



Contextual Practices Ways of Thinking

Introduction

Graphic Design Lecturer: Martin Bush

Swansea College of Art, UWTSD

2024/25

The two most important things
that can guarantee your success:

Be present.
Ask questions.

Why do we do Contextual Practices?



- Course Content & Key dates

- FAQ's

- Assignment

- Questions?

- Assessment

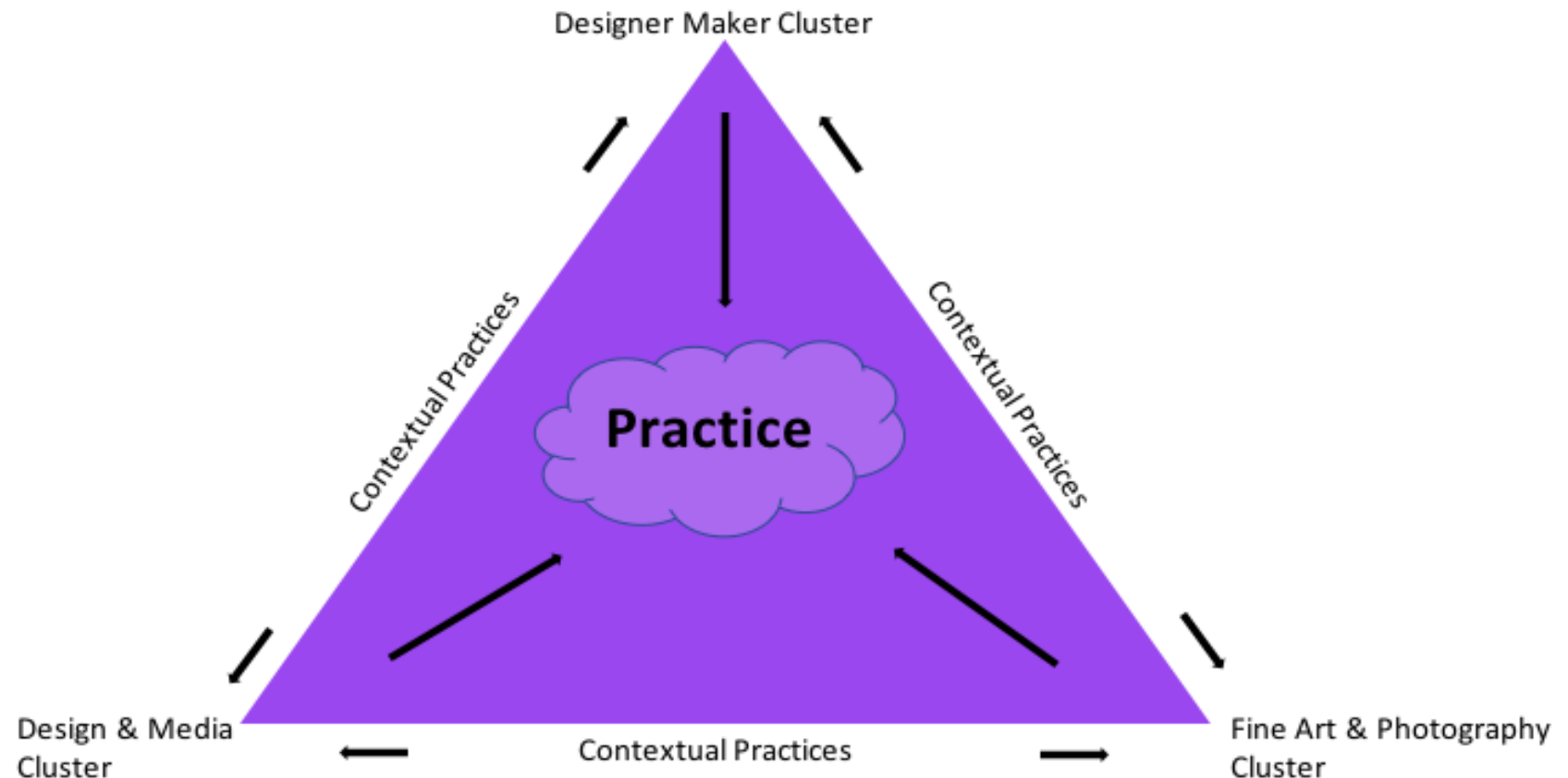
- Structure

- The role of Contextual Practices in your BA (Hons) qualification.

