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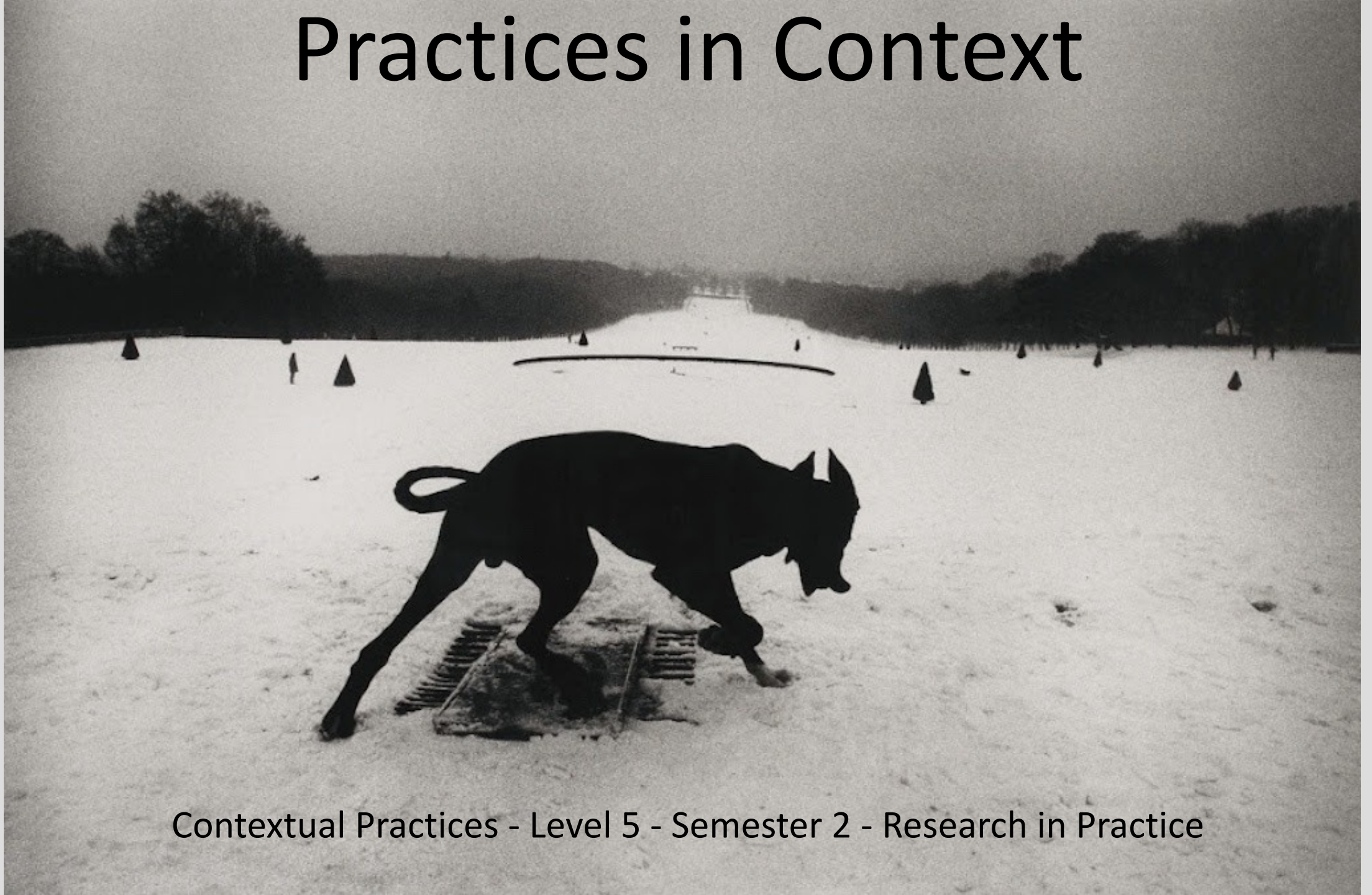
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Practices in Context



Contextual Practices - Level 5 - Semester 2 - Research in Practice

Well Done!

What we have learned...

Good

Good Structure

Writing to Examples

Referencing

Presentation

Grammar and Syntax

Consideration and Evaluation

Not So Good (in a few cases, not many)

Too many examples of artists, works or concepts - not enough depth

Too much description, history, biography (Wikipediaitis)

Referencing - Not everyone adhered to the very straightforward use of Harvard referencing, or used it inconsistently. Where did the copy-paste of URLs directly into the essay come from?

Presentation: a few essays not double-spaced

Illustrations: not used; no illustration list; too small/low res.

Analysis: Some essays notable for a lack of it (see points 1 and 2)

Some language too casual/conversational. Develop an academic style (this need not preclude individuality, personality etc.)

Proof Read/Edit

Bibliography

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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

Staff Talks - 'Practices in Context'

Module outline

This semester you will receive a carousel of **‘Practice in Context’** talks given by your lecturing staff who are studio practitioners. The purpose of these talks is to present a model for you: how to work with keywords. This is aimed at preparing you for your Independent Inquiry 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 Paul Duerinckx, but will be delivered by staff in the School of Design and Applied Arts.

Module outline

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

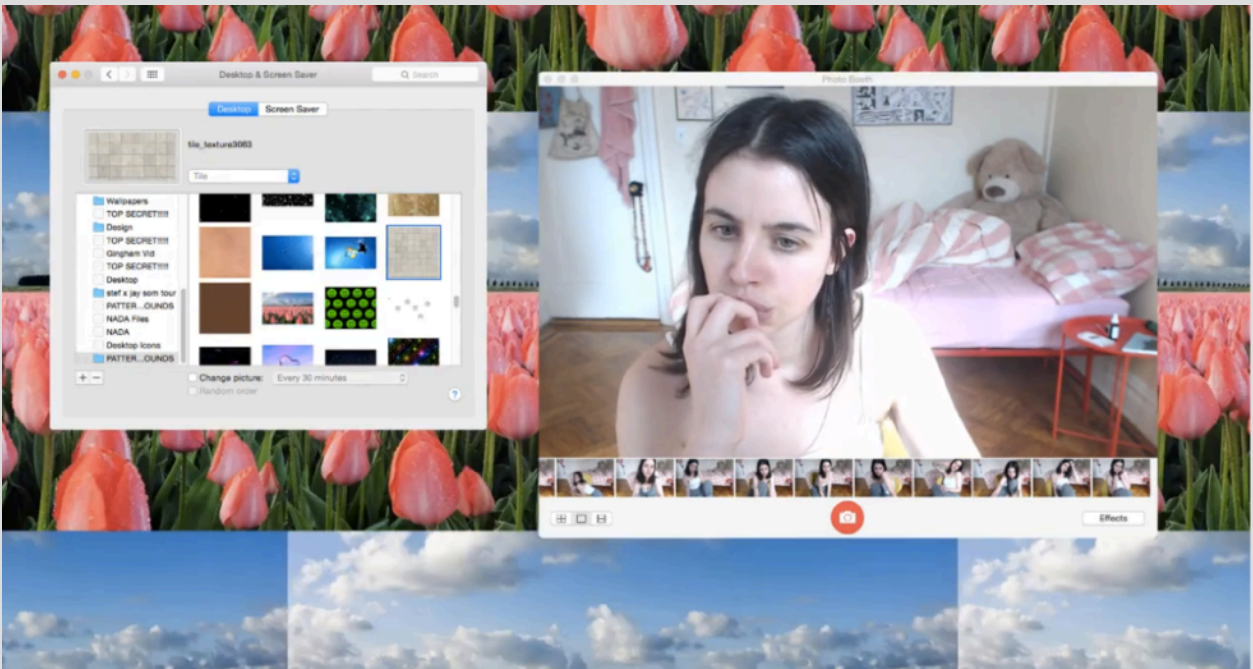
Audience: This strand is suitable for ...

