



Navigating the Studium Individuale- Student Advising Handbook

Note:

This material was developed at Leuphana and is included in the [CREATES Toolkit for Faculty Advising](#) as a sample higher education advising tool or practice.

For more information and additional educational tools, visit: <http://europe-creates.eu>

NAVIGATING THE STUDIUM INDIVIDUALE

A GUIDE TO FINDING AND EXPLORING YOUR DEGREE PATH

This handbook is intended to be a guide and tool for you as you explore your developing interests.

It includes a [calendar](#) of key meetings, [a brief introduction to the Studium Individuale Portfolio](#) and information about:

1. When you will have [opportunities to talk and plan](#), with us and with each other.
2. What [capacities and skills](#) you will develop in the Studium Individuale
 - a. What a [concentration](#) is and why is it useful
 - b. Mapping your studies across [the arc of your degree](#).
 - c. How the elements of the [Studium Individuale work as a whole](#).
3. [Portfolio and module guidance](#) and further resources:
 - a. Information for developing your [portfolio](#).
 - b. Suggested [reading, listening and viewing](#).

Studium Individuale Advising Meetings and Workshops 2019/20

Workshops will take place on Wednesdays between 14:00-16:00 in C40.###. Faculty advising meetings will take place towards the end of each semester.

WEDNESDAY 23RD OCTOBER

WORKSHOP ONE: [GENERATING IDEAS AND FINDING A FOCUS.](#)
BEGINNING AN INTELLECTUAL AUTOBIOGRAPHY

WEDNESDAY 20TH NOVEMBER

SYMPOSIUM.

WEDNESDAY 11TH DECEMBER

WORKSHOP TWO: [MAKING CHOICES TO CREATE YOUR
DEGREE PATH.](#)

MAPPING DECISIONS, CREATING PATHWAYS

THROUGHOUT JANUARY

INDIVIDUAL FACULTY ADVISING MEETINGS.

*REFLECTIVE WRITING PROMPTS - INSTALLMENTS IN YOUR
INTELLECTUAL AUTOBIOGRAPHY*

WEDNESDAY 15TH APRIL

WORKSHOP THREE: [WORKING ACROSS BOUNDARIES.](#)

BEGINNING A BOOKLIST

WEDNESDAY 20TH MAY

SYMPOSIUM.

WEDNESDAY 17TH JUNE

WORKSHOP FOUR: [WHAT MAKES A STRONG
CONCENTRATION.](#)

REVISITING YOUR INTELLECTUAL AUTOBIOGRAPHY

THROUGHOUT JULY

INDIVIDUAL FACULTY ADVISING MEETINGS.

*REFLECTIVE WRITING PROMPTS - INSTALLMENTS IN YOUR INTELLECTUAL
AUTOBIOGRAPHY*

The Studium Individuale Portfolio of Intellectual Autobiography



The thing that makes the Studium Individuale special is that it takes seriously the idea that understanding complex problems requires cooperation and communication beyond traditional boundaries. It asks that you think across disciplines, and even beyond the university, to create new connections and gain a fuller knowledge of the world in which we live. This is an opportunity but it is also a challenge. So that our ideas don't become either vague or automatic, we need to make our own plans which are responsive and adaptable but also deliberate, informed and considered. That is where the **Studium Individuale Portfolio of Intellectual Autobiography** comes in. It seeks to support you as you develop degree paths which are *thoughtfully interdisciplinary, decisive and purposeful, reflective of your values and aspirations, adaptable and (where beneficial) collaborative*.

This is a tool we can use to develop a process-focused plan towards a focused but rounded and rich concentration. Your portfolio will accompany your degree from start to finish. It is expected to be:

- ❖ Evolving
- ❖ Continuous
- ❖ Imperfect
- ❖ A record of how your thinking changes, when and why
- ❖ For you, for conversation, and for collaboration...
- ❖ ...**never for assessment**.

To help you create it, you will be guided and supported through:

- ❖ **faculty advising** meetings
- ❖ and within **group workshops** in which we will think together about key problems and approaches in the Studium Individuale.

