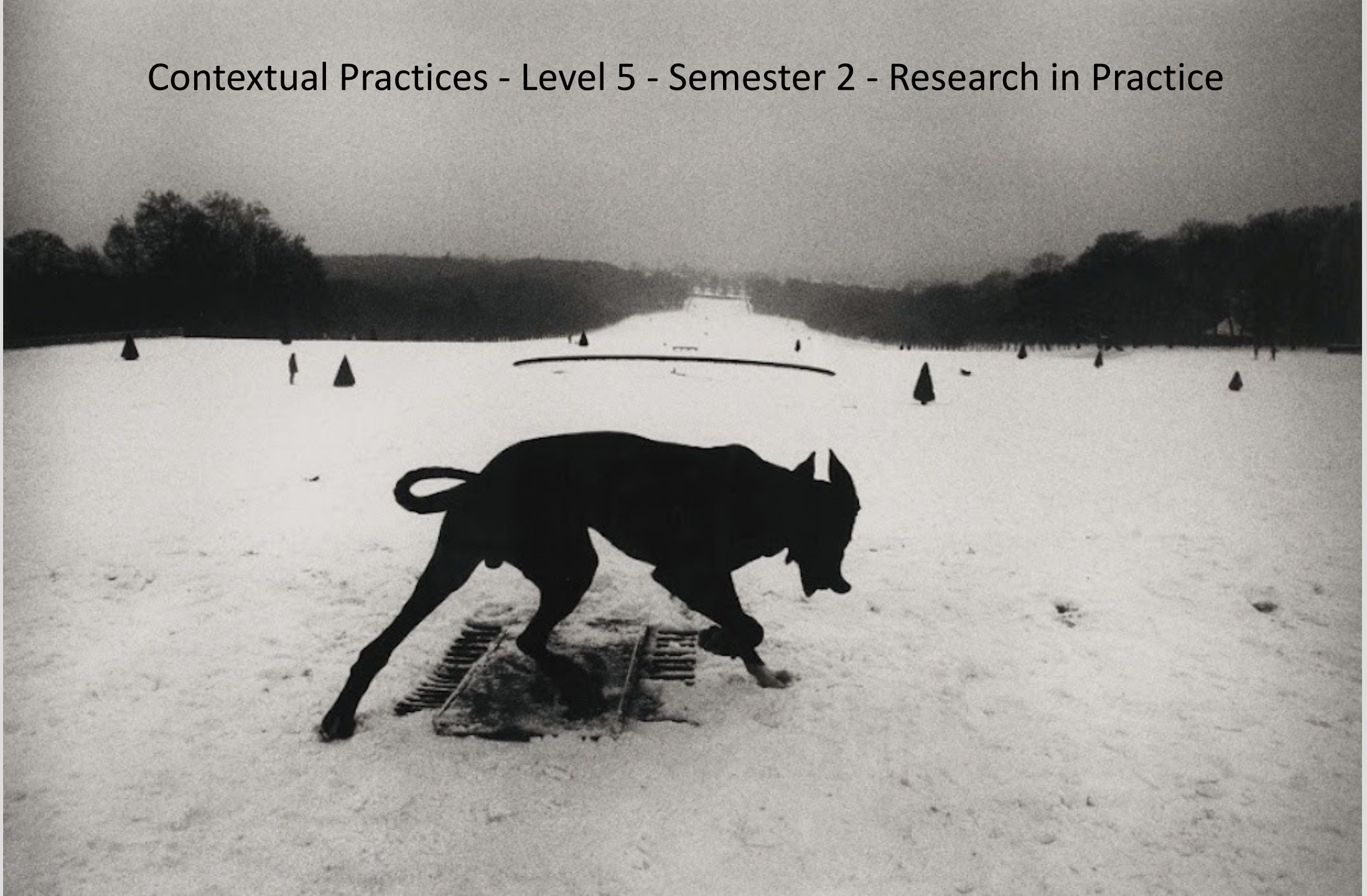

KEYWORDS

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

Evaluation and Analysis

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 (Wikipediaitus)

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?

Not enough personality. You can write an excellent essay sticking to a dry, objective, academic voice. However, to me, nothing beats the sense that when I read your essay, I can hear your voice. Not too casual (see point below), or avoiding necessary academic terminology, just lacking the human.

Presentation: a few essays not double-spaced (actually, I prefer 1.5, but no smaller); Lack of a title page at one end, or straight into the reference list after conclusion. Possibly a formatting issue, but start reference list, Illustration list, text body etc., on a new page.

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

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. - see above)

Proof Read/Edit

*Actually, there have been many improvements in a lot of these areas, so this is more like a benchmark to test recent essays.

Bibliography

A B C D E

F G H I J

K L M N O

P Q R S T

U V W X Y Z

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 or Statement of Inquiry**.
- 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.

