HYPERWERK

WE

HYPERWERK

KEEP

HYPERWERK

HOUSE

HYPERWERK

YOUR WAY TO HYPERWERK

WHAT DO YOU NEED TO SUBMIT?

If you have an approved equivalent to the Swiss matura certificate and one year of work experience, or if you have acquired one of the Swiss examinations entitling you to enter a university of applied sciences you may download the application form and—apply straightaway.
If you do not have any of the above-mentioned degrees that does not yet mean you cannot study with us. Please contact us directly in order to look into alternative possibilities.
And in general—should you have any questions, please do not hesitate to contact us:
mail@hyperwerk.ch

THREE STEPS AND YOU WILL BE STUDYING FREEDOM!

1. APPLY

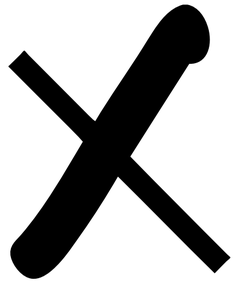
Fill out the FHNW HGK application form and send it to the address given on the form until 15 February 2018.
You obtain the application form via this link:
www.fhnw.ch/hgk/bachelor

2. WE WRITE YOU

We will write you and ask you to accomplish a small task, and you write us back. We do not require a portfolio—we require your motivation.

3. WE GET TO KNOW EACH OTHER

On 27, 28, and 29 April 2018 we hold our entry assessment. If we approve of your answers, we invite you, and over this weekend you can find out whether we are suited to you and you to us.



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BEAR FREEDOM

TAKE THREE YEARS AND INVENT YOUR PROFESSION!

How do we want to live together in the future? How can we draft this common future and negotiate it? How can we design it? And what are we doing for it now?
HyperWerk is a very special institution for studying: a place for an innovative design curriculum; a pedagogical model; an empowerment to social transformation, speculation, and to the design of processes. The specific topics are developed and adapted continuously and in collaboration with our students. Inventing processes, developing projects, detecting trends, discussing changes, displaying proposals, demonstrating possibilities, testing media, understanding digitization, asking questions, and providing answers!
Freedom is our prime concern at HyperWerk. We want to find out how a student thrives in his or her individuality when he or she can define limits him- or herself. And how can there be collaboration under such circumstances?

THE COURSE OF STUDIES AT HYPERWERK

The year at HyperWerk begins in September and is divided into six modules corresponding to the phases of an ideal design process. Within each module up to four different workshops per week take place. Students of all three years can participate in them—the students are rarely separated from each other. We learn with each other and from each other. Every student is individually tutored by one of our teachers. In a research-and-debate phase, the second-year students develop a socially significant annual topic. In the following year—their diploma year—the entire HyperWerk directs all its modules and workshops towards this annual topic. This procedure ensures that we are working on currently relevant issues. This year, our topic is “WE KEEP HOUSE”.

MODULES

1. analyze: We research into the annual topic and analyze it within its determining contexts – culturally, economically, socially, philosophically, or technologically. Leading criteria and questions for the following modules are defined.

2. design: What are my options to visualize my intentions? How can I design a prototype, a model of my ideas? Which form can I choose, which form can I design in which way?

3. interact: How can I communicate a message, an idea, an intention? Which media can I use? How can I establish commitment, design the rules of the game, and win partners?

4. manage: Promises, hopes, difficulties, costs: scenarios are developed and evaluated as bases for decision. How can I identify deeper connections and broader contexts?

5. solve/produce: In the context of available possibilities, the idea is tested with regard to its technical feasibility. Processes are reviewed and evaluated; definitive forms for a product are designed.

6. assemble/reflect: With its realization, the annual topic becomes recognizable as a process which has taken place on many different levels. Through reflection, the multiple aspects are condensed into a commentary and presented as a book, a film, a model, a website, a conference, or an exhibition.

COACHING

At HyperWerk, coaches attend to the students in their individual learning processes. Regular and transparent dialogue between coach and coachee is the most important interface between students and teachers. Thus, we have established a culture of mutual exchange, trust, and commitment. Students are offered closely accompanied reflection as well as constructive-critical examination of their projects and of the contents of the curriculum. The basis for these talks is the documentation towards the end of each module, in which the students describe what they experience, what they learn, and where they and their projects stand.

WORKSHOPS

In order to be able to offer the wide range of knowledge and skills currently required we invite specialists in their respective disciplines, experts, artists, practitioners to give workshops at HyperWerk. Topics range from philosophy over microarchitecture, illustration, presentation techniques, Virtual Reality, and FabLabs to robotics and transhumanism. Most workshops take between one and four days. Students select their individual workshop program suited for their respective focus of work. Students’ ideas and suggestions for workshops are most welcome. Registrations for workshops are binding, i.e. it is mandatory to attend the entire workshop.