Role

Contextual Practices is a common component to your BA at Swansea College of Art, UWTSD. All 'honours' courses have a written component.

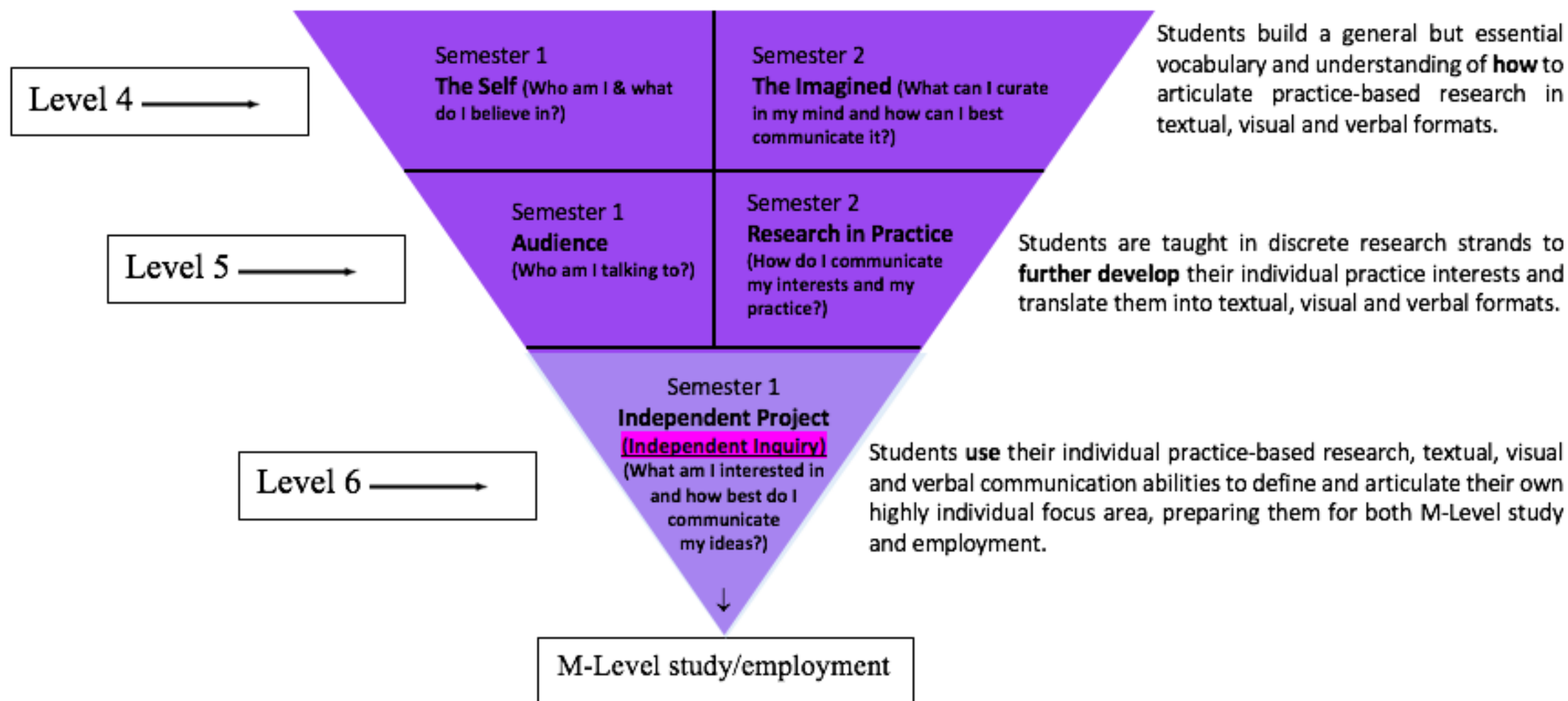
Contextual Practices is the overarching research strand between the academic areas of practice at SCA. It provides links between the disciplines and develops the language and frameworks through which practice is articulated, discussed and developed, both in written and spoken forms. **Contextual Practices** places practice at the centre of your research.