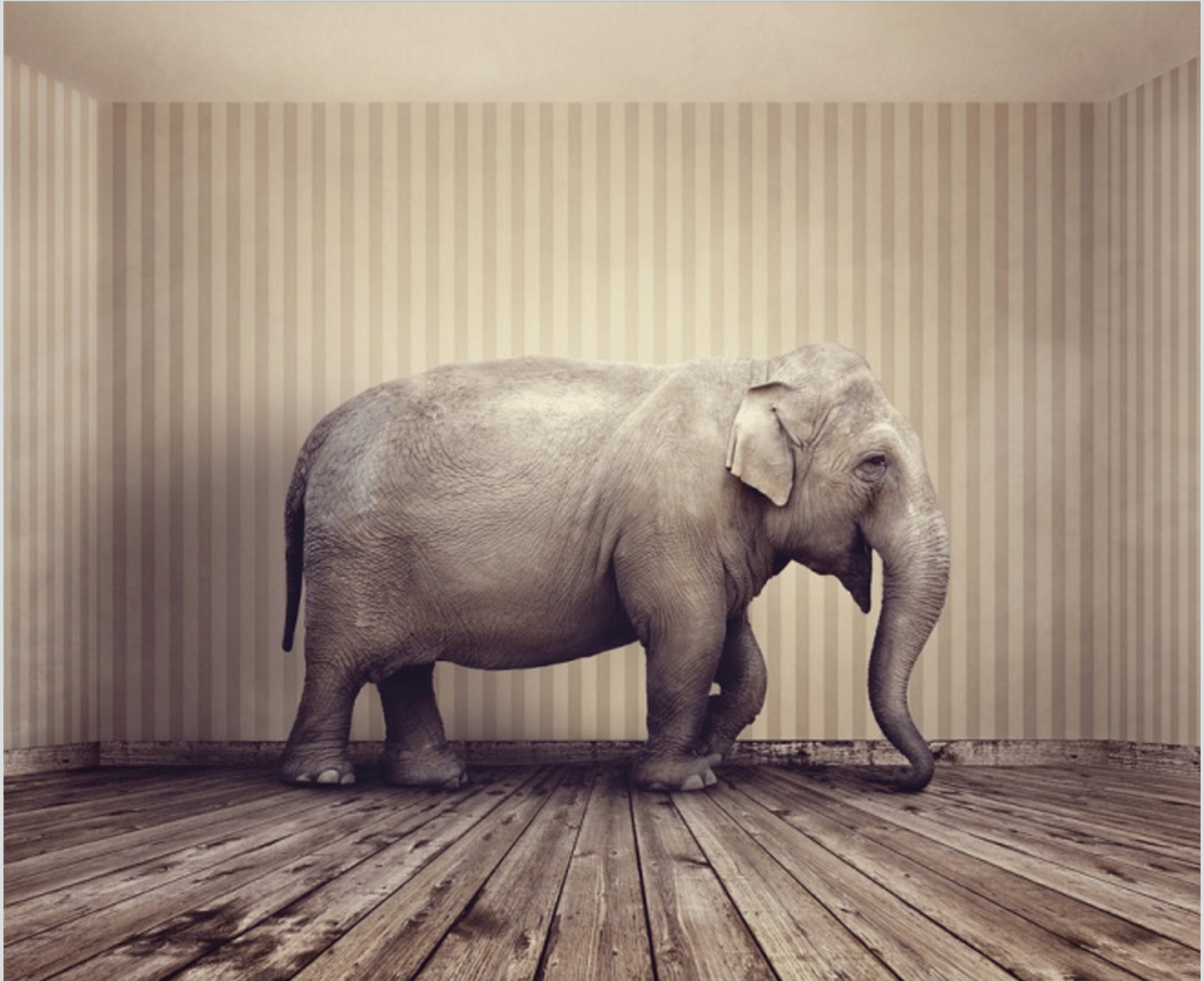
Module outline

Staff Talks - ‘Practices in Context’

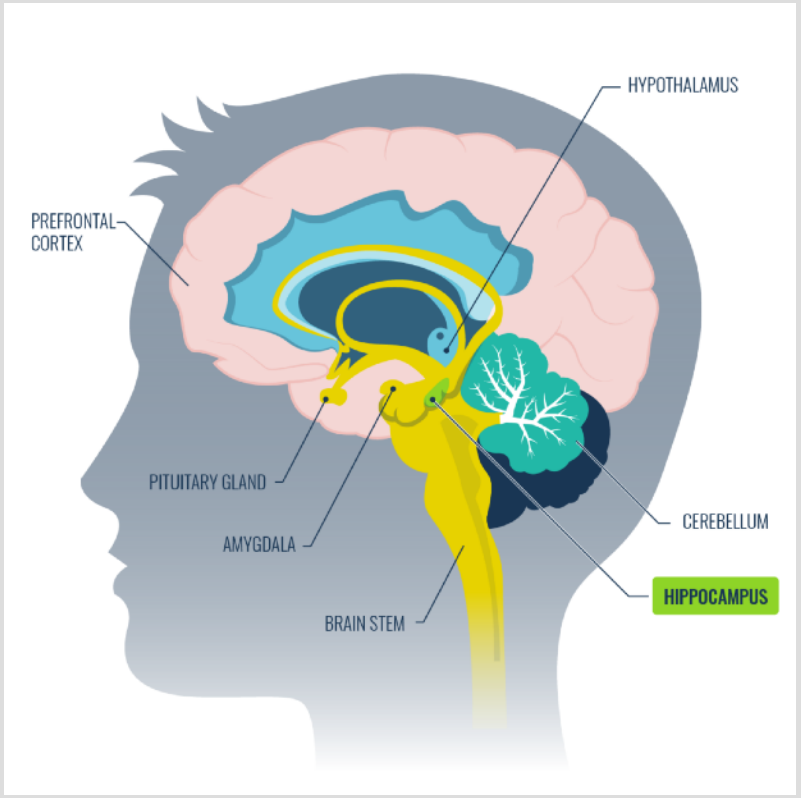
Context

Module outline

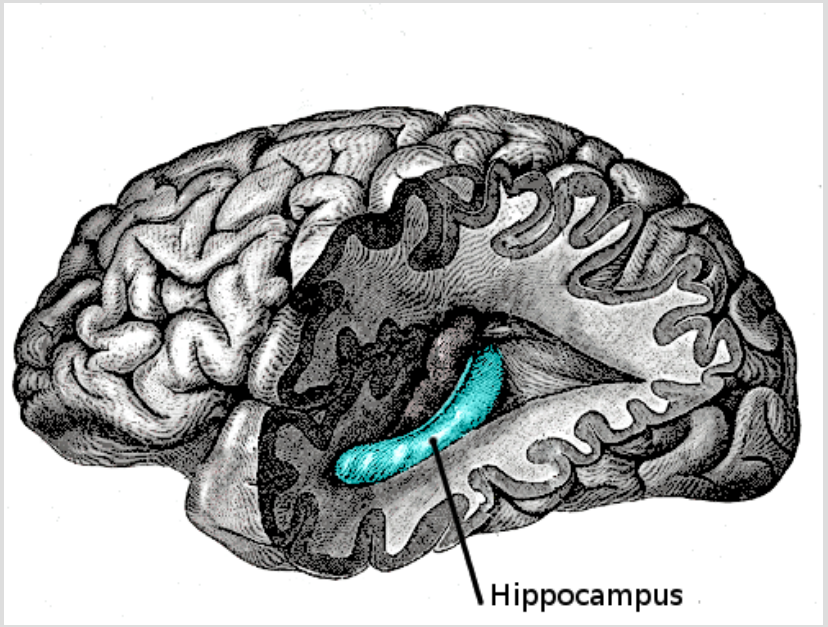
This semester you will receive a carousel of **‘Practice in Context’** talks given by your lecturing staff who are studio practitioners. The purpose of these talks is to present a model for you: how to work with keywords. This is aimed at preparing you for your Independent Inquiry research.




Y Fforwm







Hippocampus

Obaysch, London Zoo (Photo: Juan, Count of Montizòn, 1852)





