



Stories from Other Places

First published in 2023 by:

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Limited run of 250 copies.

Stories from Other Places has been funded by UCA's Early Career Researchers internal research fund.

Cover Artwork: Yuan Meng.

Exhibition Details:

Public View:

13-29 September
Monday to Friday,
10am - 5pm

Herbert Read Gallery, UCA:

New Dover Rd, Canterbury, CT1
3AN



UCA
University for the
Creative Arts

厦门大学
创意与创新学院
INSTITUTE OF CREATIVITY
AND INNOVATION
XIAMEN UNIVERSITY

Francesca Brunetti

Stories from Other Places is an exhibition that celebrates the work of the students enrolled on the *Analogue Design Skills* (ADS) and *Digital Design Skills* (DDS) units at the Institute for Creativity and Innovation (ICI), China.

In ADS and DDS, students must design a fictional world with the characteristics and dynamics that they imagine. This creative exercise represents an opportunity for students to explore their individual ideas and perspectives about broader global issues such as ecology, equality and diversity, animal rights, social injustice, class, identity, mental and physical health, depression, and isolation. These artefacts represent how one generation might experience and explore their shared vulnerabilities and how they might propose creative solutions for the problems that affect society. In contrast to this, they might also imagine dystopic futures that reflect their fears and anxieties. These ideas manifest themselves as a collection of

travelogues, illustrations, posters, GIFS, and stop-motion animations that they have produced during their studies.

In ADS, students use a variety of analogue techniques to develop a travelogue for a location that doesn't exist, using it as a tool to communicate the different landscapes, environments, fashions, foods and machines that we might find there. In DDS, students develop this work to produce digital design products. By using digital software such as Premiere Pro, Illustrator, Photoshop, and InDesign, students animate the landscapes and living beings from their travelogues and transform them into gif, videos, vector illustrations, and posters.

The exhibition becomes a dialogical space to discuss how Chinese students have adopted creativity to address pressing societal issues related to their cultural context, and to reflect on the skills required to address these subjects in their creative fields.

Cross-Cultural Sharing

Professor Philip Lambert

As a joint project between British and Chinese universities (UCA and Xiamen University), the Institute of Creativity and Innovation (ICI) is committed to cross-cultural dialogue and global engagement in creativity, innovation, and related pedagogy. *Stories from Other Places* is a major effort in supporting these goals. The exhibit represents work from first-year ICI students generated during ICI's first three years. It embodies some of the breadth and depth of creative practice ICI students are capable of in the early phase of their higher education journey, as well as the positive creative influence of an internationalized educational environment. I am keenly looking forward to the ensuing dialogue and the longer-term pedagogical benefits from cross-cultural sharing of practice.

I offer my sincere thanks, appreciation, and congratulations to everyone who helped organised this exhibit. In particular, I'd like to

thank and acknowledge the hard work and dedication of Francesca Brunetti and Daniel Tollady who have led this effort. I'm looking forward to the future publication of results from the collection and analysis of academic reflections on pedagogy related to the works represented in this exhibit, and its contribution to the future of creative education.

Finally, congratulations to the students who openly explored their creativity while considering global issues and responsively expressing their personal thoughts and feelings.



天天上 天天上

Model Stone
Model Stone

Zhu Xingyan



Lanxin Chen

An Invitation

Professor Qin Jian

05

Stories From Other Places, as an exhibition theme, has distinct characteristics of cross-cultural thinking and creation.

The students have used a variety of digital simulation techniques to create fictional worlds, using the appropriate tools to communicate with people about the various environments and landscapes, foods, machines, and fashions found there. This is not only a popular approach for this generation, reflecting on their current reality with the aid of virtual reality, but also an indication of the unique wisdom of their imagination.

What is more meaningful is their own positive thinking and exploration of broad and pressing global issues, such as human welfare and our relationship with the natural world... ICI students' work represents how they reflect on their concerns, fears and anxieties about the present and future of our world through the

creation of their fictional locations.

