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MODULE DESCRIPTOR

Module Title

Critical Contextual Studies and Research Methods

Reference	AAM201	Version	2
Created	February 2020	SCQF Level	SCQF 11
Approved	August 2017	SCQF Points	30
Amended	June 2020	ECTS Points	15

Aims of Module

To establish a platform for the critical analysis of contemporary creative theory and practice. To develop a critical, analytical understanding and engagement with research methodologies appropriate to creative theory and practice, which supports students in identifying, developing and debating a personal philosophical and methodological research platform, that conveys clear understanding of current debates and discourse within contemporary creative theory and practice. To demonstrate a deep critical understanding of key issues underpinning both theory and practice within their specialist practice, towards better evaluating and disseminating that research.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Identify appropriate theoretical and practice based research methods enabling students to better explore and establish clear relationships between their specialist discipline, theory and practice within relevant cultural, creative industries and/or professional contexts.
- 2 Analyse and independently apply appropriate theory and practice based research methods, enabling students to establish clear relationships between specialist discipline and broader discourse within cultural, creative industries and/or professional contexts.
- 3 Demonstrate the capacity for critical debate, effective planning, self-evaluation and critical reflection on theory, research methods and critical contextual enquiry.
- 4 Communicating and developing a clear personal critical position and research methodology that contextualises their practice, and the needs of the creative practitioner through a research focused reflective report.

Indicative Module Content

This module offers a focused perspective on contemporary visual culture and theory, together with discipline specific research methods that students will contextualise with respect to their specialist area of applied practice. The module considers a range of critical contextual and theoretical issues and debates informing contemporary practices and examines these in some depth. Students will be mentored, supported and engage in a variety of thematic issues and contexts including: contemporary curating, practice-based research methods, socially engaged and participatory Art & Design practices for social change, Material Culture and Object Theory, and Digital artifacts as quasi-objects for example. These lectures and seminars will develop students critical awareness and understanding. Whilst research training in this module will focus on strategies for structuring and writing in appropriate academic formats for the communication of complex ideas and discourse within contemporary collaborative, curatorial, participatory, studio based or professional practices.

Module Delivery

The module is delivered by means of a programme of lectures and seminar sessions intended to create a discursive, supportive and open forum for the study, analysis and discussion of key theoretical concepts, discourse, research methods and creative practices. The sessions will be led and directed by academic staff, researchers and professionals from across the creative industries. Students will be expected to develop an extended piece of critical writing, supported by a portfolio and/or journal of supporting material and notes that clearly map the relevance of the module content on their developing practice

Indicative Student Workload

	Full Time	Part Time
Contact Hours	60	60
Non-Contact Hours	240	240
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	300	300
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type:	Coursework	Weighting:	60%	Outcomes Assessed:	3, 4
Description:	A critically reflective appraisal and research focused report.				

Component 2

Type:	Coursework	Weighting:	40%	Outcomes Assessed:	1, 2
Description:	A supporting portfolio of notes and annotated materials developed from seminar programme.				

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

(component 1) critical and reflective research focused report (component 2) supporting portfolio of notes and annotated materials developed from seminar programme..

		Coursework:						NS
		A	B	C	D	E	F	
Coursework:	A	A	A	A	B	E	F	
	B	B	B	B	B	E	E	
	C	B	C	C	C	E	F	
	D	C	C	D	D	E	F	
	E	E	E	E	E	E	F	
	F	E	E	F	F	F	F	
NS		Non-submission of work by published deadline or non-attendance for examination						

Module Requirements

Prerequisites for Module None.

Corequisites for module None.

Precluded Modules None.

ADDITIONAL NOTES

Students are also required to identify (and will be guided towards), a range of texts and associated contextual materials relevant to their specialist creative practice and area of research. These will typically but not exclusively include textbooks, journals, exhibitions and on-line resources written by critics, curators, academics, historians, philosophers, theorists, artists and designers.

INDICATIVE BIBLIOGRAPHY

- 1 BAUDRILLARD, J., 2020. The system of objects. London: Verso.
- 2 GROYS, B., 2010. Going public. Berlin: Sternberg Press.
- 3 LOVELESS, N., 2019. How to make art at the end of the world: a manifesto for research-creation. Durham; London: Duke University Press.
- 4 O'NEILL, P. and WILSON, M., eds., 2015. Curating research. London: Amsterdam: Open Editions; de Appel.
- 5 Colomina, B., and Wigley, M.. 2016. Are We Human? Notes on an Archaeology of Design. Zurich, Switzerland: Lars Muller Publishers.
- 6 Avila, , M., 2022. Designing for Interdependence: A Poetics of Relating. London, New York: Bloomsbury Visual Arts.
- 7 VIS, D., 2021. Research For People Who (Think They) Would Rather Create. First edition. Eindhoven: Onomatopoe.
- 8 YUSOFF, K., 2018. A billion black Anthropocenes or none. Minneapolis: University of Minnesota Press.