Brooklyn Beckham



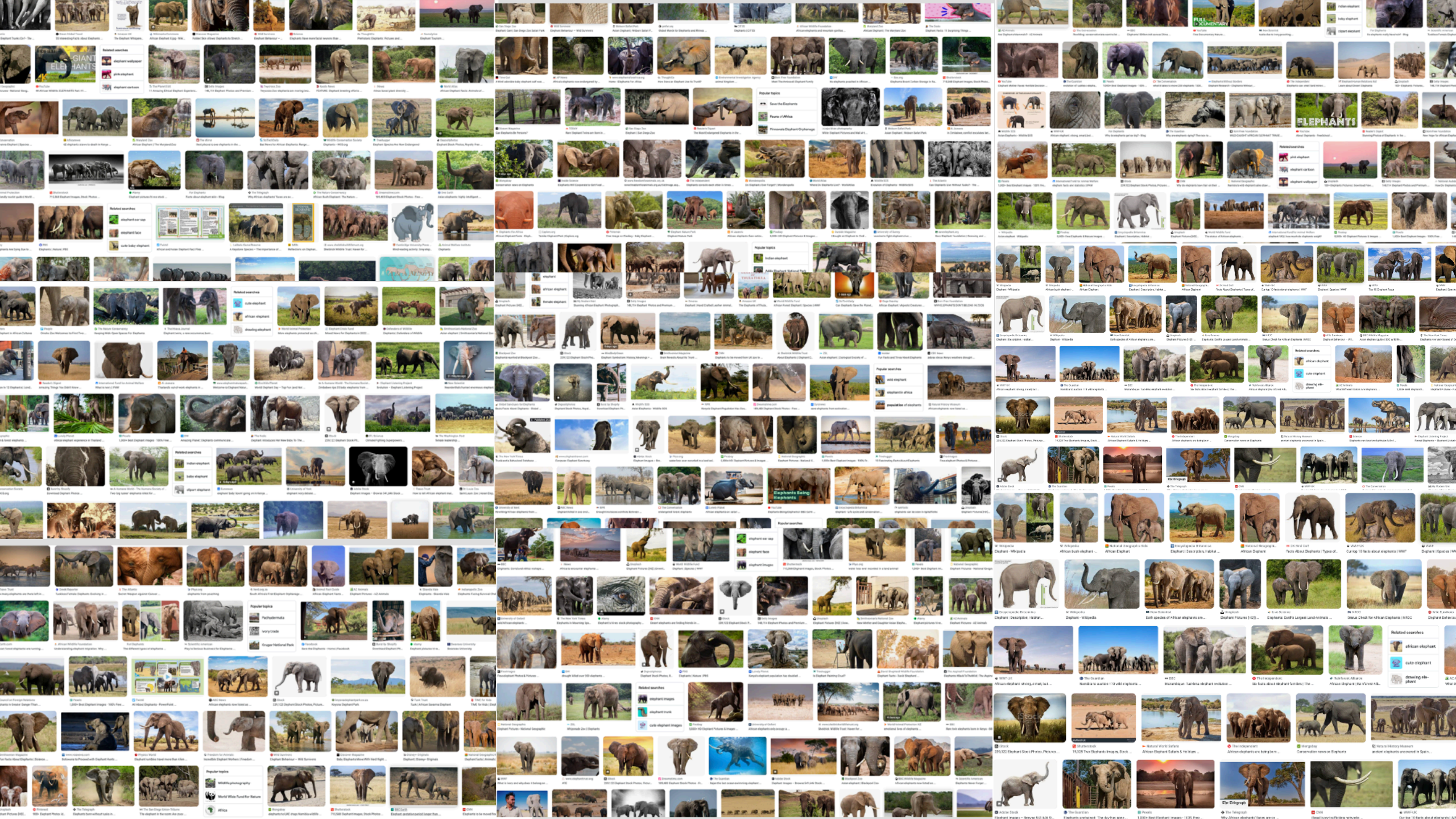
Image courtesy of Facebook user Hey Reilly





“Elephants in Kenya, so hard to photograph, but incredible to see.”

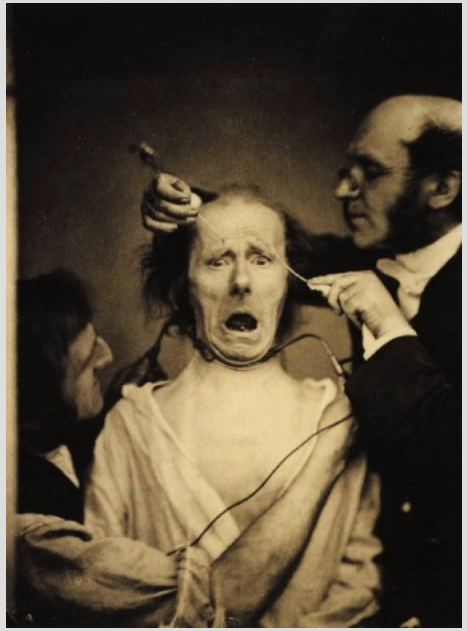




698,000,000 (0.40 secs)




FROM JOHN HUGHES
HOME ALONe
A FAMILY COMEDY WITHOUT THE FAMILY
DVD





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 an area of interest for your dissertation (Independent Project) at level 6.

This series will be led by Paul Duerinckx and Alex Duncan, but will be delivered by department staff and external lecturers.

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.