Photographers

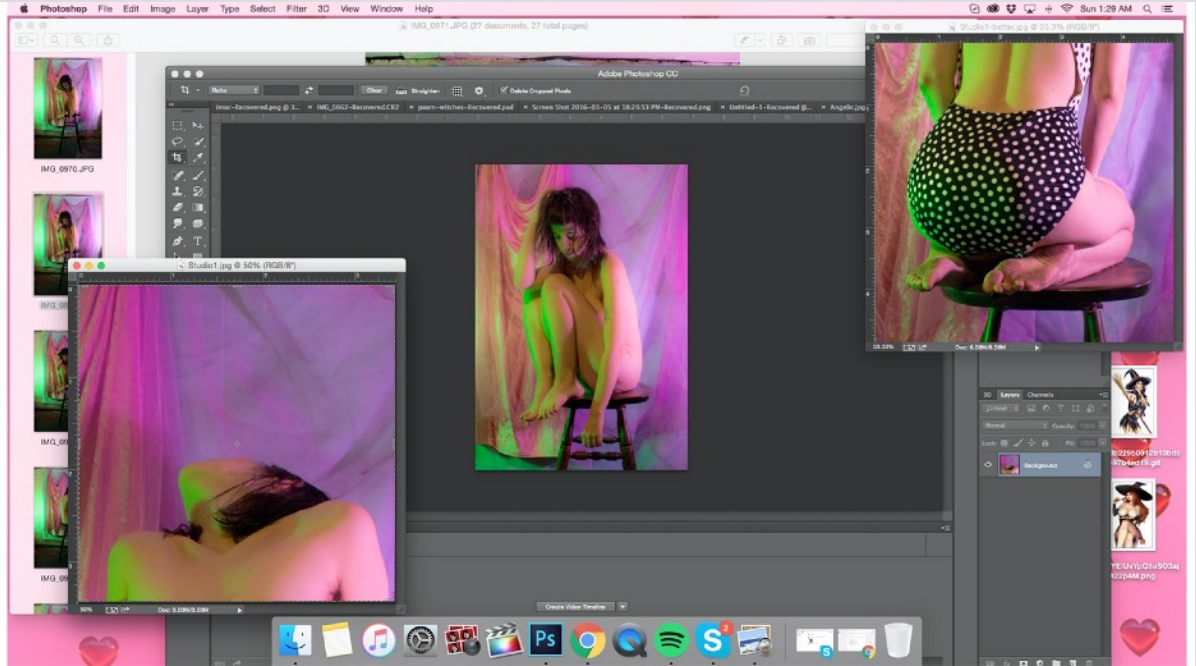
Artists

Rankin





Molly Soda



Walker Evans





Nadar, Jules Verne

Velazquez, Las Meninas





Peter van Agtmael



Taryn Simon, *The Innocents*



Joel Peter Witkin, *The Bone House*



Sally Mann, Battlefield - Antietam
Was Ever Love (2009)



Vanessa Winship

Marina Abramović/Ulay, *Anima Mundi (Pieta)*



Marina Abramović, *Balkan Baroque*



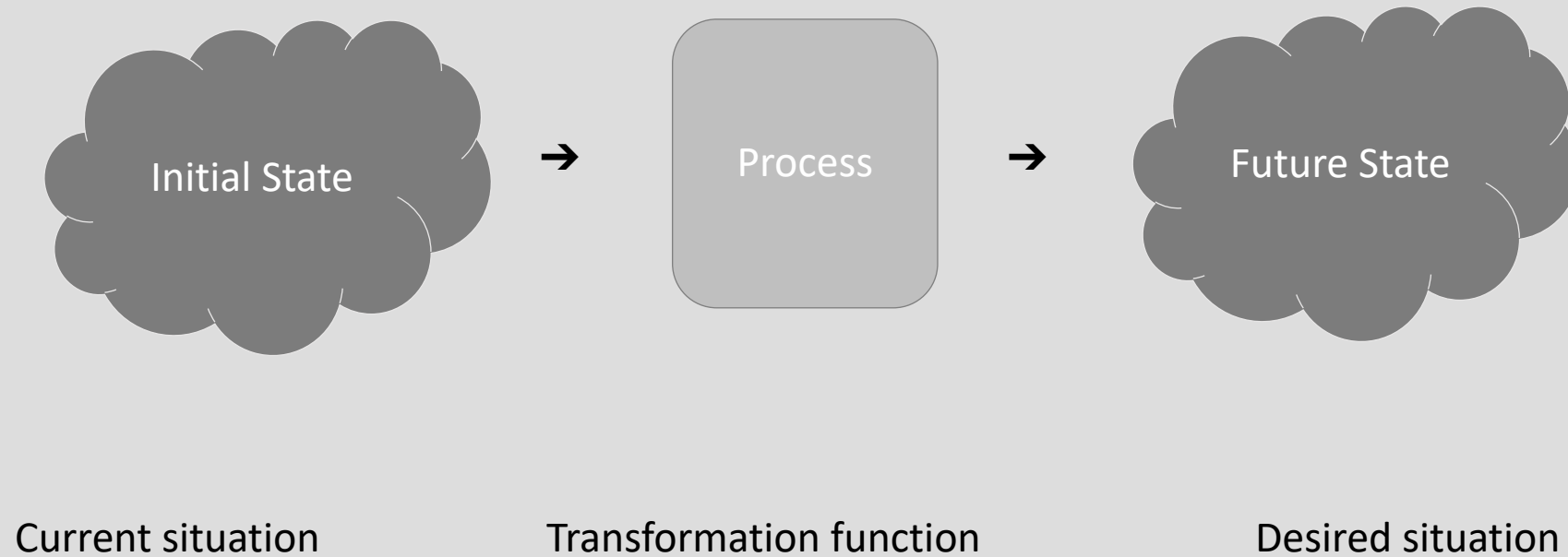


Chris Killip, *The Last Ships* (series)



