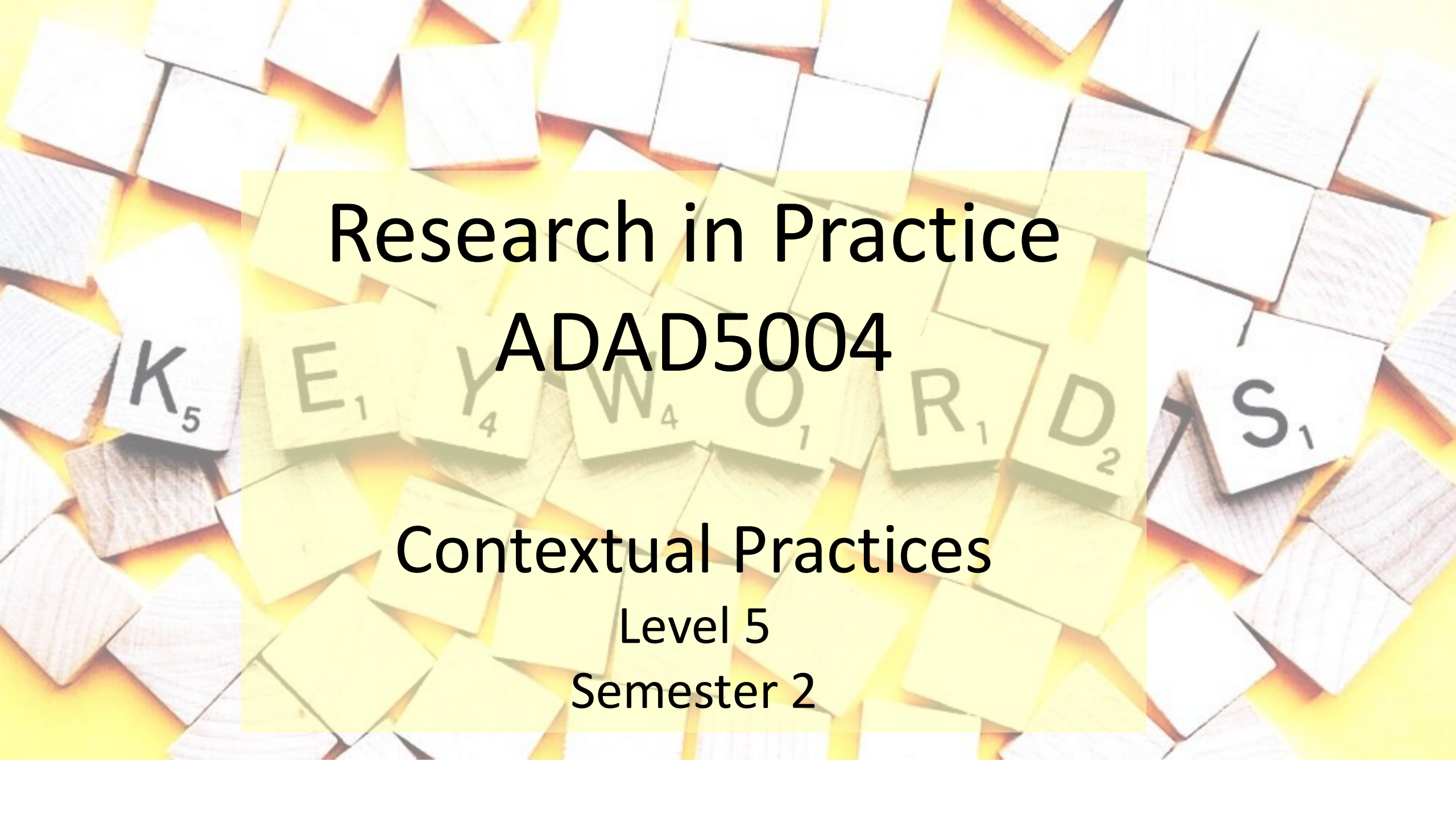




The background of the slide is a close-up photograph of numerous wooden blocks, similar to those used in the game Scrabble. The blocks are scattered across the frame, with some showing letters and numbers. Visible letters include 'K', 'E', 'Y', 'W', 'O', 'R', 'D', and 'S'. Some letters have small numbers next to them, such as 'K₅', 'E₁', 'Y₄', 'W₄', 'O₁', 'R₁', 'D₂', and 'S₁'. The blocks are light-colored wood, and the lighting creates a warm, yellowish glow.

Research in Practice

ADAD5004

Contextual Practices

Level 5

Semester 2

Brief

- Building on your knowledge of the traditional essay structure, you will **write an 'upside down' essay**, which rather than starting from an essay question, leads you to construct your own **research question**.
- After an engagement with keywords used to outline an area of research, you will create your research question which will be used to initiate your Independent Project (Component 1) at level 6.
- Your lecture programme will cover a range of approaches to the relationship between research areas, keywords and theories specific to your subject area, and a range of practices. In your proposal you will identify your own ***independent area of research***.
- Employ keywords to explore identify an individual research area, conclude with a focused research question, and write 2500 words.



Learning Outcomes

Upon the successful completion of this module, the student should be able to:

- Identify and examine the contextual formation of their particular objects of study, research areas and interfaces and demonstrate intellectual curiosity through an engagement with the materials of study, archives, texts and literatures;
- Engage with forms of critical analysis, argument and debate, expressed through an appropriate command of oral, written and other forms of communication.

Module outline



	(Thurs 30 th Jan)	(Thurs 6 th Feb)	(Thurs 13 th Feb)	(Thurs 20 th Feb)	(Thurs 27 th Feb)	(Thurs 6 th Mar)	(Thurs 13 th Mar)	(Thurs 20 th Mar)	(Thurs 27 th Mar)	(Thurs 3 rd Apr)		(Thurs 1 st May)	(Thurs 8 th May)				Allocation of level 6 tutors
L5	Lecture 1 (overview & feedback) Practices in Context & Seminars (9:30-11:30)	Lecture 2 (guest) Practices in Context & Seminars (9:30-11:30)	Lecture 3 (guest) Practices in Context & Seminars (9:30-11:30)	Lecture 4 (guest) Practices in Context & Seminars (9:30-11:30)	Lecture 5 (guest) Practices in Context & Seminars (9:30-11:30)	Lecture 6 (guest) Practices in Context & Seminars (9:30-11:30)	Lecture 7 (guest) Practices in Context & Seminars (9:30-11:30)	Lecture 8 (guest) Practices in Context & Seminars (9:30-11:30)	Lecture 9 (guest) Practices in Context & Seminars (9:30-11:30)	Seminars (10-12:00)	Easter	Seminars (10-12:00)	Hand-in 8 th MAY (12 noon) No Taught session	Assessment & Feedback			

Module outline

Staff Talk 'Practices in Context'



Module outline

This semester you will receive a carousel of **‘Research in Practice’** talks given by visitors and your lecturing staff who are studio practitioners. The purpose of these talks is to model for you how to work with 3 keywords. This is aimed at preparing you for your Independent Project (Component 1) research.

Module outline



These staff talks will explore the notion of making and doing practice within a social and historical context. The common underlying structure which will link all of these talks will be the following conceptual framework:

- Biographical (background) Context
- Cultural Context
- 3 keywords

Module outline



These talks will usually begin with a biographical and cultural context, and then show and discuss practices and images in relation to three key words or themes.



Module outline

keywords will be used as a mode of orientation which address how practitioners **look, think, consider, reshape, redesign and understand the cultural practices that surround them.**

Module outline



The words or themes can be broken down deciphered and decoded. The derivation and construction of the word or theme can form part of how the images and practices can be approached or seen. These words will be used to position the work in a theoretical context.



Module outline

These will be personal visions from which you will draw out your own frameworks for assessing the area of interest for your dissertation at level 6.

This series will be led by me, but will be delivered by guest designers who are visitors or existing staff.

