

MM5

University of NSW
Cross-Disciplinary Art & Design



multiplemeasures.org.au



SUMMARY FOR BENCHMARKING

How well is interdisciplinary learning supported by the assessment design?

This unit introduces students from a range of disciplines to cross disciplinary approaches for art & design through an online unit. This unit focuses on a broad understanding of cross disciplinary practices and collaborative investigation of these, to inform students' later work.

How well does the assessment design fit the ID cohort?

Does it fit the level of *student expertise*?

This research-led approach aims to introduce students to interdisciplinary masters' level study.

Does it respond to the *range and style of cohort learning expectations*?

This online elective study introduces students to a broad understanding of a range of ID projects and approaches. A balanced selection of exemplars for further investigation is available across the cohort.

How well does the assessment design align to intended ID learning outcomes?

Do the *tasks and criteria* sufficiently support development of students' *disciplinary practices* ?

The focus of the unit is on foundational ID skills & theories, anticipating translation to individual practice and development of new approaches.

Do the *tasks and criteria* sufficiently support development of students' *interdisciplinary skills* ?

The strongly collaborative approach to preparing for further research encourages interdisciplinary engagement and negotiation as the focus and mode.

Do the student and staff roles influencing the *direction / aims* of the tasks support the ID learning outcomes?

Staff frame the aims and direction of the unit clearly.

Do the student and staff roles influencing the *process / development* of the tasks support ID learning outcomes?

Staff frame the process for achieving the aims of the unit clearly.

UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

This course is the foundation component of the core series of Masters studies online. The course is divided into two areas: an introductory study into cross-disciplinary creative practices; and, approaches and advice on how best to study and learn within a solely online context.

Throughout the course, students will be introduced to terminologies and definitions that will begin to establish, or further develop, your own understanding and appreciation of cross-disciplinary creative approaches e.g. Art, Design, Education...

Learning Outcomes:

- Understanding of the concept of cross-disciplinary art and design practice
- Develop an awareness of different cross-disciplinary creative approaches
- Identify connections and contrasts between different creative disciplinary knowledge and skills
- Reflect upon how principles of cross-disciplinary creative practice apply to existing practices, knowledge and professional ambitions
- Understand students' own strengths and weaknesses in relation to communication and collaborative practice

UNIT ACTIVITIES & ASSESSMENT TASKS

Creative Portfolio A – Research Report (45%) Choose one cross-disciplinary art or design project to investigate in depth as a case study. Write in-depth report on project aims and outcomes, why there was a need for collaboration, the disciplines involved, evidence of development & creative processes.

Creative Portfolio B – Comparative Analysis (50%) In teams working in a wiki environment produce an analysis of creative cross-disciplinary practice across several reports from Assessment Task 1. Identify common links, processes and approaches. Analyse these in relation to content of the lectures. Define key cross-disciplinary considerations. Produce a list of these considerations.

Creative Portfolio C – Self Reflection (5%) Produce a piece of reflective writing. Summarise how considerations from your previous collaborative task relate to your own practice. Examine this in the context of any electives you have undertaken so far. Discuss the creative areas are you interested in exploring from here.

ASSESSMENT CRITERIA / MARKING

- Appropriateness of chosen case study and depth of analysis
- Logical presentation, succinct summary of ideas and correct citation
- Effective and timely contribution to team discussion
- Ability to undertake the professional procedures involved in responding to a public art commission
- Demonstrate ability to critique, research ideas, develop a sound reasoning and support of arguments or position
- Demonstrate evidence of reflection in relation to learning experience.

COFA0990

Cross-Disciplinary Art and Design 1

SEMESTER 1, 2014

COURSE INFORMATION

Units of Credit:

6

This detailed information provides background to the MM summary. The content was originally produced for the delivery of this unit/subject/course. Some content not directly relevant to the Multiple Measures project has been edited/removed.

COURSE OVERVIEW

(Fully Online Postgraduate Core Course)

This course is the foundation component of the core series of study in the Master of Cross-Disciplinary Art and Design. The course is divided into two areas: an introductory study into cross-disciplinary creative practices; and, approaches and advice on how best to study and learn within a solely online context.

