



# KONNECT

**NORDIC ART & SCIENCE WORKSHOPS FOR GLOBAL CHALLENGES**

## Summary

The moving force behind *Konnect* is the question: How can Art and Science work together to address global challenges?

Many Art Academies seek ways to help their students connect with society and understand issues of great societal importance. At the same time scientists increasingly air their concerns that although their findings consistently show alarming environmental developments, the message does not seem to get through to the general public. Public understanding is essential to create political pressure for the radical measures that must be introduced.

Scientific discourse is by tradition subject to strict codes of communication, and not well suited to reach the public. Artists, on the other hand, are experts in reaching out to people and open new ways of thinking. They can use any means to get ideas across and reach far wider audiences than scientists ever do.

*Konnect* is built on the idea that, in tackling the most pressing issues of our time, Science and Art need to work together. The project has provided a model for how young artists can use their skills to help scientists reach the public. *Konnect* has brought together final year or post graduate art students and renowned scientists from environmental and sustainability sciences in 4-day workshops that took place in a rural setting in Denmark, Finland and Iceland.

Scientists presented selected cutting-edge science of socio-environmental problems of global consequence, to inspire discussions and the sharing of ideas. A key feature of *Konnect* was the ample space it provided so that these questions and ideas could “sink in” and potentially become a source of inspiration for artistic engagement. The young artists worked individually or in groups through the course of the workshop to develop and prototype works of art that may help get important environmental messages across to the public. At the end of each workshop, these ideas and prototypes were presented and discussed in the larger group. One of the key indicators of success was that following the workshop the students kept working on developing and disseminating their ideas, either within the context of respective academic courses by further support of *Konnect*, or in their own self-motivated efforts.

This report describes each of the workshops and a selection of the students’ projects, as well as exhibitions and other dissemination events that have taken place in the name of *Konnect*.

## Background

*Konnect - the Nordic Art and Science Collaboration Project* focuses around the question: Can art contribute to the understanding and progress of science?

The idea was initially developed by the Institute for Sustainability Studies, University of Iceland, the Nordic House cultural institution in Reykjavík, the Iceland Academy of the Arts, and the Stockholm Resilience Centre. Later, the Danish Royal Art Academy and the University of the Arts Helsinki joined the group, as well as University of the Arts Stockholm.

All these institutions have experience in *connecting* people and ideas in an interdisciplinary and open way, and this time the idea was to bring scientists and artists together. Hence the project title *Konnect*, which also contains the first letters of Kolsstaðir, the location where the first workshop was held in Iceland.

## Rationale

We aimed to create a program valuable both to the arts and environmental sciences. Many Art Academies are concerned about helping their students understand complicated issues of societal importance. Discourse with people from other fields is essential to create such understanding. Sustainable development and environmental sciences are prime examples of fields that are of global importance and should be of concern to artists no less than scientists.

Meanwhile scientific reporting is by tradition subject to strict codes of communication which are not well suited to reach the general public. Increasingly, environmental scientists air their concerns that although their findings consistently show alarming developments, - such as global warming, ocean acidification, or catastrophic resource exploitation, - the message does not seem to get through to the general public. Public understanding is essential to create political pressure for the radical measures that must be introduced. Recently, one of the world's renowned glaciologists closed his talk on the serious consequences of the melting of the Himalayan icecap by saying that he has stopped going to glaciological conventions where he preaches to the converted. His time is better used by going to meetings of psychologists and PR experts – to learn how to make his voice heard to reach the public and decision makers.

It seems obvious that science must seek new ways to reach out and be heard. Many scientists share these concerns.

Artists, on the other hand, are experts in reaching out to other people and open up new ways of thinking. They can use any means to get their ideas across and reach far wider audiences than scientists ever do.

It is important that artists understand the vital environmental problems of our times and share the responsibility of finding ways to deal with them and make the public aware of the situation.



## Preparation

In preparation Konnect invited the Rectors and other representatives of potential collaborating Art Academies in the Nordic countries to meet in Iceland for discussions on how art students and environmental academics can be brought together. The meeting found place on May 19 and 21 2015 both in Reykjavik and Kolstaðir, the prospective venue of the Konnect workshop in Iceland.



### Konnect Preparation in Kolstaðir

Helgi Eiríksson proprietor of Kolstaðir and prprotector of Konnect-Iceland

Paula Crabtree Stockholm University of the Arts

Diego Galafassi Stockholm Resilience Centre

Guðrún Pétursdóttir Institute for Sustainability Studies, University of Iceland

Ulrika Ferm University of the Arts, Helsinki

Aune Kaarina Kallinen University of the Arts, Helsinki

Peter Dammand The Royal Danish Academy of Fine Arts

Fríða Björk Ingvarsdóttir Iceland Academy of the Arts

Tinna Gunnarsdóttir Iceland Academy of the Arts

Tine Kjølseen The Royal Danish Academy of Fine Arts

Ólafur Sveinn Gíslason Iceland Academy of the Arts



## Workshops

*Konnect* organized 3-4 day workshops in Denmark, Finland and Iceland for art students and scientists from the fields of environmental and sustainability studies. The workshops were held in rural locations, combining good working facilities, proximity to nature and an opportunity to focus without distraction. The invited speakers presented selected problems of global consequence, which the group discussed before breaking into smaller workgroups to contemplate how artwork could relate to these issues. Through the course of the workshop the ideas were developed in groups or individually. The students were encouraged to carry their ideas further after the workshop.

To facilitate logistics and reduce unnecessary overseas travel (and ecological footprint), students from the partner academies will attend the workshop in their home country. Some of the environmental scientists, however, attended all the workshops.

## Funding

### **KONNECT gratefully acknowledges funding by**

The Nordic Council of Ministers – Sustainable Development

Nordic Culture Point – Culture and Art Programme

The Icelandic Ministry of Education, Science and Culture

The Nordic House, Reykjavík

# KONNECT ICELAND

Workshop in Kolstaðir

Sept 17-20 2015



The first Konnect workshop was held at Kolstaðir, a renovated sheep farm in western Iceland. Kolstaðir is situated on the slopes above river Hvítá overlooking farmland, low woods and lava fields, and close to the glaciers and deserts of Iceland's mountainous interior.





The drive to Kolstaðir crosses Kaldidalur, a desolate mountain road, lined with glaciers. This, and the impressive view from the farm are a constant reminder of the relentless forces of nature.



## STUDENTS



The students were a multinational group from all departments of the Iceland Academy of the Arts, as well as graduate students of Environment and Natural Resources at the University of Iceland and a student from the Royal Danish Academy of Fine Arts.



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## Kolstaðir Workshop Agenda

Sept 17-20 2015

### Day 1 Sept. 17<sup>th</sup>

- 7:45 Gather at the Iceland Academy of the Arts, Þverholt 11 to depart for Kolstaðir through Þingvellir and Kaldidalur  
Settling in at Kolstaðir  
Mentor – Opening lecture – Wijnand Boonstra
- 13 Lunch  
Students and Mentors introduction – initial reflections
- 19 Dinner  
The toaster project – discussion

### Day 2 Sept. 18<sup>th</sup>

- 8 Bus departs for a swim/shower in Húsafell
- 9:30 Breakfast  
Inspirational input – artist Ólöf Nordal  
Walk – outdoor activities
- 12:30 Lunch  
Workshop – students work in groups or individually – access to mentors
- 19 Dinner  
Sigurður Eyberg inspirational input - film

### Day 3 Sept. 19<sup>th</sup>

- 8 Bus departs for a swim/shower in Húsafell
- 9:30 Breakfast  
Inspirational input – scientist Diego Galafassi  
Workshop with access to mentors
- 12:30 Lunch  
Inspirational input – philosopher Guðbjörg Jóhannesdóttir  
Workshop with access to mentors
- 19 Dinner  
Workshop continued



#### **Day 4 Sept 20th**

- 8 Bus departs for a swim/shower in Húsafell
- 9:30 Breakfast
- Presentation preparation
- 12 Lunch
- Presentation Workshop - Students present their project ideas
- 16 Wrap up and cleaning
- 17 Departure from Kolstaðir.



## Readings and preparation

### Global environmental challenges; an introduction

Prior to the workshop, a preparatory program, including a set of classes was arranged by the Environment and Natural Resources Program, University of Iceland.

Students were advised to read key papers on Planetary Boundaries (#1) as well as the IPCC report for policy-makers (#2 on the reading list) to gain a broad overview over the main issues.

To complement the readings #3 on the reading list students were asked to choose 2 thematic topics within the three thematic categories given (<http://www.eea.europa.eu/soer#tab-thematic-briefing>) and focus on the chosen categories in more depth with help of the professor. Students prepared to discuss/reflect on their selected topics.

### Reading list:

1. Please read about the Planetary boundaries concept: see:  
<http://www.stockholmresilience.org/21/research/research-news/1-15-2015-planetary-boundaries-2.0---new-and-improved.html>

Steffen et al, 2015, Planetary boundaries: Guiding human development on a changing planet, Science 13 FEBRUARY 2015 • VOL 347 ISSUE 6223.  
<http://www.sciencemag.org/content/347/6223/1259855.full.pdf>

Steffen et al 2011, How Defining Planetary Boundaries Can Transform Our Approach to Growth, The solutions journal, Volume 2 | Issue 3 | May 2011.