After Heironymus Bosch, *The Extraction of the Stone of Madness* (c.1494)

Basal model of design (Doblin)



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:

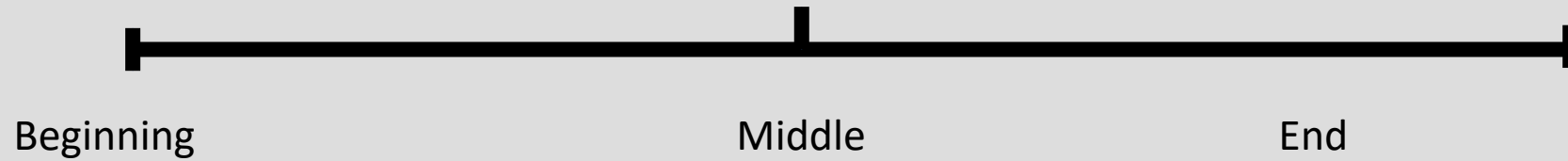
What you need to do...

- 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 dissertation.**

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:

- **explore your first keyword (6-700 words approx.) with references to texts you hope to use in your dissertation.**
- **explore your second keyword (6-700 words approx.) with references to texts you hope to use in your dissertation.**
- **explore your third keyword (6-700 words approx.) with references to texts you hope to use in your dissertation.**

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 (2-300 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.).**

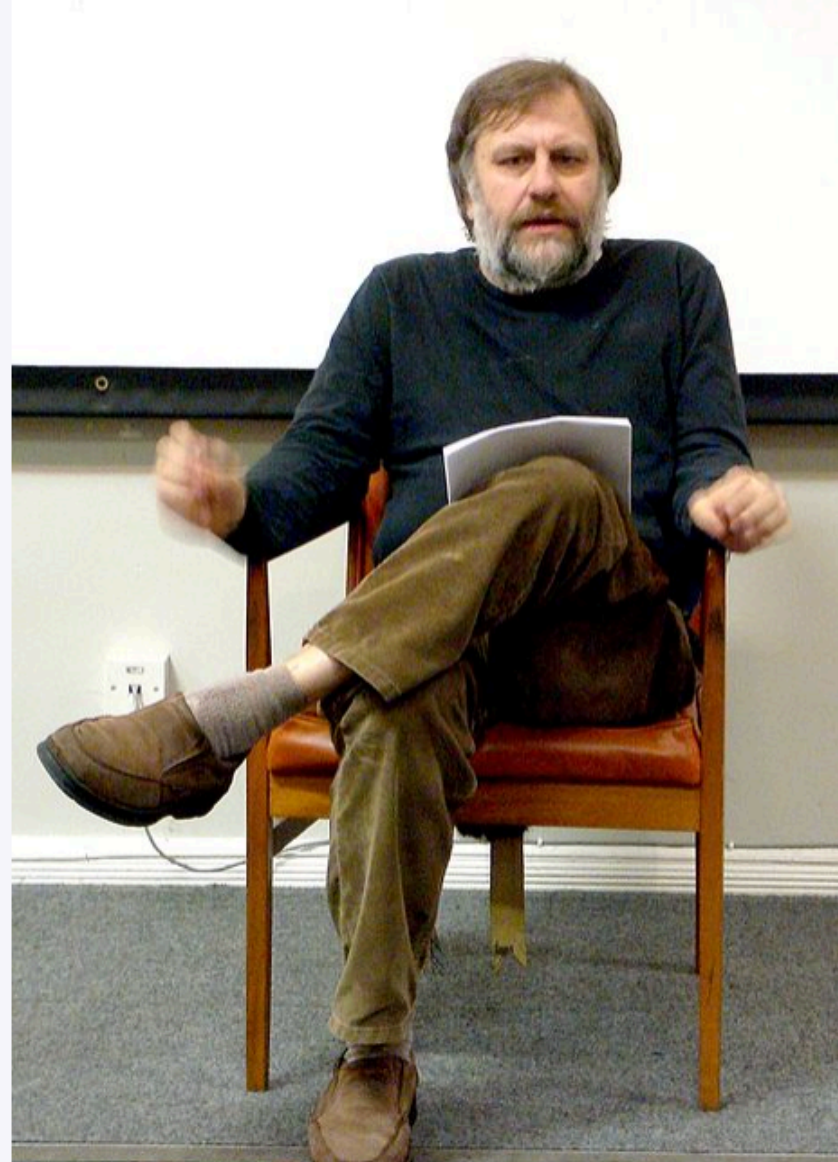


What's so important about a question?

<http://bigthink.com/bigthink-tv/the-purpose-of-philosophy-is-to-ask-the-right-questions-2>

[Slavoj Žižek](#)