Composed of both UCA and XMU faculty, the teaching team is always problem-oriented in the teaching process, encouraging students to think and explore design challenges independently.

Here, I would like to express my sincere thanks to their excellent teaching work, and I am proud of the excellent practice and the creativity of the students in this course!

Thanks for UCA's support for this exhibition. I would also like to invite UCA students' works to be exhibited in the ICI Open Museum.

I wish the exhibition a great success!

The Creative Foundations department introduces interdisciplinary design skills to students from all courses at ICI. Our department was envisioned in response to the increasing diversity of the creative industries, recognising that creativity flows from the experimentation and collaboration between different disciplines. The units we teach range from theory to entrepreneurship and encourage students to nurture a range of skills beyond their course specialisms. By broadening their repertoire of transferable design-related skills, the Creative Foundations units boost the students' development within their degree programs and maximise their choices in postgraduate studies and careers.

The artefacts on display were created as part of the first-year curriculum and follow our core principles. Creating books is important for all design students as it helps them to combine their creativity with an engineering

focus. It helps them understand the links between form and content and promotes the importance of 'hands on' design in an increasingly digital world. Creating stop-motion animation is equally important as it allows students to develop key skills in photography, lighting, editing, sound, and movement. These animations also allow students to experiment with different professional software and learn how to select the best programs and techniques for their projects. Importantly, the creation of both these artefacts require students to think about narrative – an essential element for establishing the relationship between designer and audience.

Through the support of an excellent teaching team, the artefacts you see at this exhibition showcase the results of talented first-year student designers experimenting with innovative ways of manipulating analogue and digital design methods to unleash their creative imaginations.



Ma Zihan

The exhibition creates an opportunity to initiate a dialogue between student and faculty population from both UCA and ICI, exploring pedagogical aspects of UCA curricula and its application in a Chinese academic context.

ADS and DDS have been designed collaboratively by UCA and ICI faculties in response to UCA's pedagogical aims and standards. They have the objective of developing students' design analytical skills to observe, research, and interpret phenomena to develop complex creative ideas and solutions. In following this academic model, ICI educators have maintained UCA's quality while at the same time, have been open and receptive to the unexpected outcomes which are representative of ICI's cultural diversity.

Chinese students are generally more reserved and less comfortable when expressing their individual ideas and points of view in a class discussion. However,

they welcome the opportunity to adopt complex theoretical frameworks that support their ideas as designers. They are sensitive and have a deep consideration for collectivity, an attitude they bring to all of their projects. Many of them are not familiar with a pedagogical model that encourages a student to consider and develop their individual point-of-view through exploration, experimentation, and testing, which is common within UCA. In contrast, they are adept at studying and learning in a hardworking and competitive academic environment, and they are not intimidated by the perspective of working very hard to complete their projects. The benefits of this hard-working attitude, as seen in the outcomes from ADS and DDS, is the production of diverse, well-crafted and finely executed final projects.

The outcomes of ADS and DDS units represent an opportunity for ICI educators to discuss with their



UCA colleagues the pedagogical challenges and opportunities from applying a western academic model to a Chinese cultural context. This critical reflection is important to comprehend the related dynamics involving academic cultural exchanges.

In ADS and DDS, students are expected to engage in creative experimentation to design innovative outcomes. To do this they are encouraged to develop their analytical thinking skills through the analysis of key

topics and situations and by working collaboratively to develop their ideas. Students are asked to identify design problems and research them in depth, gather information through firsthand testing and observations before identifying and reviewing the solutions that can be applied to their final projects.

To engage in this process, students are expected to develop a strong individual voice and point-of-view, something that is usually unfamiliar to first year ICI students. At this



stage in their education, students have engaged with existing realities and learned to express their creative viewpoints in a subtle, allusive, and poetic way. However, this method of using creativity to engage with existence differs from conventional Anglo-Saxon academic attitude which instead favours expressing personal positions in an apodictic and declarative communication style.