Listen to the Ted talk by J. Rockstrom:

[http://www.ted.com/talks/johan\\_rockstrom\\_let\\_the\\_environment\\_guide\\_our\\_development?language=en](http://www.ted.com/talks/johan_rockstrom_let_the_environment_guide_our_development?language=en)

2. Please read the IPCC summary report for Policy-makers on climate change:  
[http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5\\_SYR\\_FINAL\\_SPM.pdf](http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf)
3. SOER 2015 — The European environment — state and outlook 2015: A comprehensive assessment of the European environment's state, trends and prospects, in a global context. Please read:
  - a. Section on Global megatrends (11 trends) <http://www.eea.europa.eu/soer#tab-global-megatrends>
  - b. Synthesis report: <http://www.eea.europa.eu/soer#tab-synthesis-report>
  - c. Please select 2 topics within each of the three thematic categories: See: <http://www.eea.europa.eu/soer#tab-thematic-briefing>



## Kolstaðir Workshop Student Projects

While some students chose to work on their own,



others worked in groups of up to seven. The multidisciplinary blend of students resulted in interesting interactions and sharing of experience and ideas. Through the course of the workshop, the groups developed their ideas and presented their drafts at different stages. This instigated a lot of fruitful discussions.





### Examples of student projects

A few of the students' project ideas are presented here, ranging from one that is still at the concept stage, to another that was carried out by a whole community through the local schools, and finally, a project that encompasses the local-to-global chain, involving various agents and local producers all over the country, resulting in multiple living performances, and a documentary film available online.

#### Sustaining the Sustainers: ecotherapy for the already concerned

A participatory art project that foregrounds the stories of individuals working professionally toward environmental sustainability. It consists of a series of mock ecotherapy sessions and a subsequent photo shoot with participants in which they fully realize the personal potential of their vocational knowledge. A photo-based exhibition will share the project with the public, encouraging a wider audience to also strive to narrow the gap between their values and their actions.





The formidable task for professionals working in environmental science, environmental studies, and related fields is to turn ecological and social problems into possibilities. This is true at every scale from the global to the local, and even—especially—the personal. By focusing attention on apparent inconsistencies between individuals' knowledge and their actions, we enrich our understanding of the complexity of anthropogenic environmental problems; such deep insight into human motivation is a necessary step in tackling issues ranging from climate change and resource depletion to food waste and human–wildlife conflicts. Sustaining the Sustainers reveals that even some of the most knowledgeable environmental scientists might not live up to the fully sustainable lifestyles their knowledge implies.



## The Plastic River

project on sustainability workshops

The initial idea came from a sculpture made at the workshop at Kolstaðir, a plastic river in the nature that looked like a real river.



It made us think about many different aspects of sustainability and we found a connection to the subject. What if students from communities all around Iceland would make their own plastic river as a way for them to work with and realize what sustainability involves. In a world where you communicate with the young generation mainly through visual images, we think it more effective to let them engage in a creative visual way, instead of being fed information. Their first homework could be to help their parents make dinner and take notice of where all the ingredients come from. Make a list. Look at the garbage the dinner produced, where is it going? Bring the packaging to class. Discuss for example, how did the ingredients in your dinner make it from their origin to your dinner table, and where does the waste go afterwards?

Series of workshops were held in Eastern Iceland during fall 2016, where students from all school levels, from kindergarten to high school, took part. They collected plastic wrappings and packing of all sorts and "konneted" it to form plastic brooks, which merged into a plastic river. The Plastic River was displayed at the opening of the cultural centre Snæfellsstofa, in the Vatnajökull National Park on November 5th 2016.











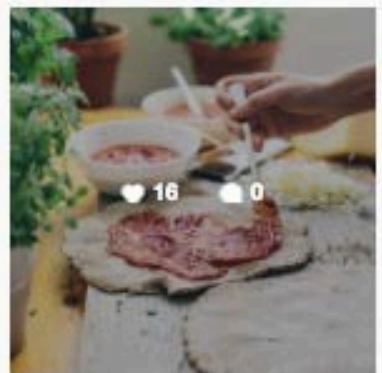
## The Pizza Collective

<http://www.flatbokusamsteypan.com>

We want to inspire people to be interested in, and educate themselves about, their food consumption habits. Flatbokusamsteypan (The Pizza Collective) utilizes one of the most easily identified symbols of international cuisine—the pizza—as launching pad for discussion about consuming local food and products, and how that can benefit our society.



Flatbokusamsteypan is a collaboration between local artists, growers, and chefs to explore the options available in Iceland for making a 100% locally sourced pizza. We begin with local ingredients and then move on to the more complicated aspects - the oven, the fuel, the kitchen utensils. For each aspect we consult with the local experts to learn everything there is about the subject, be it growing tomatoes or sourcing clay for a pizza oven. The process from start to finish was documented using pictures, videos, and social media. However the core output of the project is a documentary, which gives a deep insight into the creative journey from an idea to a production. Further information and a link to the documentary can be found at the webpage [www.flatbokusamsteypan.com](http://www.flatbokusamsteypan.com)



Images from the process

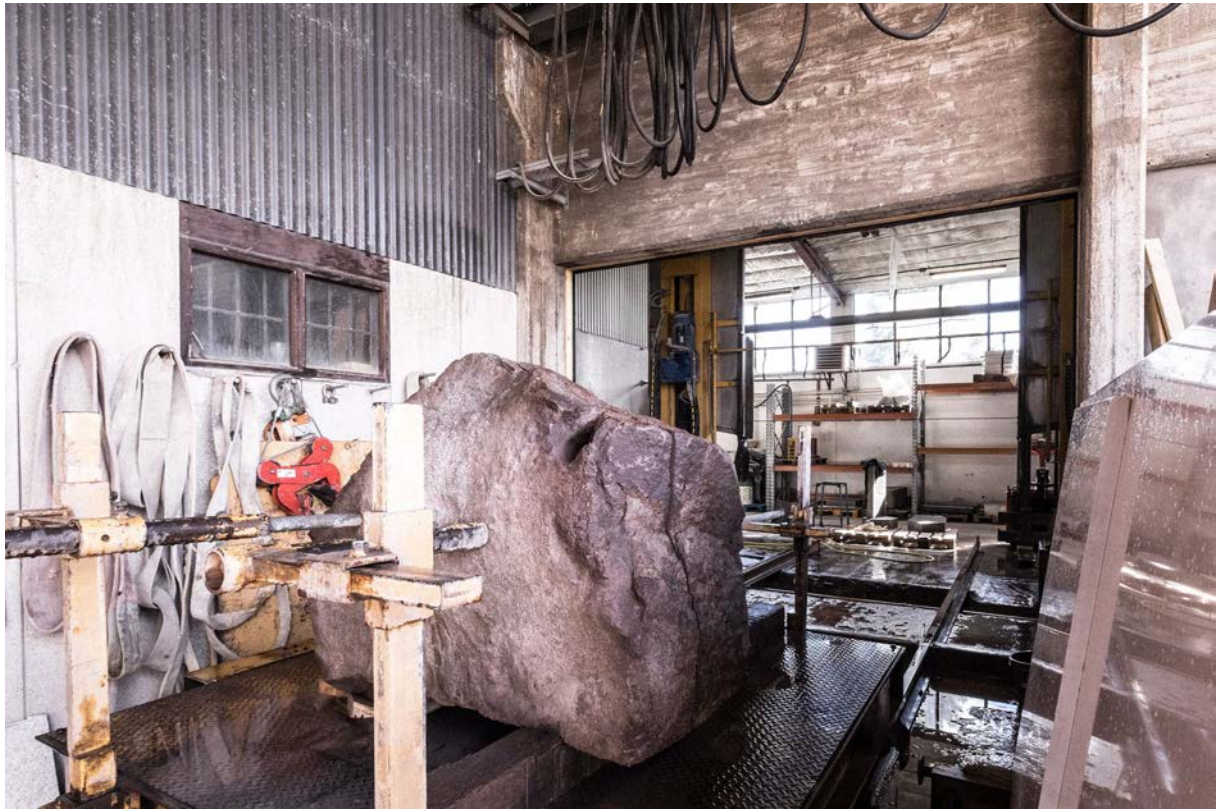


Every single ingredient could be obtained somewhere in Iceland





The pizza oven was carved from Icelandic rock





## KONNECT Iceland Exhibitions

Following the Konnect Iceland workshop, the partners from the Royal Danish Academy of Fine Arts set up an Exhibition in the Academy Library From Monday, the 14. of December 2015 to Friday the 22. of January 2016.