Role

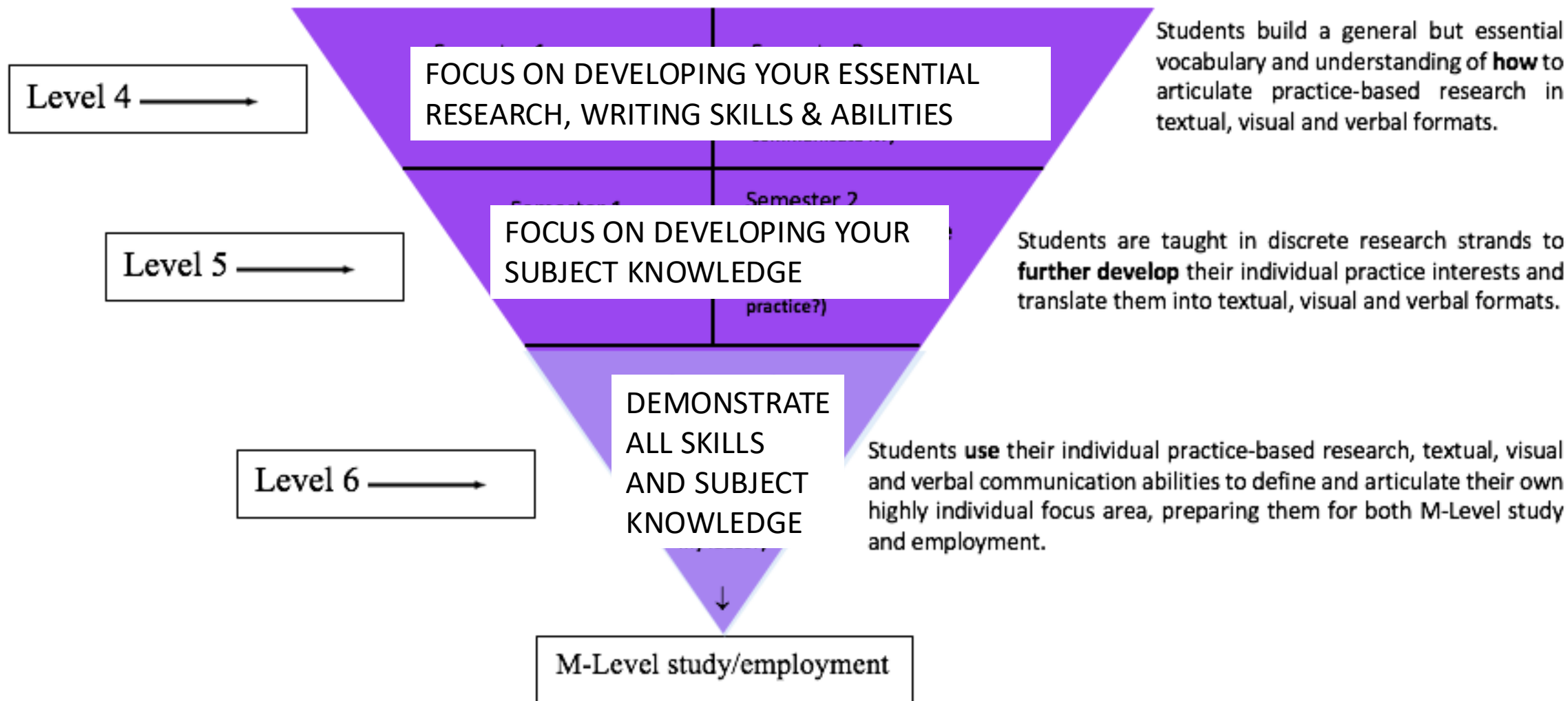
Contextual Practices

- Interweaves writing and content
- Promotes writing as a practice
- Models theoretical and practical content as tools for your practice
- Encourages you to explore your **language** and develop your **articulacy**, both essential tools for your creative success!