Their methods of engagement with these creative processes might

create potential problems in terms of clarity and intelligibility- it is sometimes challenging to understand what they want to express and communicate with their projects because of the abstractedness of their ideas and exposition styles. At the same time, the ADS and DDS projects are conceptually and psychologically complex, and are rich in poetic narrative and imaginative scenarios.

By considering these points, one of ICI's pedagogical objectives is



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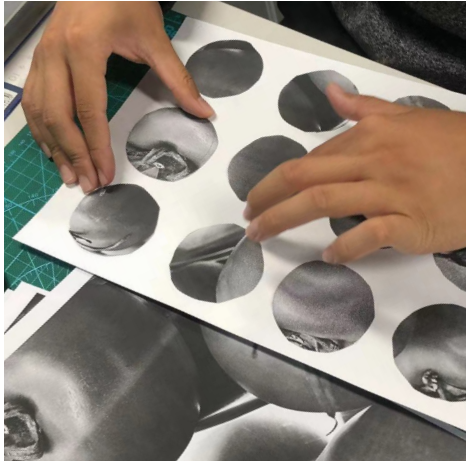
to support student sensitivities, without forcing them to adopt an Anglo-Saxon academic style based on assertive communication methodologies. Instead, they are encouraged to develop their critical design-thinking and communication skills, to increase their capacity for collaboration and peer-review, and to make their ideas and creative projects accessible to a global audience.

The exhibition represents a dialogical space to discuss these challenges and potentials related to teaching design to a Chinese student population. These challenges and potentials are connected to and emerge from the cultural differences between Chinese and Western student populations. *Stories from Other Places* creates the opportunity to discuss and develop pedagogical models of Western Higher Education that are tailored to Chinese students and responds to their unique characteristics and promotes their success.



Here's the place that rivers and lands are polluted by germs and all turn red, with giant bugs and enormous animals.

Mette-Sofie Ambeck



“It was interesting and inspirational to follow how the students developed their work and ideas from analogue to digital. Some felt very comfortable working by analogue means while others blossomed once they moved into digital media, where they clearly felt more at ease. Many of their final animated projects were particularly impressive, given the limited time they had. Culturally it was also fascinating to learn of their view of the world via the topics they chose, of which many are global concerns; pollution, gender identity, equality and - of course - finding love.”