Throughout the course, you will be introduced to terminologies and definitions that will begin to establish, or further develop, your own understanding and appreciation of cross-disciplinary creative approaches. Following lectures and coursework activities, written and presented by academics and professional practitioners, you will be required to initiate development of a personal learning portfolio*. This will not only document your progression through this core sequence of study, but aims to draw together aspects, issues and creative discoveries you make whilst studying your elective choices in the program to begin the process of working creatively in a cross-disciplinary nature.

In addition, this course will help you maximise the benefits of learning and studying online by introducing you to a diverse range of peers from around the world. You will acquire skills to join online discussions and debates, collaborate in group activities, explore communication techniques, and prepare for participation in practical tasks in active social online spaces. Ultimately, you will receive help to understand how web technologies can be best used to focus your academic skills and ultimately improve your learning strategy for online postgraduate study.

COURSE AIMS

This is the first of the sequential series of core unit within the Master of Cross-Disciplinary Art and Design. As such, it is crucial for establishing a sense of context for the entire program to follow, and for offering students definitions, explanations and examples of cross-disciplinary creative practice methodologies. This is valuable to the student because it helps to build the foundations for deeper cross-disciplinary reflection of their multi-disciplinary learning experiences within the elective units, and opens the student to new ways of thinking, working and collaborating with people outside of their own field of experience.

STUDENT LEARNING OUTCOMES

At the conclusion of this core course, students should be able to:

- Understand the concept of cross-disciplinary art and design practice
- Possess an awareness of different cross-disciplinary creative approaches used in contemporary practice
- Identify connections and contrasts between different creative disciplinary knowledge and skills
- Reflect upon how principles of cross-disciplinary creative practice apply to their own existing practices, knowledge and professional ambitions
- Understand their own strengths and weaknesses in relation to communication and collaborative practice

GRADUATE ATTRIBUTES DEVELOPED IN THIS COURSE

This course is intended to assist students in the development of several UNSW Graduate Attributes. Specifically, the content, activities and assessment tasks are designed to help build specific abilities within students to help them become:

- Understanding of their discipline in its interdisciplinary context
- Collaborative team workers
- Capable of independent and collaborative enquiry
- Digitally literate.

TEACHING STRATEGIES & APPROACH TO LEARNING

This fully online course will comprise coursework supported by online lectures, resources and other relevant reference materials. Students will engage in both individual and group activities/projects via online discussion forums and other collaborative technologies. Tutor facilitated group discussions will also take place. Students will receive regular individual and group feedback throughout the course, in the form of peer and tutor reviews. Formal assessment will take place at specific stages throughout the course that recognises contributions of both an individual and group nature.

ASSESSMENT

Feedback strategy:

Feedback from the lecturer will be delivered to students within 2 weeks of submission of an assessment, and will be uploaded into a private area of the course website, or emailed to students directly. Feedback will consist of a completed assessment rubric indicating the student's performance against the assessable criteria and a final project grade, and an audio mp3 file containing comments from the lecturer.

Formative and summative peer feedback from fellow students will also constitute a significant part of your feedback in this course. By sharing existing and newly acquired knowledge in this process, students will have the chance to reflect upon and apply what they have learnt in the course by actively reviewing and critiquing the work of other students. Please check the briefs for each project to determine the level of peer feedback required. In some instances this is an assessable component of tasks, in others in a non-assessed yet expected component of collaborative, cross-disciplinary practice.

Discussion Contribution and Completion of Talking Points:

This course contains lectures, and each of these lectures has a related Talking Point activity. These provide an invaluable opportunity to share ideas and formulate creative and analytical approaches with your peers, and as such you should approach them with the same consideration and forethought as you would one of your assessable projects.

Please follow the criteria/advise below when contributing to Talking Points in any of your online courses:

- *A good Talking Point contribution would be an in-depth and thoughtful comment about the question that draws on information in the lecture itself, but also allows you to express your own personal feelings and thoughts about the topic*
- *Your contributions should of course be mostly informal, based upon your own honest thoughts and experience. There are no wrong answers – it is a discussion and everyone's views are welcome*
- *It is expected that you will find examples of evidence to back up your thoughts or viewpoint, such as journal articles, current news items or examples on the Internet. You must provide a link to such resources whenever possible or cite the source of your information*
- *You are expected to discuss and debate – not just make one comment and then never return to the discussion*
- *This means visiting the discussion thread often while it remains open, reading other*

students contributions, and then responding to these contributions

- Make sure you are polite and respectful of other students' contributions. Constructive criticism or disagreement is welcome, and indeed encouraged - but it must be done with the utmost respect for one another's point of view
- A student who contributes to the discussion regularly and in an insightful manner will gain much more from the experience than one that gives a short answer with no supporting examples or reference to other students' posts.