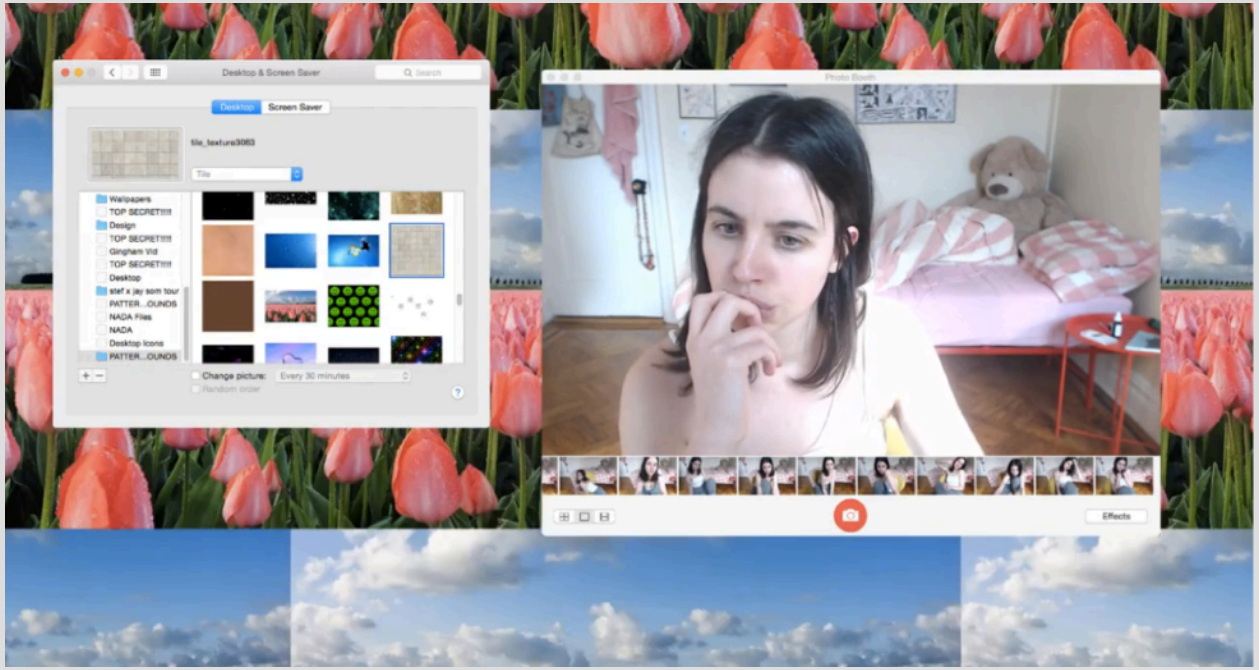
Audience: This strand is suitable for …

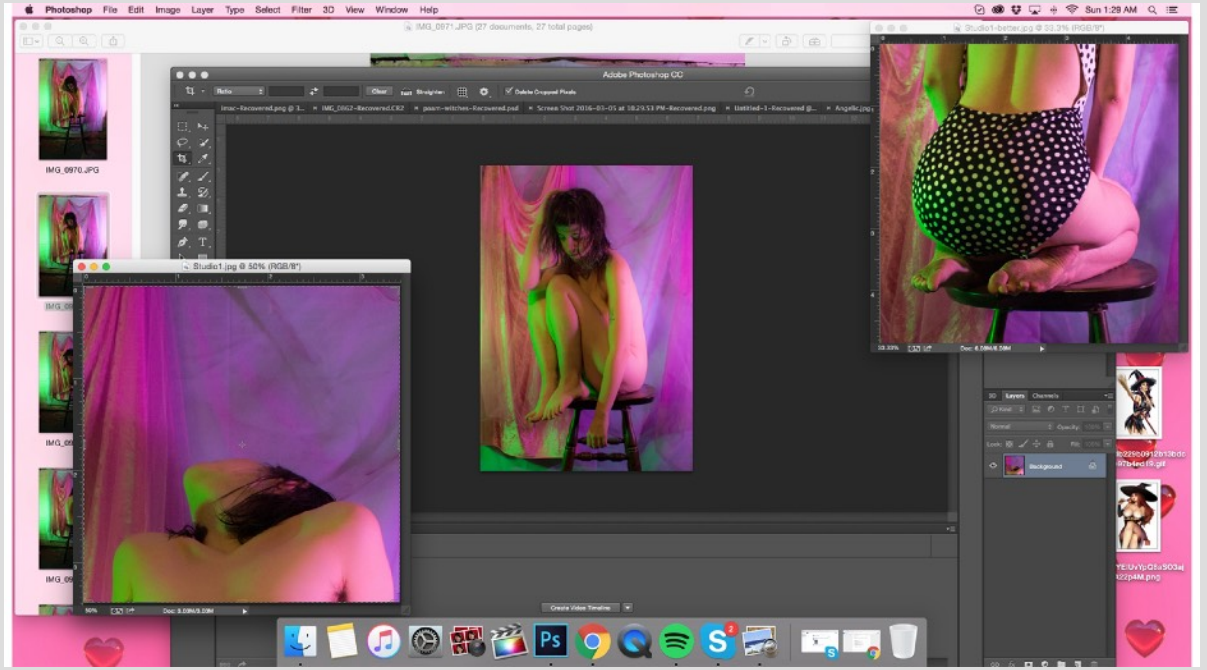
Photographers

Artists

Rankin



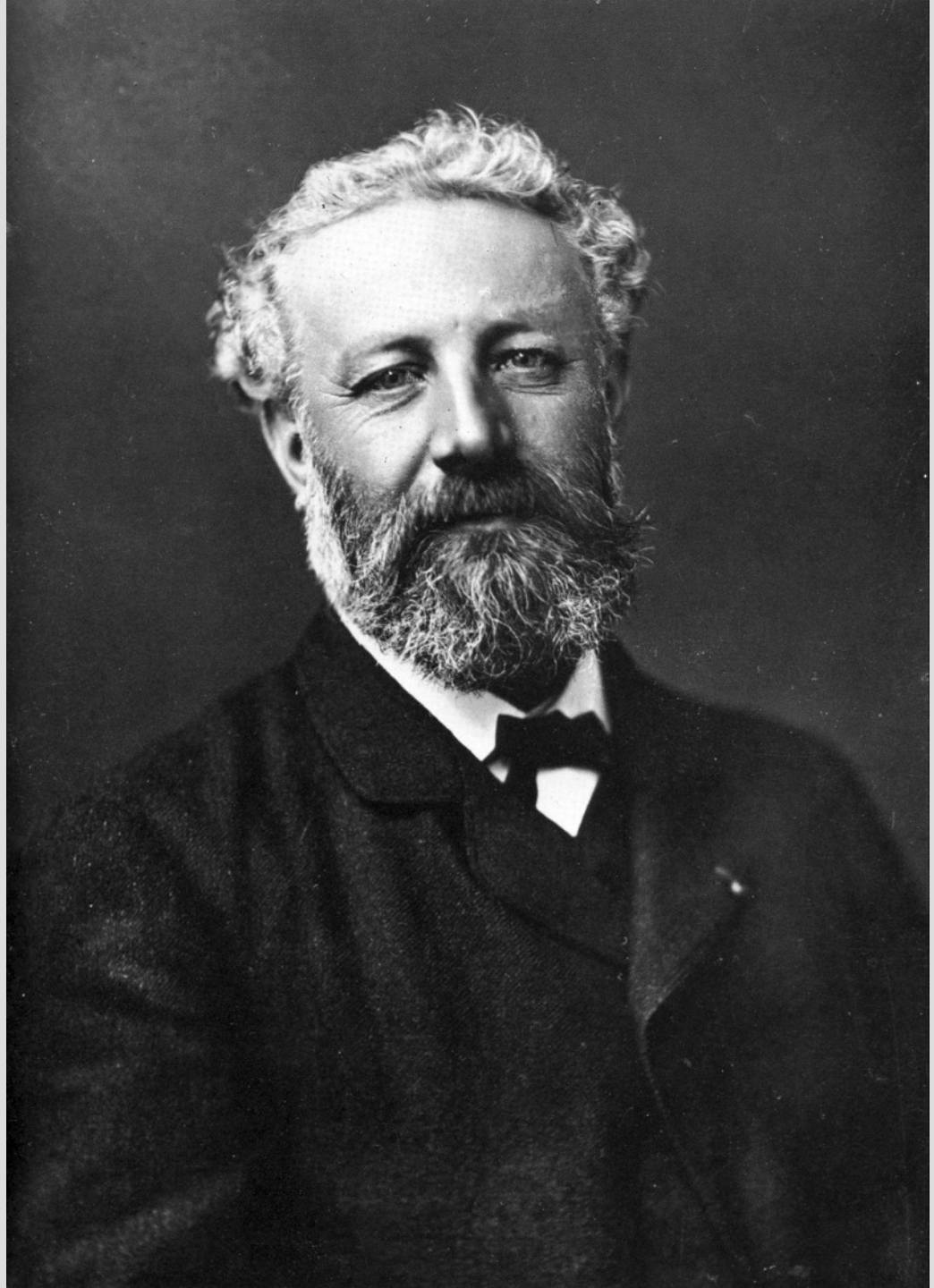

Desktop & Screen Saver
Desktop
Screen Saver
Photo Booth
Effects


Photoshop
File
Edit
Image
Layer
Type
Select
Filter
3D
View
Window
Help
Sun 1:29 AM
Adobe Photoshop CC

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)