Each of these opportunities will give you a space and a provocation to add installments to your own evolving portfolio. This is a space for individual reflection, but also for collaboration and conversation - with us and with each other. This process will culminate in the final module of the Studium Individuale in which your completed degree will be the subject of enquiry, laying a foundation for your Bachelor Thesis and for your next steps beyond Leuphana.

This guide describes the opportunities we will create together to explore, deepen and enrich your ideas across the course of your studies.

1. MEETINGS AND OTHER CHANCES TO THINK AND TALK TOGETHER

It is hugely beneficial to your studies to engage thoughtfully and critically with the decisions you make as you make them and to set aside time to reflect on how things are unfolding. We strongly recommend that in order to do this you take opportunities to talk and engage with others who might challenge or strengthen your own approaches and ideas.

Everyone is different and there is no one-size fits all. As such, the support we endeavour to offer is personal and varied, incorporating:

- I. [Workshops](#) and [a symposium each semester](#) for every student of the Studium Individuale to meet together
- II. [One-on-one faculty support](#) (invited once per semester but available throughout as needed)



I. WORKSHOPS AND SYMPOSIUM

**** These meetings are for everyone ****



All students of the Studium Individuale are warmly invited to participate in these meetings which will take place on **the third Wednesday of every month.**

These are an opportunity to shape your ongoing degrees in with peers and with academic staff. These workshops are not compulsory but they are intended as a crucial support as you develop a purposeful and meaningful individualised curriculum.

They provide a space to develop ideas through exchange with other people who are engaged in the same process and understand both its challenges and its rewards. It is also an opportunity to learn more about what your fellow students are doing and to discover connections and opportunities to work together.

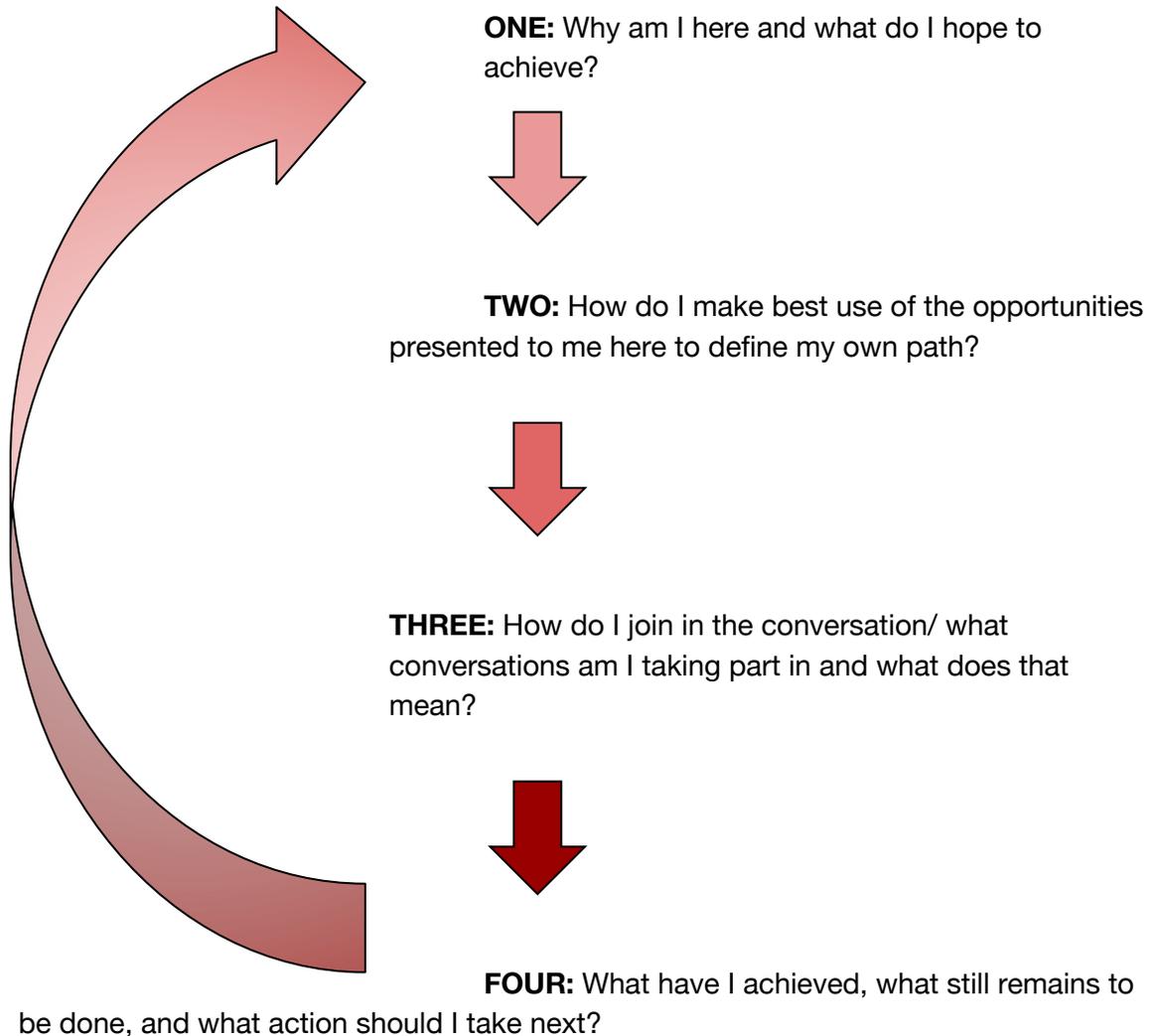
The questions we will address together through this sequence of four workshops are:

1. **What motivations and goals am I pursuing** within the Studium Individuale? What relationship does this have to my wider values and priorities?
2. How can I turn these motivations into **an action plan** and create **adaptive pathways towards my goals** (however concrete, or otherwise, these may be)?
3. What **conversations** do I want to take part in? What **inspires** me and what **provokes** me to do something of my own? What does this tell me about the conversations I participate in and how my work reaches beyond the university, drawing on and deepening other experiences and other priorities?
4. At the end of each academic year, we will take stock and ask: what has been achieved and what still remains to be done? We will use this as an opportunity to consider together **what makes a strong concentration** and to each revisit our assumptions and plans in order to prepare for next steps.

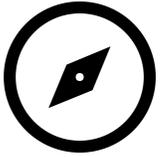
Each year we will revisit these questions in new ways and with the benefit of our developing knowledge. We ask these questions together in this way so that:

- ❖ We **anchor** our studies in our wider priorities for life and work.
- ❖ We turn **goals into pathways** and **develop deliberate agency** in our work.
- ❖ We think about our own endeavours as **taking part in wider communities of knowledge, action and cooperation**. We consider **what contribution we want to make** and how we can best make that happen.
- ❖ Our **thinking stays mobile** and our **plans adaptive**.

It looks something like this:



*N.B. While these workshops do fit together in a sequence and you are encouraged to participate in all of them, they also stand alone and **missing some does not mean that you can't participate again later on. You are welcome whenever it would be most useful for you to attend.***



Workshop One: Generating Ideas and Finding a Focus.



Wednesday 23rd October 2019

Summary

In this workshop, we will explore how **your interests and passions** can (and perhaps should) form the basis for the **design of your curriculum**. There are no “right” answers and nothing is finally fixed until you want it to be. This is a space for exploring ideas and beginning to articulate what these are and where they come from.

The priority will be to identify your authentic interests and consider how these can be explored through **addressable questions and concrete examples**.

This workshop will begin a conversation and a thought process which should accompany your degree path from start to finish, asking:

- What is important to me and why does it matter?
- What are the first connections between who I am as a person - what I value and what I want to achieve - and what is important to me to discover and learn about in my academic studies?
- How can I make a connection between a starting idea and concrete, analysable examples?
- What strategies can I develop to think of my wide-ranging studies in terms of a uniting theme, problem or question?
- What does it mean for my degree to have a ‘concentration’ and how can this help me to plan my studies?

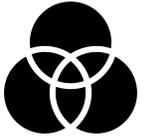
Outcomes

Each student will leave the workshop with **an articulated generative idea** and a **tentative sketch, mapping questions** which arise from this. This will be explored with peers from across the Studium Individuale. There is no expectation that this will be complete or final - or even that it should be; instead this is a starting point and anchor which will be the basis for ongoing revision.