Ways of Thinking (ADDA4022/C)

- You have 20 credits of Contextual Practices per academic year.
- Ways of Thinking (SEM1) is a 10 credit module, as is Ways of Perceiving (SEM2).
- You must pass both to progress to the next year.
- The pass mark is 40%.



Focus on Skills:

Welsh Language and Culture

Gwen is available to work with Welsh speakers who can attend the Welsh Language sessions organized every week.

Gwen will join us next week to introduce herself and her specialist area.

Assessment criteria

1. Engagement with Literature skills
2. Knowledge and Understanding Skills
3. Cognitive and Intellectual Skills
4. Practical Application Skills
5. Transferrable Skills for Life and Professional Practice

Weighting: Level 4

Module 1

- 1. Engagement with Literature skills 40%**
2. Knowledge and Understanding Skills 10%
3. Cognitive and Intellectual Skills 10%
- 4. Practical Application Skills 30%**
5. Transferrable Skills for Life and Professional Practice 10%

And for Module 2

- 1. Engagement with Literature skills 40%**
2. Knowledge and Understanding Skills 10%
3. Cognitive and Intellectual Skills 10%
- 4. Practical Application Skills 20%**
- 5. Transferrable Skills for Life and Professional Practice 20%**

Weighting: Level 5

Module 1

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

Module 2

- 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%**

Weighting: (Level 6)

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

Why do we do Contextual Practices?



- **Course Content & Key dates**

- **FAQ's**

- **Assignment**

- **Assessment**

Questions?

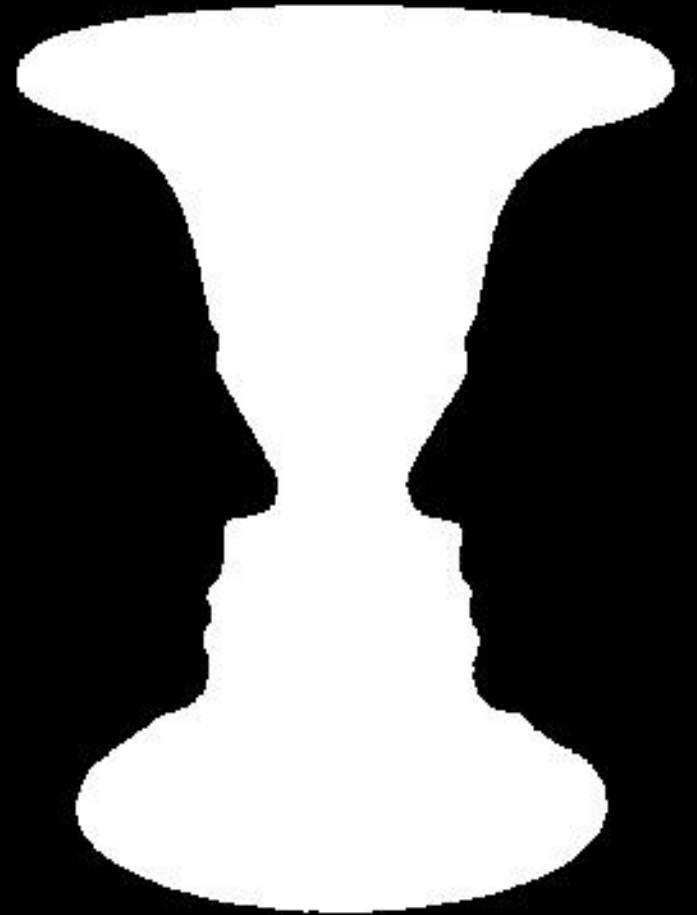
- **Structure**

- **The role of Contextual Practices in your BA (Hons) qualification.**

Content



Context



Content

Level 4

In semester 1 you will develop a portfolio of written ideas about your own practice drawn from your taught sessions and your own independent research. You will be assessed on three pieces of writing: one for each of their lecture strands. (Portfolio = 1500 words in total)

Hand-in Deadline: Tuesday 10th December 2024 (by 12pm = noon).