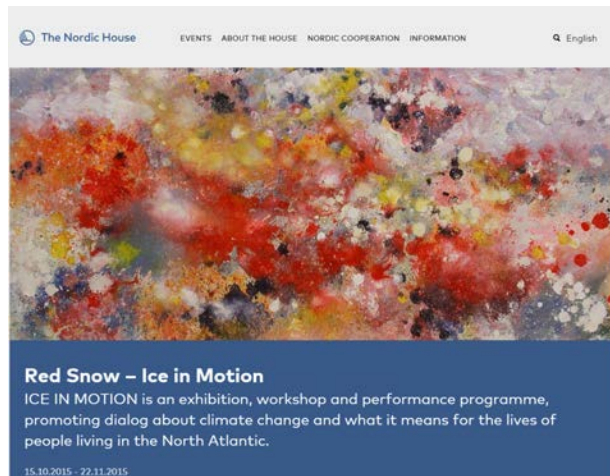




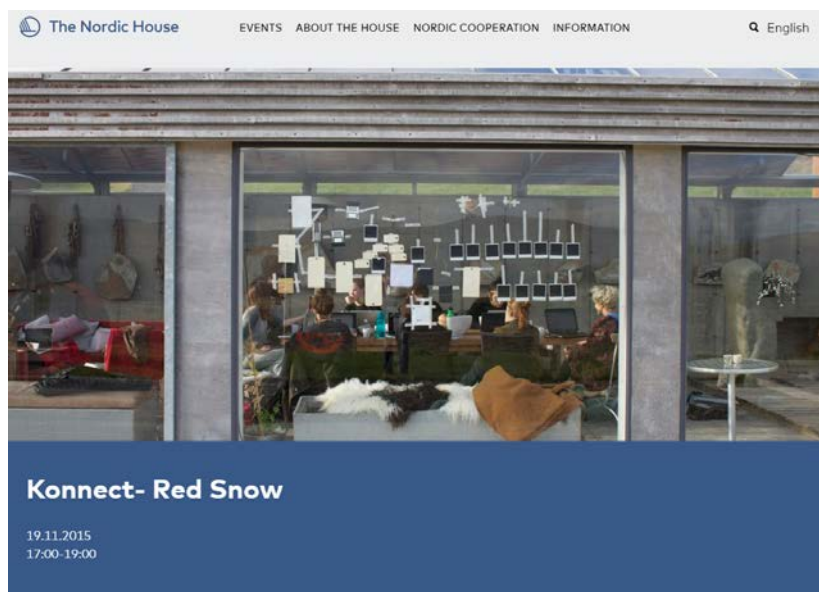


**Konnect took part in the Red Snow- Ice in motion exhibition at the Nordic House in Reykjavik on 15.10.2015-22.11.2015**

[www.redsnow.dk](http://www.redsnow.dk)



<http://nordichouse.is/en/event/konnect-red-snow/>



**KONNECT- 19. Nov. 2015 at 17:00. Together we can make a change!**

Konnect – a Special Event at the RED SNOW exhibition. Konnect will host a session where students will present their art project ideas, and a specialist in behaviour changes, Dr Ragna Benedikta Garðarsdóttir, Associate Professor of Psychology, will lead a discussion on how people can be encouraged to change their ways. The session will take place in the Black Box of the Nordic House, and you are **welcome to join! It will be in English and is free of charge.**

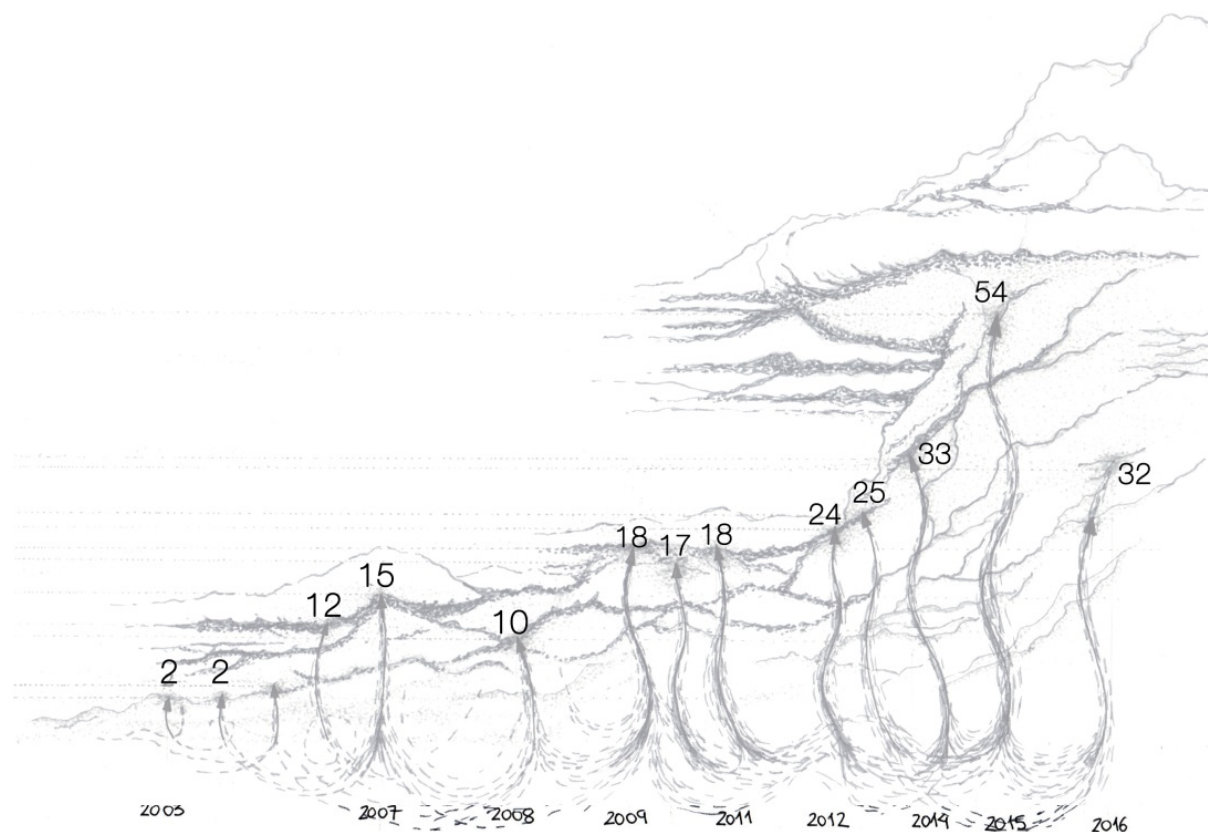
The event is arranged by the Nordic project KONNECT which links art students and environmental scientists to find ways to draw public attention to environmental threats. In the project, scientists, artists and students come together in 4-day workshops arranged by The University of Iceland and Art Academies in each of the Nordic countries, resulting in a selection of art project ideas. The first workshop was held in Kolstaðir Iceland in September 2015.



During Konnect Diego Galafassi initiated the writing of an academic paper, which has now been accepted for publication in the Elsevier Journal Current Opinion in Environmental Sustainability <sup>1</sup>.

## Abstract

The search and implementation of pathways and solutions to remain within the 1.5°C global temperature limit will require profound cultural transformations. However, there is limited knowledge on how to promote and bring about such deep transformative changes in the minds and behaviours of individuals and societies. As climate change unravels and the planet becomes increasingly connected, societies must find a shared purpose that is both engaging and respectful of cultural diversity. Thus, there is a growing need to “raise the temperature” of integration between multiple ways of knowing climate change. We have reviewed a range of literatures and synthesized how the role of the arts in fostering climate transformations is perceived. Our analysis of climate-related art projects and initiatives shows increased engagement in recent years, particularly in the narrative, visual and performing arts. We conclude by arguing that climate-related arts can contribute positively in fostering the imagination and emotional predisposition for the development and implementation of the required transformations necessary to address the 1.5°C challenge.



Representation of the number of artworks present in the climate-related arts catalogue.

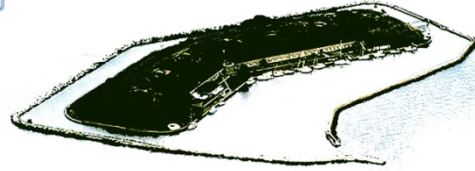
<sup>1</sup> Galafassi D, Kagan S, Milkoreit M, Heras M, Bilodeau C, Bourke SJ, Merrie A, Guerrero L, Pétursdóttir G, Tàbara JD (2018). 'Raising the Temperature': The Arts in a Warming Planet. Journal of Current Opinion in Environmental Sustainability. Special Feature 1.5°C Climate Change and Social Transformation - Issue 2: 2018



# KONNECT COPENHAGEN

Workshop in Flakfortet

February 12-15 2016



The second KONNECT workshop was held in Flakfortet, a tiny manmade island just off Copenhagen. Outdoor as well as indoor activities in the almost surreal environment of Flakfortet contributed to a unique atmosphere, that fostered bonding and trust within the group.



## STUDENTS

16 students and 6 mentors took part in intensive sessions that centred around connecting art and design with environmental sciences. The students came from various departments of design at KADK, as well as from Bornholm and from other countries.