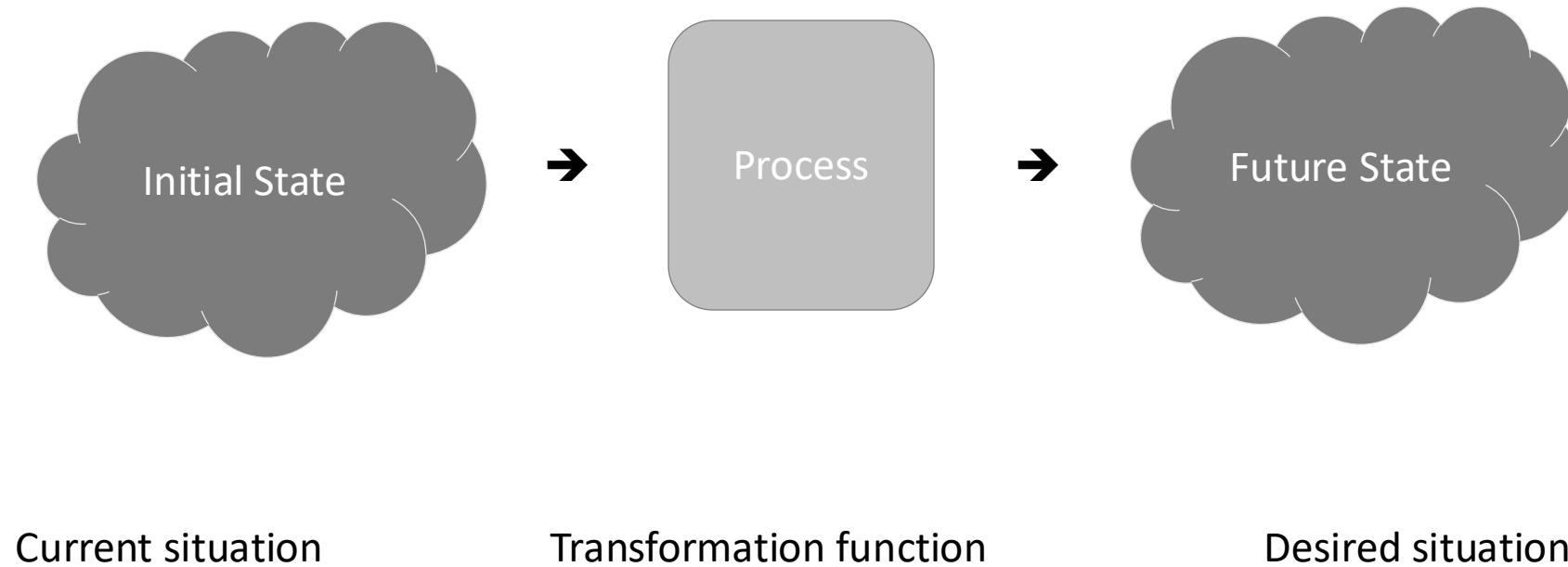


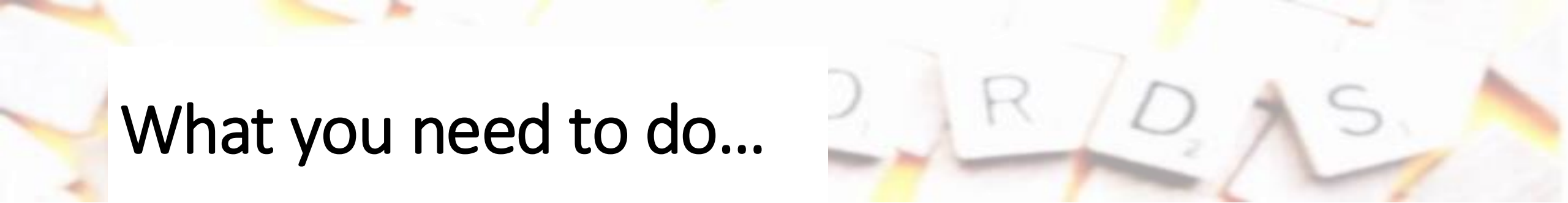
Module outline

These lectures will be followed by a participatory seminar which will focus on developing your thinking and writing practice.

Audience: This strand is suitable for Surface Pattern Design, Design Crafts, and Product Furniture Design students.

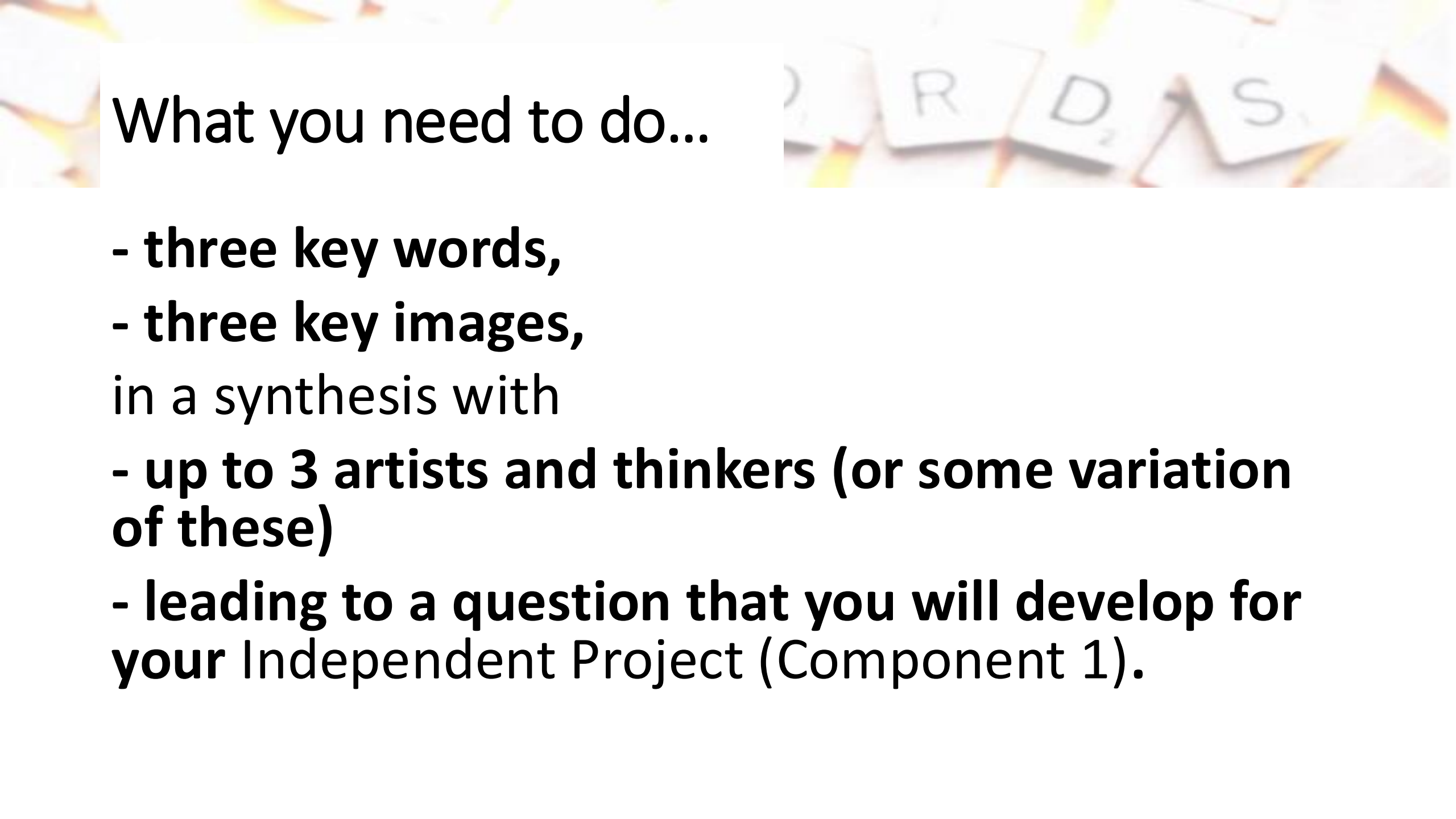
Basal model of design (Doblin, 198)





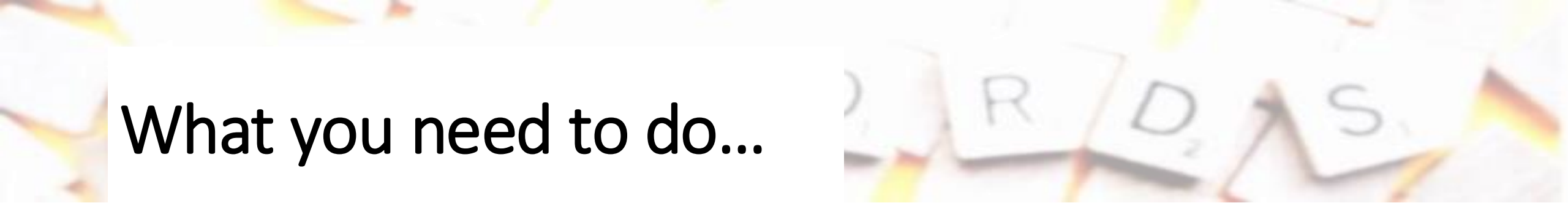
What you need to do...

The approaches used in the staff talks will feed into how you approach your dissertation proposal. You will apply a similar framework to the structure of your proposals:



What you need to do...

- **three key words,**
 - **three key images,**
- in a synthesis with
- **up to 3 artists and thinkers (or some variation of these)**
 - **leading to a question that you will develop for your Independent Project (Component 1).**



What you need to do...

