

Liverpool John Moores University

Title: LEARNING BY CONTEXT 1
Status: Definitive
Code: **5011XS** (110079)
Version Start Date: 01-08-2011

Owning School/Faculty: Liverpool School of Art & Design
Teaching School/Faculty: Liverpool School of Art & Design

Team	Leader
Martin Downie	Y

Academic Level: FHEQ5
Credit Value: 12.00
Total Delivered Hours: 37.00
Total Learning Hours: 120
Private Study: 83

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	10.000
Off Site	5.000
Seminar	15.000
Workshop	7.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	journal	100.0	

Aims

To enable students to recognise, record and examine professional contextual practice, wherever possible with local cultural industries

Learning Outcomes

After completing the module the student should be able to:

- 1 Recognise and discuss professional contextual practice through an on line journal
- 2 Document the experiential learning process: identify personal areas of strength and weakness through the WOW on line diagnostic
- 3 Operate and examine method towards the pursuit of knowledge and comprehension of professional contextual practice

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

ESSAY	1	2	3
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Outline Syllabus

Learning by Context 1 centres upon an action learning pedagogy. Knowledge, comprehension, analysis and process form key taught elements of the module, through contextual fields of reference.

These are delivered simultaneously in three areas; technical craft skill sets, WOW diagnostic activities and academic staff engagement. All form vehicles of learning, examined in context, in particular Liverpool's museums and galleries.

Skill sets are available to explore the languages of craft practice, associated machines, devices and tools. These are followed by the presentations and development of basic and intermediary practice. Both technical and academic delivery is appropriately applied throughout each stage.

Lectures are given and cover aspects of art theory and practice. These will have socio-political themes and be pertinent to local cultural industry. School wide presentations by international artists will further support the syllabus.

Regular group seminars chaired by staff form important regular forums of experiential contextual discussion. Seminars are theme based and tackle emerging professional contextual issues as they are identified through experiential engagement, practice and context.

The online journal forms a record and an operational method of documenting all learning experiences and reflection.

The document is assessed at the end of the module and considers how the student recognizes, examines and documents professional awareness through context.

Learning Activities

Learning by Context 1 introduces a reflective professional contextual learning experience through City based field locations associated with local cultural industries.

Opportunities of learning encompass craft practice skill sets, school-wide option lectures, group seminars and practitioner-led presentations. Key contextual lectures underpin field visits to cultural industry. The use of the Graduate Development Centre and initial WOW skills guidance forms an important professional supportive framework to the module.

These main vehicles of learning may be supported by wider contextual practice to

facilitate or test learning awareness.

Regular interdisciplinary group seminars enable students to share and discuss their developing awareness and learning.

All learning activities are documented, recorded and discussed using an on line portfolio. This is assessed at the end of the module.

References

Course Material	Book
Author	ARMSTRONG, F
Publishing Year	2004
Title	Action Research for Inclusive Education; changing places, changing practice
Subtitle	
Edition	
Publisher	Routledge Farmer
ISBN	

Course Material	Book
Author	CORSANE, G
Publishing Year	2005
Title	Heritage, Museums and Galleries: An Introductory Reader
Subtitle	
Edition	
Publisher	London, Routledge
ISBN	

Course Material	Book
Author	DIAMONSTEIN, B
Publishing Year	1981
Title	Cooperative Learning: the Social and Intellectual outcomes of learning in Groups
Subtitle	
Edition	
Publisher	Whitney
ISBN	

Course Material	Book
Author	THOMPSON, S & N
Publishing Year	2008
Title	The Critically Reflective Practitioner
Subtitle	
Edition	
Publisher	Palgrave, Macmillan
ISBN	

Course Material	Book
Author	MEECHAM, P & SHELDON, J
Publishing Year	2005
Title	Modern Art: A Critical Introduction
Subtitle	
Edition	2nd
Publisher	Routledge
ISBN	

Course Material	Book
Author	TAYLOR, B
Publishing Year	2005
Title	Art Today
Subtitle	
Edition	
Publisher	Laurence King, London
ISBN	

Notes

The module gives an opportunity of achieving contextual and professional awareness in cultural field locations. Teaching addresses socio-economic and political cultural issues, in the context of Merseyside's rich cultural resources. Students engage in debate and reflection in interdisciplinary seminars and on field visits. An on-line learning journal is produced that documents developing learning and awareness.