Slavoj Žižek

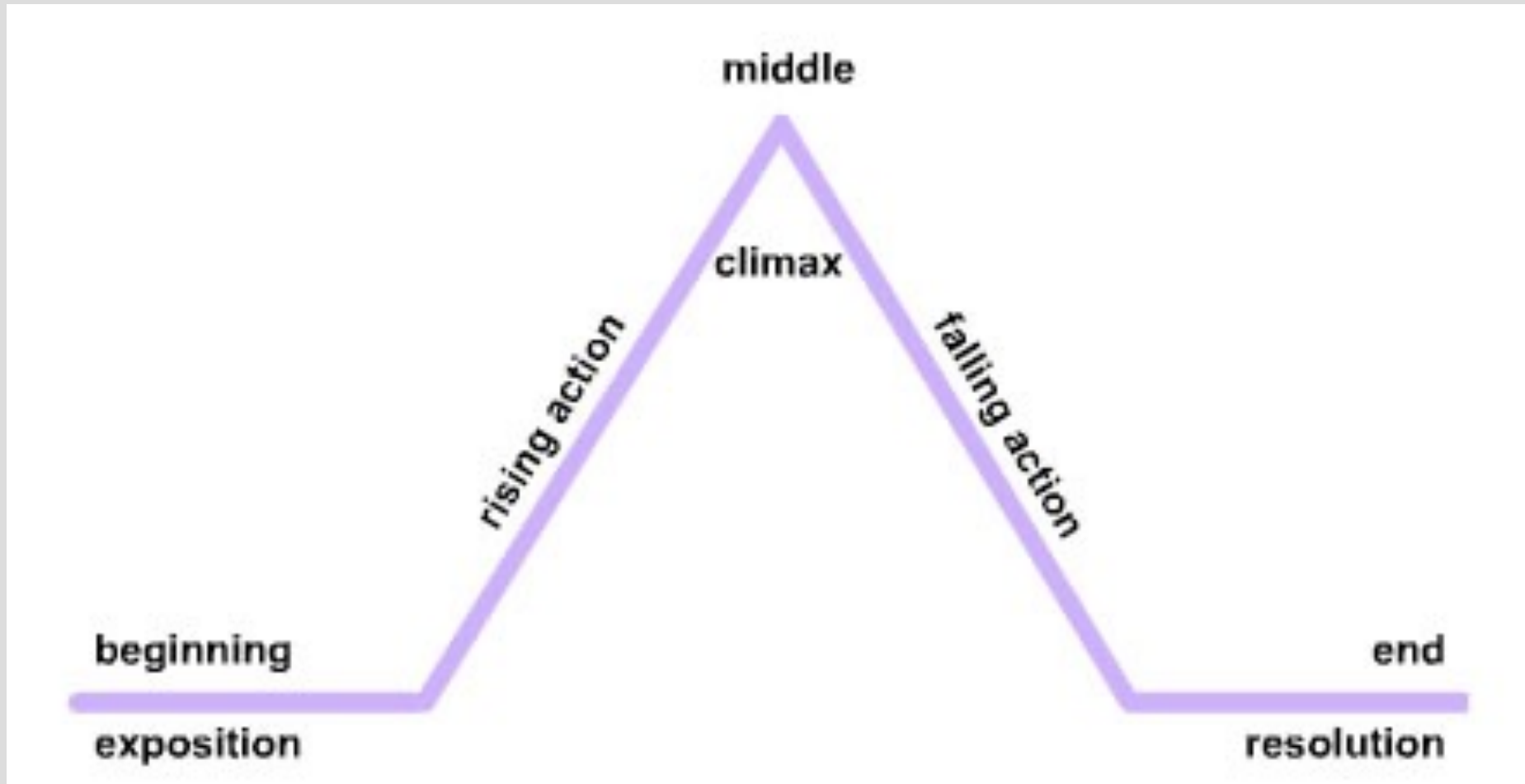


What you need to do...

That's it!

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

What you need to do...

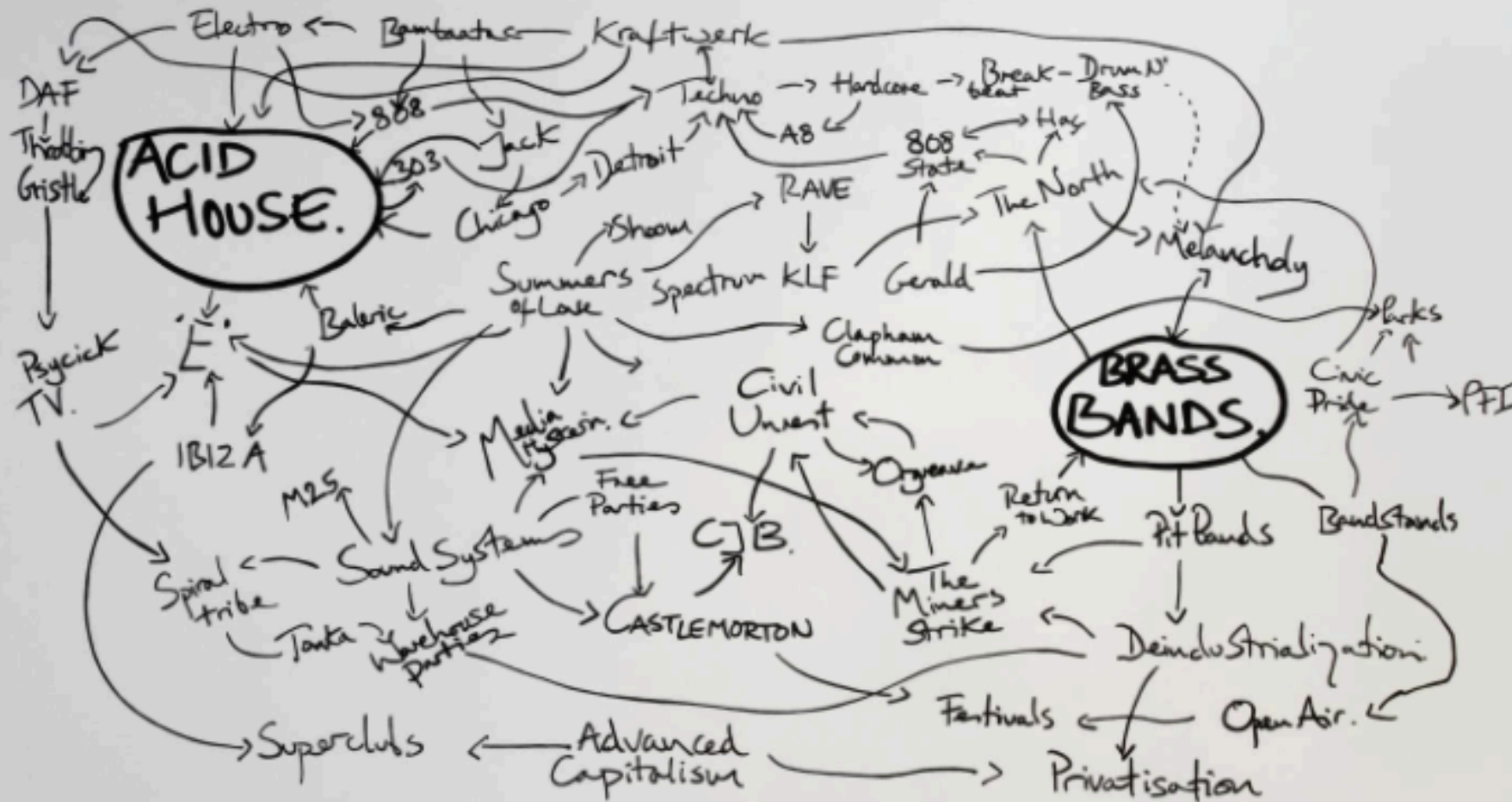


Gustav Freytag's (1863) five-act Pyramid

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/artworks!

So...

- write a short context for your writing (not a formal introduction) (100 words approx.)
- explore your first keyword (6-700 words approx.) with references to texts you hope to use in your dissertation.
- explore your second keyword (6-700 words approx.) with references to texts you hope to use in your dissertation.
- explore your third keyword (6-700 words approx.) with references to texts you hope to use in your dissertation.
- contextualise and synthesise how these have led you to a question you wish to research and write about next year (2-300 words approx.).
- with consultation with your Contextual Practices seminar lecturer you will write a fully formed research question with subquestions 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 5th May by 12 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).