- **three key words,**
 - **three key images,**
- in a synthesis with
- **up to 3 artists and thinkers (or some variation of these)**
 - **leading to a question that you will develop for your Independent Project (Component 1).**



Please be aware

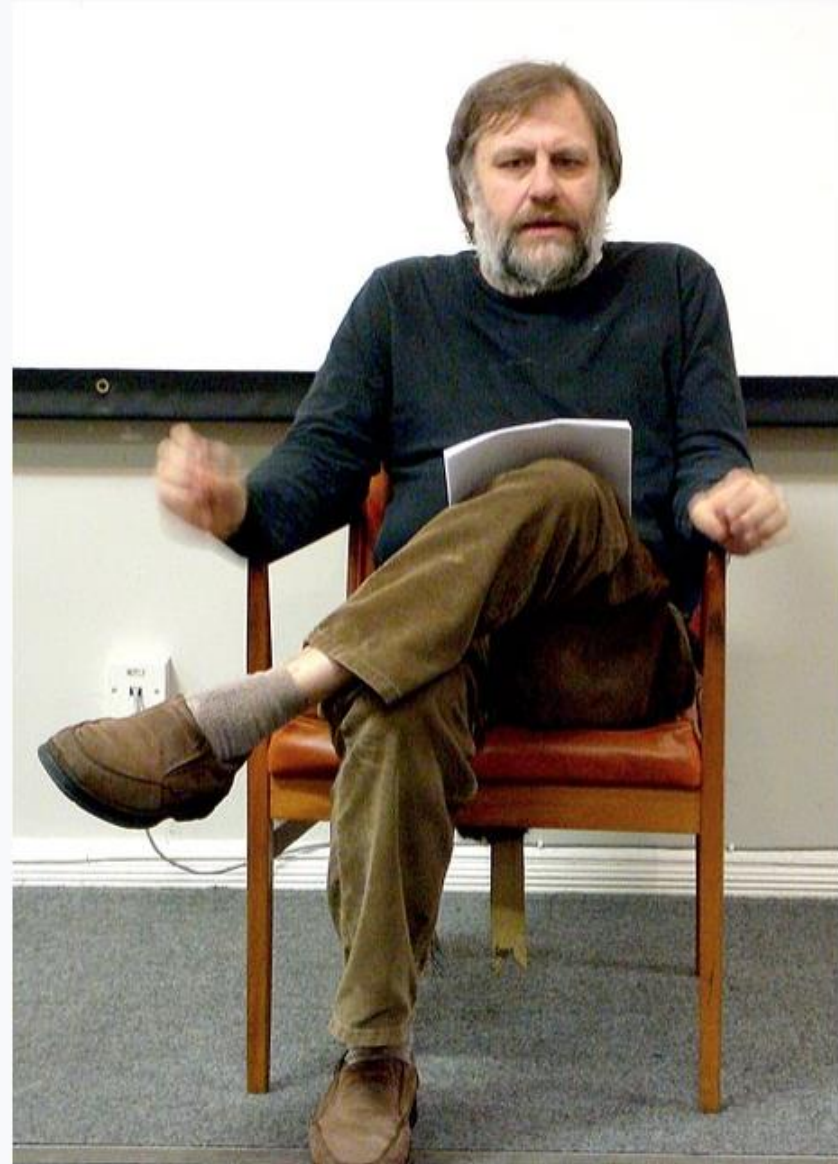
The question that you will propose at the end of the writing will direct your Level 6 Independent Project (Component 1) research over the summer.

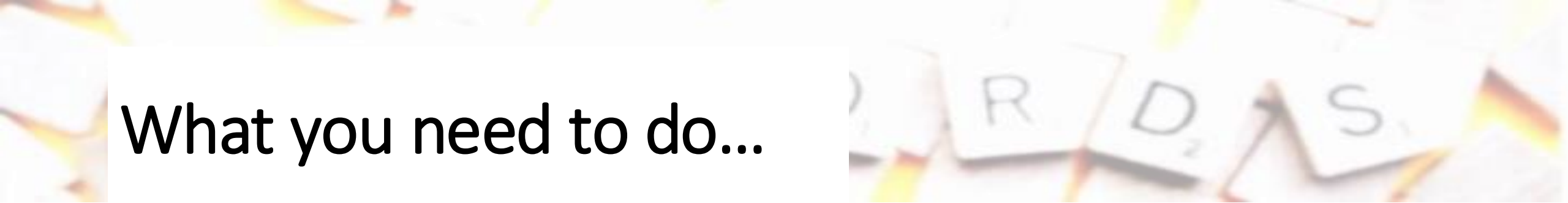
This is not the title but the underlying DIRECTION of the research that you have created from your level 5 research.

<https://bigthink.com/videos/the-purpose-of-philosophy-is-to-ask-the-right-questions/>

[Slavoj Žižek](#)

Slavoj Žižek

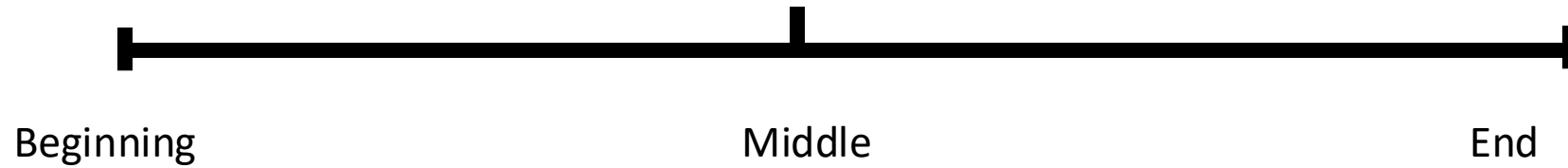




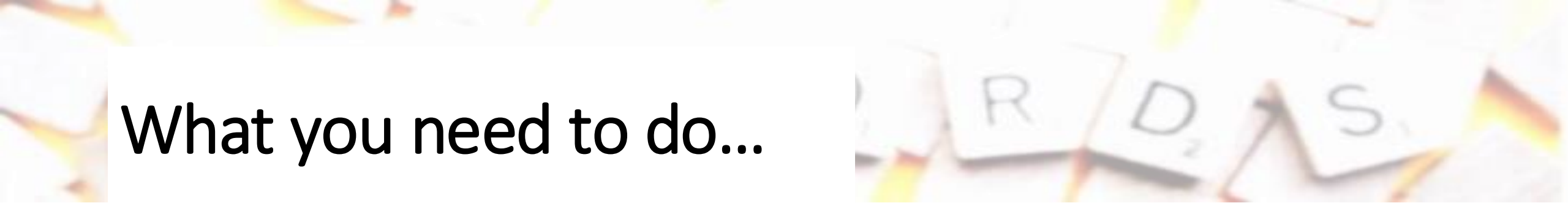
What you need to do...

Map of the writing structure:

What you need to do...



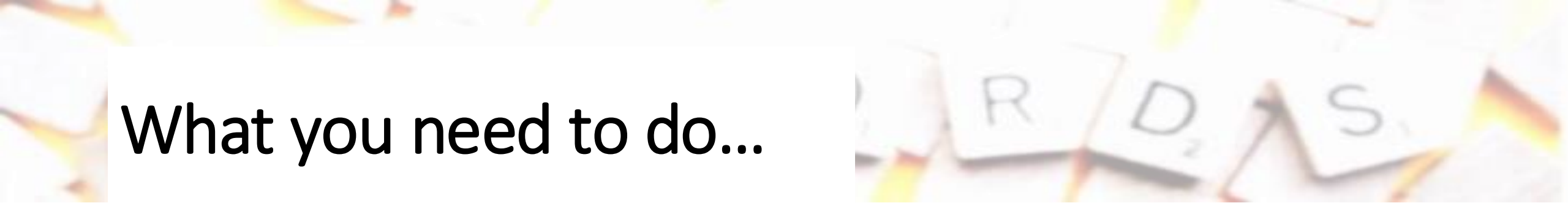
Aristotle's three-act Story Structure



What you need to do...

Beginning:

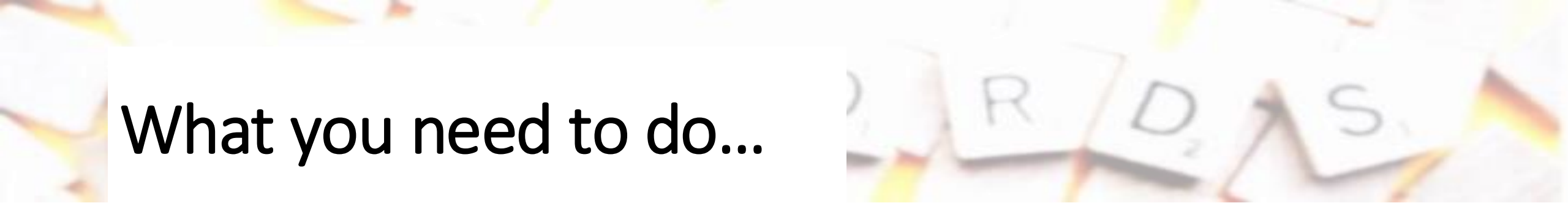
**write a short context for your writing
(not a formal introduction)
(100 words approx.)**



What you need to do...

Middle. Middle. Middle

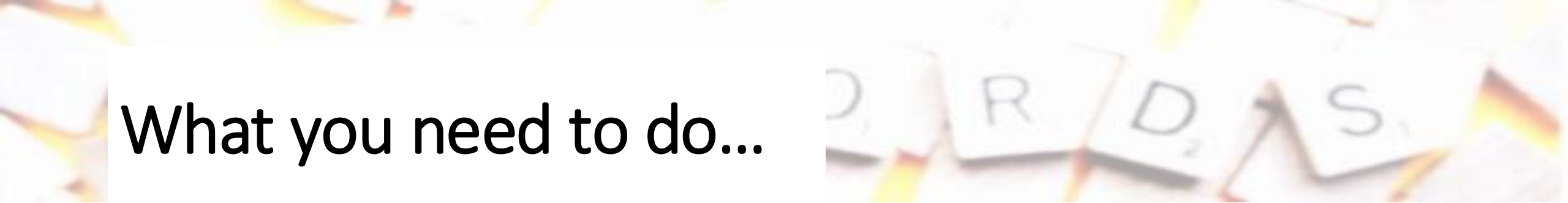
- **explore your first keyword (5-700 words approx.) with references to texts you hope to use in your IP (Component 1).**
- **explore your second keyword (5-700 words approx.) with references to texts you hope to use in your IP (Component 1).**
- **explore your third keyword (5-700 words approx.) with references to texts you hope to use in your IP (Component 1).**



What you need to do...

