

Liverpool John Moores University

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Title: LEARNING BY COLLABORATION 1
Status: Definitive
Code: **5013XS** (110081)
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 collaborative practice, wherever possible with local cultural industries

Learning Outcomes

After completing the module the student should be able to:

- 1 Recognise and discuss professional collaborative practice through an on line journal
- 2 Document the experiential learning process: identify 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 collaborative 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 Collaboration 1 centres upon an action learning pedagogy. Knowledge, comprehension, analysis and process form key taught elements of the module. Learning is selected from the following collaborative contexts; placements, work experience or project groups. Guided by academic staff and supported by the Graduate Development Centre students determine work experience or placement locations.

Technical craft skill sets, WOW diagnostic activities and interdisciplinary academic staff engagement help form learning perspectives. Skill sets are structured to explore the languages of craft practice, associated machines, devices and tools. This is followed by introductions to basic and intermediary practice. These form vehicles or learning which are further examined in context and practice, forming a rich resource of learning awareness. Both technical and academic delivery is appropriately applied throughout these stages. Regular interdisciplinary lectures are given, these include presentations by international artists. Students may engage art & design practice to further realise skills. Group projects may be set to generate team problem solving activities.

Group seminars chaired by interdisciplinary staff, form important regular forums of experiential discussion, which generates student discourse from their broad range of experiential contexts. Seminars are theme based and tackle emerging professional issues as they are identified through their engagement, practice and context.

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

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

Learning Activities

Learning by Collaboration 1 introduces reflective collaborative professional learning through either work experience, placements or project based groupwork. Within these contexts students reflect and record their professional collaborative practice.

These activities are supported by craft practice skill sets, school-wide option lectures, group seminars and practitioner-led presentations.

The use of the Graduate Development Centre and initial WOW skills guidance is an important diagnostic supportive framework to the module. Placements and work experience may be located through its associated networks.

These main vehicles of learning may be supported by design or art practice to facilitate or test learning awareness.

Regular interdisciplinary group seminars enable students to further 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	BELBIN. R.M
Publishing Year	1993
Title	Team Roles at work
Subtitle	
Edition	
Publisher	Butterworth Heinemann
ISBN	

Course Material	Book
Author	COTTREL, S
Publishing Year	2003
Title	Skills for Success: The Personal Development Planning Handbook
Subtitle	
Edition	2nd
Publisher	Palgrave Macmillan: Basingstoke
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	LEO, O
Publishing Year	2001
Title	Internet Marketing Research: Theory and Practice
Subtitle	
Edition	
Publisher	Ook Lee Group
ISBN	

Course Material	Book
Author	STOKES, D
Publishing Year	2001
Title	Small Business Managment
Subtitle	
Edition	3rd
Publisher	Letts Educational
ISBN	

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

Notes

The module is designed to develop key professional skills through an experiential action learning environment of group, placment or work experience activities. Professional outcomes help form the basis to understand skills awareness. The associated working on-line journal is an important document that records student learning and awareness. The module integrates the WOW agenda as an important part of professional learning.