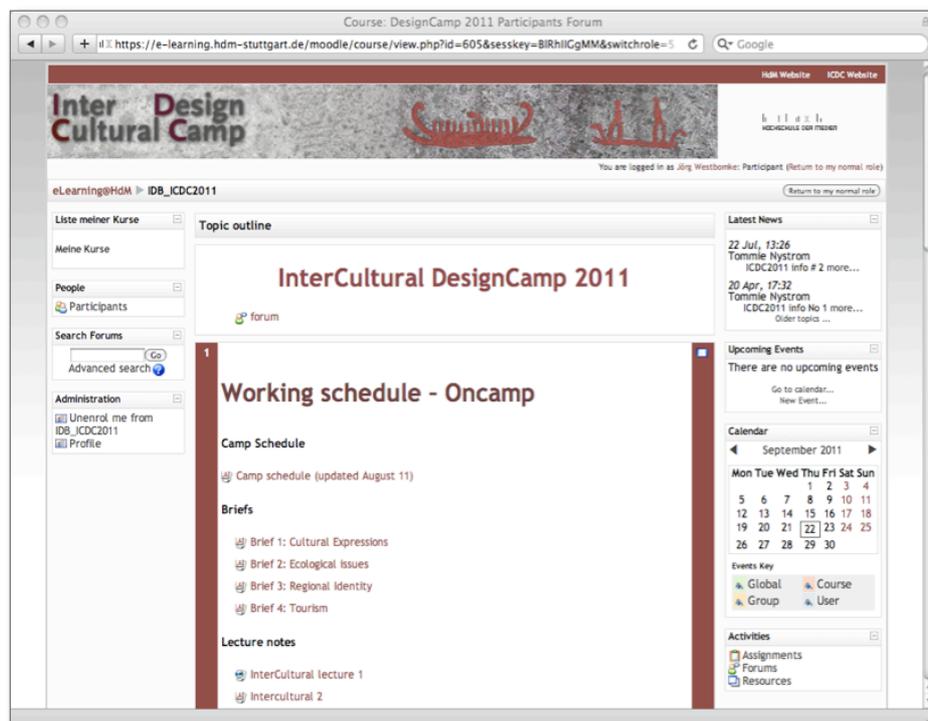


Figure 3: Screenshot of the moodle course for student participants

#### 4 SUMMARY AND OUTLOOK

This year's Intercultural Design Camp in Grebbestad (Sweden) demonstrated how creative and productive international student groups could interact, perform and produce in such a short period of time. The high quality of the exhibition at the end of the camp and the final group presentations made it hard to decide upon which result was optimal, or even if this should be a assessable criteria for the project. The exhibited collection and presentation of works included a prototype website addressing ecological issues and sustainable features. Another Internet based product was a site that contained location based video interviews, monologues and photographic projects. One other group succeeded in promoting eco-travelling in the Bohuslän area by presenting travellers a GPS unit or an app for a Smartphone in order to help them to start adventure holidays with secret treasure trails. Other

students joined forces in developing a website and an application which stores information that is vital for the targeted audience, i.e. students with an interest in travelling, social networking and using new technology, in one portable package. Results are to be viewed on the ICDC website [8]. It is our experience that these results demonstrate that the ICDC 2011 in Grebbestad brought together the strengths of all partners involved in this project, assuring mutual benefits for all participants.

Undoubtedly, a huge effort went into the preparation of an elaborate working programme and time schedule, balancing lectures, workshops, field work, practical work, study visits, etc. whilst also featuring socio-cultural events. It was indeed hard work that eventually was rewarded by the results gained, and the resulting happy faces of participating students and staff and of all people participating in the exhibition and final presentations. As such we are committed to the development and preparation for next year's Design Camp in Kemmel, Belgium.

The thematic approach and working schedules will remain broadly unchanged in 2012 albeit with a shift in emphasis reflecting the new geographical location of the camp (Kemmel), and the local cultural identities of the new host nation (Belgium). This geographical and cultural shift is a key concept of the Intercultural Design Camp encouraging the cumulative development of the intercultural perspectives of the consortium as a whole, with staff and students gaining new insights into the various cultural identities of each partner nation as well as wider notions of European cultural identity and diversity.

Kemmel, the camp venue in 2012, is a village in the Belgian province of West Flanders and a borough of Heuvelland, located in the outermost southern tip of West Flanders. This region offers a unique combination of resources for the IP research and future ICDC design and media practice. The region has always been characterized by inter-cultural contacts and has a long tradition of temporary or permanent migration. Today, it is of paramount importance for the Belgian/Flemish tourist industry. Heuvelland has visible traces of the First World War. The dividing line between the German aggressor and the allied troops went straight through Heuvelland. The numerous bunkers, mine craters, military cemeteries, war monuments, and so on, are enduring scars that will give IP participants pause for thought. 'Flanders Fields country' will be the scenery for ICDC 2012 and invites participants to a unique voyage of discovery through past and present perceptions of the area.

Many International Educational Collaborative Initiatives have been learned and progressed from the initial co-operation between the partner Universities to date, including:

a) Innovative Pedagogies

New collaborative student and staff Learning and Teaching methodologies. Working in International teams, both University staff, and students have developed new practice based models for Collaborative Media production. A variety of media types have been utilised by international student groups in order to fulfil responses to given inter-cultural design briefs. This has resulted in the development, (in home Universities) of undergraduate Modules in International Collaboration, and post-Graduate, (Masters) modules in Collaborative Project.

b) Staff and Student Mobility, Research, Production and Social initiatives

The ICDC project has undoubtedly encouraged both Staff and Student mobility between the partner institutions. All staff have participated in Erasmus Staff exchange at each of the partner institutions, and there is a visible, (annual) growth of the mobility of students from each University participating in Erasmus exchange.

Research possibilities have been identified and will be developed by individual /collective staff and student groups.

International social and academic mobility has ensued from this project, including:

Staff and students engagement via Social Networking sites to forward International co-operation and develop future employability, and collaborative project opportunities

c) Engagement with External national and regional Cultural and Industrial Partners

Particularly during the planning for the Summer 2011 camp in Grebbestad, Sweden, it became apparent, (given the theme of Regional and National Identity), that engagement with local Cultural and Industrial partners would be essential for the students to research and collaborate as their project's grew and developed. Local Museums, national and regional tourist agencies, (including 'Visit Sweden'), gave initial lectures to the students in order to contextualise future practice. Participants from these organisations also gave feedback to the student's final presentations, and in some cases are working with the student groups to mobilise some of the ideas generated into live projects. It is

envisioned that this will be a major thematic approach in the forthcoming ICDC in Kemmel, Belgium, 2012.

d) Future Collaborative possibilities

Having successfully achieved EU Intensive Programme funding, and possibly again in Germany, 2013 Discussions have taken place regarding the invitation of a fifth partner to participate in the project. These discussions are on going.

Certainly, the group is now in a very strong position to re-visit the idea of the development of an International Masters programme in Collaborative Media Production. The initial, unsuccessful, (2008/09) bid was based mainly on the content of existing undergraduate programmes at each partner University, and upon the expertise and subject specificity of the staff involved. Any future bid for a Collaborative Masters project will now be underpinned with a clear knowledge and understanding the content of each other's programmes via staff mobility, and ICDC Camps, and a trusted and proven working understanding of our students' practitioner base and their collective practitioner aspirations.

There has already been discussions regarding the shape of such a venture, and, over the next year, during the planning stages for ICDC 2012, there will be further opportunities for the development of this project. Timescale for this would be to write an application for 2013, with a view to starting such a venture in 2014.

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