End:

- **Contextualise and synthesise how these have led you to a question you wish to research and write about next year (4-600 words approx.).**
- **with consultation with your Contextual Practices seminar lecturer you will write a fully formed research question with sub-questions that might be useful in your chapters (25-50 words approx.).**



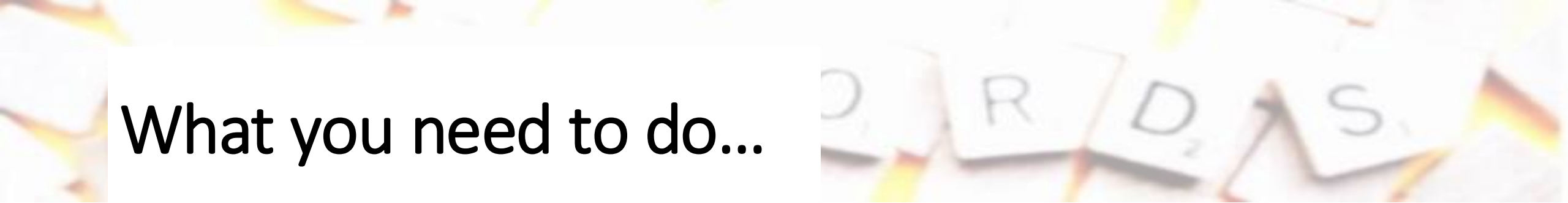
What you need to do...

That's it!

But... don't forget to shape ...

What you need to do...

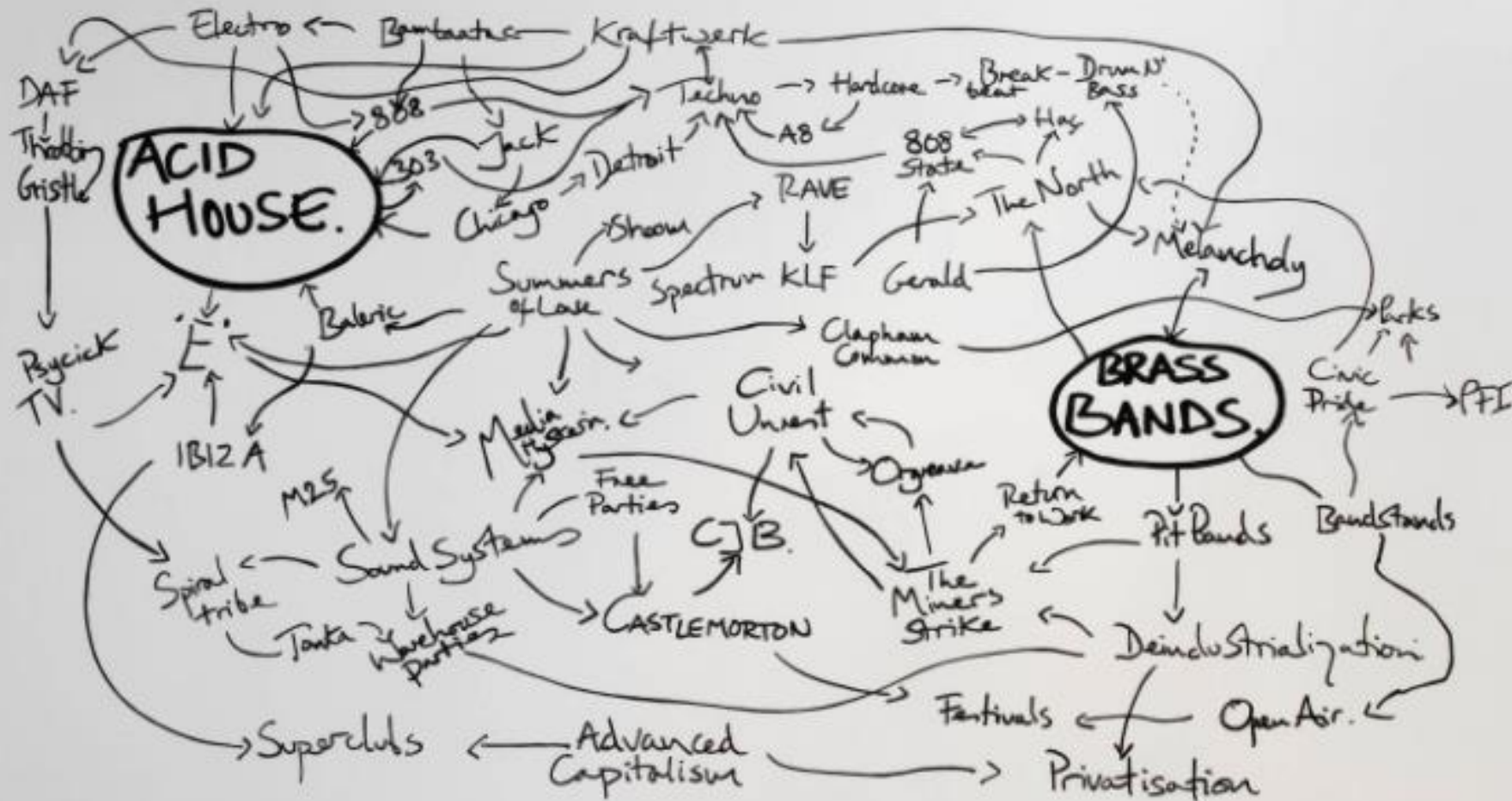




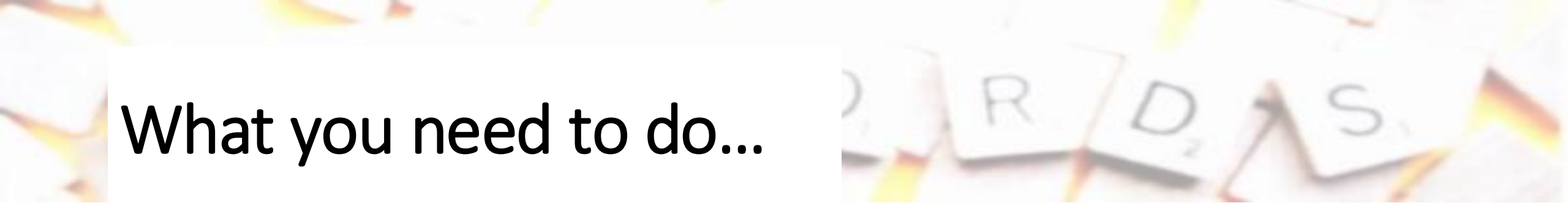
What you need to do...

That's it!

... reference and synthesise your ideas!



Synthesis



What you need to do...

That's it!

... and include and write about images!



So...

- write a short context for your writing (not a formal introduction) (100 words approx.)
- explore your first keyword (5-700 words approx.) with references to texts you hope to use.
- explore your second keyword (5-700 words approx.) with references to texts you hope to use.
- explore your third keyword (5-700 words approx.) with references to texts you hope to use.
- contextualise and synthesise how these have led you to a question you wish to research and write about next year (6-700 words approx.).
- with consultation with your Contextual Practices seminar lecturer you will write a fully formed research question with sub-questions that might be useful in your chapters (25-50 words approx.).



Assessment

Word count 2500 words (100% of assessment)

(allowance is made for 10% either side of the word count).



Assessment

Submit to moodle on Thursday 8th May by 12pm (noon)

(NB. this allows for any issues with moodle to be dealt with on the day. In the event of issues, students should send the final copy of their writing to their seminar leader and upload to moodle before 5pm or at the point moodle is again available).

Feedback 6th June by 5pm



Assessment

Feedback will be found on grademark – you can assess this via their original submission portal.

All feedback will be received within 20 working days after the assignment deadline and not before - this will be 6th June 2022.

If you are late submitting your work, you will have 7 days to hand in your late submission and this will be capped at 40%.



