

PROJECT
“CONCRETE THEATRE”
“BETOONITEATER”

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KEY PARTNERS

kultuuri
katel

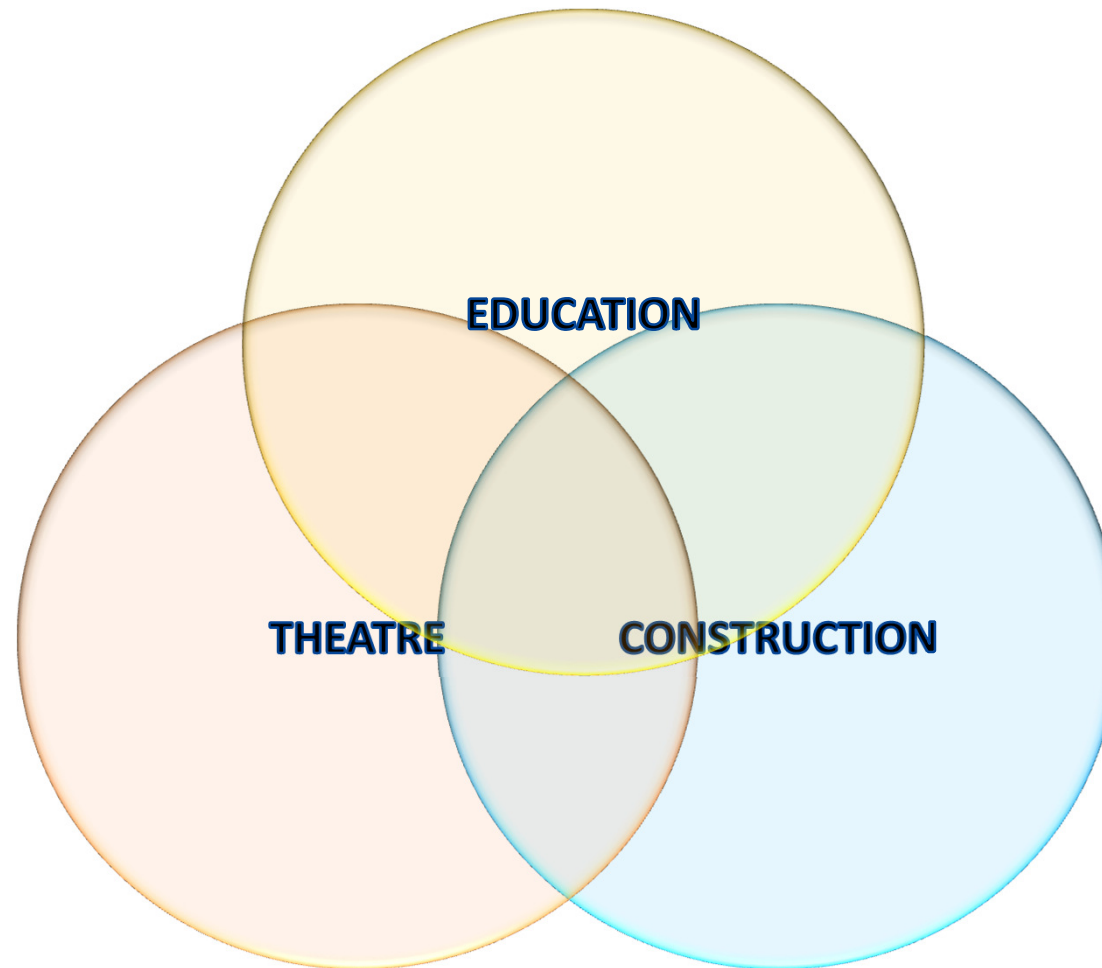


Consultants and collaboration partners
from private sector

MAIN GOALS

1. To increase arts and engineering students entrepreneurial knowledge and skills
2. To provide performing and creativity workshops to in order to improve engineering students self-expression skills
3. To provide unique and enriching learning experiences to both, teacher and students through the integration of different sectors (education, construction, theatre)

HOW TO BRING TOGETHER 3 DIFFERENT
SECTORS IN THIS WAY THAT ALL WILL BENEFIT
FROM THIS COOPERATION



MAIN ACTIVITIES 2013 - 2015

1. Cross-sector collaboration of teachers and cross-brokers

educational training programs for teachers
participating in different students activities