Current situation

Transformation function

Desired situation

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

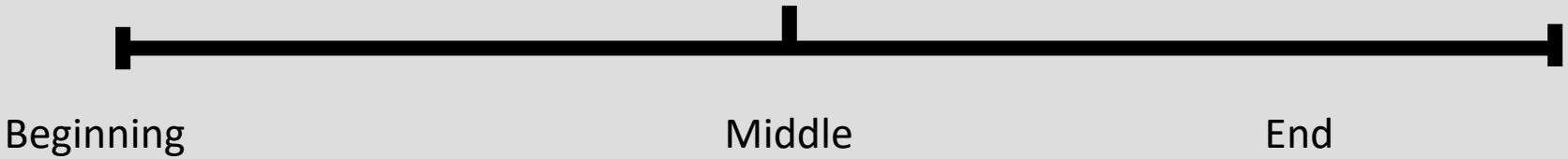
- up to 3 artists and thinkers (or some variation of these)

- 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…

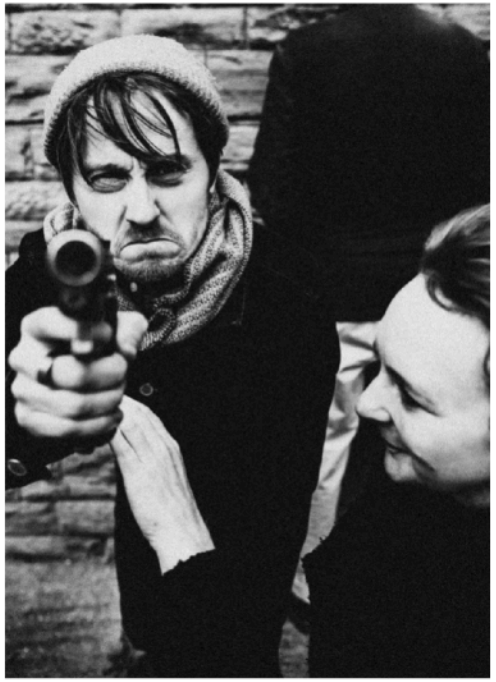
Middle:

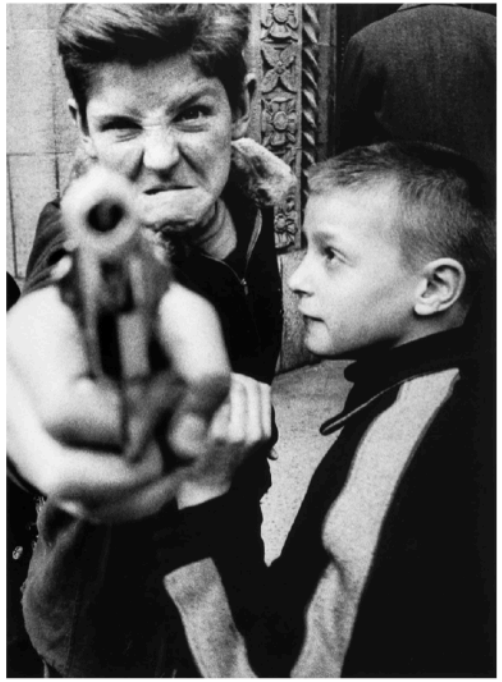
- **explore your first keyword (6-700 words approx.) with references to texts you hope to use in your dissertation.**
- **explore your second keyword (6-700 words approx.) with references to texts you hope to use in your dissertation.**
- **explore your third keyword (6-700 words approx.) with references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





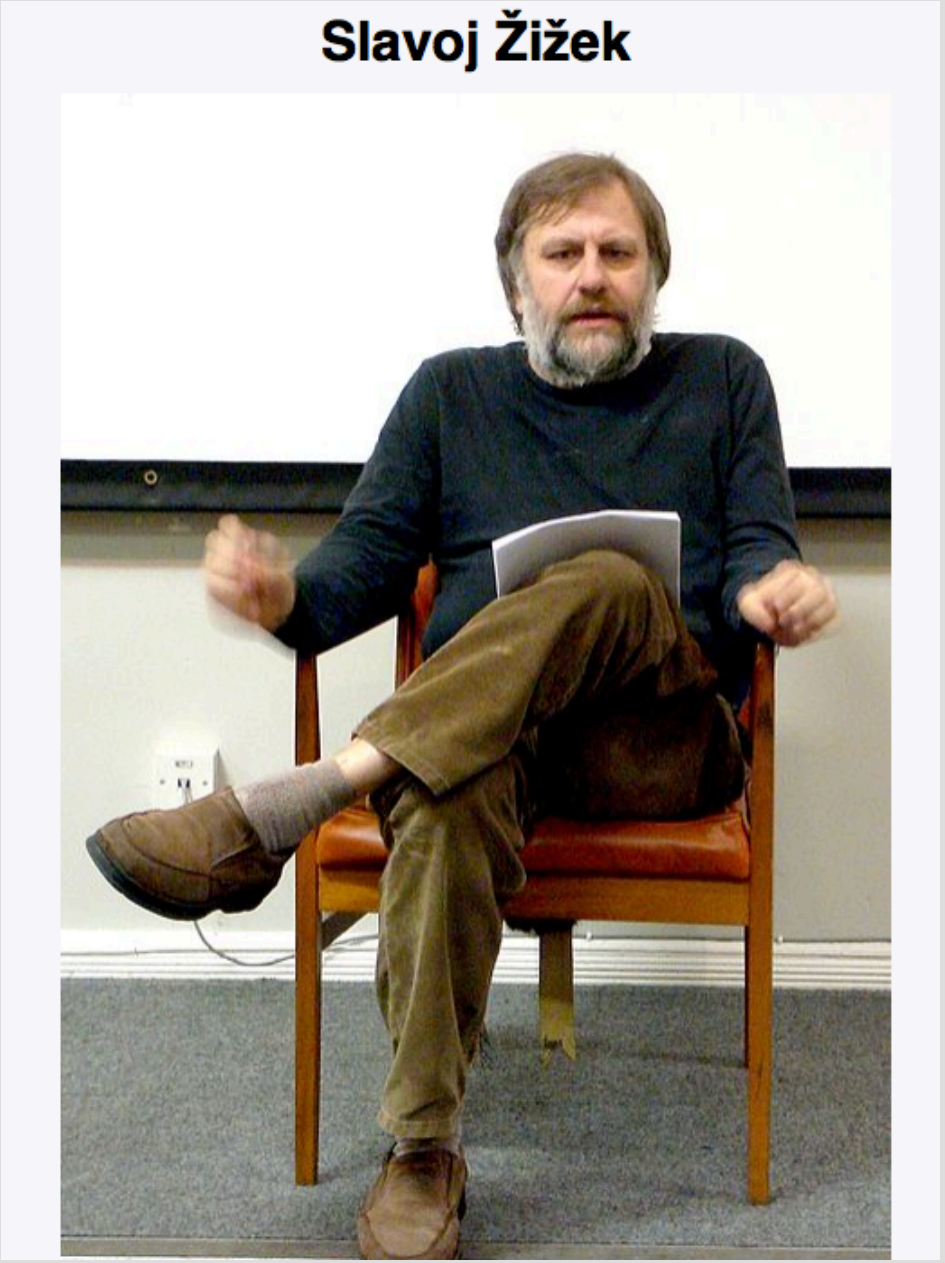




What's so important about a question?