Feedback available from Tuesday 28th January 2025 (by 5pm).

In semester 2 you will create and write the rationale for an imagined exhibition. This will involve applying the research practices and approaches from your taught sessions. (1500 words)

Hand-in Deadline: Tuesday 29th April 2025 (by 12pm = noon)

Feedback available from Thursday 29th May 2025 (by 5pm)

Why do we do Contextual Practices?



- Course Content & Key dates

- FAQ 'W's

- Assignment

- Assessment

- Questions?

- Structure

- The role of Contextual Practices in your BA (Hons) qualification.

Who:

The taught sessions will usually be led by **me**

There will also be a session next week with **Gwenllian Beynon** who is faculty-wide Welsh coordinator.

Emily Hywel from the library will join us for a session on Tuesday 22nd October on research skills and using the online library.

Next week we will all visit the library together (so be punctual please!)

The Ways of Thinking (ADDA4022/C) on Moodle:

Prifysgol Cymru
y Ddrindod Dewi Sant
University of Wales
Trinity Saint David

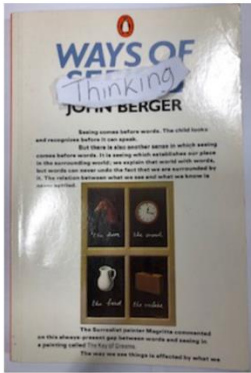
[Dashboard](#) |
 [My modules](#) |
 [Moodle archives](#) |
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[Edit mode](#)

Ways of Thinking (ADDA4022/C)

Course
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Participants
Grades
Reports
More ▾

Welcome to Ways of Thinking (ADDA4022/C)



Welcome to Ways of Thinking!

Task: You will be given the full brief in your introductory session and you can download it from your section under your lecturer's name (below). You must look for your lecturer's name below for all submission and deadline information.

You will be assessed on the following criteria:

1. Engagement with literature skills;
2. Knowledge and understanding skills;
3. Cognitive and intellectual skills;
4. Practical Skills
5. Transferable Skills for Life and Professional Practice

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

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 submit your work more than 7 days late you will receive a mark of 0%.

Holiadur Adborth Modiwl / Module Feedback Questionnaire



Quickmail

- Compose Course Message
- View Drafts
- View Scheduled
- View Sent Messages
- My Signatures
- Alternate Emails
- Configuration

Module Search

Reading Lists

Ways of Thinking - Fine Art and Photography (18 items)

Last updated about 10 months ago

Microsoft

Martin you are currently connected to

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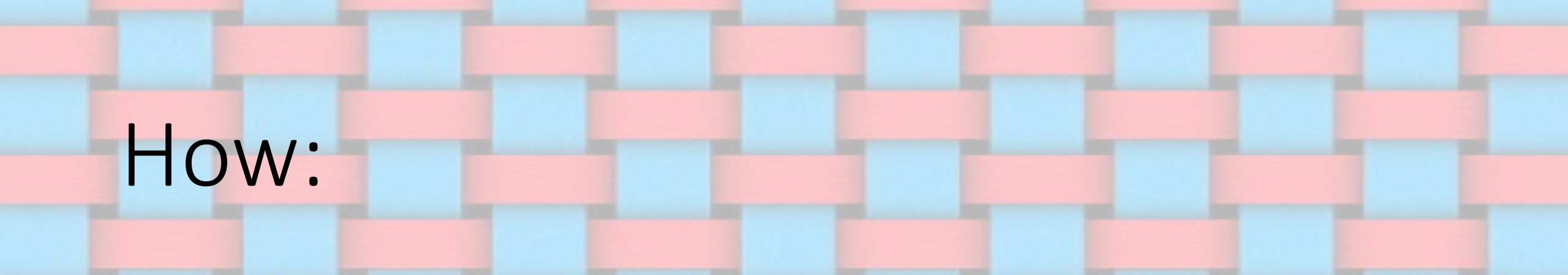
- The role of Contextual Practices in your BA (Hons) qualification.