This will form the beginning of your **Portfolio of Intellectual Autobiography** which sets out to anchor your studies within a considered understanding of your own wider priorities and to create a space for consciously adapting to new knowledge and experiences as they develop.



Workshop Two: Making choices to create your degree path.



Wednesday 11th December 2019

Summary

Motivations can be complex, situations equally so. But it is important that we make decisions as well as we can so that we can take purposeful action.

This workshop will focus on processes of decision-making and how we go about making informed decisions to the best of our abilities and the best of our knowledge. This will explore methods drawn from a variety of fields and schools of thought so that you can consider what is the most useful approach, or combination of approaches, for you.

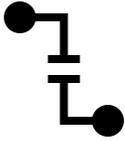
This will examine the decisions that Studium Individuale students need to take in the course of their degrees to build your curriculums. We will address this process in a practical light and step by step, asking questions such as:

- What makes a 'good' decision? (And how do we handle the consequences of less-than-good decisions?)
- What factors and priorities might influence the decisions we make?
- Are there procedures and techniques which might help us to think through difficult decisions?
- What particular role does decision-making play in the Studium Individuale and in building your curriculum?

We will think together about different ways in which individuals approach decision making. The focus will be around developing our own deliberate processes, or toolkits of diverse approaches, to help us clarify our priorities so that we can think clearly about what we want to do and plan pathways.

Outcomes

The work produced by each student in this seminar will be one of a selection of tools that it introduces, depending on what is most interesting to explore in light of your own ideas about decision making. This might, for example, be a concept map, a list of priorities, a piece of writing about a decision made in the past or your understanding of good decision making. Or a hybrid of these approaches. The idea will be to come away from the workshop with **some ideas and tested approaches about how to turn goals and priorities into considered pathways.**



Workshop Three: Working Across Boundaries: Finding Inspiration and Making Connections.

Wednesday 15th April 2020



Summary

In this workshop, we will consider how to place our own work within a context and think about how to refine your own sense of your degree as participating meaningfully across fields of thought, action, and collaboration.

One way in which we will do this by thinking about what **texts, objects, experiences** (performances, films, lectures, documentaries etc.) have been especially influential to us and examining why this has been the case.

This is an opportunity to see what sorts of methodologies and approaches you are drawn to or have found most useful. Which ideas have shaped your own

In the Studium Individuale this has particular significance because it gives us the chance to consider one of the big questions which underlies our collective project:

What kinds of questions do we ask and why are they best addressed from multiple perspectives?

Other questions to consider in light of our unfolding degree paths might include:

- Where - in the university and in the wider world - are these things from?
What places, times, people, disciplines are represented in your list?
- Does this represent the **diversity** you would hope for as a basis for your own thinking?
- **What sorts of relationships** do these objects represent to your developing ideas?

Outcomes

We will each produce a collection of influential objects. We will use these to think about what scholarly/social/political/cultural conversations we want to take part in and how (and why) to go about doing so. It will also give each of us a clearer sense of the contexts in which we are already acting. Who has addressed our questions before us, how did they do so, and how can we, or would we like to, contribute?



Workshop Four: What makes a strong concentration?

Wednesday 17th June 2020



Summary

This workshop comes at the end of the academic year and is intended as an opportunity to come together and take stock of the work that has taken place over the preceding two semesters.

This is, then, a chance to revisit what you have accomplished over the course of the year and consider how it has contributed to - or potentially shifted your understanding of - your individual concentration.

We have already thought about goals, action plans, and what it means to work meaningfully between disciplines. Now we will assess what we have accomplished and what remains to be done. We will talk together about what has gone well, what not so well, and what that reflection on the past can tell us about what we hope for the future.

We will consider:

- What have I accomplished (knowledge, skills, other experience) and what does that tell us about what could be the best next steps
- What is my concentration currently like?
- How does this relate to what I would like my concentration to look like?
- How do I set about getting there?