PROJECTS/INDIVIDUAL LEARNING PROJECTS

Doing an individual learning project, collaborating with fellow students on their projects, or directing a project of one’s own—these are essential elements of the HyperWerk curriculum. We support self-organized learning: in short and intense phases students can occupy themselves with a clearly outlined subject matter—a software, a programming language, a text or a technical problem, a formal challenge or a new location. The specific skills acquired during this period should relate to a project and also to the annual topic, or they should relate to a student’s personal interest for which he or she has to give reasons.
Projects are based on a clearly defined objective, with temporal, technical, and financial specifications. Objectives are chosen primarily according to didactic and practical criteria. The first step is to formulate a project sketch: an anticipatory and strongly condensed synopsis with statements regarding the idea and the initial situation, the project objective, the method, and the expected outcome. At least three students have to commit themselves in order to be supported by HyperWerk as a study project with equipment, project coaching, and organization. Apart from the projects initiated by students there are institutional projects with external partners which run through different phases and in which many students participate.
All registered projects are accompanied and reviewed on focus platforms:
The focus platform Technik&Technologie/Technique&Technology fosters sharing knowledge of technology and its social implications; of materials and their aesthetics; of opportunities for acquiring further knowledge.
The focus platform Erkennen&Handeln/Insight&Action is about interfaces between analysis/research and design/production, between insight and taking action. How do we look at the world? How do we work out precise questions and define problems? And how, on this basis, do we develop approaches towards solutions and get into actually doing something?
The focus platform Design&Kommunikation/Design&Communication is concerned with the mediality, visual design, and communication of projects. How do we transport an idea? Who should become interested in it? And how will this target group get the news? We examine drafts, formats, products, interactions—and we give feedback.

EXAMINATIONS/ BACHELOR THESIS

The first intermediate examination concludes the first year of study. It serves the student’s personal review of his or her year’s contents and gaps; of the learning successes and failures; and of his or her present position and preview of the coming year. A succinct written documentation of the work done in the fields design, technology, and management, including an account of personal ups and downs, constitute one part of the exam. The other part is a brief oral presentation of these items to a jury consisting of team members and student assessors. This jury evaluates the first-year study progress and formulates recommendations for the second year of study.
This second year is concluded by the second intermediate exam. The procedure is the same as after the first year, i.e. it is also made up of a written thesis and an oral presentation. Content and intention, however, are different. Successful completion of the second intermediate exam proves the qualifications for entering into a promising third year of study. These qualifications consist especially in the abilities to analyze, reflect, and contextualize one’s own project work from different perspectives.
The third year of study has three parts: the bachelor project whose realization takes the entire third year; the written bachelor thesis which documents and reflects the project; and the concluding oral examination. Subject of the examination is the presentation of the bachelor project to a jury consisting of members of the HyperWerk team as well as of external jurors. The bachelor project follows our normal rules for projects; however, intermediate results are required in each module. Together with the bachelor candidates, the procedure for acquiring the bachelor’s degree is negotiated and set down in a contract that is to be formulated anew every year. This means that the students have a say in designing the criteria for their exam and the procedure of their final year. Moreover, the students also design and plan the exhibition and the bachelor publication.

INFRASTRUCTURE

HyperWerk maintains a large stock and a spacious workshop, both full of technology and gear for ideas and projects.
Our workshop has two sections: the first has electronic and digital machinery, and with its large table and many chairs it also serves as conference zone. There are 3D printers, PCB printers, a compact CNC mill, potent computers, and also this apparently endless mass of odds and ends and accessories indispensable for working with soldering irons, Arduinos, resistors, stepping motors, potentiometers, etc.
The second section, more in the back, is dedicated to analogue technology: there are light yet fixed machines and various handheld devices for wood- and for metalwork, a sewing machine for leather, and a lot of more or less reasonably sorted hand tools.
And way in the back there is our one-armed industrial robot. So far it’s not clear whether it’s a useful tool for us or rather a workpiece and a challenge—in any case it’s a fascinating machine.
The idea behind this workshop is that of an uncomplicated space for handicraft work: it shall facilitate quick, improvised experiments and associative tinkering; thus, it is accessible 24/7. Workpieces can be left overnight, and there are leftovers from and traces of diverse materials and processes which took place in here.
For larger projects, specialized workshops are available to the students on the campus of the Academy of Art and Design: metal workshop, wood workshop, plastic and paint shop, sculptor shop, bookbindery and screen printing, as well as rapid-prototyping facilities with laser cutters, 3D printers, and milling machines. Apart from all this, there are professional audio and video studios and a wonderfully well stocked media center.