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

Slavoj Žižek

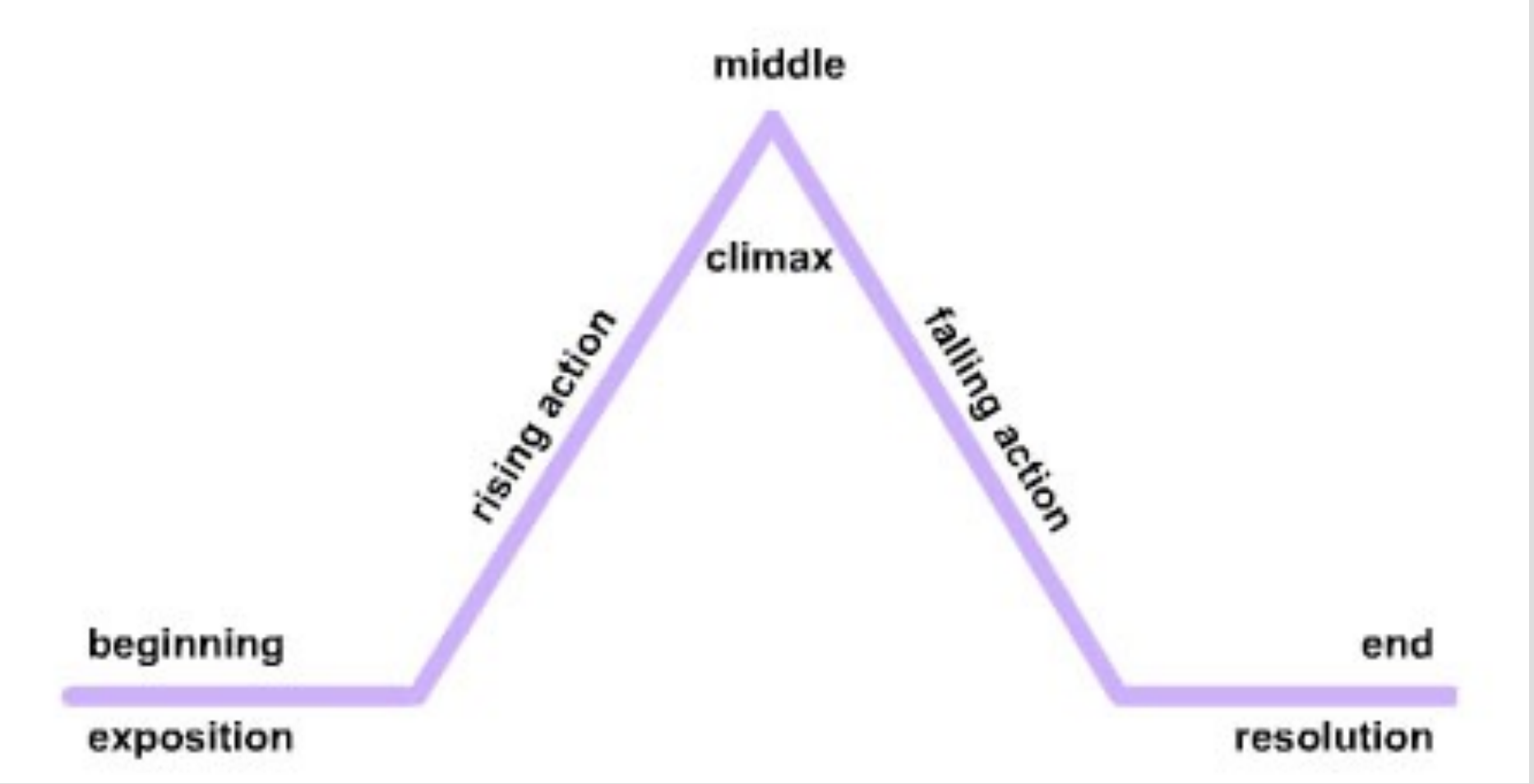


What you need to do…

That’s it!