Frequently asked questions:

- **What**
- **Who**
- **How**
- **Which**
- **Where**
- **When**

What:

- For your first *Contextual Practices* 12-week module, your taught sessions will address how creative practitioners look, think, write, consider, reshape, redesign, understand and contextualise the cultural practices that surround them. The lectures will also focus on how such things can be recorded or written into texts, how such texts are structured, and what they can look like.



How:

Your first week will introduce you to the core concepts and structure of the module as well as your core lecturer.

That's here and now!

How:

The lecturer you start with is the one who will mark your work and talk to you about any concerns you may have about the module requirements. They will keep your attendance register so you should **email them if you are unable to attend.**

Which:

At Swansea College of Art, UWTSD students are welcome to submit work in English or Welsh. **Gwen** can organise Welsh language tutorials and seminars across all levels of study.

Yng Ngholeg Celf Abertawe, mae croeso i fyfyrwyr PCYDDS gyflwyno gwaith yn Saesneg neu Gymraeg.

*Mae **Gwen** yn darparu sesiynau tiwtorial a seminarau Cymraeg ar draws pob lefel astudio.*

Where:

I will teach you in person in the lecture theatre unless you are notified otherwise.

You will be taught at the **same time** throughout your first academic year:

Tuesday 9.30am – 11.30pm

There will also be a 15 minute break in every session. I recognize that it is impossible to stay focused for 2 hours! 😊

Contact:

Email:

martin.bush@uwtsd.ac.uk

or

g.beynon@uwtsd.ac.uk

(for Welsh Language submissions across the Faculty of Art and Design)

Why do we do Contextual Practices?



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Questions?

- The role of Contextual Practices in your BA (Hons) qualification.

Ways of Thinking (ADDA4022/C)

Module Aims:

To provide students with an introduction to the historical and contemporary contexts of cultural artefact and image production and to key ideas, artists, designers, ideologies, movements, philosophies and philosophers surrounding such production.

Ways of Thinking (ADDA4022/C)

Learning Outcomes:

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

- identify and discuss a diversity of approaches to understanding elements of cultural endeavour and apply a range of critical theories to their analysis;
- articulate and communicate their ideas by making reference to academic sources and employing appropriate citation and referencing conventions.

What do you need you to do?

Complete 3 tasks which together make up your *Portfolio of Writing*:

Observational Writing (deconstruction)

Manifesto Writing (declarative)

Practice-based Writing (reflective)

What do you need you to do?

Use a minimum of 3 books per task. Additional research sources could be online sources, journals, quality newspaper articles or academic papers.

Outcome: 500 words + images. (and an optional map/diagram)
Show your research by means of a correctly formatted bibliography.

Submit this **in the portfolio**.

All three tasks should be combined into one document and submitted in your *Portfolio of Writing* on Tuesday 10th December 2024. Your portfolio should contain a total of 1500 words (or equivalent).

Your *Portfolio of Writing*

TASK: Observational Writing: Observational Writing: Identify an image, poster, cover, design, advertisement, or any other single piece of graphic design, and write a semiotic analysis. Choose 3 key aspects of semiotics and use them to simplify and focus your writing. Conclude by assessing how your understanding of your chosen image has changed.

Use a minimum of 3 books per task. Additional research sources could be journal/newspaper articles or online sources.

Outcome: 500 words + map and images. Show your research with a reference list. Submit this **in the portfolio**.

Your *Portfolio of Writing*

TASK: Manifesto Writing: Write a manifesto of 8 short statements regarding your beliefs, principles, and design practice. Please submit these 8 statements, but do not count them in your 500 words.