### Communication design

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### **PREPARATORY COURSE**



**Konnect Copenhagen was run in cooperation with a course on Design Ethics Sustainability and Consequences at the Royal Academy of Fine Arts:**

#### **Week 5 Talks and reflection**

**Monday 1.2. 12:30 – 15:30:** Auditorium 6 Copenhagen/ auditorium, Bornholm.

The UN world agenda for 2030, its ideas, goals and the effect it will have on our future.

12:30 – 13:00 brief introduction by Peter Moëll Dammand

13:00 – 15:30 Lecture by Carl Christian Hasselbalch (Danish Foreign ministry dep.) on the seventeen new sustainable development goals for 2030 set by UN. What are they and what challenges do they propose for future designers.

**Tuesday 2.2. 9:00 –15:30:** Auditorium 6 Copenhagen/ auditorium, Bornholm.

Introduction to the course and context

9:00 – 12:00 Introduction, the log-book, examination, hand- ins, and conceptual clarification of modules, sustainable approaches and concepts. by Mirjam Bastian and Peter Moëll Dammand

12:00 – 13:00 Lunch

13:00 – 15:00 Design and Society a critical perspective to the concepts of design ethics and its consequences within a context of market welfare and communities by Kirsten Marie Raahauge

15:00-15:30 meeting reflection groups.

**Wednesday 3.2. 9:00 –15:30:** Auditorium 6 Copenhagen/ auditorium, Bornholm.

What are the challenges and where are we headed?

9:00 – 10:30 Various ethical approaches and dilemmas by Peter Moëll Dammand

10:30 – 12:00 Circular economy, back ground, and mind-set and why it makes so much sense to think circular today. By Henriette Melchiorson

12:00 – 13:00 Lunch

13:00 – 15:30 Micro economy and shift of paradigms by Anne Thomas, Bornholm

**Thursday 4.2. 9.00 – 16.00:** Auditorium 6 Copenhagen/ auditorium, Bornholm.

Index: Design to Improve life, Methodology.

09:00 – 12:00 Design to Improve Life Method by Lotte Haag Borg, INDEX (3 talks over 3 Thursdays)

12:00 – 13:00 Lunch

13:00 – 14:00 CSR and mapping w Osterwalder by Mirjam Bastian and Peter Moëll Dammand

14:00 – 16:00 Reflection in groups

**Friday 5.2. 9:00 – ca. 15:30:** Auditorium 6 Copenhagen/ auditorium, Bornholm.

Circular Economy, Life Cycle Analysis (LCA) and CSR innovation

9:00 – 12:00 Circular economy, life cycle analysis (LCA) and CSR innovation in SME's (Small and Medium Enterprises) case stories and practical examples by Henriette Melchiorson & Michael Lysemose.

12:00 – 13:00 Lunch

13:00 – 15:30 Analysis and assessment workshops from the models introduced

Week 6

**Monday 8.2. 9:00 – ca. 15:30:** Auditorium 6 Copenhagen/ auditorium, Bornholm.

How to form tutorial and interest groups, Groups reflection

9:00 – 10:30 Introduction by Mirjam Bastian

Reflection and work in groups, INDEX: Design to Improve life, Methodology and how does the new UN agenda affect the designer and the design practice.

**Tuesday 9.2. 9:00 – ca. 15:30:** Auditorium 6 Copenhagen/ auditorium, Bornholm.

Communication and Behaviour design

9:00 – 12:00 Design consequence, the impact of design choices in the service layer, business model and value chain. Behaviour cases and exercises by Anne Thomas

12:00 – 13:00 Lunch

13:00 – 15:00 Visualising data. Ethics in the communication of Data and scientific knowledge by Morten Noer Andersen

**Wednesday 10.2. 9:00 – 16:00:** Auditorium 6 Copenhagen/ auditorium, Bornholm.

Communication and Behaviour design

9:00 – 12:00 Jacob Ion Wille, on ethics and moral in relation to content, theme, production, gender and stereotypes in fiction.

12:00 – 13:00 Lunch

13:00 – 14:00 Aspects and considerations when working with projects for exhibition by exhibition manager and project director Susanne Jøker Johnsen.

14:00 – 16:00 Dark side of Design – Who are you to design for other people, for whom, why and in what context, why design for an over-designed world? by Kirsten Marie Raahauge.

**Thursday 11.2. 9:00 – 15:30:** Location to be announced

Methodology.

9:00 – 12:00 Design to Improve Life Method conceptualisation, by Lotte Haag Borg, Index

12:00 – 13:00 Lunch

13:00 – 14:00 Concepts and examples and connections to Osterwalder by Peter Moëll Dammand

14:00 – 15:30 Grouping into tutorial interest groups.

**Friday 12.2 – Monday 15.2.2016 Konnect Workshop at Flakfortet**

**Week 7 concept week**

**Week 8: Project development**

**Week 9 Project development**

**Week 10 exhibition and exams**



## LITERATURE AND READING GUIDE



### **Obligatory literature:**

#### **INDEX (2012) design to improve life education teacher's guide, INDEX**

The book is available as PDF (Design\_to\_Improve\_Life\_Education\_Teachersguide.pdf) located in the module space on the KADK intranet. The book is in Danish and English and can be downloaded on <http://designtoimprovelife.dk/tools/methods/>

#### **INDEX (2014) design to improve life education sustainability in focus INDEX**

Specific pages and its tools come later.

The book is available as PDF (Design\_to\_Improve\_Life\_Education\_B% C3% A6redygtighed\_i\_fokus.pdf) located in the module space on the KADK intranet. The book is in Danish and can be downloaded on <http://designtoimprovelife.dk/tools/methods/>

#### **For 4<sup>th</sup> of February**

Go through the book in general terms, just to understand the concept of INDEX Design to Improve Life Education (page 8-49dk, page 10-51eng, and page 53-59dk, 55-61eng)

Look closer at:

Mind map (INDEX Design to Improve Life Education, page 77dk, 79 eng)

Focus at Sustainability (Bæredygtighed i fokus , page 8-12) and Impact diagram (Bæredygtighed i fokus page 15) – in Danish

Knowledge mapping of sustainability (Bæredygtighed i fokus, page 17)

#### **For 11<sup>th</sup> of February**

Idea poker (INDEX Design to Improve Life Education, page 117dk, 119eng)

Thinking dice (Bæredygtighed i fokus, page 27)

Impact diagram (Bæredygtighed i fokus, page 15)

#### **For 18<sup>th</sup> of February**

INDEX Design to Improve Life Education, page (INDEX Design to Improve Life Education, page 149DK, 151 eng)

Flip-Flop Fun (Bæredygtighed i fokus, page 37)

**Osterwalder, Alexander and Pigneur, Yves (2013). Business Model Generation. Gyldendal Business. Pages 14 - 44th**

Parts of the book, and the Mandatory pages are available as PDF (businessmodelgeneration\_preview.pdf) located on the module on the intranet.

## United Nations (2015) sustainable development goals, United Nations.

Go through the UN 17 sustainable development goals in general terms:

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

## Global opportunity report

Describe conditions and expectations of future developments, check out when you have chosen your angel to your project. <http://www.globalopportunitynetwork.org/global-opportunity-report/>

## Optional reading guide

Bakker, Conny; den Hollander, Marcel; van Hinte, Ed; Zijlstra, Yvo, (2015). *Products That Last, Product Design for Circular Business Models*. Holland: TU Delft Library.

Black, Sandy, (2008). *Eco-Chic: The Fashion Paradox*, London: Black Dog Publishing.

Bordwell, David: Form, style and Ideology (2001) In Film Art an Introduction

Brower, Cara et.al., (2005). Experimental Eco – Design. Hove, UK. RotoVision SA

Brown, Tim, with Katz, Barry, (2009). *Change by Design*. Harper Collins, New York, NY

DK:Lab, (2010). *Bæredygtighed i designprocessen Metode og materialelære i mode- tekstilundervisningen*. Designskolen Kolding. Lokaliseret på nettet: december 2014

Kan findes som pdf: [http://www.designskolenkolding.dk/fileadmin/publikationer/DK-lab\\_proces\\_singl2.pdf](http://www.designskolenkolding.dk/fileadmin/publikationer/DK-lab_proces_singl2.pdf)

Chomsky, Noam, (1991). *Media Control*. Seven Stories Press, New York, NY

Ellis, Tania (2006) *De nye pionerer - om sociale innovatører, der skaber vækst, værdi og en bedre verden*, Jyllands-Posten

Erhvervs- og Selskabsstyrelsen, (2007). *Overskud med Omtanke, praktisk guide til virksomheders samfundsengagement*. Erhvervs- og Selskabsstyrelsen

Fletcher, Kate and Groose, Lynda, (2011). *Fashion and Sustainability, Design for change*, Laurence King

Florida, Richard, (2003). *The rise of the creative class, and how it's transforming work, leisure, community and everyday life*, Basic Books.

Fron, Janine, Tracy Fullerton, Jacquelyn Ford Morie, and Celia Pearce. "The Hegemony of Play." In *Situated Play: Proceedings of the Third International Conference of the Digital Games Research Association (DiGRA)*. Tokyo, 2007.

Fry, Tony, (2009). *Design Futuring, Sustainability, Ethics and New Practice*. Oxford, England: Berg.