But… don’t forget to shape …

What you need to do…

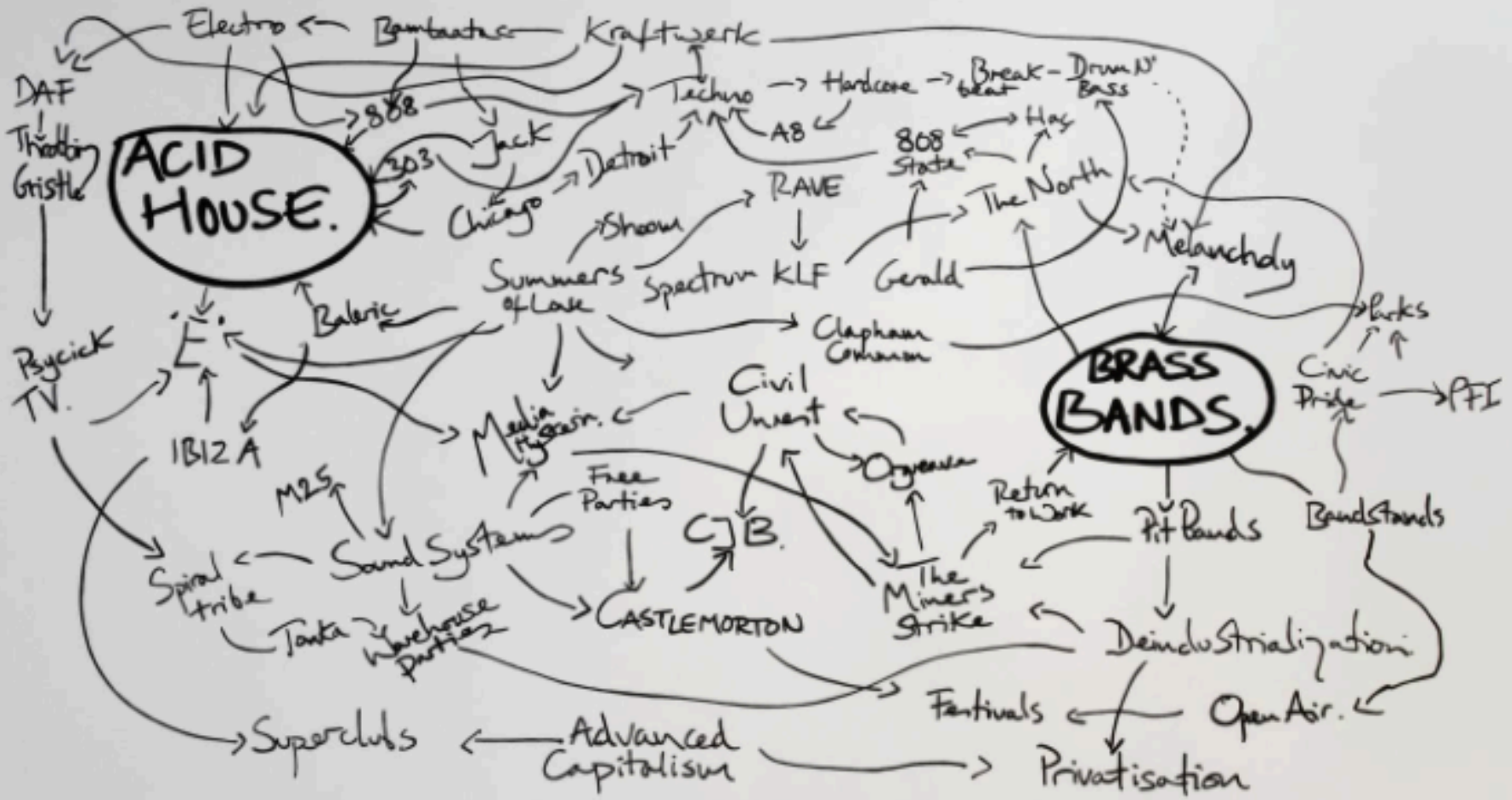


Gustav Freytag's (1863) five-act Pyramid

What you need to do…

That’s it!

… reference and synthesise your ideas!



Synthesis

http://www.tate.org.uk/art/artists/jeremy-deller-3034/jeremy-deller-turner-prize-retrospective

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 May 7 by 5pm









movieposterbargains on Ebay

Assessment

Feedback will be found on Grademark. 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 - June 4, 2026.

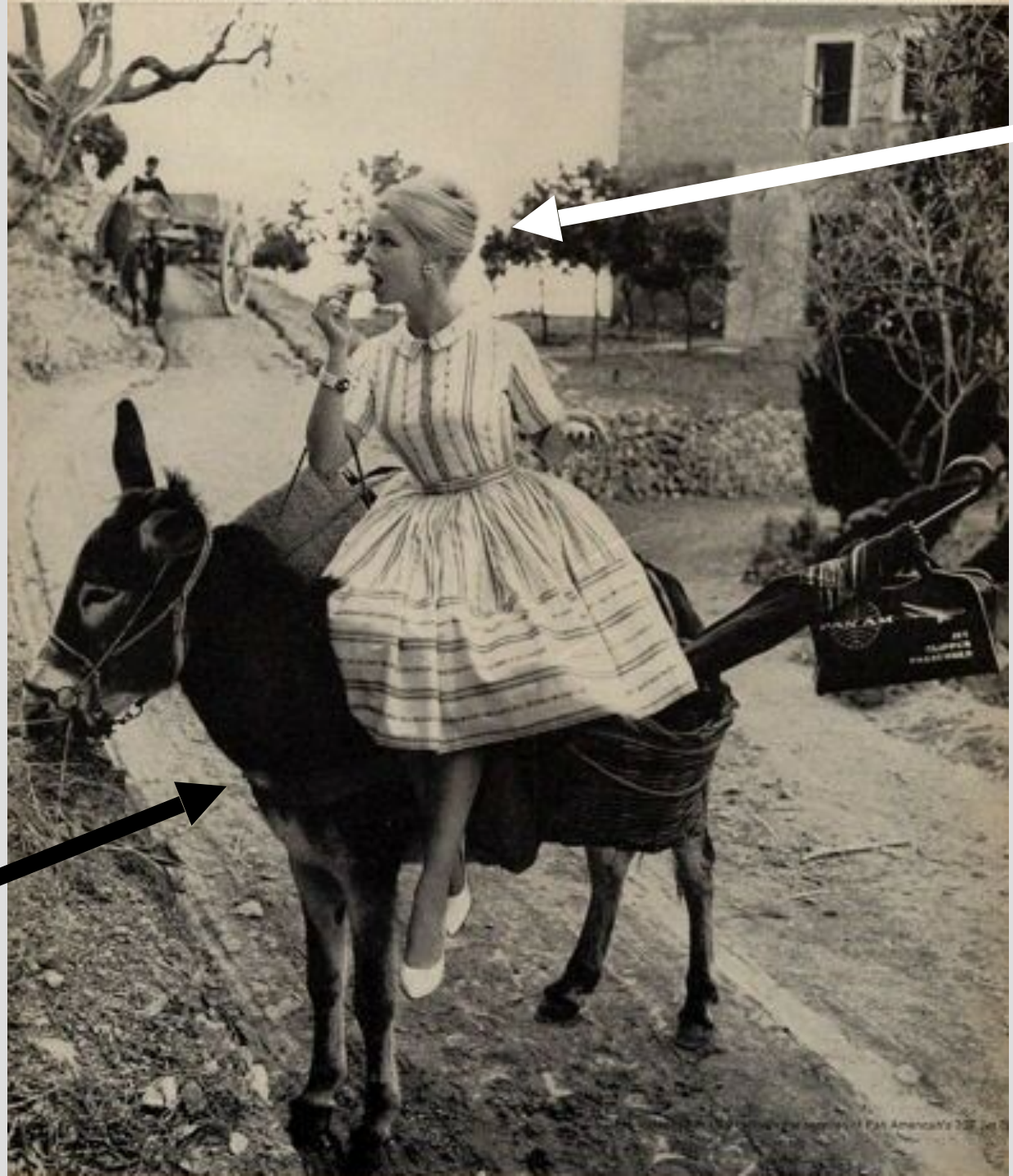
If you are late submitting your work, you will have 7 days to hand in your late submission and this will be capped at 40%.

Assessment

Remember your 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!



Writing Structure

‘Practices in Context’