2. Cross-sector collaboration of students

Performance day

Specially designed courses with Grande Finale

3. Closing production: performance

Premiere in autumn 2015 in Tallinn Creative Hub

PHASE I

Performance day (September 2013, VILJANDI) for civil engineering and performing arts students

18 team performances (150 students)

mixed student teams

max 10 minutes long

public urban spaces

Theme of the day:

“Concrete”













PHASE II

Cross usage of Teachers (October 2013-April 2014)

Creative self-expression course

For Civil Engineering students

Foundation to entrepreneurship

For performing arts, dancing, and cultural management students

COURSE FOR ENGINEERING STUDENTS

(13 students)

Aim of the course was to develop students self-expression skills, such as

- self-expression on the stage
- choreographic composition
- perception of partnership
- poetic of technology in art

Course consisted of 8 meetings in Tallinn

ENTREPRENEURSHIP COURSE

for art students (N=34)

Aim of the course was to introduce and stimulate entrepreneurial behaviors, and skills through startup processes, and active learning

The course consisted of eight meetings in Viljandi

Outcome of the course

Executive summary of business idea with investor pitch

PHASE III

Grande Finale (May 2014)

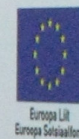
Pitch talk presentations of 8 business ideas by the students of performing arts

feedback by the jury included by entrepreneurs

Engineering students presentation

Short performance

BETOONITEATER









SUMMARY

What are the benefits for all students?

- Cross-sector experience was as frightening as valued for both arts and engineering students
 - They had to learn to listen each other and start dialog in order to create performance together
- Both arts and engineering students reported improved self-confidence and learning a lot
- Arts students valued and highlighted engineering students creativity and engineering students highlighted art students openness and receptiveness to their ideas.

SUMMARY

What are the benefits for the arts students?

- Arts students made interesting links between arts and entrepreneurial learning and discovered new words and angles of business world
- They applied entrepreneurial ideas to arts field and reported new understanding about entrepreneurship
- They also reported gaining new knowledge
- and discovered different kind creativity than they used to.

SUMMARY

What kind of setbacks arts students reported?

- Art students had in general rather low motivation to take entrepreneurship course
- Sequence between eight meetings were too long (once a month), so it was hard to keep project work on track.
 - However, they reported they had more time to overthink and develop their ideas
- They were last year students and had loads of projects and other things going on, so they felt overloaded
- E-course that was designed to help to keep the track was valued, but reflection not so much

SUMMARY

What are the benefits or setbacks for engineering students?

- Engineering students reported becoming more self-aware of their body language and more courageous of expressing themselves
- They felt being out of their comfort zone many times and this made them uncomfortable. However, they valued this experience after overcoming the difficulties
- In some occasions they failed to make links between art course and their own learning, or usefulness of this kind of learning, but most of the time they valued experience

SUMMARY

What are the benefits and setbacks for the teachers?

- This kind of collaboration was considered very challenging, but highly valuable in order to learn to understand different point of views and different “worlds”
- Despite time deficiency, teachers valued trainings and collaboration that were organised during this project
- “Two in one” training days that included working meetings to discuss the further developments of the project, and this was necessary
- Art also teachers reported improvements of the performance day outcomes; other participating teachers and students saw differences in reflection and feedback.

SUMMARY

Why this kind of cross-cultural projects should be initiated and supported?

- Raises tolerance and understanding between “different worlds”
- Enhances creativity and innovation: through sharing different point of views
- Strengthens collaboration and enriches learning experiences for all parties/partners

LEARNING POINTS

- This kind of projects can be initiated by the teachers only for the first time
- if not funded and teacher work-load decreased
- Intensity and sequences of the courses should be re- evaluated. More intensity and natural flow in learning processes is needed
- Each part of the students was motivated to contribute more where they benefits for themselves
 - How to overcome this challenge?
 - How to make it even more real and motivating during ongoing activities needs to be still discovered during future projects
- Partners have to picked carefully. This is challenging enough to collaborate in such form
- Study programs in Applied Universities are not flexible enough to fit programs like present. Students are motivated only for credit points
- Methodically to use the professionals skills of the performing students (role games)

What are specific features and competences of...

[illegible]

THANK YOU!
Time for questions...

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