With a particular focus on three of your manifesto statements, write a 500 word overview with images of your beliefs.

Use a minimum of 3 books per task. Additional research sources could be journal/newspaper articles or online sources.

Outcome: 500 words + map and images. Show your research with a reference list. Submit this **in the portfolio**.

Your *Portfolio of Writing*

TASK: Practice-based writing: Write about a design, object, or artefact you have created yourself. The intention is to explore and discover your thinking through writing. Think reflectively to develop your understanding of your process by analysing your initial reactions, and your individual responses, around the creation of this chosen piece. Use further reading to develop your understanding. Then critically summarise the results of your design process through an analysis of your work.

Use a minimum of 3 books per task. Additional research sources could be journal/newspaper articles or online sources.

Outcome: 500 words + map and images. Show your research with a reference list. Submit this **in the portfolio**.

What do you need you to do?

All three tasks should be combined into one document and submitted in your *Portfolio of Writing* on Tuesday 10th December 2024. Your portfolio should contain a total of 1500 words (or equivalent).

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What do you need you to do?

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What do you need you to do?

Put the time in! That's 24 hours from me and 76 hours from you!

Activity type	Hours	Percentage
Scheduled learning	24	24
Independent learning	76	76
Placement learning		
TOTAL	100	100%

What do we need you to do?

- Studentship
- Tolerance of Ambiguity
- Independent researcher



Studentship

- **Attend** = Come every week
- **Be on time** = arrive early enough to ensure you are seated and ready to start at 9:30am
- **Be prepared** - bring note books, sketch books, pens, etc
- **Be enthused** – pay attention and think about the ideas we all share
- **Ask questions** – it's how we learn!



Imperatives!

When we ask you to read something, read it! Prepare your ideas for the next session.

- ❖ Make notes
- ❖ Write down what you think about the text.
- ❖ Draw maps of the text.
- ❖ Draw doodles of the ideas.

Do some of your own thinking before we meet again.



Tolerance of Ambiguity

“Ambiguity tolerance/intolerance is a psychological construct which describes the relationship that individuals have with ambiguous stimuli or events. Individuals view these stimuli in a neutral and open way or as a threat.”

Ambiguity (noun)

ORIGIN *ambiguous*, from *ambigere* to go about or waver, from the prefix *ambi* – both ways and *agere* to drive

Tolerance (noun)

ORIGIN *tolerāre, -atum*, from *tollere* to lift up.

To be fair towards and accepting of different ideas and opinions.

Capable of enduring confusing situations to find out where they will go and what such situations will teach.

Tolerance of Ambiguity

To think about something from a range of perspectives.

Start writing things down even if you don't know where you are going or what you are doing!

One way is not the only way!

Become an Independent Researcher

Not dependent or relying on others;
Completely self-governing autonomous;

= be decisive, make choices based on your own understanding of the task, and most importantly, know **why** you are doing what you are doing.

Questions (noun)

question, *n.*

View as: [Outline](#) | [Full entry](#)

Pronunciation: Brit.  /'kwɛstʃ(ə)n/,  /'kwɛstjən/, U.S.  /'kwɛstʃ(ə)n/,
 /'kwɛʃtʃ(ə)n/

Forms: ... [\(Show More\)](#)

Frequency (in current use): ●●●●●●●●

Origin: Of multiple origins. Partly a borrowing from French. Partly a borrowing from Latin. **Etymons:** French *questioun*; Latin *quaestiōn-*, *quaestiō*.

Etymology: < Anglo-Norman *questioun*, *questiun*, Anglo-Norman and Old French, Middle French ... [\(Show More\)](#)

I. That which is enquired about, discussed, or debated.

1.

a. A point or topic to be investigated or discussed; a problem, or a matter forming the basis of a problem.

[Thesaurus »](#)

*Do you
have any?*

See you

***NEXT
WEEK!***

“That’s all Folks!”