Outcomes

The work produced in this workshop will be a 'statement of purpose', an account of what you have done and why. This is intended to be a (very) short essay which crystallises your plans in a way which is, first and foremost, a useful exercise in clarification for yourself and a milestone in the development of your degree. It is also an opportunity to think about what you hope to do next.

Symposium

Winter Semester: Wednesday 20th November 2019

Summer Semester: Wednesday 20th May 2020



Each semester, we will hold a symposium which is a dedicated space for 2-3 students to present their individual concentration and discuss it with their fellow students in the Studium Individuale. This is, of course, a useful opportunity for the student whose work is the subject of conversation, but also a chance for everyone to learn about how their peers think about their work so that you can be inspired and compare notes. Students can participate at any time in their degree when they feel that the opportunity to receive feedback would be most beneficial. This is not a requirement or an obligation; it is an invitation.

Anyone is welcome to speak about their work at any point in your degree. You can come and present your work whenever you feel it would be most useful. Please email Camilla (camilla.cassidy@leuphana.de) if you would like to do so.

There are opportunities to meet with faculty in the Studium Individuale to discuss this in advance of the presentation if you would like to but this is intended as an **informal and friendly forum** to talk through your ideas, so the preparation should not exceed a level which would be useful for reflection on and explaining your degree anyway. You should just be prepared to come and chat about what you have been doing and why, and to answer some friendly questions.

You are encouraged to write a brief blurb before the meeting to share with participants and to document the feedback you receive. These should be added as an installment in your portfolio.

II. FACULTY ADVISING

Winter Semester: throughout January 2019

Summer Semester: throughout July 2020



Faculty advising creates a space in which to talk through your ideas and your progress **one-on-one** with a member of Studium Individuale faculty. This is not for us to check or approve of what you are doing but to establish **a dedicated space for concentrated dialogue** about your work as it develops and takes shape.

- Part of **an ongoing conversation** which will accompany your whole degree.
- **Collaborative not** instructional
- An opportunity to undertake **reflection and record keeping** which will accompany your degree and also form installments in your intellectual autobiography.

Your Faculty Advisors, Volker and Camilla, are available when you need to talk - **no problem is too small or too big**. Even if we can't solve it ourselves, we are always available to listen, to help find a solution if we can, or put you in touch with someone who is better placed to help.

If you want to talk about anything at all, please feel warmly invited to make an appointment on MyStudy or, if none are available at the right time for you, drop us an email. We like hearing from you and learning about the progress of your degrees: it will never be a nuisance.

Prompts

The reflective prompts which we prepare for you are refreshed and developed each semester and available to you at any time. They are intended to respond closely to the point in your studies you have reached.

These have three main purposes:

- They provide **a basis for our conversation** together, informing your advisor of your thought process so we have a common understanding for further thought and discussion.
- They give you **a dedicated moment and a prompt to think about how your unfolding degree** is coming together and why.

- As **installments in your Portfolio of Intellectual Autobiography**, they can be shared with others if you wish. Over time this collection of reflective moments can provide you with an insight into how your thinking has developed.

Record keeping

The prompts we give you each semester are designed to ask the sorts of questions which we feel fits in with your particular stage of study. These reflective assignments are not assessed.

They are a basis for conversation in meetings and an opportunity for your advisor to better understand the progress of your degree. These will also contribute towards your portfolio and create a long-term record which you should revisit and revise as your thinking changes.

2. What does a Studium Individuale degree look like and why.

The Studium Individuale has two significant and interwoven components: an *individual concentration* which will be planned step-by-step across your degree; and *a common core* in which all Studium Individuale students engage together in interdisciplinary enquiry. These represent a common foundation of skills and knowledge intertwined with a personal enquiry with a more precise focus. Both are integral to the successful completion of a rich degree in the Studium Individuale.

Below you will find:

- I. A guide to a Studium Individuale [concentration](#).
- II. The [phases](#) of a Studium Individuale degree
- III. How it all [works together](#).
- IV. The resulting capacities and [outcomes](#) of the Studium Individuale.

Developing a Concentration

What is it for?