Assessment

Feedback will be found on Gradesmark. You can assess this via the original submission portal.

All feedback will be received within 20 working days after the assignment deadline and not before - this will be June 3, 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

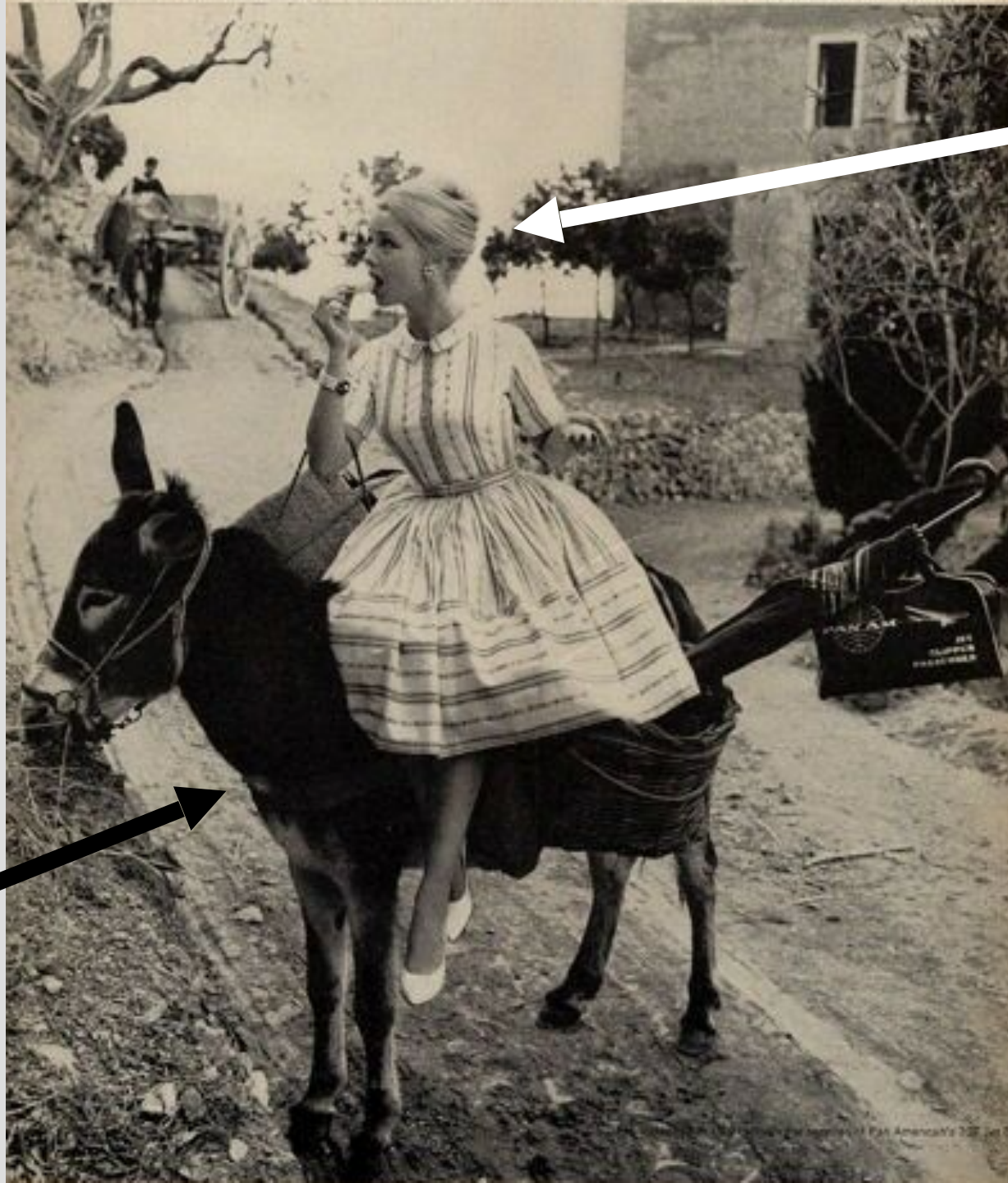
Remember you will be marked on your ability to engage with academic research, images and keywords. You must provide in-text references and a reference list.

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

REMEMBER!