Assessment Task 1

Title: Creative Portfolio A – Research Report

Due: End of Week 5

Weighting: 45%

Assessment Synopsis (full brief in course website):

In Part A of your Creative Portfolio project, you will choose one cross-disciplinary art or design project to investigate in depth as a case study, in order to begin to understand how cross-disciplinary creative practice can be implemented. *Note, the project is the focus of this research task, rather than the practitioner.*

In this individual research task you will:

- Identify cross-disciplinary project and practitioners for case study
- Write in-depth report on project aims and outcomes, why there was a need for collaboration, the disciplines involved, evidence of development & creative processes

IDENTIFY YOUR CASE STUDY DUE: End of Week 2

You should have posted your initial idea for your case study in the Message Board thread called *Portfolio A - Case Study Identification* by this time.

RESEARCH REPORT DUE: End of Week 5

You should have posted your final report in a new Portfolio called *Portfolio A: Research Report* in your Portfolio area by this time.

Assessment Criteria with grading rubric:

Assessment Criteria:	Poor ✓	Satisfactory ✓	Good ✓	Very Good ✓	Outstanding ✓
1. <i>Appropriateness of chosen case study</i>					
2. <i>Depth of Analysis</i>					
3. <i>Logical presentation of ideas</i>					
4. <i>Addressed required points in report</i>					
5. <i>Correct citation</i>					
RECOMMENDED GRADE:					
FEEDBACK: Comments will be delivered via mp3 audio file in the course website					

Learning Outcomes & Graduate Attributes assessed in this task:

This project is concerned with developing the Graduate Attribute of students '*Understanding of their discipline in its interdisciplinary context*', and addresses the following student learning outcomes:

- Understand the concept of cross-disciplinary art and design practice
- Possess an awareness of different cross-disciplinary creative approaches used in contemporary practice

Assessment Task 2

Title: CREATIVE PORTFOLIO B - Comparative Analysis

Due: End of Week 11

Weighting: 50%

Assessment Synopsis (full brief in course website):

In teams you will work with your team in a wiki environment and produce an analysis of creative cross-disciplinary practice across several reports from Assessment Task 1. In Part A of your first *Creative Portfolio* project, you investigated a cross-disciplinary art or design project in detail - identifying its key players, the disciplines involved and the processes that were utilised in the project's completion. The purpose of this is for you to begin to be able to recognise different creative thinking patterns used by people in different creative disciplines, to inform your own cross-disciplinary creative approaches. By comparing different strategies and methodologies in these different case studies, we'll be able to see if there is a pattern or commonality within the different approaches, or if every approach is vastly different.

In this collaborative task, within your team you will:

- Each choose one extra case study from all submissions
- In your team, conduct comparative analysis of everyone's chosen case studies
- Identify common links, processes and approaches
- Analyse these in relation to content of the lectures
- Define key cross-disciplinary considerations
- Produce a list of these considerations

COMPARATIVE ANALYSIS REPORT DUE: End Week 10

You should have your team's report in the wiki by this time. Don't forget though the discussion over the next few weeks with your team is just as important as the final report!

PEER REVIEW DUE: End Week 11

You should have compared and discussed each teams' report in the Message Board thread called *CREATIVE PORTFOLIO B - Comparison Discussion* by this time.

Assessment Criteria with grading rubric:

Assessment Criteria:	Poor ✓	Satisfactory ✓	Good ✓	Very Good ✓	Outstanding ✓
1. <i>Effective and timely contribution to team discussion</i>					
2. <i>Detail and accuracy of comparative analysis of case studies</i>					
3. <i>Succinct summary of commonalities and differences in report</i>					
4. <i>Clear layout of report and good use of language</i>					
5. <i>Effective and timely contribution to peer review</i>					
RECOMMENDED GRADE:					
FEEDBACK: Comments will be delivered via mp3 audio file in the course website					

Learning Outcomes & Graduate Attributes assessed in this task:

This project is concerned with developing the Graduate Attributes of students becoming ‘Collaborative team workers’, ‘Capable of independent and collaborative enquiry’ and ‘Digitally literate’. This project also addresses the following student learning outcome:

- Identify connections and contrasts between different creative disciplinary knowledge and skills

Assessment Task 3

Title: CREATIVE PORTFOLIO C - Self Reflection

Due: End of Week 13

Weighting: 5% (Satisfactory or Unsatisfactory grade)

Assessment Synopsis (full brief in course website):

Now in the final part of your *Creative Portfolio* project for the first core course, you have the chance to sit back and reflect on all that you have learned and discovered throughout the course, and see how this applies to you as an individual, and your own practices.

