



<b>Unit Title</b>	Big Ideas and Philosophies
<b>FHEQ Level</b>	Level 5
<b>Unit Code</b>	C18201
<b>Credit Value</b>	15
<b>Unit Type</b>	Compulsory/Combined Taught/Supervisory

<b>Learning Hours</b>			
<b>Staff – Student Contact Hours</b>		<b>Independent Study Hours</b>	
Formal planned learning & teaching delivery (synchronous and asynchronous)	26	Independent Study (hybrid)	67
		Preparation for Assessment (hybrid)	10
		Specific Directed Study (hybrid)	15
		Unsupervised Access to Resources (hybrid)	32
<b>Total</b>	<b>26</b>		<b>150</b>

### Unit Description

This unit aims to identify relevant and challenging transdisciplinary contexts within which to situate specific areas of interest in Design and Communication and to critically apply a range of contextually relevant theoretical concepts and debates.

The unit intends to develop student confidence in the exploration of creative possibilities within their area of interest, underpinned by theoretical and philosophical concepts and debates through a process of critical evaluation, building upon the overarching aim of New Mindsets, which is to transcend any particular discipline in order to try to understand the world in which we operate as creative practitioners, continuing to work holistically with students to introduce the possibility of exploring that which is between and beyond disciplines.

The unit aims to provide students with the ability to further develop a coherent, authoritative and autonomous independent personal stance from which to address a particular research interest that will form the foundation of their research at Level 6. It will build upon the skills of academic research, analysis self-awareness and critical writing to engage in critique as well as effectively disseminate and communicate findings.

## Hybrid delivery

Hybrid is commonly used to describe courses in which some traditional face to face teaching has been replaced with online learning activities. The purpose of hybrid delivery is to take advantage of the best features of both online and face to face learning using physical resources as required on a course. This unit will be delivered through a combination of online asynchronous and synchronous activities. The purpose of this combination of activities is to take advantage of the benefits that access to online content and physical resources in one's own time can offer, alongside scheduled, live sessions (online or face to face as required) for discussions, debates, questions and guidance.

The Five Principles that underpin the Mindsets and Skillsets Manifesto are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

## Unit Indicative Content

The 'Big Ideas and Philosophies' unit is designed to be delivered over two terms in two separate and distinct components.

Component 1 of this unit is intended to engage students in the close study of one specific philosophical or theoretical topic which transcends any specific degree award and could include topics such as gender and politics, identity politics, humans and technology, and sustainability. Students choose the topic they intend to study, resulting in a number of transdisciplinary study groups that confidently blur the boundaries between disciplines. The intention is to give students choice in their study, thus reinforcing ownership of their own work, as well as the confidence to approach apparently difficult theories and ideas and learn why they are relevant and critically, how to APPLY these in their own work. Students will also learn that they can approach a completely new and different theory independently with some confidence.

Component 2 of this unit intends to begin preparing students for the independent study required at L6 by operating as a supervisory component. Topics learned at Level 4 C18101 *Themes in Contemporary Culture* and Component 1 of Level 5 C18201 *Big Ideas and*

*Philosophies* will be brought to bear on working together with a supervisor to identify and begin work on a topic of enquiry in readiness for Level 6 C18301 *Dissertation*. The intention is to add momentum to the process of students becoming autonomous learners and taking ownership of their ideas and creative and theoretical practice.

### Unit Aims

Identify, study and apply challenging and relevant transdisciplinary contexts and ideas

Develop confidence and critical thinking skills

Further develop a range of communication and dissemination skills

Develop autonomy and an independent, authoritative and rigorous stance

### Unit Learning Outcomes

**LO 1 Research & Inspiration** - Analyse and interpret information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

**LO 2 Concept & Ideation** - Analyse research materials leading to the generation of the ideation and concepts that inform and lead to project development.

**LO 5 Presentation & Storytelling for Influence** - Select and employ effective methods of presentation and communication of projects, considering the audience/client and the purpose of the work, whether in visual, oral or written form.

**LO 6 Critical and Creative Mindsets** - Analyse conceptions of diverse practice and use this to inform a course of action.

### Learning and Teaching Methods

**The unit will be delivered through hybrid approach; a blend of synchronous and asynchronous online delivery and independent study, using online and physical resources as required:**

Lectures / presentations (synchronous/asynchronous as required)

Seminars / workshops (synchronous)

Tutorials (synchronous)

Directed Study (synchronous and asynchronous)

Independent Study (asynchronous)

## Assessment methods and tasks

The unit contains:

1 x summative assessment point at the end of term 1 with associated grade and written feed forward

1 x summative assessment point at the end of term 3 with associated grade and written feed forward

Assessment tasks	Weighting (%) ( <i>one grade or multi-grade unit</i> )
<b>Summative Assessment</b> - Research based academic text approx. 2000 words.	50%
<b>Summative Assessment</b> – Appropriately structured dissertation proposal including literature review approx. 2000 words.	50%

## Indicative Assessment Criteria

**Skills** – Through exploratory and pro-active research, students will be expected to demonstrate skills in the selection and organisation of appropriate sources, clarity of purpose and an awareness and adoption of appropriate conventions.

**Knowledge & Understanding** – Students should be able to demonstrate an awareness of different ideas and a variety of theories, an in-depth awareness of specific relevant theories and debates and how these are situated within a wider transdisciplinary context.

**Context** – Students should be able to demonstrate the ability to evaluate knowledge and understanding and to think critically about specific examples of visual or material culture, contextualizing these within a wider theoretical framework.

**Communication** - Students will be expected to demonstrate skills in the selected media, producing creative and convincing solutions that demonstrate risk and ambition.

## Essential Reading list

1. ADLER, M.J. (1986) *How to Read a Book: The Classic Guide to Intelligent Reading*.
2. BARRETT, E. and Bolt, B. (2010) *Practice as Research: Approaches to Creative Arts Enquiry*. London: IB Tauris
3. BHATT, C. 2004. *Doing a Dissertation*, in C.Seale (ed.) *Researching Society and Culture*, London: Sage.
4. CHATFIELD, T. 2017. Sage Publications Ltd: London.

5. GREETHAM, B. 2014. Palgrave Study Skills: How to Write an Undergraduate Dissertation. 2<sup>nd</sup> Ed. Palgrave McMillan: Basingstoke.
6. SCHON, D. (1991) The Reflective Practitioner: How Professionals Think in Action. London: Routledge
7. TILLEY, C (2013) Handbook of Material Culture. Sage

**Note:** Given the diversity of the student body it is not possible to include here the broad range of cross referenced thematic and course specific physical and online reading materials that will be suggested. The New Mindsets team works very closely with the library team in order to ensure that students are able to access all required resources both physically and/or online. The team also publishes relevant and current resources/sources to the Ravensbourne VLE Moodle as well as academic staff recommendations throughout the teaching calendar.