Gunhild Agger: Den etiske arv i dansk tv-dramatik – arvingerne i lys af etik, epokal og tværepokal intertekstualitet. (2015) I *Etik til forhandling: Litteratur – film – tv* ed: NG Hansen & IY Möller-Christensen

Hastrup, Kirsten (red.) (2009). *Mellem Mennesker: En grundbog i antropologisk forskningsetik*. København: Hans Reitzel.

Harper, Kristine, (2015). *Æstetisk Bæredygtighed*. København : Samfundslitteratur.

Jameson, Frederic (1991). *Postmodernism, or, the Cultural Logic of Late Capitalism*. Verso,



Kleanthous, Anthony and Bendell, Jem, (2007). *Deeper Luxury Quality and style when the world matters*. WWF-UK.

Kan findes som pdf: <http://www.wwf.org.uk/deeperluxury/report.html>

Klein, Naomi, (2001). *The Shock Doctrine*. Penguin Books, London, England

Kramer, Mark R. and Porter, Michael E., (2006). *Strategy & Society The Link Between Competitive Advantage and Corporate Social Responsibility*, HBR Spotlight

Krüger, Helle, Hjort Tina, Himmelstrup Dahl Eva og Planntin Drude-Katrine, (2013). *Guidelines II, 'A handbook on sustainability in fashion'*. Sustainable Solution Design Association

Lucas, Dorian, (2013). *Green Design Volume 2*. DE, Braun Publishing AG.

McDonough, William and Braungart, Michael, (2002). *Cradle to Cradle, Remaking the Way We Make Things*. NYC: North Point Press.

McDonough, William; Braungart, Michael, (2013). *The Upcycle: Beyond Sustainability--Designing for Abundance*. New York: North Point Press

Manzini, E., (1992). *The Garden of Objects; Designing for a world to take care of*. Lokaliseret på nettet: [www.changedesign.org/Resources/.../The%20Garden%20of%20objects.rtf](http://www.changedesign.org/Resources/.../The%20Garden%20of%20objects.rtf)

Nidumolu, Ram, Prahalad C.K and Rangaswami, M.R., (2009). *Why Sustainability Is Now the Key Driver of Innovation*, Harvard Business Review

Nielsen, Jørgen Steen, (2013). *Den store omstilling*, Informations Forlag

Platon: staten: Bog 10A: Kunst som imitation.

Shedroff, Nathan, (2009). *Design Is the Problem: The Future of Design Must Be Sustainable*. Brooklyn, NY

Sirlin, David. "Soapbox: World of Warcraft Teaches the Wrong Things." *Gamasutra*, February 22, 2006.

Tyni, Heikki, Olli Sotamaa, and Saara Toivonen. 2011. "Howdy Pardner!: On Free-to-Play, Sociability and Rhythm Design in FrontierVille." In *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments*, 22–29. ACM. <http://dl.acm.org/citation.cfm?id=2181042>.

Twaites, Tony, Lloyd Davis & Warwick Mules (2002). *Introduction to Cultural and Media Studies: A Semiotic Approach*. NY: Palgrave.

Walker, Stuart, (2006). *Sustainable by Design, Explorations in Theory and Practice*. Earthscan, London, UK

Wiegman, Robyn: Race, ethnicity and film (2000) in *Film Studies – critical approaches*, ed: John Hill & PC Gibson

World Watch Institute, (1991, 1992,...,2015). *State of The World*. Yearly report.

#### Links:

<http://www.craftofuse.org/>

<http://www.designtoimprovelife.dk>

[http://www.eartheconomics.org/FileLibrary/file/Reports/Sustainability\\_through\\_a\\_New\\_Economic\\_Paradigm](http://www.eartheconomics.org/FileLibrary/file/Reports/Sustainability_through_a_New_Economic_Paradigm).

<http://www.ellenmacarthurfoundation.com>

<http://www.globalopportunitynetwork.org/global-opportunity-report/>

<http://www.julialohmann.co.uk/> ore <http://www.vam.ac.uk/content/articles/d/design-resident-julia-lohmann2/>

A nice project about Seaweed,

<http://katefletcher.com/projects/local-wisdom/>

[http://www.overskudmedomtanke.dk/graphics/publikationer/CSR/OMO/pdf/webOMO\\_Arbejdsbog\\_FINAL.pdf](http://www.overskudmedomtanke.dk/graphics/publikationer/CSR/OMO/pdf/webOMO_Arbejdsbog_FINAL.pdf)

<http://www.storyofstuff.org>

<http://www.tedresearch.net/>

[https://sustainabledevelopment.un.org/content/documents/15Trends\\_in\\_sustainable\\_consumption\\_and\\_production.pdf](https://sustainabledevelopment.un.org/content/documents/15Trends_in_sustainable_consumption_and_production.pdf)

## App

Nike App

New tool enables any designer to see environmental impact of material choices and create more sustainable apparel.

<http://nikeinc.com/news/nike-unveils-new-app-to-help-designers-invent-better>

## podcasts

<http://www.storyofstuff.org/podcasts/>





## SCHEDULE KONNECT COPENHAGEN



### Friday 12.2. 2016

09.20 Group will meet 10 minutes before departure to Flakfortet

09.30 Departure from the quay at the Opera

10:30 Welcome coffee at Flakfortet

- The idea behind KONNECT by Guðrún Pétursdóttir
- Welcome and the objectives of the KONNECT workshop by Peter Dammand

13.00 Lunch, walk and talk at Flakfortet

- Design, Crafts and Art in relation to *KONNECT Copenhagen* by Peter Dammand Guided tour at Flakfortet
- Coffee break
- Workshop part 1, Drawing Space, introduction by Johan Carlsson

19.00 Dinner

- Talk and reflection by Diego Galafassi
- Coffee
- Groups present their afternoon work
- Reflections of the day

### Saturday 13/2 2016

09.00 Breakfast and walk at Flakfortet

- Workshop part 2, Language of science, our common language, introduction to *Wolfgang Köhler and takete/maluma* by Peter Dammand
- Coffee
- Working questions, exercises, etc. to be discussed in groups.

13.00 Lunch, walk and talk at Flakfortet

- Group work ore independent work
- Light drawings by Johan Carlsson

19.00 Dinner

- Talk and reflections, *Product Design in Wild Terrain* by Tinna Gunnarsdóttir
- Coffee
- Talk and reflections by Kira O'Reilly
- Talk and reflections, *Work by RACA*, Johan Carlsson
- Reflections of the day

### Sunday 14/2 2016

#### 09.00 Breakfast

- Workshop part 3, Meet an oracle
- Coffee, Talk and reflection from students group
- Workshop part 3, 3D concept drawing

#### 13.00 Lunch, walk and talk at Flakfortet

- Group work ore independent work, working questions, exercises, etc.

#### 19.00 Dinner

- Talk and reflections by Ulrika Ferm
- Talk and reflections, *Temporary Objects* by Peter Dammand
- Reflections of the day

### Monday 15/2 2016

#### 09.00 Breakfast

- Workshop part 4, 3D process sketching
- Coffee, Talk and reflection from students group
- Group work ore independent work, completing the project concept

#### 13.00 Lunch, walk and talk at Flakfortet

- Afternoon coffee and summary of the workshop's result
- Return back to the city



During the workshop, the students went through a series of exercises and discussions that contributed to their formulation of a project or product that they developed further in the weeks after the workshop. Below are some images from the concept development exercises.



## CONCEPT DRAWINGS



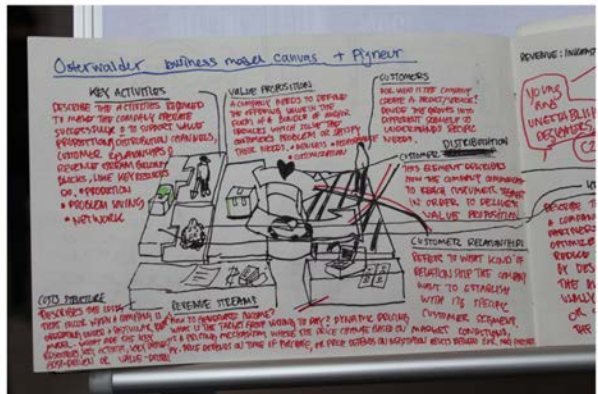
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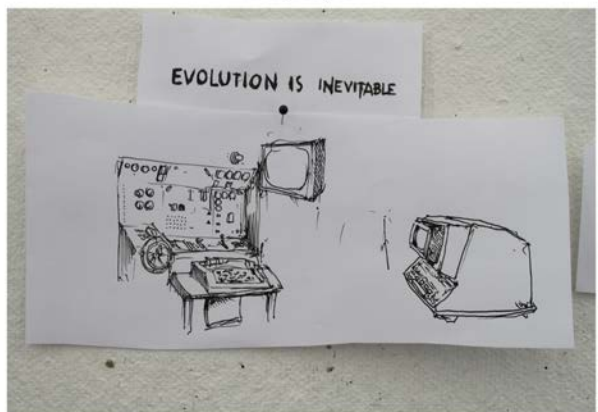
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## SPACE DRAWINGS

Spatial sense development exercise



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## LIGHT DRAWINGS



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## CONCEPT MODELS



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**Upon return from Flakfortet the students worked on completing their projects and prepare for exhibiting them.**



**Exibithion and selection of student projects, KONNECT Copenhagen:**

Exibithion date: 11.03.2016 - 08.05.2016

The Royal Danish Academy of Fine Arts, Schools of Architecture,  
Design and Conservation School of Design  
Danneskiold-Samsøes Allé 51  
1435 Copenhagen K







FLAKFORTET 2016 - The following design projects are created

# KONNECT



## What is KONNECT?

KONNECT brings together art students and environmental scientists to discuss some of the major environmental challenges that the world faces. KONNECT is a Nordic project - supported by the Nordic Council of Ministers Sustainability initiative and the Nordic Culture Point.