Assessment

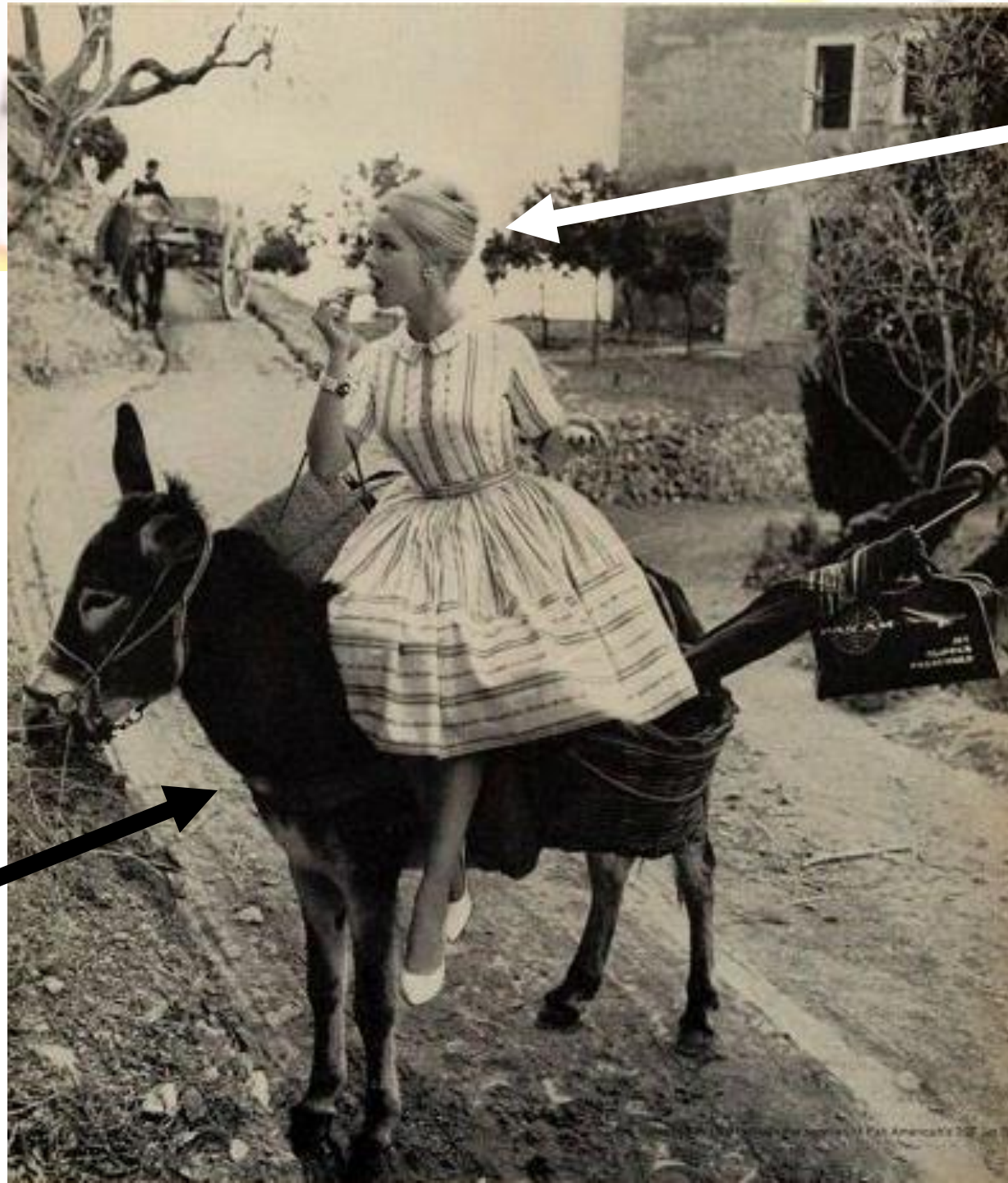
Remember you will be marked on your ability to engage with academic research, images and keywords. You must provide in-text references and a reference list.

**YOU MAY NOT RE-PRESENT FOR RE-ASSESSMENT
ANY OF YOUR OWN IDEAS OR WRITING THAT HAS
BEEN ASSESSED PREVIOUSLY**

REMEMBER!

You

Your Research
& 3 keywords

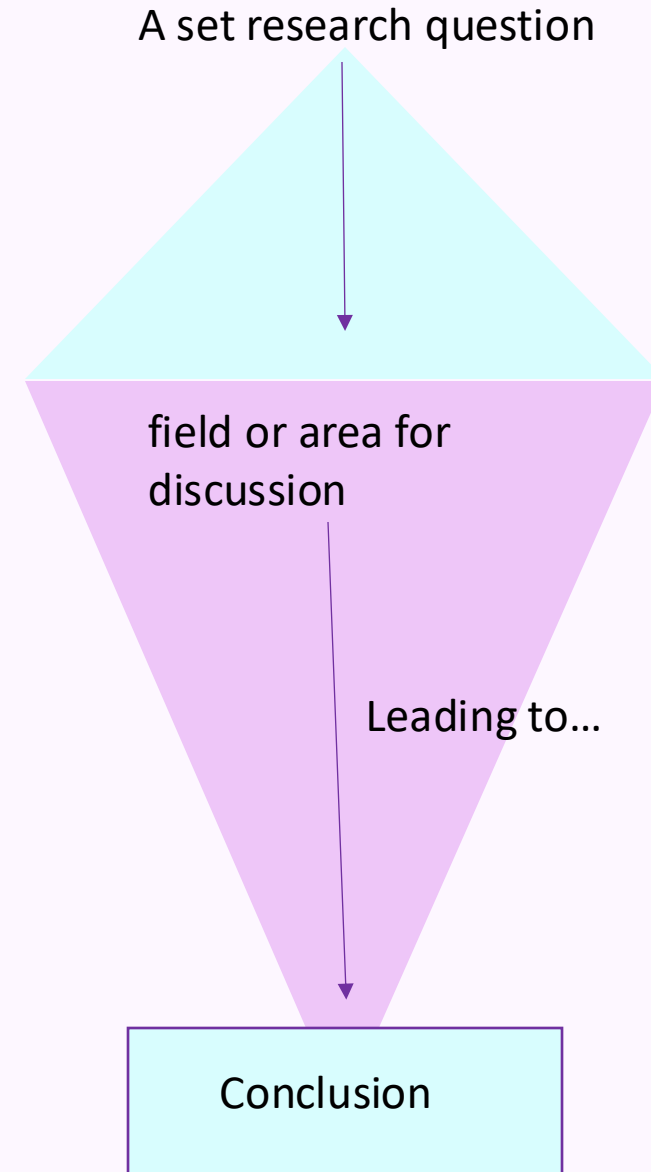
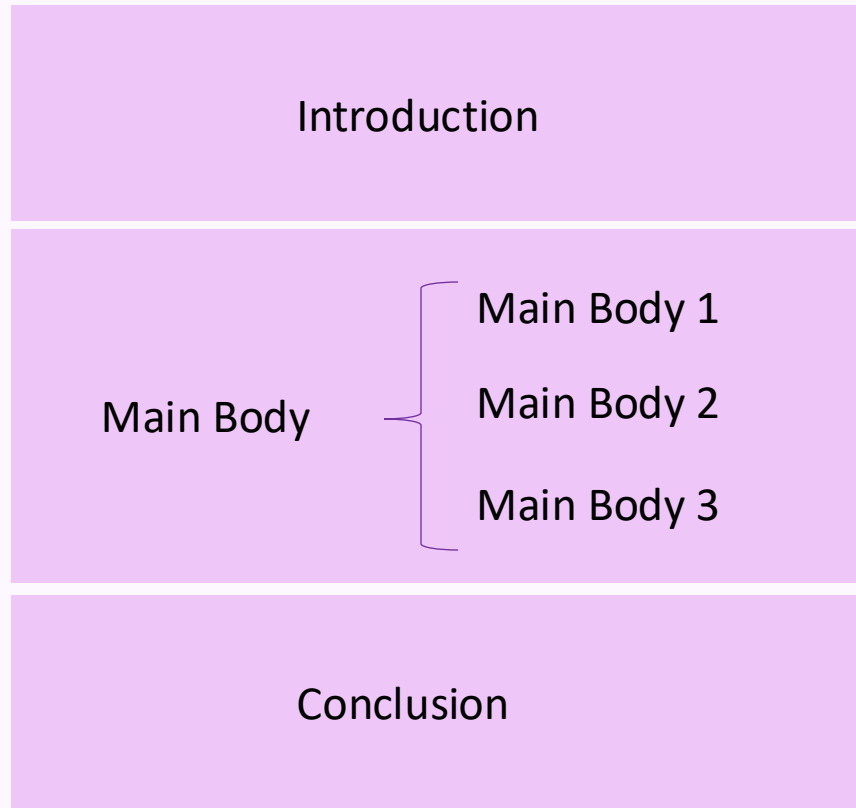




