In 2015, Friendly Stalking was implemented as a didactic strategy at Willem de Kooning Academy Rotterdam by Sjoerd Westbroek and Rolf Engelen for students of the Art Education Program. The students' findings are incorporated in the following:

Students follow each other's research trajectory within a

competences, the need for which The student designs a following the student must convincingly competences applicable to the regular educational project. strategy on the basis of the supplemented with other ield of study, possibly

following someone at a distance. organize the (possible) encoun-The students are challenged to workspaces, cooking together, nterviewing each other, visiting ers in different ways, such as novies, writing letters - or going to the seaside or the

The student is responsible for the assessment and the feedback. presentations of the findings with

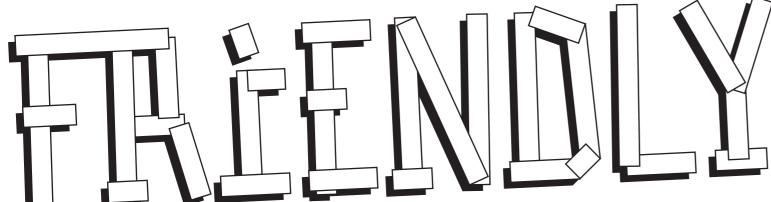
The student makes at least two

the material of the student being followed. This way the progress of the process is made transparent.

the follower and the way he / she The assessment method used by followed is evaluated by small represents the work of the working groups.

couples; the one you follow never lowed, but there are no research Every student gains experience with following and being folfollows you.

gives direction to future learning projects. In this way, the student n small work groups to map out he knowledge gained, to enable process and documents the final The teacher monitors the entire ounded off with an evaluation presentation. The project is t to be used in follow-up environments.



substantiate.

Run, run... Walk to the academy's main entrance Set a timer for 10 minutes Within this timeframe, try to get as far away from the academy as possible Stay there for an hour Part 2

After returning, process your

impressions in a medium of choice

"At the table" comprises a public lesson, held in the central hall of the WdKA. It is organised by Rolf Engelen and Sjoerd Westbroek, who offer to share a simple meal.

At the table

Anyone is welcome to join. It is optional to bring a work (of art) or a question, but you may simply want to listen in on the conversation and have a bite to eat. "At the table" takes place every last Wednesday of each month.

## Dialogue

Two students present each other with one of their own works, without any further explanation. Each student takes some time to write down what they see, after which each goes for a 10-minute solitary walk.

Upon return, the act of viewing the work and writing down thoughts is repeated. Another 10-minute walk follows, during which each student formulates a question to open the conversation.

The conversation is followed by a visit to the library, where the students select a book for one another.

# Wrap — Unwrap

Each student produces a piece of work and wraps it. At the end of the lesson, the wrapped works are collected in the classroom. Each student picks one work and takes it home. After three days, everyone unwraps the work at an agreed

The students are invited to do whatever they like with the work, the only condition being that they use every single aspect of what they've found. The re-made works are wrapped once again and brought to the collection-rack, where they are swapped for another work. It is up to each student to decide how they wish to document the process. After seven swaps follows the final presentation; the question is: of what, exactly?

## **Beach-Studio**

(Rotterdam - Hoek van Holland) Cycle to the beach, leaving at sunrise. You will dig a hole and stay with it. Will you bring tools? The tutor also carries out this task. Document it in a way that befits the experience and write each other a letter describing your findings. You will be home by sundown. Collectively share your results in a conversation the following day and

formulate some points of departure for the next beach-studio

Rope Items needed: three different balls of rope and a pair of scissors. Each student picks a type of rope and snips off a piece. As this is done out of view from others, each student determines individually what length of rope they take. Beyond the classroom, the students are asked to employ the rope in 25 different actions and to document these accordingly.

### The Wooden Mailbox

A mailbox is placed in the students' shared studio, allowing them to post texts or images concerning their work, their imaginary world, ideas, etc. Every Wednesday at 4:00 p.m. the mailbox is emptied. One week later, the mail is answered. Mail can consist of images, text, books, objects, etc. All mail remains in possession of the student.

## The Night Class The night class begins at 6:00 p.m.

visible can be part of the showing.

determine how you want to show

Vearing the end of the semester,

semester, produce a work in secret.

others. Not making the work

the work in consultation with

Within the timeframe of one

Secret

presentation.

culminates in a stand-alone

research methods. This exercise

employing at least five different

પ્રાંત કાર્યા છે. તેના માત્ર કાર્યા કાર્યા છે.

an all-sized working groups,

and lasts 24 hours. As part of the lesson, the group redesigns all daily routines and activities. In addition, the students compile a program of workshops and interventions.