

Liverpool John Moores University

Title: LEARNING BY CONTEXT 2
Status: Definitive
Code: **5012XS** (110080)
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 2

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 appraise, evaluate and operate professional contextual practice, wherever possible with local cultural industries

Learning Outcomes

After completing the module the student should be able to:

- 1 Record and appraise professional contextual practice through an on line journal
- 2 Evaluate WOW skills used and produce a realistic action plan for ongoing personal development
- 3 Operate a practical methodology in the pursuit of a synthesis and evaluation 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

The syllabus centres upon an action learning pedagogy, which encompasses the appraisal, synthesis and evaluation of professional applications using contextual fields of reference. These are delivered simultaneously in three areas; technical craft skill sets, WOW activities and academic staff engagement. Collectively these form vehicles for learning, examined in context in particularly Liverpool's museums and galleries.

Skill sets are available to further explore the languages of craft practice, associated machines, devices and tools, followed by basic and intermediary practice. Both technical and academic delivery is appropriately applied throughout each stage. Selected lectures cover aspects of art theory and practice. These have associated themes linking art to industry, commodity, society and culture; contemporary developments in analogue and digital art will also be considered in local cultural contexts. School wide presentations by international artists further support the syllabus.

Regular group seminars chaired by staff form important regular forums of experiential contextual discussion. These are theme based and tackle the appraisal of professional contextual issues as they are identified through experiential engagement, practice and context. WOW activities centre on evaluation and action planning for personal contextual professional development.

The online journal forms a record and applicable method of documenting all evaluating learning experiences and reflection.

The document is assessed at the end of the module and considers how the student has appraised, synthesized and evaluated their professional contextual awareness through a practical methodology.

Learning Activities

Learning by Context 2 builds upon the reflective professional contextual experience through City based field locations associated with local cultural industries. Additional opportunities of learning encompass craft practice skill sets, school-wide option lectures, group seminars and practitioner-led presentations. Further key contextual lectures underpin field visits to cultural industry. The use of the Graduate Development Centre and further WOW skills guidance forms an important

professional supportive framework to the module. This includes a realistic action plan for ongoing personal development evidenced from WOW skills derived from workshop activities.

Collectively these vehicles of learning may be supported by wider self determined 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 further discussed using an on-line portfolio. This is assessed at the end of the module.

References

Course Material	Book
Author	BRYANT, J
Publishing Year	2003
Title	The Six Dilemmas of Collaboration Inter Organisational Relationships
Subtitle	
Edition	
Publisher	NetLibrary. Inc, www.netlibrary.com/urlapi.asp?
ISBN	

Course Material	Book
Author	CAMPLOY, R. W
Publishing Year	2000
Title	A Professional Development, School, Partnership: Conflict and Collaboration
Subtitle	
Edition	
Publisher	Bergin and Harvy, www.netlibrary.com/urlapi.asp?
ISBN	

Course Material	Book
Author	MARSTINE, J
Publishing Year	2006
Title	New Museum Theory and Practice: An Introduction
Subtitle	
Edition	
Publisher	Blackwell, Oxford
ISBN	

Course Material	Book
Author	PAPASTERGIADIS, N
Publishing Year	2005
Title	Complex Entanglements: Art, Globalisation and Cultural Difference
Subtitle	

Edition	
Publisher	River Oram Press
ISBN	

Course Material	Book
Author	POLLOCK, G
Publishing Year	2006
Title	Museums After Modernism: Strategies of Engagment
Subtitle	
Edition	
Publisher	Blackwell, Malden
ISBN	

Course Material	Book
Author	WINTER, R
Publishing Year	1989
Title	Learning from Experience and Practice in Action Learning
Subtitle	
Edition	
Publisher	Falmer
ISBN	

Notes

The module enables the student on to build upon contextual and professional awareness in experiential field locations. Lectures and seminars address and debate socio-economic, political-cultural issues, which are referenced from Liverpool's rich cultural resource.

Students further share and engage in discussion and reflection through interdisciplinary seminar and field forums.

An on-line learning journal is completed that documents professional developments and awareness.

Supported by WOW workshops, leaning awareness is used toward creating an action plan for personal career development.