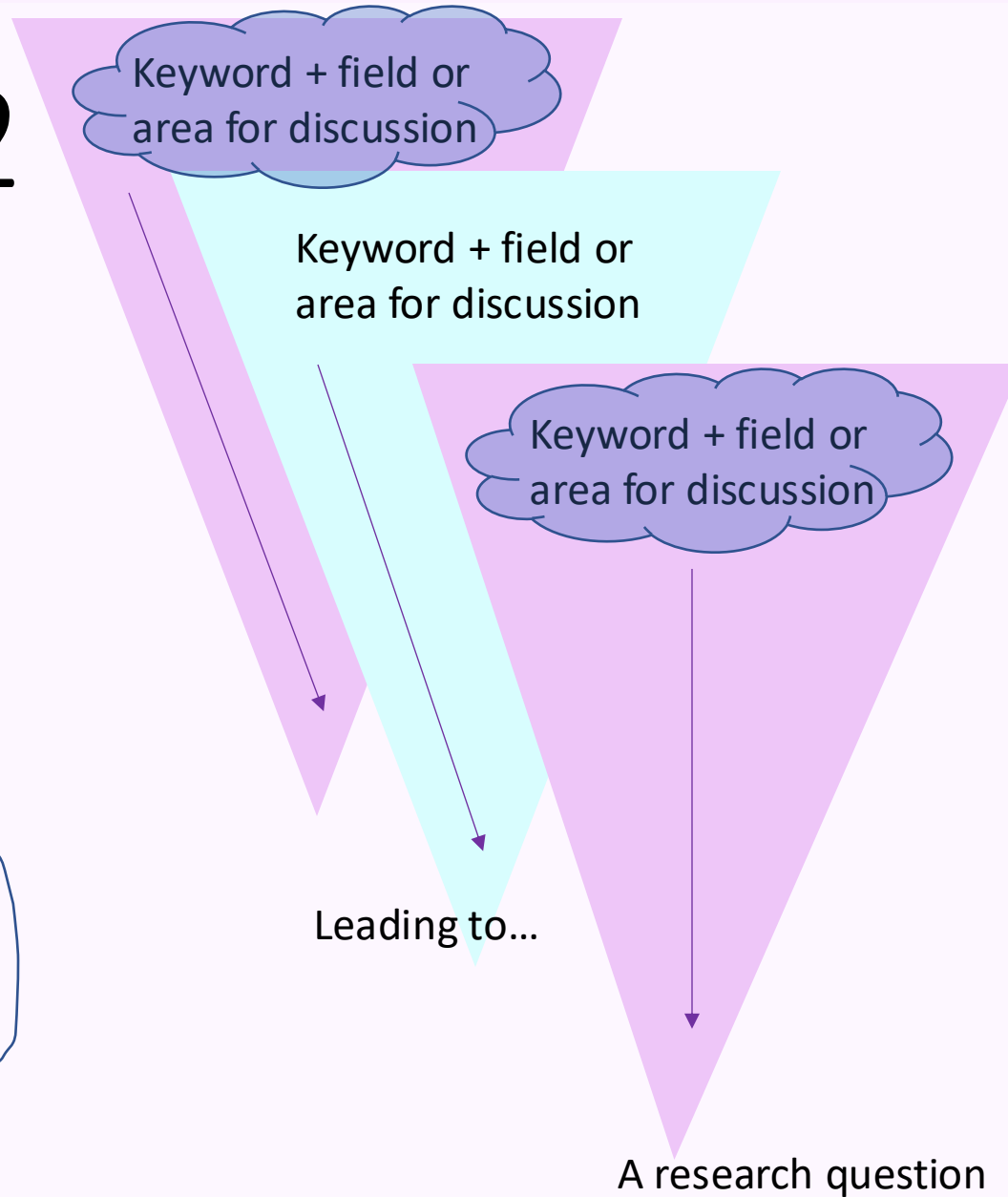
Writing Structure

‘Practices in Context’

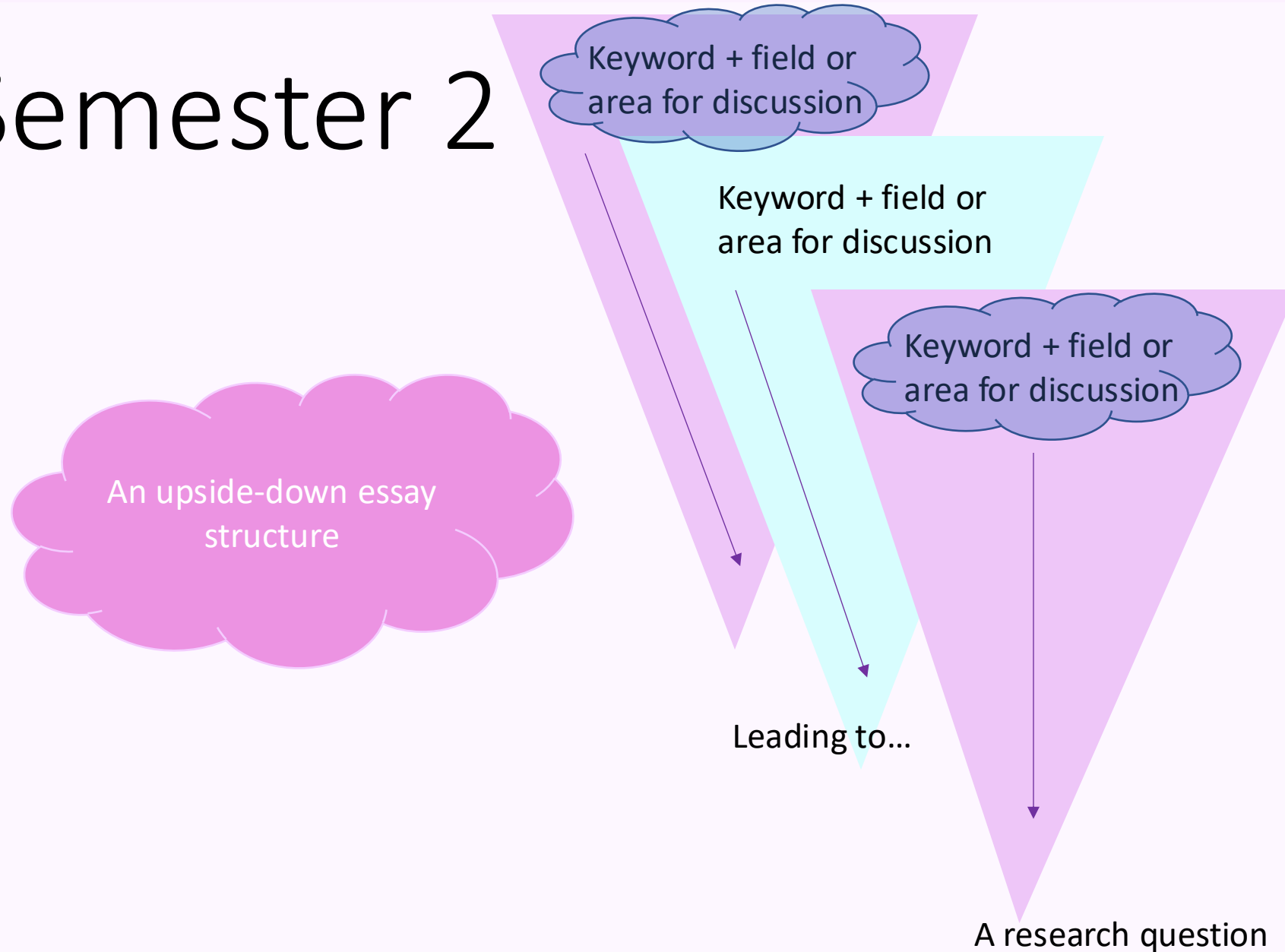
Semester 1 - Essay



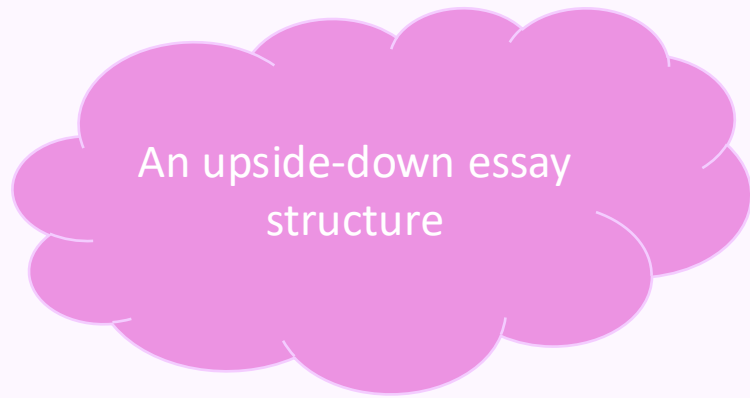
Semester 2



Semester 2



Semester 2



Short context and keywords introduction

Keyword 1 + field or
area for discussion

Keyword 2 + field or
area for discussion

Keyword 3 + field or
area for discussion

Synethesis + discussion
Thinking-through-writing
leading to and justification
for

A research question

Semester 2

An upside-down essay
structure

100 words

600 words

600 words

600 words

600 words

25 – 50 words

Semester 2

You will be required to

- Study independently and use credible sources to develop your research question;
- Choose a suitable structure, writing style and employ relevant referencing conventions around an exploration of your chosen keywords and images;
- Where possible, show how the directions you have chosen in this text could link to your practice or the practices of others;
- Carry out research which enables you to evaluate and discuss material;
- Conclude by creating an informed research question, which leads to a distinct area for further research, providing you with a focus that you can explore in more detail during your final year.

Semester 2

Whatever the topic, your enquiry must be grounded in **research**. Books, journal articles, image banks, films, exhibitions/catalogues etc. are the most usual source of information and ideas. What we are looking for is a personal and critical evaluation of the relevant source material. Academic communication is always supported by evidence.

Keep a research-writing diary and document everything! Use your diary to keep lecture notes and direct your tutorials. After the tutorials use the diary to reflect on key moments of learning and tasks you need to complete. Remember to note down the full Harvard references of all books and other resources you use as it doubles your workload to find them at the end of the process when the deadline is approaching.

Semester 2

Remember you will be marked on your ability to engage with academic research, images and keywords. You must provide in-text references and a reference list.

Word count: 2,500 words (allowance is made for 10% either side of the final word count).

Submit on Thursday 8th May by 12pm (N.B. This allows for any issues with moodle. In the event of issues, students should send the final copy of their writing to their seminar leader and upload to moodle before 5pm or at the point moodle is again available).

Feedback will be found on grademark – you can assess this via their original submission portal. All feedback will be received within 20 working days after the assignment deadline and not before.

You will receive your feedback on 6th June 2022.

If you are late submitting your work, you will have 7 days to hand in your late submission and this will be capped at 40%. If you hand in later than 7 days you will receive 0%.

Marking

Semester 2 Module 2 Level 5 weighting =

- 1. Engagement with Literature skills 20%**
- 2. Knowledge and Understanding Skills 30%**
- 3. Cognitive and Intellectual Skills 30%**
4. Practical Application Skills 10%
5. Transferrable Skills for Life and Professional Practice 10%



Module outline

Staff Talks ‘Practices in Context’

Keywords...



Frank Pick: "the test of the goodness of a thing is its fitness for use. If it fails on this first test, no amount of ornamentation or finish will make it any better; it will only make it more expensive, more foolish."

(Pick, quoted in Wolmar, 2005 p. 274)

Which
will you
explore?