This will be a piece of reflective writing, but don’t worry, all of this theory and research will serve you in good stead – as the projects in the following two core courses become increasingly *hands on!*

In this individual task you will:

- Summarise how considerations from your previous collaborative task relate to your *own* practice
- Examine this in the context of any electives you have undertaken so far
- Discuss the creative areas are you interested in exploring from here

SELF REFLECTION DUE: End Week 12

You should have your reflection document in your Portfolio by this time.

Assessment Criteria with grading rubric:

Assessment Criteria:	Poor ✓	Satisfactory ✓	Good ✓	Very Good ✓	Outstanding ✓
1. <i>Clear layout and structure of report and good use of language</i>					
2. <i>Evidence of reflection in relation to learning experiences</i>					
3. <i>Sound reasoning and support of arguments or position</i>					
4. <i>Depth and coherence of analysis</i>					
RECOMMENDED GRADE:					
FEEDBACK: Comments will be delivered via mp3 audio file in the course website					

Learning Outcomes & Graduate Attributes assessed in this task:

This project is concerned with developing the Graduate Attribute of students ‘Understanding of their discipline in its interdisciplinary context’ and being ‘Capable of independent and collaborative enquiry’, and addresses the following student learning outcomes:

- Reflect upon how principles of cross-disciplinary creative practice apply to their own

- existing practices, knowledge and professional ambitions
- Understand their own strengths and weaknesses in relation to communication and collaborative practice
-

WEEKLY COURSE SCHEDULE

Week 1 03/03/14 – 09/03/14

Activities

Talking Point 1 Drawing from Life: The Journal as Art.

Working on Assessment Task 1 - Research

Week 2 10/03/14 – 16/03/14

Activities

Working on Assessment Task 1 - Research

16/03/14: Assessment Task 1 Initial ideas for your case study posted in the **Message Board** thread called *Portfolio A Case Study Identification* due.

16/03/14: Talking Point 1 Drawing from Life: The Journal as Art due.

Week 3 17/03/14 – 23/03/14

Activities

Working on Assessment Task 1 - Research

Talking Point 2 Creativity, Collaboration and Emerging Online Trends.

Week 4 24/03/14 – 30/03/14

Activities

30/03/14: Talking Point 2 Creativity, Collaboration and Emerging Online Trends due.

Week 5 31/03/14 – 06/04/14

Activities

06/04/14: Assessment Task 1 Creative Portfolio A Research Report due.

Talking Point 3 Art and Design Management in Cross-Disciplinary Contexts.

Week 6 07/04/14 – 13/04/14

Activities

Working on Assessment Task 2 – Wiki collaboration

13/04/14: Talking Point 3 Art and Design Management in Cross-Disciplinary Contexts due.

Week 7: Non-Teaching Week 14/04/14 – 17/04/13

Mid-Semester Break 18/04/14 – 27/04/14

Week 8 28/04/14 – 04/05/14

Activities

Working on Assessment Task 2 – Wiki collaboration

Week 9 05/05/14 – 11/05/14

Activities

Working on Assessment Task 2 – Wiki collaboration

Week 10 12/05/14 – 18/05/14

Activities

Working on Assessment Task 2 – Wiki collaboration

Week 11 19/05/14 – 25/05/14

Activities

25/05/14: Assessment Task 2 - CREATIVE PORTFOLIO B - Comparative Analysis due.

Week 12 26/05/14 – 01/06/14

Activities

Working on Assessment Task 2 – Reflection

01/06/14: Peer review of Assessment Task 2 due.

Talking Point 4 Cross-Disciplinary Art and Design from an Advertising Perspective

Week 13 02/06/14 – 08/06/14

Activities

08/06/14: Assessment Task 3 - CREATIVE PORTFOLIO C Self Reflection due.

08/06/14: Talking Point 4 Cross-Disciplinary Art and Design from an Advertising Perspective due.