- A practical tool for **directing** a self-designed degree path in a meaningful and deliberate way.
- The basis for a map which **explores and discovers connections** between diverse aspects of studies, building towards an **integrated whole**.
- A means by which to **develop and define expertise**.
- Ultimately a way to **articulate and communicate** the trajectory and significance of your degree.

What are its characteristics?

1) **Anchored in a central idea or problem.**

The concentration might begin as **an idea or theme which should then generate a question or a set of connected questions**.

This will be provisional and **a work in progress until the end of your degree**, but your thought process should nevertheless be articulated as clearly and precisely as possible from the beginning.

2) **Neither too broad nor too narrow.**

This concentration should accompany the entirety of your studies so it needs to be **rich enough** to allow for a long and varied process of investigation. But it should be **focussed enough** that it provides a useful framework to help define a coherent and purposeful path through your degree.

Avoid vagueness, even when your plans are provisional:

- **Be specific** in what you are asking... - ... and **use concrete examples** to illustrate this.

3) **Adaptable.**

Developing a concentration is a **gradual and dynamic process**. It should respond to new information and have the potential for continuous evolution. This, then, is a **work in progress and responsive** to new knowledge and evolving understanding. It provides an impetus for continuous reflection throughout the degree, asking:

How does each part of your studies relate to your central focus? How is the central focus impacted or altered by the ongoing progress of your degree path?

4) **An interdisciplinary enquiry.**

A concentration should also be fundamentally **interdisciplinary**, taking advantage of the opportunity afforded by the Studium Individuale to **explore and analyse a complex issue in multiple dimensions**.

It is possible, but by no means necessary, that professional aims might be one starting point for a concentration. But this should not be the end of the process. Consider **how this relates specifically to academic enquiry**.

Is this a question or problem which can best be approached by combining a diversity of research perspectives, or could it be addressed within a traditional major programme?

5) **Synthesised.**

The process of defining your concentration allows for effective decision making by providing a touchstone **around which other ideas can be organised and meaningfully connected and synthesised**.

How does the concentration direct your choices? - How can it help to explore the connections between different facets of a degree, as they are taking place and through subsequent reflection?

This creates the conditions for the finished degree to be **connected and**

synthesised and to ultimately add up to **more than the sum of its parts**.

6) **Contextualised.**

A concentration should develop within a framework which understands the importance of contexts, be these historical, cultural, or intellectual.

- **How, where, when and why** has your question been addressed by others? - How does **your work** fit **within this landscape**?

This is, in part, supported by the core modules of the Studium Individuale which create a common framework, both substantive and methodological. But it will also require thought in the development of **appropriate foundations** of approach and knowledge within your degree path, which will have its own unique requirements.

Are there basics or backgrounds which needs to be understood in order to place your concentration within its meaningful intellectual contexts?

7) **Reach beyond the university.**

As an outcome of the above qualities, it will be possible to clearly and convincingly **communicate your concentration** to others.

But your concentration can also reach **beyond the university** in other ways – it can incorporate practical work and extracurricular interests and might be a way in which you consider how your academic interests mesh with your personal and professional priorities and aspirations, whether now or for the future.

