

Photojournalism & Documentary Photography

Level 5 - Semester One

M5X01635

Collaborative Practice

H a n d b o o k

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MODULE DESCRIPTION

This module is to encourage the research and development of a self-originated collaboratively proposed photographic exhibition that leads to a public offsite exhibition in Semester 2. This module will enable students to experience and develop skills such as working with external clients, researching for an exhibition, thinking outside the white cube, installational ways of working, and making experimental visual responses to a site/ location.

AIMS

To enable students to develop the organisational and communication skills necessary to work to a professional level with other students and external agents.

To understand and initiate presentation processes individually and within a collaborative, group context.

To plan, negotiate and actualise these processes within the public domain, demonstrating engagement with a wider audience.

LEARNING OUTCOMES

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

1. Initiate, plan and deliver briefs that demonstrate collaborative interaction with other students
2. Explore and evaluate information relating to contemporary notions of location, installation, presentation and spectator interaction
3. Demonstrate an ability to evaluate the progress of their individual contributions within group-based briefs

ASSESSMENT

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work. You will receive a transcript of your assessment marks at the end of each semester. Note that any marks released prior to formal approval by the Progression/ Award/ Examination Board are provisional.

WHAT GRADES MEAN

The Grading Descriptors in this module handbook summarise the main qualities which tutors, seminar leaders and examiners expect to find in typically First Class, Upper Second, Lower Second, Third, Pass and Fail responses to the brief. No brief descriptions, however, can convey all the qualities that make for excellence, and where significant qualities other than those described appear; the mark may take account of them. Qualities in some directions may compensate for deficiencies in others. Students should be aware that grading systems at University level operate differently to those you may have experiences in school or college.

Note: the purpose of this module handbook is to guide your study, the scheme of work on the following pages can be updated at any time during the course of the module, so it is important to check regularly for updates. The module lecturer will provide important information regarding assessment deadlines during timetabled sessions.



Richard Mosse *Incoming*

TASK DESCRIPTION

Research Proposal and Visual Response

A series of collaborative experimental sessions that include research and practical tasks to develop a self-originated group proposal for an offsite exhibition in semester 2.

Requirements

Gain knowledge about installational ways of working through artist research and practical sessions.

Make a visual response to a specific location and present ideas to the group. This can be photography, video, audio, drawing etc. that represents an interpretation or mapping of the space.

Research potential sites in and around Swansea and submit your exhibition proposal in week 10. Develop a collaborative process within the group and decide on potential groups for offsite exhibitions.

Keep a log of this process. You will collate your research and submit it as a research report (approx. 1,000 words), illustrated and referenced as necessary.

Submission

Research Report (a word document including visual research and record of your process), minimum of 1000 words.

Visual Response to your chosen location. This should be submitted as a video of 3-5 minutes length in .Mov format and should include research images, photography, video with a 'walk-around' of the space, voice-over narration or written captions.

Your research, and any additional material that doesn't make the edit should be submitted either digitally as a pdf., or in a research file or visual research book.

Submission Information

Individual Exhibition Proposal:	5th December 2019
Visual response Sharing:	5 th December 2019
Visual Report (including self-evaluation):	9^h January 2019 (by 12 noon)
Module Feedback:	6 th February 2019

Guidance:

The aim of this module is to raise awareness of contemporary exhibition strategies and site specificity including team working, communication skills and exhibition planning.

Take risks and be innovative. Think of unusual forms of presentation.

Visit a wide range of exhibitions/installations and make notes of presentation strategies and details.

Important: remember this is a group assignment and will be assessed with this aim strongly in mind.

Site Research Proposal

During the semester you are required to find a potential site for a group exhibition and carry out some research into this location. You must produce a site exhibition proposal that offers a group of potential exhibitors a rationale and detailed information on your chosen site.

Your proposal will be submitted to staff on 5th December, midday, but will then also form the basis on which your fellow students will choose which site they want to develop into the Group Site Exhibit in Semester 2. It is therefore important that your proposed Site Proposal is of a high standard, persuasive, thorough and clear.

When selecting a site you should consider how suitable it is for a group of 4/5 students to exhibit (e.g. is it big enough? What kind of access does it have?) You should also consider that this project will require written permission from the site's owner or authority responsible for it.

Your research should consider: the history of the site; its uses; social context; geography; the community that it is situated within or services, etc. You should try to provide the following information:

- A rationale (what is significant about the site? What are the conceptual / contextual ideas that your project might deal with?)
- A summary of your research (History, location, etc.)
- Information about location (maps, photographs, physical description, etc.)
- Any contact details of the person or body responsible for the site (written permission is not necessary at this stage but you should consider the likelihood of gaining access to the site).
- Problems or challenges that might need to be overcome.
- List of further information (books, archives, web links) that potential exhibitors may want to follow up (use referencing as necessary).

Even if your proposed brief is not selected as one of the sites used for the Group Site Exhibition, this proposal will be assessed on its merits as a research project and will contribute to your final grade.

Video Research Report

This submission will provide an exploration of your research on the site and possible photographic outcomes, contextual research, experiments, reflection and evaluation, influences (photographers/artists), examples of their site specific work, etc. The aim of this report is to encourage you to reflect on your progress continually throughout the project, structuring your research and development. Keep all materials you have collected and considered, and present these with your visual research.

Please note:

- You are assessed, in part, on your Conceptual Development and you must demonstrate this by keeping your report up to date and relevant.
- You should begin your report by keeping a digital folder of all your relevant research so you can share this with other group members and the lecturing staff. This can include visual and contextual references including poetry, film, theatre, dance and music as well as any another
- Points of interest that relate to your ideas.