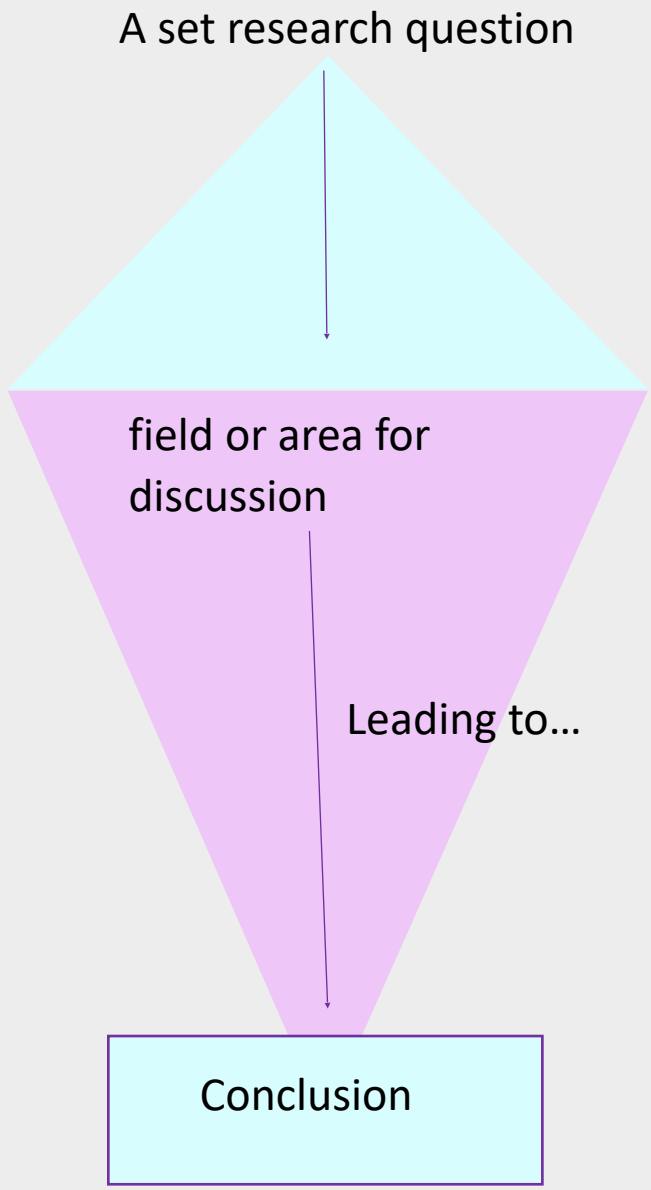
Semester 1 - Essay

Introduction

Main Body

- Main Body 1
- Main Body 2
- Main Body 3

Conclusion



Semester 2



Keyword + field or area for discussion

Keyword + field or area for discussion

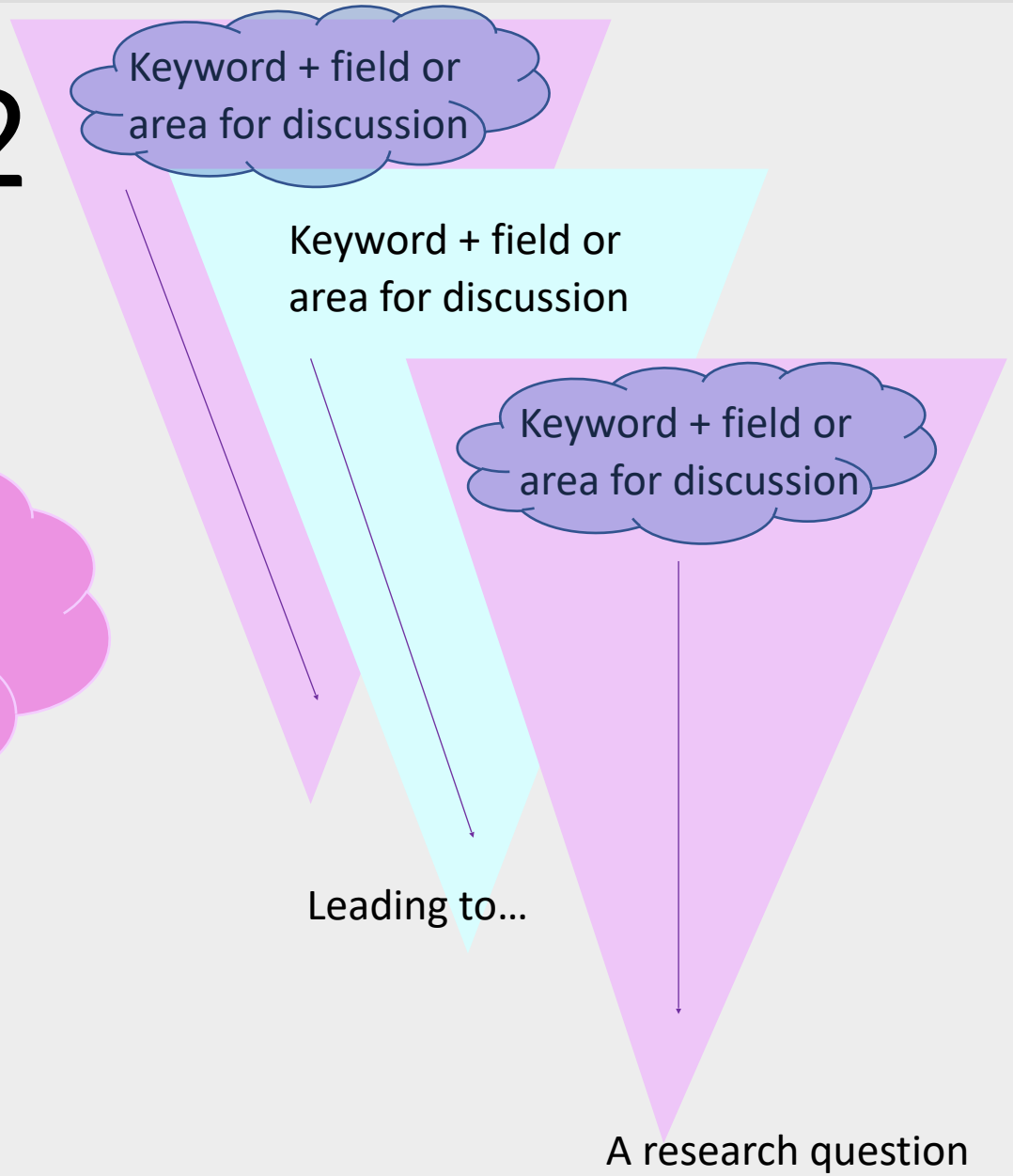
Keyword + field or area for discussion

Leading to…

A research question

Semester 2

An upside-down essay structure



Semester 2

An upside-down essay structure

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



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 your 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 May 7 by 5pm (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 June 4, 2026.

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’

Module Schedule

Week 1 -	Jan 29	Paul Duerinckx & Alex Duncan introduce the module
Week 2 -	Feb 5	Lecture: TBC
		Proposal Structure Overview - Using example
Week 3 -	Feb 12	Lecture: TBC
		Seminar - Keyword Task Set (examples)
Week 4 -	Feb 19	Lecture: Iwan Bala
		Seminar: Keyword Task
Week 5 -	Feb 26	Lecture: Penny Hallas
		Seminar: Research - Bibliography
Week 6 -	March 5	Lecture: Tutorials
		Seminar: N/A
Week 7 -	March 12	Lecture: Peter Finnemore
		Seminar: Annotated Bibliography Task
Week 8 -	March 19	Lecture: Heidi Lucca-Redcliffe
		Seminar
Week 9 -	March 26	Exhibition Install - No Session
		E a s t e r V a c a t i o n
Week 10 -	April 23	Tutorials TBC
Week 11 -	April 30	Tutorials TBC
Week 12 -	May 7	D E A D L I N E

(Hand-in) Paul & Alex will be available for last minute advice - **12 noon deadline**.

Though you will receive a lecture on the days indicated, please be aware that lecturer/lecture content may change.

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?



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)