The Arc of a Studium Individuale Degree

PHASE	SEMESTER	DESCRIPTION	ASSOCIATED KEY COMPETENCIES
<p>Mapping and Exploring: Introduction</p> <p>Community building, breadth, versatility, exploration</p> <p>CORE:</p> <p>1A: Transformation of Modern Europe 1B: Ways of Knowing 2: Culture and Critique</p>	1 and 2	<ul style="list-style-type: none"> ● Mapping and exploring opportunities. Generating ideas. Articulation of reasoning behind initial ideas. ● Provisional planning. Introduction to varied subjects and approaches. Initial decision making. ● Preparation for ongoing process of curriculum design: considering approaches to decisiveness, reflectiveness, connection. ● Establish a question, with appropriate scope and connection to contemporary problems. 	<ul style="list-style-type: none"> ● Interpreting varied material ● Taking a position; forming an argument ● Working collaboratively; engaging in a shared investigation ● Making connections ● Asking good questions ● Clear communication, written and spoken
<p>Delving Deeper: Consolidation</p> <p>Increasing specialisation and independence, contextualisation</p> <p>CORE:</p> <p>3: Understanding Knowledge 4: Collaborative Research Project</p>	3 and 4	<ul style="list-style-type: none"> ● Committing to a central concentration. Articulating choices. ● Making connections; developing sense of an unfolding curriculum. Reflecting on ongoing studies as a coherent whole. ● Demonstrate responsiveness to evolving circumstances and demonstration of intellectual flexibility. 	<ul style="list-style-type: none"> ● Independent research; defining and organising own projects ● Deploying specialist knowledge ● Taking responsibility ● Refining concentration through critical thinking ● Contextualisation
<p>Looking Ahead: Culmination and Completion</p> <p>Articulating connection to wider world, making plans, establishing significance, taking an overview</p> <p>CORE:</p> <p>5: Analysing Contemporary Societies 6: Portfolio</p>	5 and 6	<ul style="list-style-type: none"> ● Finalising plans and delving deeper into individual concentration. ● Articulating connections and interactions to makes sense of complete trajectory. ● Articulating connection to the wider world, both in terms of individual plans and contemporary society. ● Preparation for Bachelor Thesis. Presentation of finished degree – ability to account for strengths and weaknesses. 	<ul style="list-style-type: none"> ● Synthesis ● Reflection ● Independence ● Planning ● Convincing articulation of project ● Ability to pass on subject expertise to others

Capacities of the Studium Individuale

In place of singular disciplinary knowledge, we seek to foster a defined set of richly transferable capacities which equip students to become thoughtful, engaged and active, as participants across fields in the university and beyond it in wider commitments and future plans.

These core capacities should be consciously present in every Studium Individuale degree path and are supported in our core curriculum. Every graduate of the Studium Individuale will be able to clearly demonstrate that they have acquired the following competencies, all of which mark them as independent, flexible, and active participants across different aspects of life and society.

a) Acting independently and with purpose.

to be capable of creative problem-solving - to be able to take initiative (entrepreneurship, broadly understood) - to make well-grounded decisions, especially in complex situations - to be able to recover from or adjust easily to change (resilience).

b) Engaging with others.

to participate in an effective and responsive way in collective endeavours (professional and otherwise) - to be able to clearly conceive of one's own role, that of others and the purpose of the collective work - to communicate carefully and effectively - to be able to engage with diversity and plurality in a constructive manner

c) Thinking clearly.

to discern information critically - to think analytically to reason and arrive at judgements using one's own mind - to use imagination in connection with producing works and events

d) Learning to learn.

to be able to learn effectively - to set one's learning goals consciously - to adapt one's learning to changing situations and challenges - to conceive learning as an ongoing process.

3. The Portfolio, the Platform, and the Module.

- I. Information about approaching core questions independently through the [portfolio platform](#).
- II. A brief introduction to the **final core module**, [“Planning, Decision Making, Reflection”](#), and the final aims of the portfolio [in support of a rich and rounded education](#) in the Studium Individuale.
- III. [Further resources](#) for approaching some of these questions independently.

I. THE PORTFOLIO AND THE PLATFORM

To begin with, we will be working offline, developing processes of writing, thinking and record-keeping, which are likely personal and tentative to begin with. These should be kept and added to over time. In the first instance, the way in which these records are kept is up to you. You might prefer a pen and paper, a Word document, a Google Drive, a Wordpress site, a ring-binder, a scrapbook, a portfolio on Mahara.

But, in order to make this process smoother and your developing work easier to find and connect, this will move online in summer semester 2021, when every student will be invited to keep these plans and records in self-curated websites. Each student will then have their own domain in which to develop their own space for organising their thoughts.

These will create more of a chance to make your work visible to others, to keep everything together in an easily navigable space which is taggable and searchable, and to easily share and work together in different contexts. It will mean that there will be new ways to see if there are other students in the Studium Individuale working on similar questions to your own.

Eventually, these websites will be a basis for academic and professional profiles which can be exported and used for next steps. We also hope that they will offer a way for alumni to stay in touch with the programme and remain part of our community beyond graduation.

More information about this will be provided nearer the time.