## WHY?

The aim of KONNECT is to bring together scientists and artists, because they express themselves differently. Scientists have a hard time making their voice heard. They are subjected to very strict codes of communication, must express themselves in a set, dry and objective way, which is not likely to catch the attention of the general public, media or politicians. Artists on the other hand are experts in changing mind sets, in making people see the world in a different light. KONNECT aims to create a dialog between artists and scientists to inspire the creation of art works that will arouse public attention to pressing environmental problems.



## HOW?

KONNECT holds a series of 4-day workshops - one in each of the Nordic countries, bringing together environmental scientists, artists and students from different faculties of Nordic Art Academies. Through lectures and discussions the stage is set for the students to work in groups or individually on art project proposals.

## WHO?

Participants in KONNECT include:  
 Institute for Sustainability Studies, University of Iceland - project leader  
 The Iceland Academy of the Arts  
 The Stockholm Resilience Centre  
 The Royal Danish Academy of Fine Arts School of Architecture, Design and Conservation  
 University of the Arts, Stockholm  
 University of the Arts, Helsinki  
 Bergen Academy of the Arts  
 The Nordic House, Reykjavik



Agnete Beierholm, Textile Design, exhibition project title: "THE SCIENCE OF DYEING"

Anja Yelizarjeva, Fashion Design, exhibition project title: "WOMEN EMPOWERMENT IN FASHION HEAD DESIGN AND BUSINESS"

Anna Klara Oxholm Iversen, Furniture Design, exhibition project title: "ALL ITEMS WILL BE REMOVED TOMORROW"

Carl Jonathan Hultgren, Spatial Design, exhibition project title: "OWN IT - OR RENT IT"

Dor Amital, Communication design, exhibition project title: "THE NEW ME"

Dorte Gottlieb Löfström, Communication design, exhibition project title: "NEWS VALUE GAME"

Ida Blichfeld, Textile Design, exhibition project title: "FROM PLASTIC WASTE TO USEFUL TEXTILE"

Julie Bjorg Raith, Spatial Design together & Malene Bay Jorgensen, Spatial Design, exhibition project title: "JOURNEY TO THE ETERNAL SLEEP"

Katharina Christine Mülke, Spatial Design, exhibition project title: "PHONESALONEN"

Lisbeth Dam, Textile Design, exhibition project title: "THE PRINCIPLE OF PROXIMITY"

Mimi Ravn, Textile Design, exhibition project title: "USEFUL WASTE"

Monica Fie Stemann Nielsen, Furniture Design, exhibition project title: "THE FISH STORY"

Petar Pilipovic, Spatial Design, exhibition project title: "REPURPOSED INTERIOR WALL PAINT: SUSTAINABLE ART & PACKAGING"

Sanne Joel Böckhaus, Industrial Design and Ceramic Form, exhibition project title: "STÆRKT LAND"

Thomas Bugge Visholm, Spatial Design, exhibition project title: "A VIEW TO A THRILL"



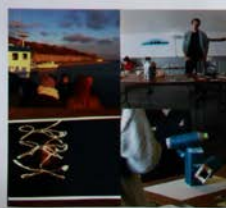
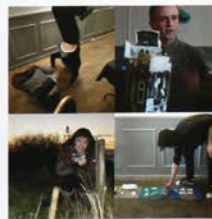
The KONNECT project was a 4 day workshop that took place on Flakfortet on February 12-15, 2016. 16 students from the KADK and 6 mentors from different scientific backgrounds took part in intensive sessions that centred around connecting art and design with environmental sciences.

The KONNECT workshop is a part of the "Design Ethics Sustainability and Consequences" course that started with two weeks of lectures, followed by the 4-day KONNECT workshop. The workshop was voluntary. After the course at Flakfortet, the KONNECT Group took part in a reflection and guidance group for the following four weeks, and finished their projects by presenting a concept description and prototype/mock-up. The results are exhibited on the following boards.

Flakfortet is a sea fort located on a low lying artificially built island of Saltholm, in Øresund. The location is chosen with reference to threats posed on islands and coastal regions by the impending sea level rise resulting from global warming.

The workshop was lead by Peter Dammand of the KADK, and other mentors included Johan Carlsson from the KADK, Diego Galassi from the Stockholm Resilience Centre, Kira O'Reilly and Ulrika Fern from UniArts Helsinki, Tina Gunnarsdóttir from the Iceland Academy of Arts and Guðrún Pétursdóttir from the Institute for Sustainability Studies, University of Iceland, who coordinates KONNECT.

The keyword in KONNECT is communication.



## Selection of students projects

### Title: The new me

By Dor Amitai

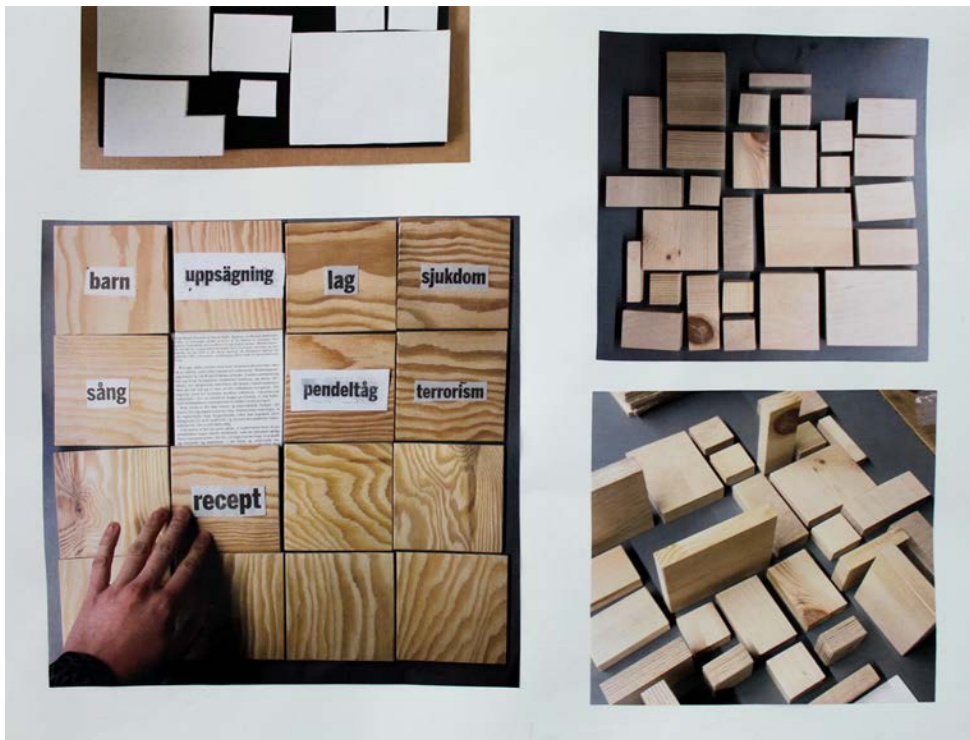
In the project with the title *"The new me"* Dor Amitai will raise awareness to Sustainability issues by creating a series of interactive posters to place in public spaces.

Dor want to create the feel of a coherent brand called *"the new me"* that presents simple sustainable tips and facts.

The posters encourage the viewer to take action and make a positive change, first by taking a card form the poster and later by putting it at home, as a reminder of *"the new me"*







**Title: All Items will be removed tomorrow**

By Anna Klara Oxholm Iversen

The project works with the traces we leave, Anna Klara Oxholm Iversen has worked with at site-specific area in Copenhagen, where she has made excavations or archaeological registrations. Based on archaeological principles, she has studied a bivouac housing area, where she has registered the trash we leave.