Module outline

- Week 1 - 30th Jan - Julia Lockheart introduces the module + feedback on module submissions.
- Week 2 – 6th Feb – Julia Griffiths Jones
- Week 3 – 13th Feb – Gwen Beynon
- Week 4 - 20th Feb – Cath Brown
- Week 5 - 27th Feb – Anna Lewis
- Week 6 - 6th March – Rhian Haf
- Week 7 - 13th March – Ross Head
- Week 8 - 20th March – Julia Lockheart
- Week 9 – 27th March - Overview from Julia + advice on fulfilment of the module assessment + Student Presentations
- Week 10 – 3rd April– Tutorials in Julia's office 201AD (**half** the group will be seen)
- **Easter vacation used for research and development of your keywords**
- Week 11 – 1st May – Tutorials in Julia's office 201AD (**Half** the group will be seen)
- Week 12 – 8th May (hand in 12:00 noon) Julia Lockheart will be available for last minute advice.

***Please note: although you will receive a lecture on these days, the date order of the lecturers listed above may change.**

Practices in Context

Julia Griffiths Jones

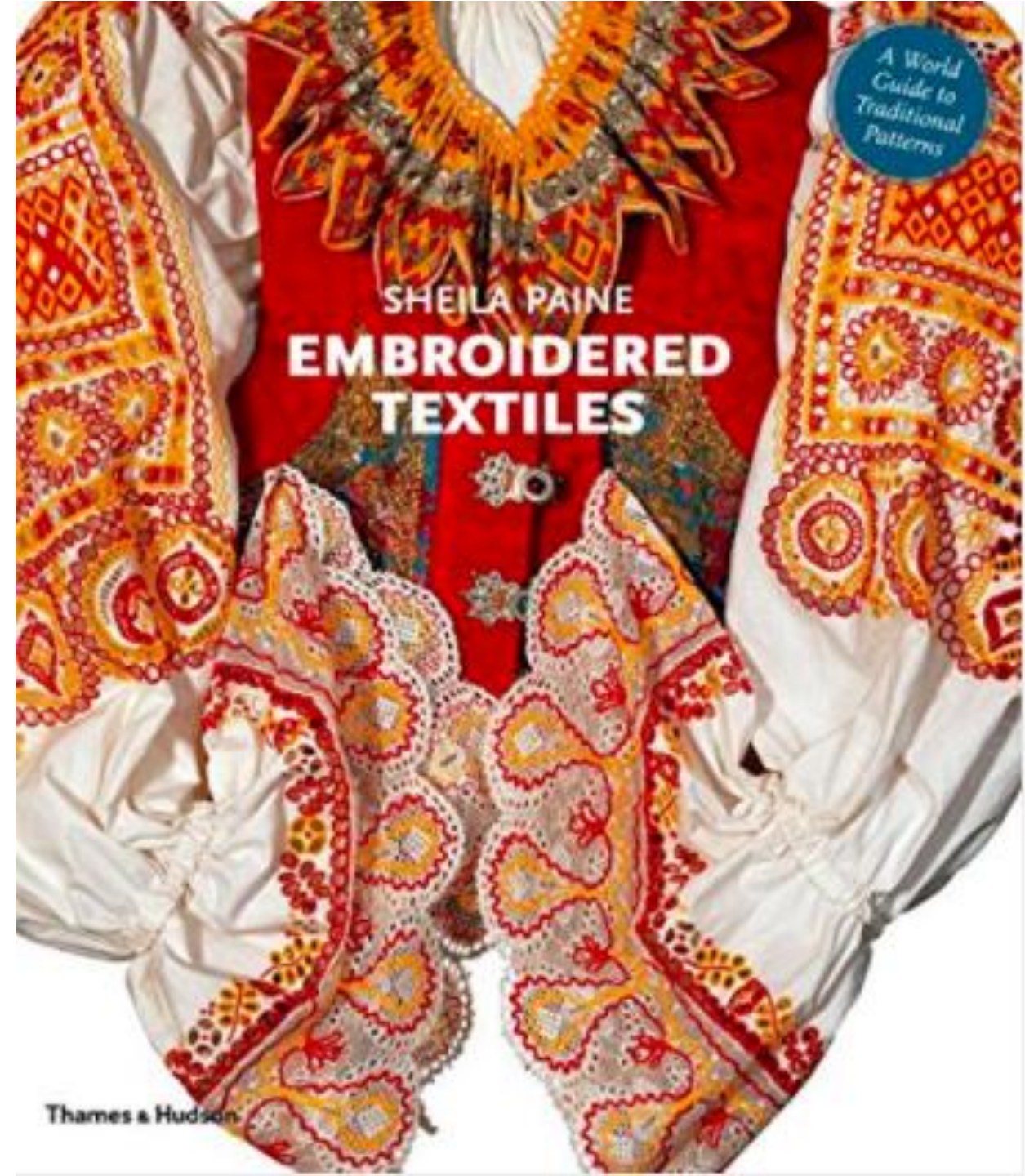
Week 2

Title: Room within a Room,

3 Keywords: **SYMBOL DRAWING**
THRESHOLD

Text: Sheila Paine's book Embroidered Textiles,

Ref: Paine, S. (2010) Embroidered Textiles.
London: Thames and Hudson



Practices in Context

Gwenllian Beynon

Week 3

Title: From the past, through the present, to the future: The old tree

O'r gorffennol, trwy'r presennol, i'r dyfodol : Yr hen goeden

Three words: Memory – Atgofion/Belonging – Perthyn/Trees - Coed

Gwenllian's art practice focusses on a sense of belonging connected to culture and the landscape. Through memory and academic exploration Gwenllian visually examines a personal connection to culture connected to family and a wider global connection through nature.



Practices in Context

Cath Brown

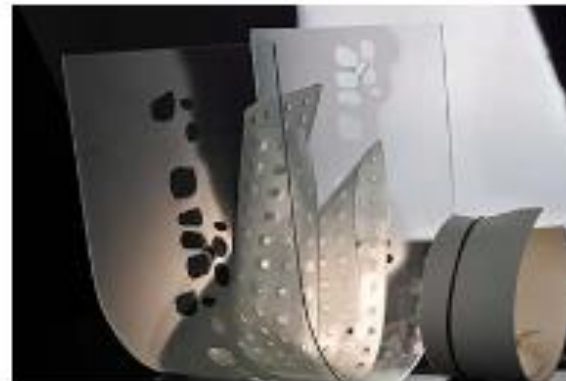
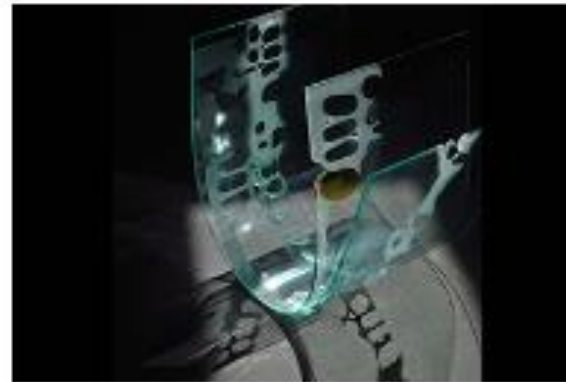
Week 4

Title: Glass Maker

3 Keywords: **Light, Tension and Making**

Text: from Louise Bourgeois, Melanie Klien, Julia Kristeva, James Turrell, Anthony Caro, Metaphysics of light, Psychology of making.

www.catherinebrownglass.co.uk



Practices in Context



Anna Lewis

Week 5

Title:

3 keywords: Emotion, Duality, Curiosity

Texts: The Uncanny - Nicholas Royle

Jewellery in Context – Marjan Unger

Practices in Context



Rhain Haf

Week 6

Title & 3 Keywords: **Gwydr, Golau
a Gofod | Glass, Light and Space**

Texts: In praise of shadows: J.

