

Course Code:

PRES205

Session:

2017/18

1. Course Title:

Training the Self
[Stage 2 course of the MRes in Creative Practices]

2. Date of Production/Revision:

2 February 2015

3. Level:

SCQF 11

4. Credits:

15

5. Lead School/Board of Studies:

School of Fine Art

6. Course Contact:

Ms. Ranjana Thapalyal

7. Course Aims:

- To examine the nature and structure of knowledge acquisition and knowledge dissemination.
- To examine ethical questions arising from the above.
- To situate arts research practice within the wider context of social, political and cultural discourse.
- To enable students to examine and present personal responses to complex lecture material in integrated research/ practice formats.
- To enable students to write a masters level research proposal including research question hypothesis, methodology, bibliography, timeline, ethical considerations.

8. Intended Learning Outcomes of Course:

By the end of the course students should be able:

- To demonstrate an understanding of research methodologies as expressions of particular philosophical or theoretical approaches to research questions through their research proposal.
- To conceptualise a personal project of depth and complexity reflecting a synthesis of lectures, activities and dialogues from the course sessions.
- To incorporate the above with the students own research and practice.
- To write a masters level research proposal including research question, hypothesis, methodology, bibliography, timeline, ethical considerations.
- To identify and critique the general ethos and philosophical or epistemological thrust of a theoretical text or research project.
- To critically examine and articulate the ethos of their own research project proposal
- To identify and/ or construct appropriate methods and methodologies for an interdisciplinary or discipline specific research project.
- To examine and present personal responses to complex lecture material in integrated research/ practice formats in a variety of media and forms.

9. Indicative Content:

- Reading, critiquing, contextualising and responding to texts from several different cultural and disciplinary perspectives.
- Samples of some possible theoretical and philosophical perspectives and structures for the examination of a research question and designing of a research project.
- Recognising the impact of a chosen methodology; the need for considered and informed decisions on the ethos and structure of a research project.
- Ethical considerations in research and implications of particular methodologies.
- Learning and teaching processes in the research context.
- Lectures and informal seminars related to Critical Interventions.

10. Description of Summative Assessment:

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Critical Intervention	Visual/textual/interactive response to course lectures with written 800 word rationale	25	Week 4
2	Critical Intervention	Visual/textual/interactive response to course lectures with written 800 word rationale	25	Week 8
3	Critical Intervention	Visual/textual/interactive response to course lectures with written 800 word rationale	25	Week 12
4	Research Proposal	1500 words	25	Week 14

Or

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Critical Intervention (Text Response Only)	1200-1500 words	25	Week 4
2	Critical Intervention (Text Response Only)	1200-1500 words	25	Week 8
3	Critical Intervention (Text Response Only)	1200-1500 words	25	Week 12
4	Research Proposal	1500 words	25	Week 14

10.1 Please describe the Summative Assessment arrangements:

Students on this course will be assessed on their ability to:

- Identify a research need and propose a suitable research project in response.
- Contextualise their personal research project within the broader field of creative and academic research.
- Engage with theories of knowledge as they relate to research and innovation.
- Relate knowledge to the roles of participant, user, and viewer.
- Articulate a relationship between theoretical material and practical critical outcome in the form of critical interventions.

11. Formative Assessment:

Self-reflective exercise in which the whole group designs a Critical Intervention to the content of one of the course lectures/seminars.

11.1 Please describe the Formative Assessment arrangements:

N/A

12. Collaborative:

Yes

No

12.1 Teaching Institutions:

N/A

13. Requirements of Entry:

Successful completion of Stage 1

14. Co-requisites:

None

15. Associated Programmes:

MRes Creative Practices

16. When Taught:

Stage 2

17. Timetable:

Provided at start of Stage 2.

18. Available to Visiting Students:Yes (Whole course attendance only- not available on drop-in basis)No **19. Distance Learning:**Yes No **20. Placement:**Yes No **21. Learning and Teaching Methods:**

Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture	10	30 [10 for lecture+ 2 hours preparatory reading per lecture]
Studio	3 [group crit]	23
Seminar/Presentation [Critical Interventions]	15 [Three Critical Interventions- present own and hear peers']	25 [presentation +prep+ reading peer's pres session statements]
Tutorial	1	2 [tutorial + prep]
Workshop	N/A	N/A
Laboratory work	N/A	N/A
Project work	N/A	N/A
Professional Practice	N/A	N/A
E-Learning / Distance Learning	N/A	N/A
Placement	N/A	N/A
Examination	N/A	N/A
Essay [Research Proposal]		30
Private Study		30
Other (please specify below) Group or individual visits to galleries, libraries, public lectures, etc.		10

TOTAL	29 contact hours	150 learning hours
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22. Description of “Other” Teaching and Learning Methods:
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Group or individual visits to galleries, libraries, public lectures, etc.

23. Additional Relevant Information:

Training the Self examines more deeply than prior courses the significance of philosophical, ethical and epistemological positions within research practice. It draws from expertise across GSA and beyond, to reflect the interdisciplinary aims of the MRes in Creative Practices. While each contributor will inevitably bring personal as well as discipline specific expertise, continuity is provided by adherence to key intended learning outcome

24. Indicative Bibliography:

Provided at start of Stage 2 by session leaders