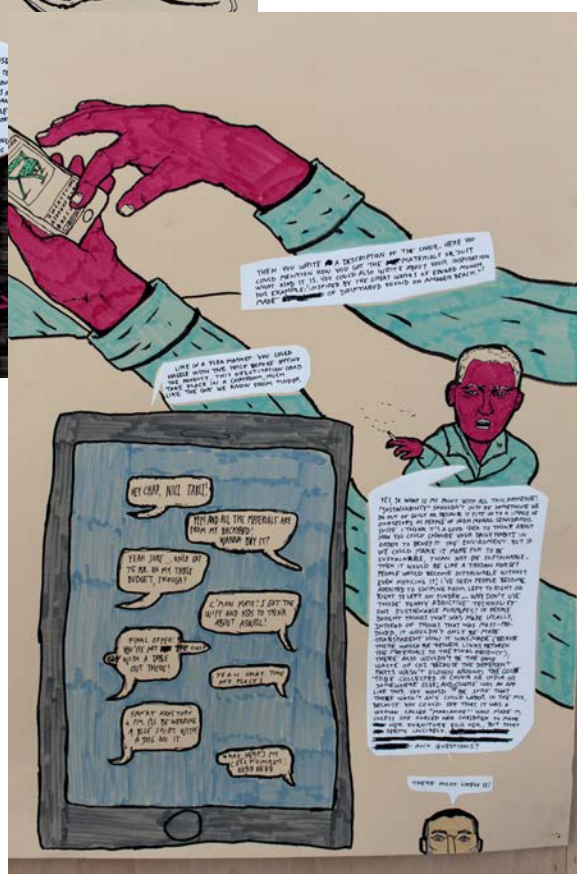
Everything is systematically registered and mapped, so that future generations can understand and recreate the trash and site from a temporary accommodation in central Copenhagen. The project works with a visualization of the tracks we leave behind us, and what future researcher will find and try to understand and make sense of.

In Copenhagen, previous excavations of landfills from 1600 gave researchers an understanding of what life was like back then. The current project asks questions like: what is it we want to be remembered for and what are the tracks and things that will tell our generation's history.









**Title: Journey to the eternal sleep**

By Julie Bjærg Raith and Malene Bay Jørgensen

Julie and Malene have worked with a spacious installation where the viewers, through interaction with the work, will face a number of choices on how they want their own funeral or disposal of their body to be.

You, as a viewer, are in the work asked to make a number of choices about what you want with your dead body. Each of the different choices has an environmental impact. Behind the work is a life cycle analysis or "cradle to grave" analysis of the different choices you can make when a person dies and a body needs to be "disposed of".

What choices will you make about your own body so that the last journey does not become an environmental disaster?







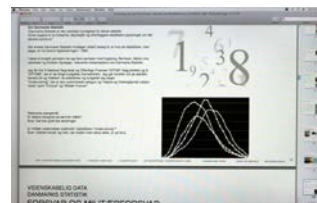
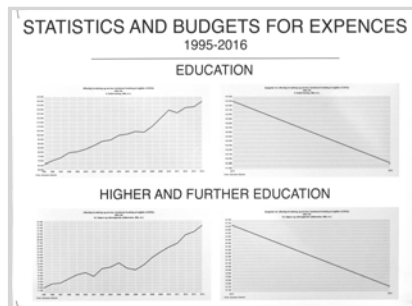
**Title: Stærkt Land**

By Sanne Juel Bøckhaus

Sanne Juel Bøckhaus has worked with visualization of data through ceramic objects in public spaces – in this project the parliament.

She has been working on visualising relationships /choices on how politicians use Denmark's tax money.

She has worked with financial allocations and priorities, such as: how does the military budget compare to the budget for education? In her ceramic objects, she visualises simultaneously the economic realities and the "expression" of military actions.



# KONNECT FINLAND

## Workshop in Kilpisjärvi

February 26 - March 3 2017

Konnect in Finland was incorporated into a new graduate program – MA in Ecology and Contemporary Performance (MAECP) at the UniArts Helsinki. The MAECP had just commenced in the fall of 2016 and Konnect was held in the end of February 2017. Everything was new, fresh and exploratory.



The venue of Konnect was the biological research station of Kilpisjärvi in Samaland, on the joint borders of Finland, Sweden and Norway.



The remote setting in the midst of winter was inductive to contemplations and explorations on human/nature interactions. Local scientists and artists, as well as visiting artists from afar (some through skype) shared their work and expertise with the students during the course of the workshop.





Ample time was devoted to student presentations and discussions, as well as outdoor explorations of the winterscape.



## STUDENTS

Anniina Ala-Ruona MAECP student  
Johannes Birlinger MAECP student  
Christiana Bissett MAECP student  
Shelley Etkin MAECP student  
Elizabeta Lace MAECP student  
Jussi Salminen MAECP student  
Virtual Ida Larson via skype MAECP student

Fanny Ehnvall Time and Space student  
Lilli Haapala Time and Space student  
Venla Helenius Time and Space student  
Veera Kopsala Time and Space student  
Milla Piironen Time and Space student  
Terhi Nieminen Time and Space student  
Estelle Schropp Time and Space student



## MENTORS

Ulrika Ferm Time and Space, KuvA  
Tanja Koponen KuvA  
Kira O'Reilly MAECP  
Aune Kallinen TeaK (from Wednesday evening)  
Gudrun Petursdottir Iceland Konnect  
Tinna Gunnarsdottir Iceland Konnect  
Diego Galafassi, Resilience Centre, Konnect  
Peter Dammand Copenhagen Konnect  
Lina Persson Sweden Konnect  
Eleonor Frankenberg Sweden Konnect, student  
Marjo Palokangas Sweden Konnect, student

### • Other contributors

Perdita Phillips via skype <http://www.perditaphillips.com/>  
Dee Heddon via skype <http://www.gla.ac.uk/schools/cca/staff/deirdreheddon/>  
Leena Valkeapää [http://arts.aalto.fi/en/current/news\\_archive/2011-10-25/](http://arts.aalto.fi/en/current/news_archive/2011-10-25/)  
Antero Järvinen, the director of the Biological Station  
Artist Leah Beeferman will also be at the station on a residency, we might have the opportunity to meet her <http://www.leahbeeferman.com/>

## READING LIST

### Readings on Environmental Research

from Guðrún Pétursdóttir<sup>1</sup> and Diego Galafassi<sup>2</sup>

1. Institute for Sustainability Studies, University of Iceland
2. Stockholm Resilience Centre

4. Please read about **SOER 2015 — The European environment — state and outlook 2015**: A comprehensive assessment of the European environment's state, trends and prospects, in a global context.
  - a. <http://www.eea.europa.eu/soer-2015/about>
  - b. Look at the SOER 2015 Report <http://www.eea.europa.eu/soer>
  - c. Read the Section on **Global megatrends** (11 trends) and the **Synthesis report**

5. Please learn about the **Planetary boundaries** concept: see:

Listen to the **Ted talk by J. Rockstrom**:

[http://www.ted.com/talks/johan\\_rockstrom\\_let\\_the\\_environment\\_guide\\_our\\_development?language=en](http://www.ted.com/talks/johan_rockstrom_let_the_environment_guide_our_development?language=en)

<http://www.stockholmresilience.org/research/planetary-boundaries.html>

<http://www.stockholmresilience.org/research/planetary-boundaries/planetary-boundaries/about-the-research/the-nine-planetary-boundaries.html>

Steffen et al, 2015, Planetary boundaries: Guiding human development on a changing planet, Science 13 FEBRUARY 2015 • VOL 347 ISSUE 6223.

<http://www.sciencemag.org/content/347/6223/1259855.full.pdf>

6. Please read about **Climate Change and the IPCC**  
<http://www.ipcc.ch/organization/organization.shtml>

Summary of the latest IPCC summary report for Policy-makers on climate change:

[http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5\\_SYR\\_FINAL\\_SPM.pdf](http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf)



## PRESENTATION AND EXERCISES

# The Anthropocene

## Travelling north

What do you leave behind?

What do you look forward to?

What do you see out of the window?

### Group activity: Complexity

#### Content

We will facilitate a group exercise where we give simple instructions and ask students to move around the room following those instructions. After some minutes of walking around a structure will emerge in the way people are located in space.

The goal is to discuss how structure emerge from local interactions – and start thinking about complexity.

#### Format

15-20min

Very active group activity and light mood. No theory or anything, just play.

### Opening

- What we will do this morning is to take a look into a couple of key ideas that are shaping sustainability science.
- It is an area of convergence of many perspectives. This is more based on natural sciences, but lots of bridges and work across social and natural sciences.
- Konnect is also about developing empathy to all the different ways that we use to understand the world.

### Ice and the historical temperature of the planet

#### Content

How scientists find out about the historical temperature of the planet?

