



Learning Diary

The final course assignment is an individual learning diary, which aims to summarize, analyze and comment on the course as a whole and the individual lectures and learning involved in it. The learning diary is thus a tool for learning and personal growth, as it helps you to become more conscious of your learning achievements. In other words, the learning diary is a journal of your own work, thoughts, problems, questions, learning processes, conclusions, and reflections. It is the mental processing of things you have learned but also of things you recognize as yet to be learned.

A learning diary is a written text that introduces the reader to the main arguments and other important points of the individual lectures through your own remarks and interpretations. You should relate the information obtained in lectures and on organizational visits to your pre-existing knowledge and experiences, as well as making connections between the issues, relating things to each other and incorporating them into your broader understanding of the topic in question. You do not necessarily have to use complementary literature to write a learning diary, but if you wish you can make use of the set reading material to enhance your work.

When to write?

You should take notes during the lectures to record the facts and the issues the lecturer presents

After the lectures you should review your notes and write a more in-depth report for each lecture or series of lectures

After the course you have time to structure the text into a meaningful whole, including your personal reflections, examples, criticism, interpretations, etc.

What to write?

Record the learning that has taken place to clarify the facts.

Describe the key concepts presented in the lectures in order to gain a better understanding

Record your thoughts, opinions and judgements about the lectures and specific issues

Describe how your skills have improved and how can you use the knowledge gained in your professional life

Criticize and debate, but remember to give reasons for your criticism

Illustrate the topics with your own examples

What no to write?

Do not write a summary of the lectures and presentations

Do not summarize the reading materials

Do not reduplicate the case descriptions

How long is a learning diary?

If you are eager to learn and you want to reflect your experiences it can be much longer, but for the course the minimum length is five (5) pages.

A learning diary is a more free-form written assignment than an ordinary essay. In a learning diary, you can choose what to focus on, and can develop the theme according to your own interests – as long as you remember to justify and contextualize your choices. However, even if the written form is freer, try to include subheadings in your text and an introduction as well as a concluding section.

Evaluation criteria for a learning diary

1. Understanding the key course concepts and the connections between them
2. Reflection on the forms of assumed societal impact; links to lectures and course materials from previous studies, new materials sourced by the student, and case presentations
3. Reflection on managing the societal impact of arts projects and possible solutions for solving these issues, argumentation, relevant use of key theories and concepts, understanding of the case context
4. Reflection on the specifics of the contexts

Special attention should be paid to

- Individual thinking, reflections and critical aptitude
- How views and arguments are introduced, depth and sensitivity
- Application of theories and concepts
- Links to other courses and examples from experience

Grading

Excellent level (5)

The diary shows excellent understanding of the theories and concepts, as well as the various impacts, and the author can apply them to the context of managing art projects with societal impact. It provides excellent arguments and examples from the author's experiences of applying theories and concepts. The author shows excellent skills in their argumentation and thinking. The diary demonstrates a high level of holistic understanding of the context of the course, the theories and the practicalities.

Very good (4)

The diary shows a good understanding of the theories and concepts, as well as the various impacts, and the author can apply them to the context of managing art projects with societal impact. It provides good arguments and examples from the author's experiences with applying theories and concepts. The author shows good skills in their argumentation and thinking. The diary provides a solid holistic understanding of the context of the course, the theories and the practicalities.

Good level (3)

The diary shows understanding of the theories and concepts, as well as the various impacts, and the author can apply them to the context of managing art projects with societal impact. It provides some arguments and examples from the author's experiences of applying theories and concepts. The author shows a moderate level of argumentation and thinking. The diary demonstrates limited understanding of the context of the course, the theories and the practicalities.

Satisfactory level (2)

The diary shows some understanding of the theories and concepts, as well as the various impacts, and the author can partially apply them to the context of

managing art projects with societal impact. It provides some arguments and examples from author's experiences with only limited links to theories and concepts. The author shows some skills in argumentation and thinking. The diary demonstrates only very partial understanding of the context of the course, the theories and the practicalities.

Passed; Level (1)

The diary shows little understanding of the theories and concepts, or of the various impacts, and the author cannot effectively apply them to the context of managing art projects with societal impact. It provides few arguments and examples from authors experiences, without proper links to theories and concepts. The author shows little skill in their argumentation and thinking. The diary demonstrates poor understanding of the context of the course, the theories and the practicalities.

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Reference to use

Ateca-Amestoy, V.; Äyväri, A.; Eskelinen, A.; Johansson, T.; Jyrämä, A.; Kanervo, R.; Kein, A.; Kiitsak-Prikk, K.; Plaza, B.; Pusa, T.; Ranczakowska, A.; Sarlio-Siintola, S.; Sassi, M.; Simjanovska, V.; Tasser, C. (2019). Roadmap for Societal Engagement for Higher Education Institutions. *Higher Education Institution for Societal Engagement*. HEISE Project, Erasmus+ Strategic Partnership.