summer

Less pressure and more travel



Ye Jingyi

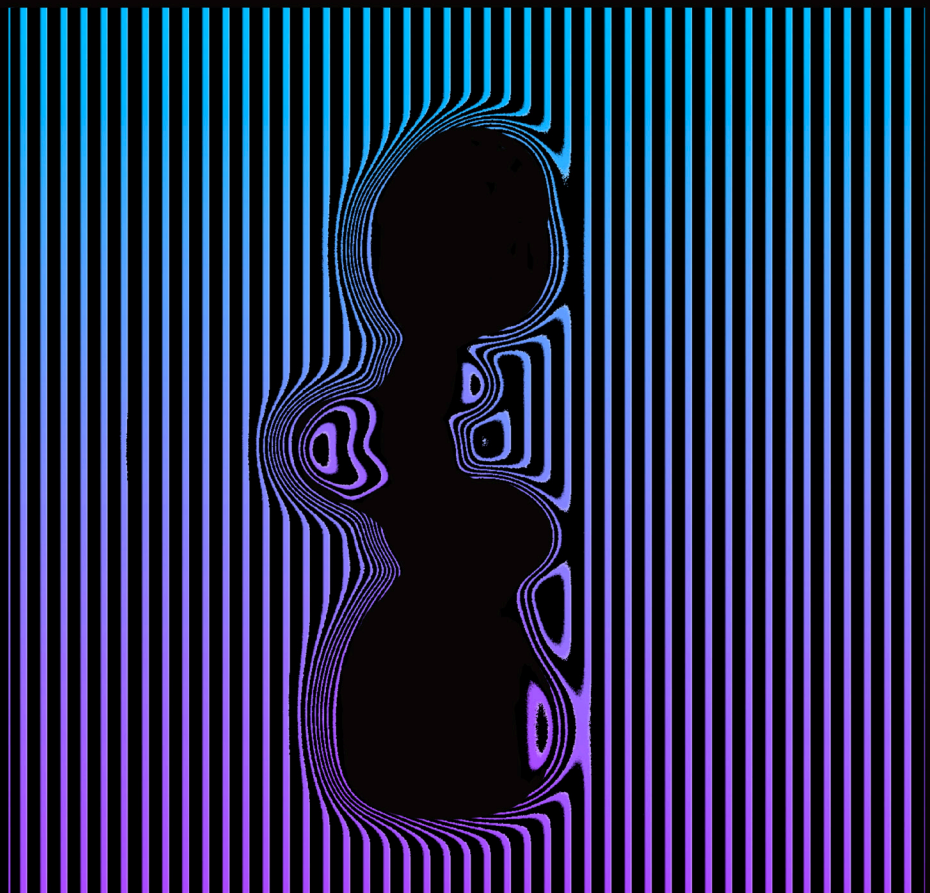
22/23 Year 1 Student Cohort 15

BA (Hons) Environmental Design

Cai Yinjing
Chang Yijia
Chen Ke
Chen Muyan
Dan Zijing
Deng Jiayi
Ding Zhuoyi
Dong Jianing
Dong Xingyi
Du Qiongyu
Fang Xinyue
Gao Guanglin
He Chenyue
Huang Luchun
Huang Sihan
Huang Xinyi
Huang Yuyang
Huang Ziyun
Jia Yueyan
Jiang Meixin
Jin Yuyan
Li Muzhuo
Li Xiaoting
Lin Jiaying
Lin Jingyu

Lin Wanyi
Lin Yao
Ling Jiahao
Liu Haining
Liu Lu
Liu Siwei
Liu Yixuan
Lou Xuran
Lu Xingnuo
Ma Luyi
Mao Jincao
Ouyang Wenfei
Qi Xianghan
Qin Wenyu
Rong Jiayi
Shang Yuqing
Shangguan Shishi
Song Jiayu
Song Yingfei
Sun Yuanzhe
Tian Ziyu
Wang Jiahao
Wang Jingyi
Wang Yan
Wu Shiqi

Wu Sirong
Xie Junyu
Xu Xiangyi
Yang Dingmei
Yang Kexin
Yang Yi
Ye Jingyi
Yuan Meng
Zeng Xinglong
Zhang Jingshu
Zhang Minci
Zhang Yufeng
Zhao Xiuqi
Zhong Xin
Zhou Bohong
Zhou Lingxue
Zhou Rui
Zhou Yimin
Zhou Yiqing
Zhou Ziyue
Zhuang Ziyi



