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| *Phase/* *Month of contact classes* | *Content/Topic* | *Pre-assignments* | *Targets* | *Assignment/Activities of the contact classes* |
| 1. | My way to MA studies – digital career story and journaling as means of self-examination | 1) Find 20 images related to phases leading to MA studies. The images will be used in the digital career story and need to be in digital format.  2) Find one particularly meaningful image – taken by yourself or another person.  3) You need laptop, headset, cordless mouse and Chrome or Firefox browser in the workshop. Make sure that you have them available in the workshop. | To get to know each other in the study group  To reflect own personal professional career so far as well as turning points and choices leading to MA studies | Introducing circle using meaningful images as starting points of introducing oneself.  Digital storytelling workshop (described in detail in another article in this publication) |
| 2. | Journaling practices | 1) Introduce yourself as professional on the Padlet platform using words, images, video and other links if needed. Examine the introductions of your classmates on the Padlet platform.  2) Find your own way of journaling, a personally natural and easy way to do the diary work – whether in the form of words, images, videos, audios or multimodal expression. | To open new options and broaden journaling practices  To find one’s own way of journaling  To confirm permanent learning teams on the basis of interests | Sharing journaling experiences in permanent learning teams as well as in the study group and Google Jamboard |
| 3. | Critical assessment focusing on personal areas of own professionalism  Recognition of the discourses, and archetypes of the field | 1. Reading articles discussing the roles and areas of (artist’s) professional life and revenue models  2. Reflecting read articles in the diary. Angles of the reflective work:  About your personal professional field: What kinds of areas does it consist of? What kind of new areas might there be? What are your skills and what kinds of skills would your need when aiming for new areas? | To reflect own professionality, the content and areas of it as well as needs of development | In the beginning of month 3 contact classes the students share their observations concerning the professional areas and roles as well as archetypes in permanent learning teams after introduction to workplace discourses and archetypes. The observations will be gathered in Google Jamboard and examined in the study group. |
| 4. | Exploration of professional identity  Critical views to storytelling Framing workplace communications | The pre assignment consists of  1. Listening to the podcast series Varo kertomusta! (Mind the narrative!) based on critical discourse ananlysis of (media) narratives.  2. Reflecting on diary observations, experiences, thoughts and emotions connected to workplace and the field of art and culture  3. Recalling some workplace situations that have stuck in the mind for one reason or another | To study frames, discourses and narratives of the professional field as well as reflect personal professional narrative | After introduction to workplace communications and frames of it, the students share their experiences and considerations in the permanent learning teams. Findings are also gathered and studied in the study group.  The permanent learning teams are to make the story of the team on basis of issues, which connect the participants of the team. The team stories are shared in the study group and/or in Google Jamboard. |
| 5. | Planning a course of action for the future | Pre-assignment is connected to the course Future Operating environments, which has been completed recently. The students are to study and reflect on the future scenarios, threats, opportunities and narratives in journaling. At the same time the students are to present their research plans of the research and development work in the thesis. | To study and discuss future narratives and their influence on actions and communities | In the contact classes the students first share their observations in permanent learning teams, and also categorize the issues of future workplace into three classes: issues that they may have influence on by themselves, issues that they may have influence on with someone else, and issues they cannot have influence on at all. After the categorization the permanent learning teams share their findings in the study group. |
| 6. | Acquisition of knowledge. Research and development as personal experience | Pre-assignment is connected to thesis work, and to the research and development project. The students have planned, and also presented their research plans recently. In the pre-assignment they are to reflect in journaling what has been done and happened in their research and development project so far, and what kinds of experiences and emotions have occured related to the progress of the thesis project. | To study personal research and development experience as well as to find similarities and differences compared with the study group experience | The observations are shared in permanent learning teams, and the teams present figures they have made based on shared experiences in thesis project work in Google Jamboard. |
| 7. | Acquisition of knowledge and new skills implementing the new course of acition  Artistic Statement | Pre-assignment directs the students  1. To study at least five artistic statements or parallel texts introducing artists and their art  2. To read article Narratives at work: The development of career identity (Frans Meijers and Reinekke Lengelle, 2021,  https://www.researchgate.net/publication/241710063\_Narratives\_at\_work\_The\_development\_of\_career\_identity).  3. Reflect reading experiences in the diary. | To study how to make personal Artistic Statement and construe personal professional narrative | The contact classes include discussion in permanent learning teams examining observations and notes made as well as studying the artistic statements and reading the pre-assignment article. The students are also guided to discuss how private and public artistic texts differ from each other, and what kind of artistic texts the students themselves would like to present – including values and stance.  The findings are presented in Google Jamboard, and shared in the study group. |
| 8. | Acquisition of knowledge and new skills implementing the new course of action: Discourses, roles and identities | The pre-assignment consists of:  1. Studying on the online course focusing on workplace communication  2. Reading four articles about the role and practices of language use in workplace context  3. Reflecting the course and reading experiences in journaling | To learn frames and practices of workplace communications as well to become aware of effects different kinds of discourses may have | After short introduction to workplace communications the students discuss in permanent learning teams following questions:  Is the workplace communication doomed to fail?  What kinds of narratives are preferred – and which do you yourself prefer?  What is important in workplace communication?  The findings will be gathered into Google Jamboard and shared in the study group. |
| 9. | Provisional trying of new roles and assessing | Pre-assignment consists of studying the roles, areas, revenue model and the content of personal professional identity in the diary. | To become aware of the complex of personal professional identity as well as possibilities to break new professional areas that are valuable in professional development | The contact classes include reflective discussion and sharing in the permanent learning teams. The teams also present their conclusions by making a living statue, which presents the roles, revenue model and professional content of the learning team. |
| 10. | Building competence and self- confidence in new contexts, reintegration into the society and (work)life of the future with new perspectives | The pre-assignment consists of:  1. Examining the diary and finding out, what kind of change has taken place in journaling as well as view on the professional field  2. Pondering the professional areas, revenue model and discourses using the course contents of MA studies in reflection  3. Pondering particularly, what kinds of roles, revenue models and discourses form the personal professional narrative | To present the personal future scenarios and build professional self-confidence | The contact classes include future self-portrait workshop, which applies the design-thinking learning material presented in another article in this publication. |
| Post-assignment | The progress and the change in professional identity | The professional autobiographical process culminates in the post assignment which is the self-reflective report and examines MA studies and the change during them so far:  Reflect your own MA studies and journaling. Examine your own diary and find out what has changed during MA studies. Pay attention to the contents as well as your journaling method. Some questions to bear in mind while examining the diary:  • What kinds of changes have happened in journaling?  • What kinds of connections these changings do have?  • What kind of development can be seen and noticed?  • What are your strengths as a professional?  • What kinds of development needs have you found out?  • What kinds of narratives have you have been constructing? What kinds of discourse do they consist of?  • What kinds of issues form your professional identity at the moment?  •What kind of professional would you like to be and be seen as in the future?  Write 3-5 pages in essay form on your findings. | To reflect the MA studies, progress, achievements and the change in professionalism | Discussion with the tutor |

Tab. 1. The professional autobiographical process structure and issues to be taken to account and/or decided when tutoring the process as part of university studies.