Susan Meiselas

Sessions will be on Tuesdays, 13.30 - 15.30 unless otherwise specified

Week One - 3rd October

Briefing

Lecture: Holly Davey's Work; Site-Specific and Related Exhibition Strategies

Week Two - 10th October

Seminar: Photojournalism and Documentary on Display

Task: Exhibit a piece of existing work in a location (for Oct 24)

Week Three - 17th October

Seminar: Previous Group Exhibitions

Week Four - 24th October

Seminar: Looking at mini-exhibition task

Week Five - 31 October

Seminar: Potential Locations in Swansea

Week Six - 7th November

Tutorials - Please Sign Up

Week Seven - 14th November

Seminar: Review of Project Status - Locations/Themes

Week Eight - 21st November

Seminar: Location Visit

Week Nine- 28th November

Seminar: Tutorials

Week Ten - 5th December

Seminar: Proposal Submission/Group Formation

Week Eleven - 12th December

Seminar: Group Discussion - Venue and Theme

E n d o f T e r m

Week Twelve - 9th January - 12 Noon

Submission of Mixed Media Response with any additional research

F e e d b a c k : 6 / 2 / 1 9



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Reading List for Semester One

Essential

Forbes.K. (2015) *Site Specific* New York: Oro Editions

Read, S. (2013) *Exhibiting Photography: A Practical Guide to Choosing a Space, Displaying Your Work and Everything in Between.* London: Focus Press

Rugg, J. (2010) *Exploring Site-Specific Art: Issues of Space and Internationalism* London: Tauris & Co Ltd

Recommended

Crawford, H. (2008) *Artistic Bedfellows: Histories, theories and conversations in Collaborative Art Practices* Lanham (MD): Univeristy Press of America

Moussa Spring, J. (2015) *Unexpected Art: Serendipitous Installations, Site-Specific Works, and Surprising Interventions* San Francisco Chronicle

Steeds, L (Ed.) (2014) *Exhibition (Documents of Contemporary Art)* London: Whitechapel Gallery

Background

Doherty, C (Ed.) (2009) *Situation (Documents of Contemporary Art).* London: Whitechapel Gallery.

McKenna-Cress, P. (2013) *Creating Exhibitions: Collaboration in the Planning, Development and Design of Innovative Experiences* Hoboken John Wiley & Sons



Niall McDiarmid

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1.Engagement with Literature Skills: n/a

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

2. Knowledge and Understanding Skills: n/a

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

3. Cognitive and Intellectual Skills: 20%

*Use analysis, discussion, and bibliographic referencing to show your knowledge of relevant research and scholarship. You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Evaluate accumulated knowledge and adjust your proposal as appropriate.

4. Practical Application Skills: 40%

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

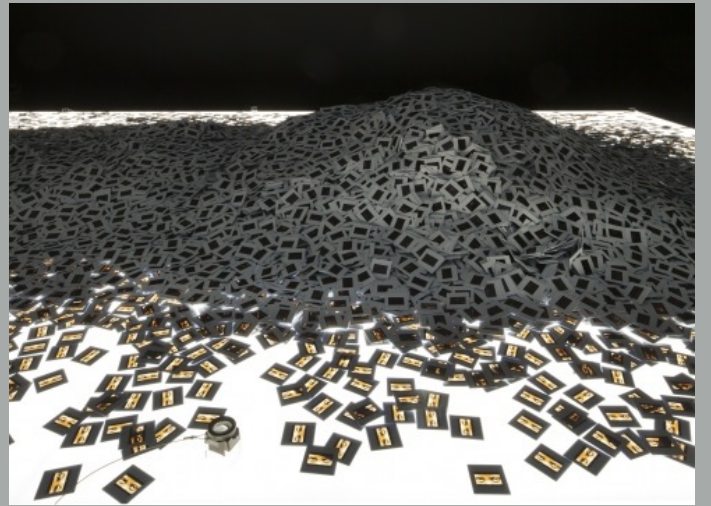
This project requires you to engage in research and negotiation skills with a view toward collaboration with external parties and fellow students.

5. Transferable Skills for Life and Professional Practice: 40%

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

As the title suggests, collaboration is a key aspect to the project. Initially, research, practical development and negotiation with external agents is required to make the project viable. These skills will be further developed as you work in groups, providing further opportunities to engage in negotiation, problem solving, encouraging, planning and realising a final group exhibition produced to a high standard.



Alfredo Jaar - *The Eyes of Gutete Emerita*

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.

Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.



Christian Boltanski

Further Information

Attendance

All students are required to attend scheduled sessions and Faculties will record academic attendance on a weekly basis. After three consecutive missed contacts, the Faculty will write to you and ask you to meet with the appropriate programme representative. If you have two further consecutive missed contacts you will be sent a final warning by the Faculty Office.

If you have legitimate reasons for absence (including the instance of illness or injury) you must produce evidence. Authorised absence will not be counted against you. The confirmation of the authorised absence will be lodged.

If you cannot provide reasonable justification for absence or you fail to attend after receiving a final warning then the Faculty will ask the Registry to withdraw you from the programme within two months of the last recorded date of attendance. Any student with a cumulative attendance for the academic year below 70% will be sent an end of year warning letter by the Faculty to warn that attendance is below the level expected by the University and if poor attendance continues, may lead to being withdrawn from the programme.

Personal Study-time

Although your lecture/workshop commitment is 2 hours per week for a 10 credit module such as this, your commitment to the module should be ongoing. Much of your time should be made up with independent study. You need to continue to develop good habits with time management; this will help you keep to assignment deadlines.