INTERSTELLAR

WOOD

A SCI-FI ADVENTURE

Cheng Ruiyan

22/23 Year 1 Student Cohort 17

BA (Hons) Digital Media Arts

Cai Yuyang	Li Qingzhi	Xia Ji
Cai Zhuoying	Li Wanyi	Xiang Tianyu
Cao Xinran	Li Yuzi	Xie Yu
Chen Junxi	Li Zhengrun	Xiong Wanru
Chen Kailu	Lin Yuqing	Xu Chenyan
Chen Lanxin	Lin Ziqing	Xu Ke
Chen Shiyong	Ling Yitong	Yang Simiao
Chen Yuchen	Liu Jianyi	Yao Fengjin
Chen Yuxuan	Liu Jiaxing	Yao Jianshu
Cheng Ruiyan	Liu Junnan	Ye Zhitong
Cheng Sibao	Liu Yanshuo	You Qi
Deng Yingxuan	Liu Yuehan	Yuan Zichao
Ding Wenqing	Liu Zhuojun	Zeng Fanming
Fan Jiaqi	Ma Zihan	Zhang Cheng
Fang Zhiyi	Meng Shiyu	Zhang Jiarong
Gan Xinyue	Pan Ruixin	Zhang Letian
Gao Yiyang	Pan Shiyu	Zhang Lingxi
Guo Zelin	Ping Ziwen	Zhang Qingyi
Guo Zifan	Qiu Jiaying	Zhang Qiuyi
Hu Mengke	Ren Jingyi	Zhang Tianyang
Hu Min	Ren Xiaoyao	Zhang Yanhan
Hu Zhewen	Shao Jiaqi	Zhang Yuwei
Huang Shuo	Shen Jie	Zhang Zihan
Huang Xuan	Sun Biyang	Zhao Jiarui
Jia Wenqi	Tan Yunrou	Zhao Jiasen
Jiang Mintong	Tang Ziyang	Zhao Yingmiao
Jiang Yanhan	Wang Chuchun	Zheng Yuting
Jin Chuyan	Wang Hongye	Zhou Xinyu
Lei Ziqi	Wang Keyi	Zhou Zhihao
Li Aiyang	Wang Xiaohan	Zhou Zijing
Li Chuhan	Wang Yi	Zhu Zhenghao
Li Jiefei	Wang Youyang	Zong Rui
Li Kexin	Wang Zixuan	
Li Qingwen	Weng Jiayang	

REALITY OR DREAM

It's confusing whether it's a dream or reality.



A journey that spans time and space.

A fantastic and incredible journey.

Tang Jiayi

22/23 Year 1 Student Cohort 19

BA (Hons) Visual Communication Design

Chao Yifan	Liang Tianrui	Yang Yuqing
Chen Jiayi	Lin Ruixuan	Yang Zebin
Chen Jingyang	Lin Zhixuan	Ye Chenxi
Chen Yuxuan	Liu Huichang	Ye Jia
Cui Jiahang	Liu Lulu	Yin Wenai
Gao Lujie	Peng Yunling	Yin Yue
Gao Siqi	Que Chengrun	Yin Ziyu
Gong Boya	Shangguan Jingcheng	Yu Kaichao
Hu Xiao	Shen Zinan	Zhang Jiaqi
Hu Yurou	Sheng Yiwen	Zhang Kemeng
Huang Jinghao	Sun YINUO	Zhang Keyan
Huang Shuyan	Sun Yuxinyue	Zhang Nan
Huang Yashan	Tang Jiayi	Zhang Wenlong
Huang Ziyu	Teng Pengxiang	Zhang Xiao
Jiang Yuyi	Tu Xinyue	Zhang Xiaoke
Lai Jinwen	Wang Jingyi	Zhang Xinshuang
Lei Qianhui	Wang Luyuan	Zhang Xinyu
Lei Yu	Wu Moyang	Zhang Yitong
Li Jie	Wu Weibin	Zhao Heyang
Li Keyi	Xia Rutong	Zheng Haoxin
Li Tian	Xiao Jia	Zhong Yuyan
Li Tong	Xu Lichengyao	Zhu Xingyun
Li Xiner	Xu Xinran	Zhuang Jiaxiang
Li Ying	Xu Yuening	Zhuang Yu
Li Yuxuan	Yang Ranyi	



Dean of ICI:
Professor Qin Jian

UCA Director of ICI
Associate Dean of ICI:
Professor Philip Lambert

Subject Lead:
Duncan Breeze

**Unit Leader for Analogue
and Digital Design Skills:**
Francesca Brunetti



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Mette-Sofie Ambeck

Teaching Assistants:
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Pan Feifei
Chen Chen
Zhu Zhu
Shen Yuchen
Yi Xinyue

Technical Support:
Qinwei Lu

Course Administrator:
Huang Xinyi

Link Tutor:
Daniel Tollady



Shiyng Chen
