In a course focusing on visual storytelling, students explore the course content through an inquiry-process that consists of creating digital productions (such as short movies and animations) and writing a scientific text discussing the process. The balancing act between practice and theory has presented some challenges when designing a course that should both provide an aesthetic & technological foundation for further courses as well as encouraging students to explore the course content by undertaking inquiries and writing their own research questions. An issue of the first iteration of the course was also lack of alignment between examination activity (seminar) and course activities (projects & presentations).

Over the course of three iterations, the activities of the course have been systematically adjusted in order to aid students in developing understanding about the interrelations between theory and practice as well as to provide opportunities to practice the activity that forms the basis for examination.

- **Course iteration 1:** There were no seminars: no incentives for reading literature and no activities helping students to practice for examination. Presentations solely focused on showing the productions. Course evaluation: 3,18 out of 4.

- **Course iteration 2:** Seminars were added to provide opportunities to discuss the course literature and to practice for examination activity. Presentations still mainly focused on showing the productions. Course evaluation: 3,43 out of 4.

- **Course iteration 3:** Seminars were adjusted to include more discussions on students own ideas and how they would like to apply and explore the knowledge in their own inquiries. Students were asked to present their research question when they showed their production to express how both the theory and practice were applied in their inquiry. Course evaluation: 3,5 out of 4.

Based on course evaluations, observations and discussions, the seminars seemed to be appreciated by the students as they provided a meeting place for discussion on course content and sharing ideas with each other. The students’ inquiries were also more grounded in the course literature when students had opportunities to discuss the texts in connection to their own ideas on how to apply knowledge in their projects. As the presentation of research questions was integrated in the presentation of the projects, students seemed to view their productions from a broader perspective. In addition to demonstrate what they had learned about the creation of digital media, the presentations more often also contained remarks on the projects as a means for exploring and sharing knowledge.

Limitations for this approach is that the number of students per seminar should be quite small (max. 6-8 students) to preserve the quality of the discussions. Therefore, this approach may not be suitable to very large classes. In that case other types of seminars such as “Open Space” might work better.