- The craft of collecting data and getting to know about the planet
- Connect here to the work of Glaciologist that was part of the initial idea for Konnect

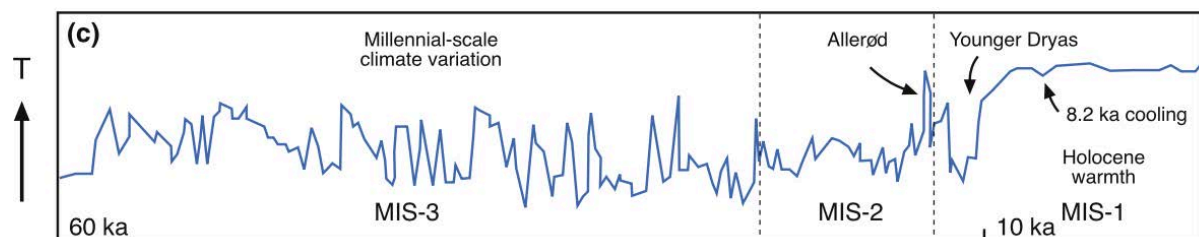
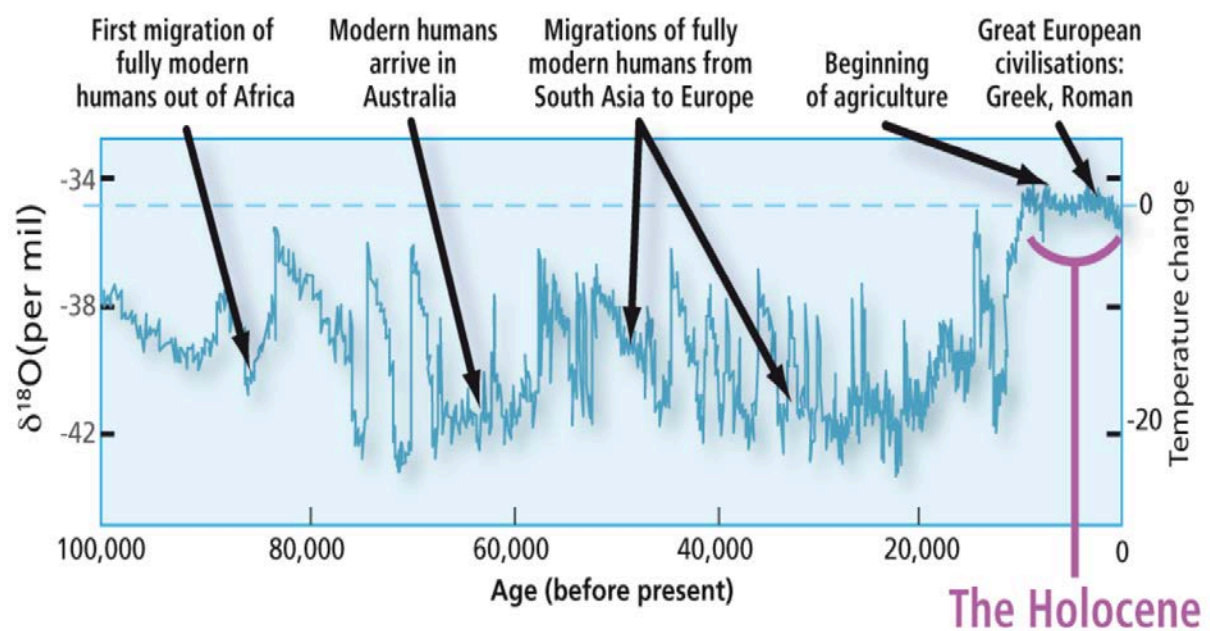
#### Format

7 min

Talk and slides

## Group activity

Content	Format
<ul style="list-style-type: none"> <li>➤ Mark everything you would like to, that helps you to get a sense of this time scale</li> <li>➤ Take 15-20min to work on this.</li> <li>➤ Back to the group we ask people to give some examples of their favorites.</li> <li>➤ We then introduce these below.</li> </ul>	30min Group activity



## Debrief

Content	Format
<ul style="list-style-type: none"> <li>➤ What do we .</li> </ul>	20 min Group dialogue

## Possible Questions:

- Why is the climate stable in the Holocene?
- Why so much fluctuation in Earth's history

## Introducing the Anthropocene debate

Content

The great acceleration

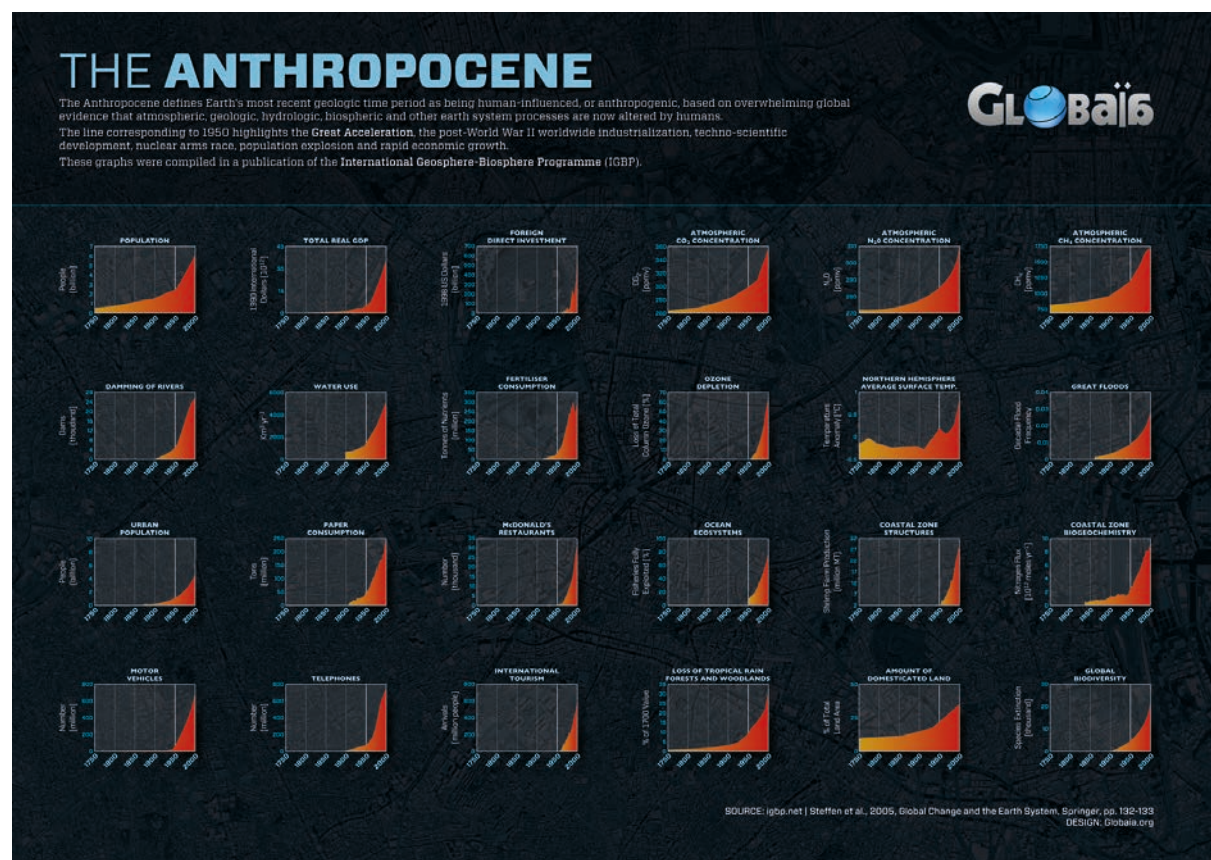
The Geological Society – debates when did it start?

The conclusion

The implications to various fields (conferences, capitoloscene, etc.)

Format

Talk and slides





## KONNECT

### *Whose Sustainability?*

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#### Prologue

Readings are made available via a dropbox folder  
Exercises are initiated at the train station by Ulrika and Diego

#### Situating each of us and our knowledge:

During which we position the project, its initiators and its participants:

1. Introductions by Gudrun, the intentions of Konnect, the kernel of the initiative, the fire
2. Introductions from Ulrika and I, comments that introduce the emphasise on *Whose Sustain ability?*
3. Student voices, who are they, what are they already doing in their artistic practices and in relation to the concerns of Konnect?

#### Introducing knowledge:

Time lines, the larger global context towards the Anthropocene, knowledge from the sciences by Gudrun and Diego

#### Making meaning of this, situating these understandings in Kilpisjärvi via

Student led activities, exploring the environment, developing ideas, discussions  
Listening and other assignments, Ulrika Ferm  
Local artist Leena Valkeapää  
Sámi artist and activist Paulliina Feoderoff  
Aune Kallinen's trituration, environmental remedies (my title not hers) Antero Järvinen (station director)  
Body research, Kira O'Reilly  
Informal discussions with Gudrun, Diego, Tinna, Aune etc.

#### External provocations towards situatedness

Perdita Phillips, Perth, Western Australia, Post-Sustainability and her environmental art,  
skype talk Dee Heeddon, Glasgow, sustainability and the wild, disabilities and accessibility,  
walk and skype talk  
Tinna's presentations on her work and the Willow Tree project

#### Kilpisjärvis Outcomes:

Students present their current thoughts and ideas in response to the week. They indicate where their further development might go and what they might wish to make.

MAECP students continue to work in Lapland for one week. KuvA students return to Helsinki

#### Helsinki spring:

Meeting with  
Pauliina Continuing  
work with Aune  
Developing artistic  
projects

#### Helsinki autumn

Presentation of artistic projects. Discussions about the works with an invited responder.

## STUDENT PROJECTS

While most of the participants returned home after the workshop, some the students prolonged their study trip in Samaland for a week. The students have incorporated the Konnect inspiration into their work in the MAECP course, but their final projects are still to be exhibited when this is written.



Kuksa - a traditional Sami cup made from Birch burl.