Your Research
& 3 keywords

You

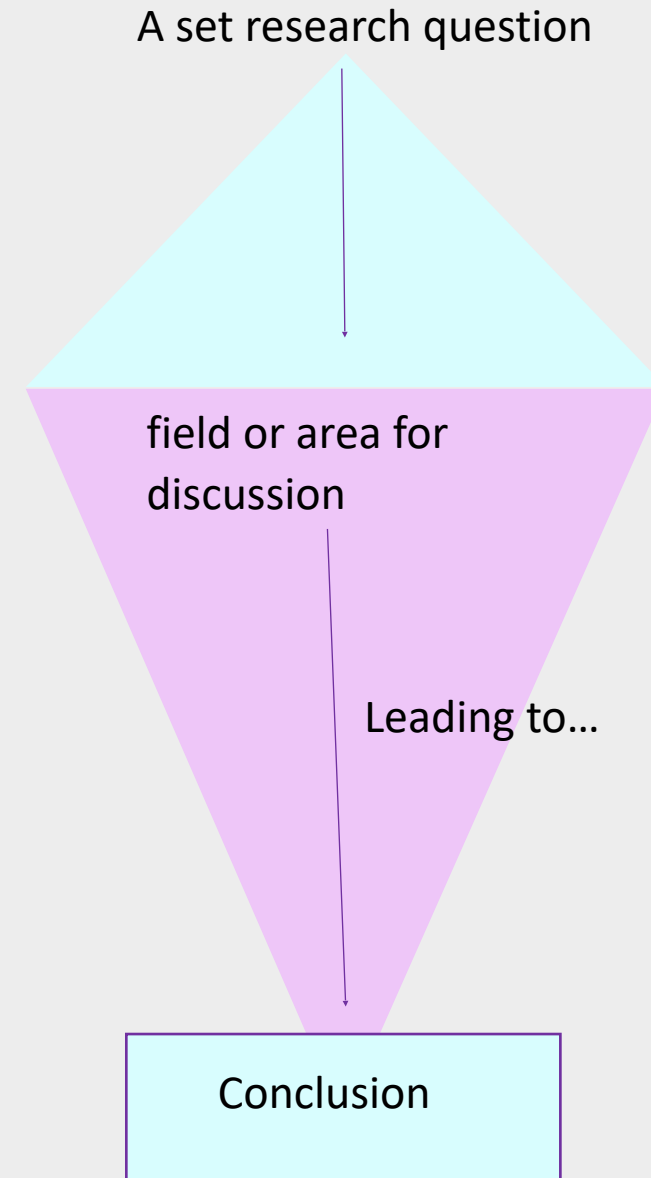
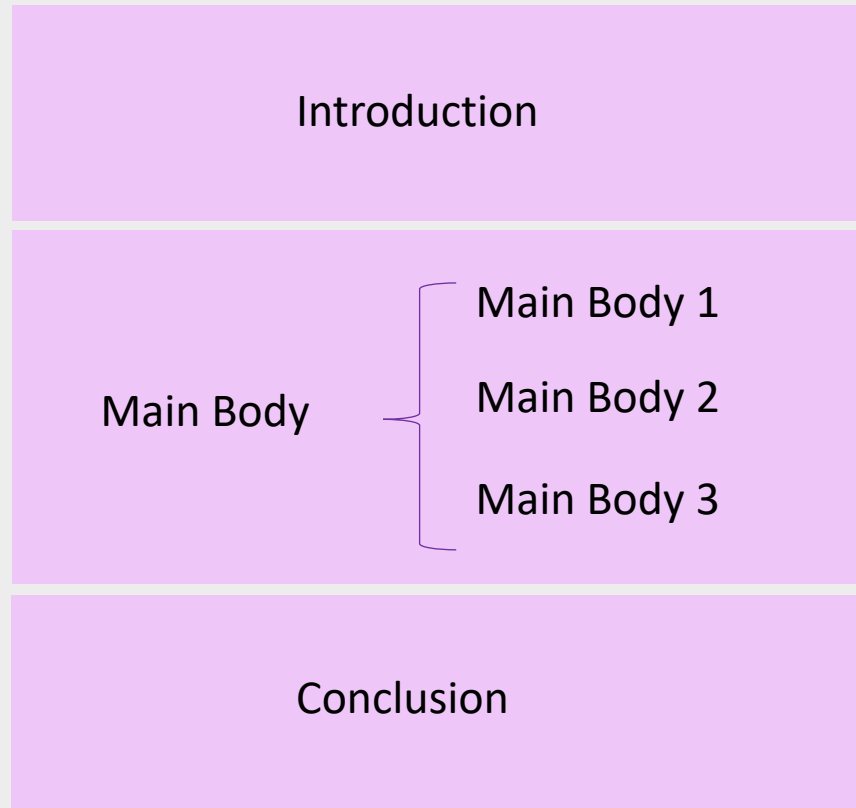




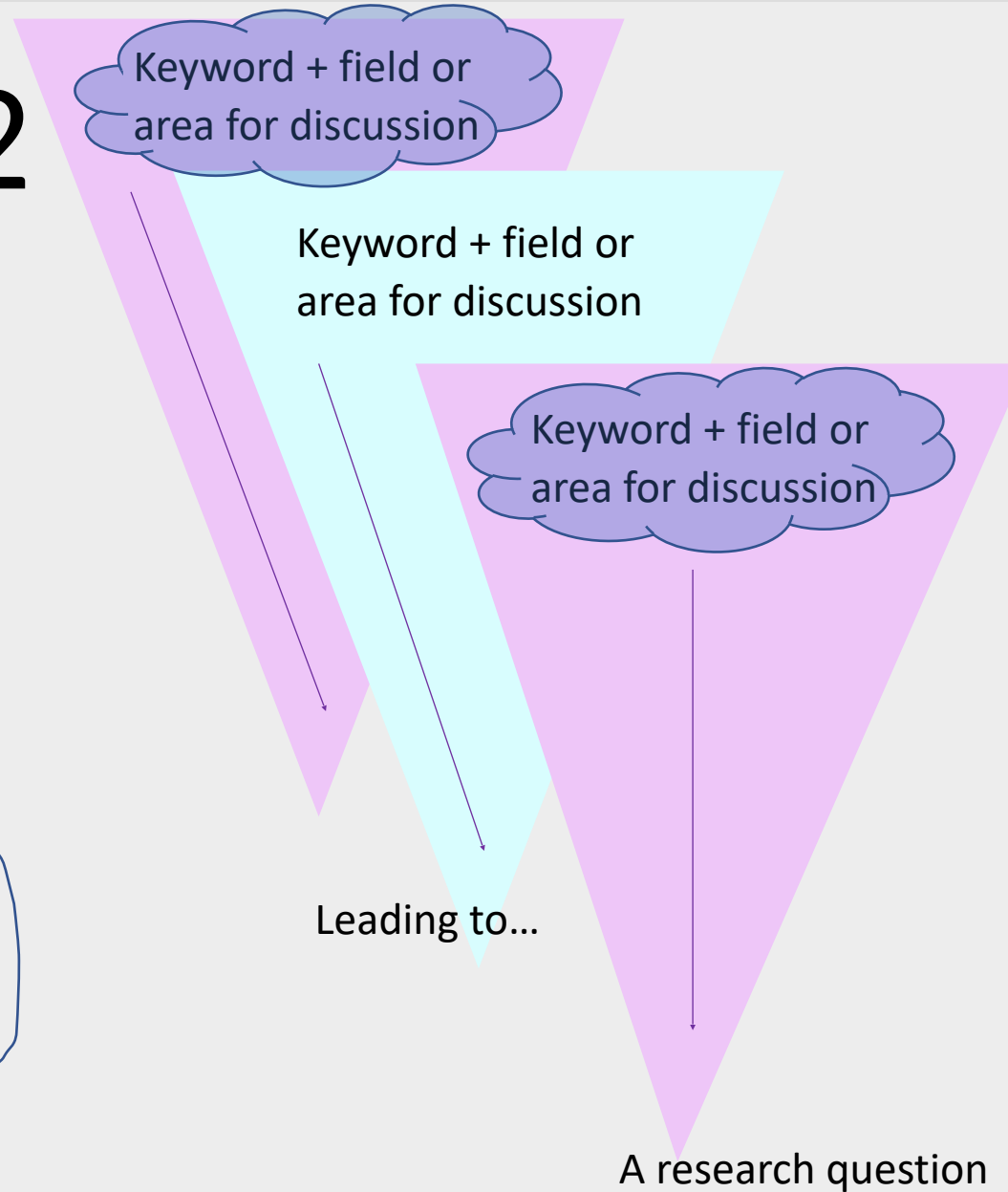
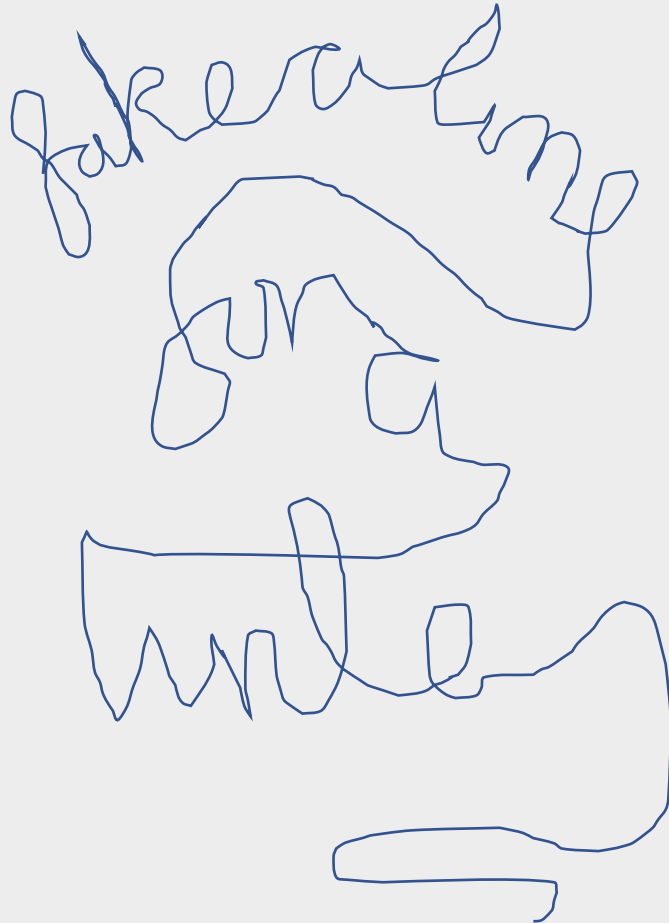
Writing Structure