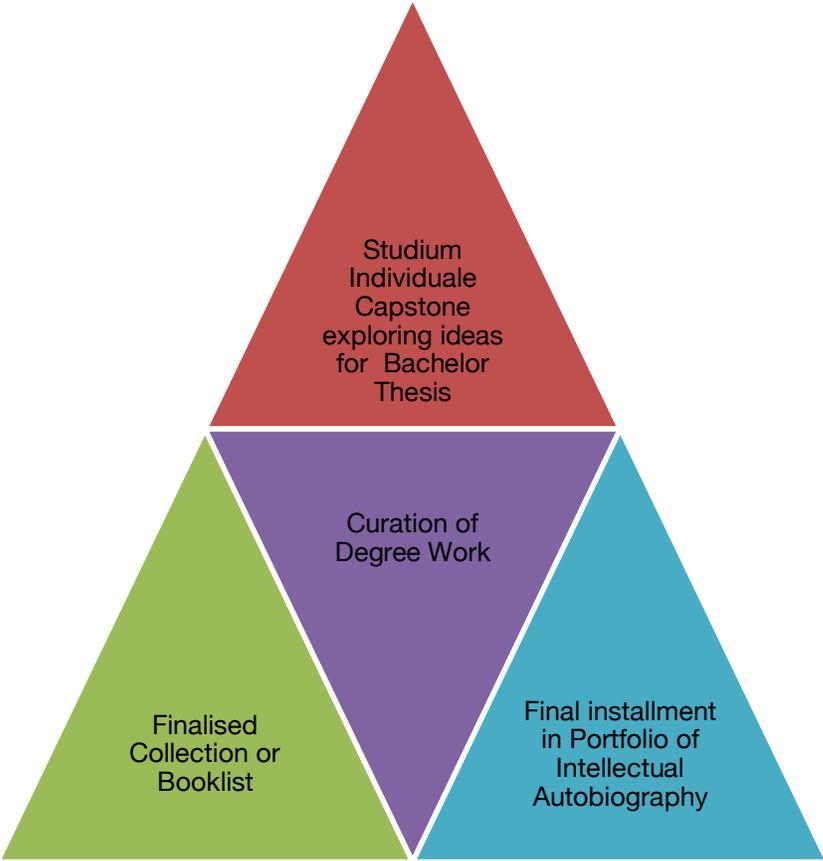
II. THE FINAL MODULE: **PLANNING, DECISION MAKING, REFLECTION**

Students who began their Studium Individuale degree in 2019/2020 will be required to complete the compulsory module “Planning, Decision Making, Reflection” in the common core. This will take place as you prepare to complete your degree and write your Bachelor Thesis. This module will draw on the work compiled in your portfolio across the course of your degree.

As such, for you, attending workshops and faculty advising meetings and working on your portfolios has two purposes:

1. During your degree it gives you a space to think and talk and make interesting mistakes with no consequences and lots of support.
2. At the end of your degree, as you think about what to write your bachelor thesis about and what next steps beyond the university will be, we will have a seminar in our common core in which the question of what you have accomplished and where it is leading will be explicitly addressed. ***The work you have done alongside your degree will make this final step both easier and more meaningful.***

The work completed in “Planning, Decision Making, Reflection” will culminate in a final assessed colloquium and also comprise:



This work will draw directly on the portfolios which you will be guided to produce across the course of your degree. For this reason, it is strongly recommended that you engage in this process as it unfolds. It will be possible, but far less valuable, to complete the necessary work in a single seminar course.

III. OTHER EXERCISES, RESOURCES, GUIDES

Further resources can be found in [the Studium Individuale Google Drive](#).

FURTHER READING (following on from ideas discussed in workshops)

Should you be interested in taking these ideas further yourself, further reading around these themes is available below. None of this is required, before, during or after the workshops: these are just some of the ideas which will inform our conversations.

[Storytelling](#)

[Making Decisions](#)

[Complex problems](#)

[Thinking Like a Designer](#)

OTHER RESOURCES

You are always welcome to come and talk through a problem with faculty advisor. But, if you're having trouble and prefer to think about it independently first or just feel that it would be useful to take a step back and reflect on how things are progressing, you will find a collection of orientating exercises [here](#).