Tanizaki, London: Vintage, 2001

A Life in Light : James Turrell 2006

Louise T. Blouin Foundation,
2006

Artists: Tando Ando, Olafur
Eliasson, Luis Barragan

Practices in Context

Ross Head

Week 7

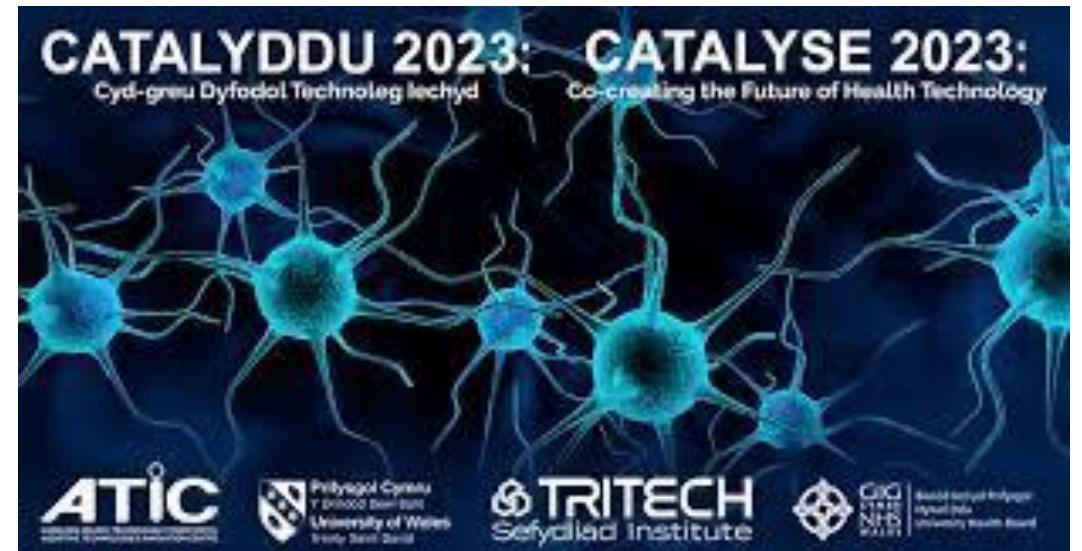
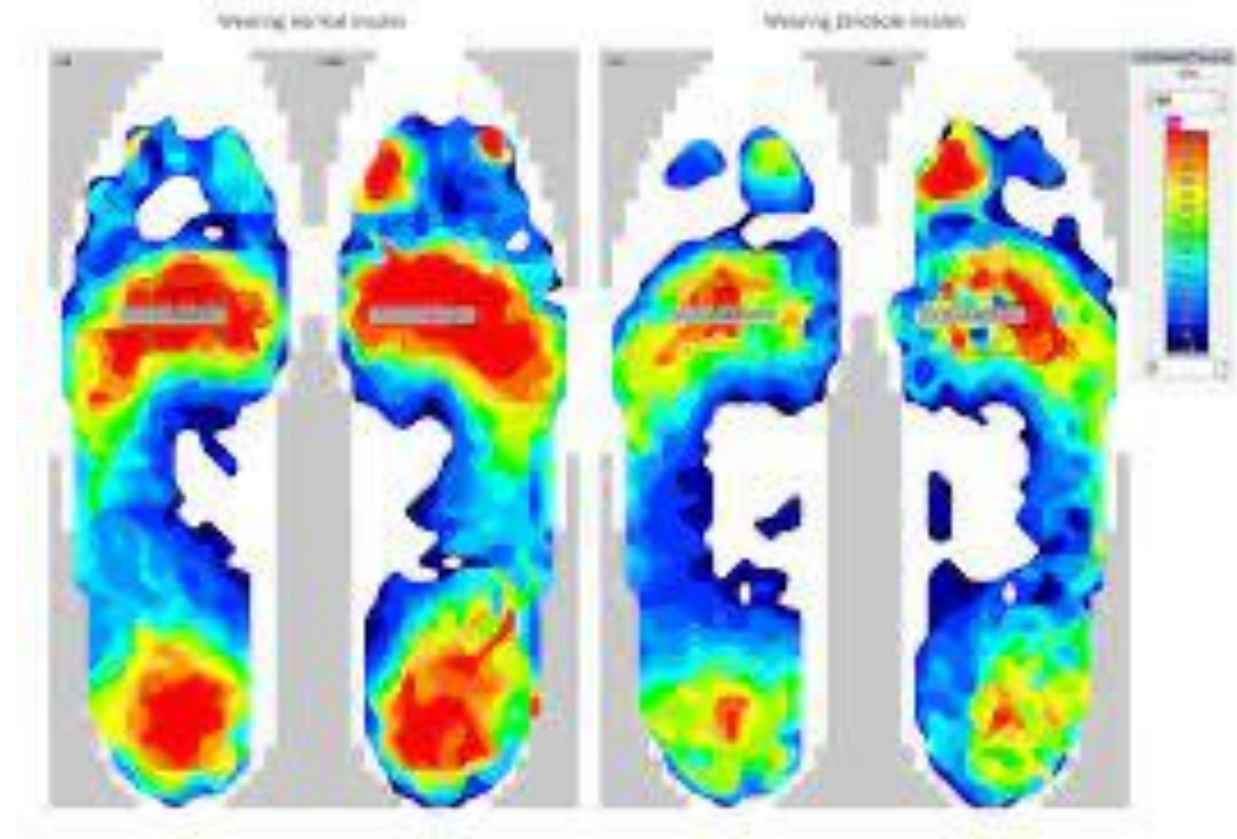


Title: Critique, Create and Catalyse.

This is a modified version of the Design Councils systemic design framework
EXPLORE, CREATE, REFRAME, CATALYSE.

These three words would enable me to talk
about the work we do at ATiC and also relate
it to design practice for the students.

Text: Don Norman



Practices in Context

Julia Lockheart

Week 8

Title: Interpretating Dreams,

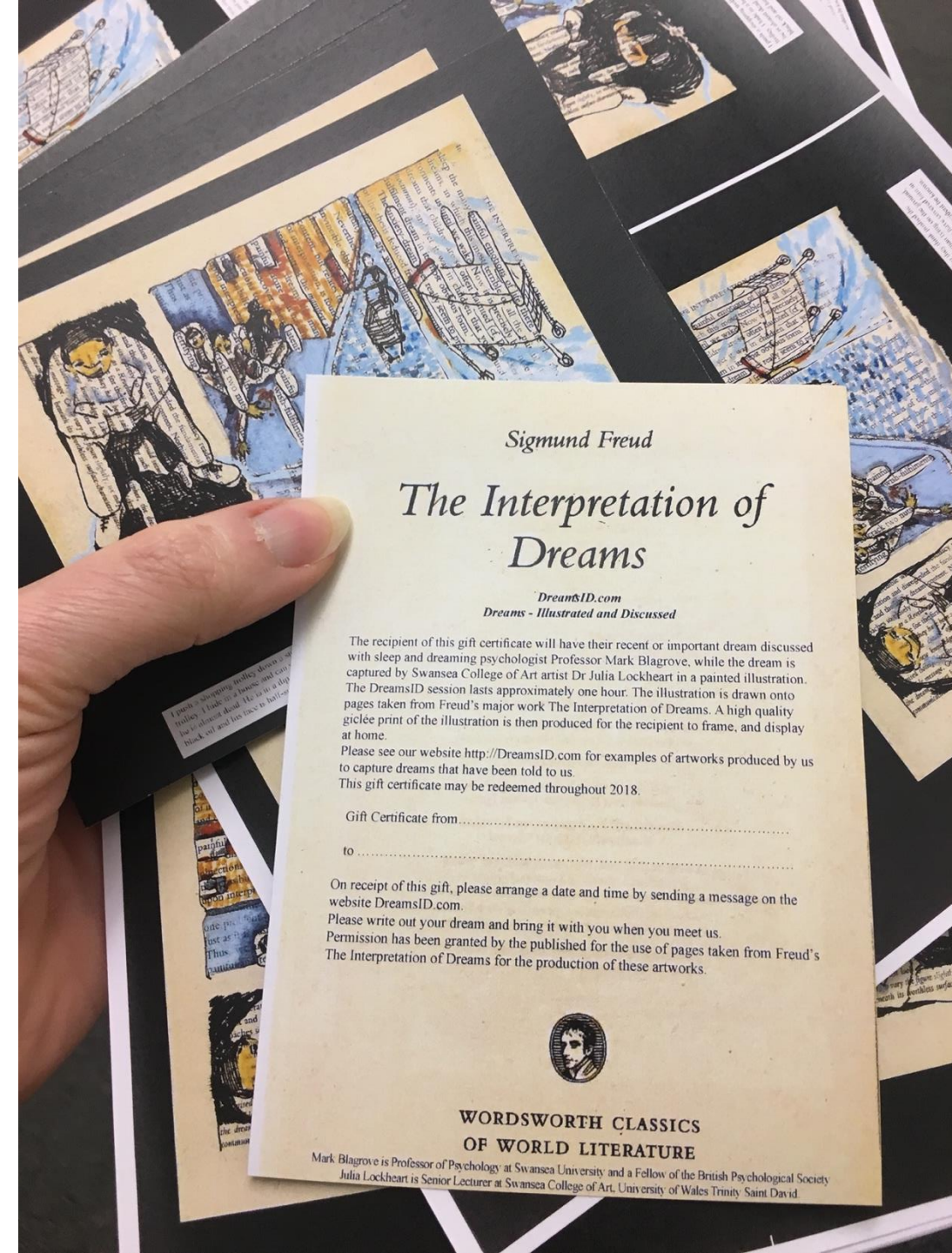
3 Keywords: **SYNTHESIS**

**(Gesamtkunstwerk), INTERPRETATION,
VISUAL LANGUAGE**

Text: Freud, S (1899) Interpretation of
Dreams. London: Penguin.

Philips, T. (1973) The Humument: A treated
Victorian Novel.

Robert Lockheart



Remaining weeks:

Week 9 – 27th March - Overview from Julia + advice on fulfilment of the module assessment + Student Presentations

Week 10 – 3rd April– Tutorials in Julia's office 201AD (**half** the group will be seen)

Easter vacation used for research and development of your keywords

Week 11 – 1st May – Tutorials in Julia's office 201AD (**Half** the group will be seen)

Week 12 – 8th May (hand in 12:00 noon) Julia Lockheart will be available for last minute advice.

Short context and keywords introduction

Keyword 1 + field or area for discussion

Keyword 2 + field or area for discussion

Keyword 3 + field or area for discussion

Synthesis + discussion
Thinking-through-writing
leading to and justification
for

A research question

Thinking...

Think about what area you would like to research.

What keywords might you choose?

Where might you look for sources for these keywords?

Who else might have written about them?



References

Wolmar, C. (2005) [2004]. *The Subterranean Railway: How the London Underground Was Built and How It Changed the City Forever*. London: Atlantic Books.