‘Practices in Context’

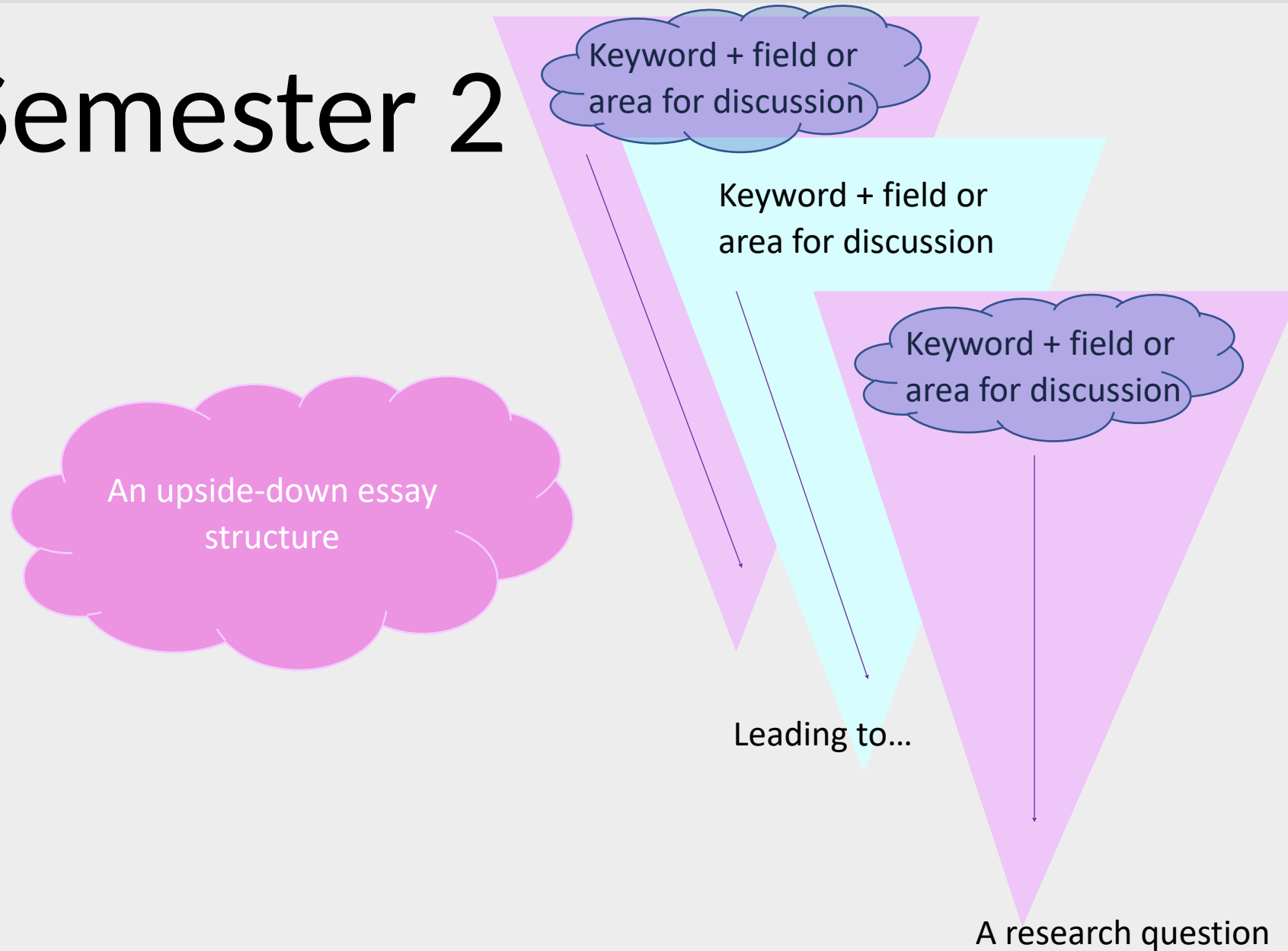
Semester 1 - Essay



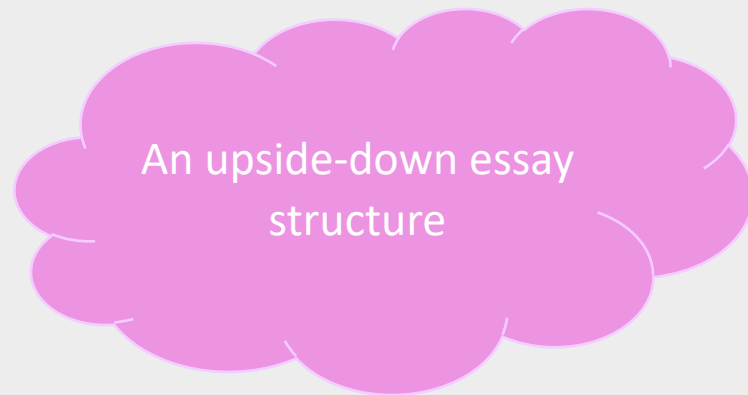
Semester 2



Semester 2



Semester 2



Short context and keywords introduction

Keyword 1 + field or
area for discussion

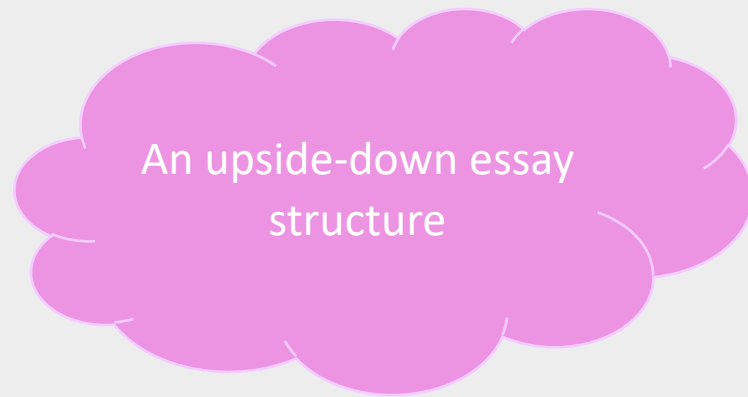
Keyword 2 + field or
area for discussion

Keyword 3 + field or
area for discussion

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

A research question

Semester 2



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 5th 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 3rd 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...

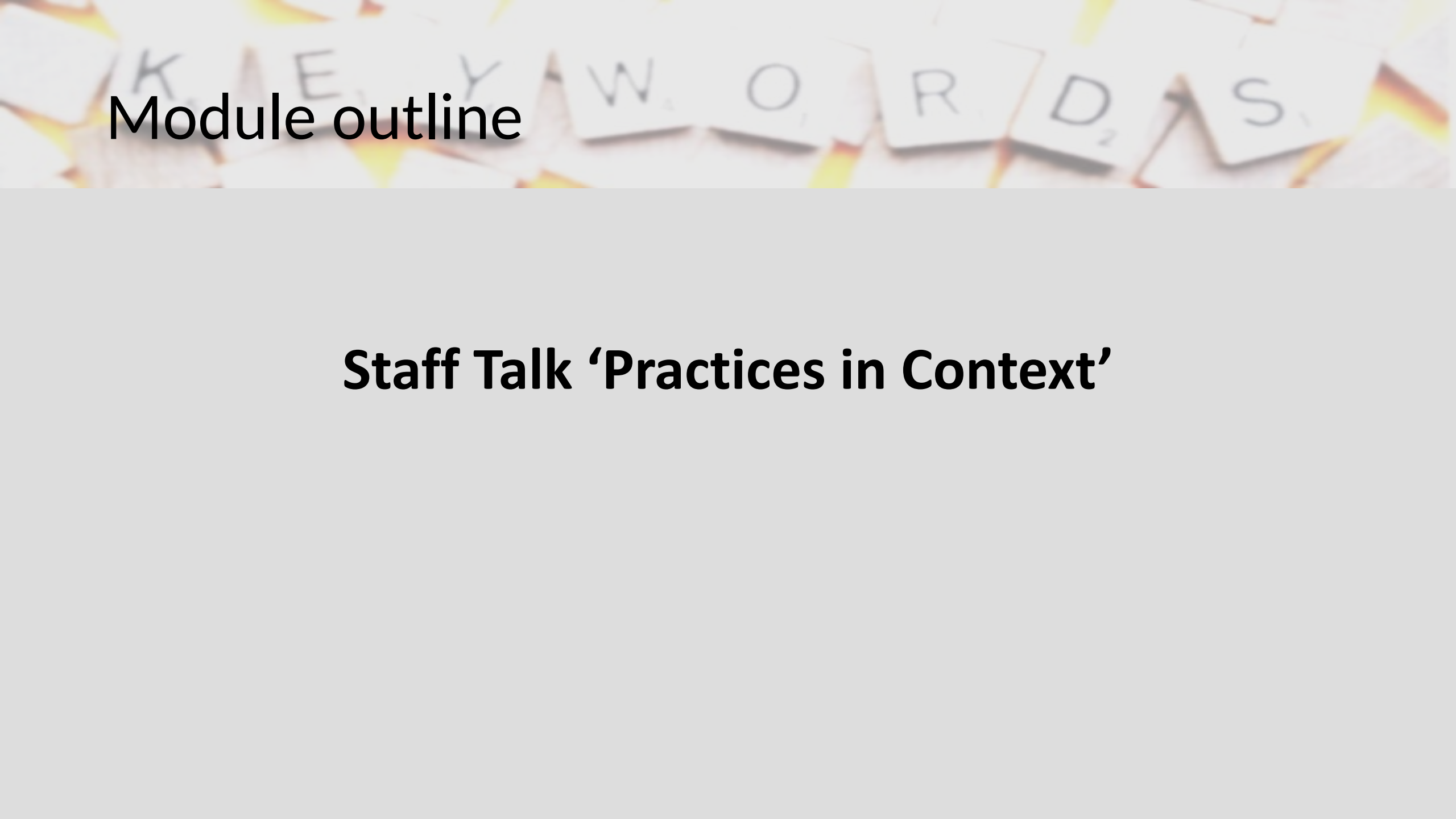


Frank Pick: "the test of the goodness of a thing is its fitness for use. If it fails on this first test, no amount of ornamentation or finish will make it any better; it will only make it more expensive, more foolish."

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

Which will
you
explore?





Module outline

Staff Talk ‘Practices in Context’

Module Schedule

Week 1 -	Feb 3	Paul Duerinckx introduces the module
Week 2 -	Feb 10	Peter Finnemore Lecture (delivered in Welsh) Proposal Structure Overview - Using example
Week 3 -	Feb 17	Lecture: Tim Davies Seminar - Keyword Task
Week 4 -	Feb 24	Ryan Moule - <i>Sensation, Affect and the Postmodern Condition</i>
Week 5 -	March 3	Hamish Gane - <i>In Light of the Past</i> Seminar
Week 6 -	March 10	Siân Addicott - <i>Cultural Activism</i> Seminar
Week 7 -	March 17	Lecture: Sue Williams Seminar
Week 8 -	March 24	Seminar - Tutorials
Week 9 -	March 31	Tutorials
E a s t e r V a c a t i o n		
Week 10 -	April 28	Group Seminars/Tutorials TBC
Week 11 -	May 5	D E A D L I N E
(Hand-in) Paul Duerinckx will be available for last minute advice - 12 noon deadline.		

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?



Thinking...

Concept	This work explores.....
Context	In relation to
Focus	With a focus on
Method	By means of

References

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



After Heironymus Bosch, *The Extraction of the Stone of Madness* (c.1494)