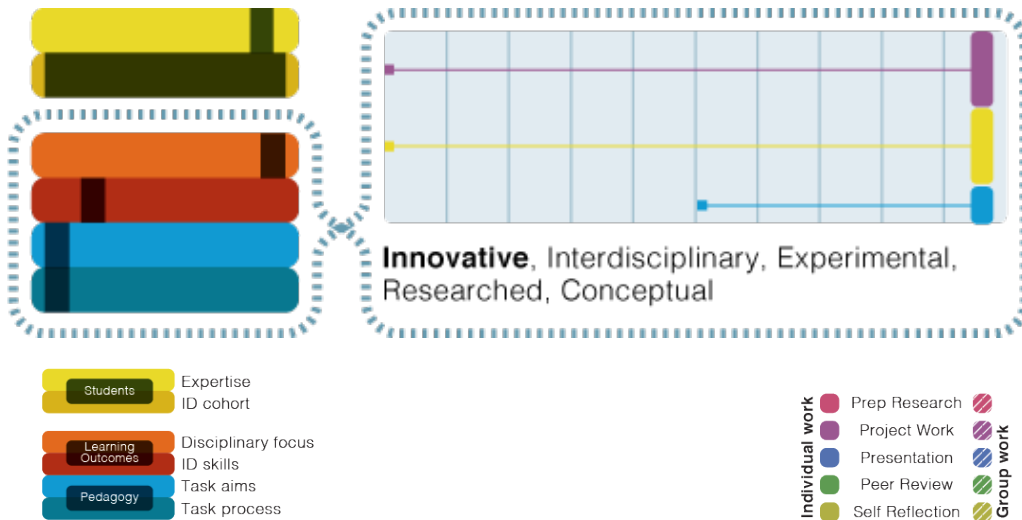


MM18

SymbioticA, School of Anatomy, Physiology & Human Biology,
University of Western Australia
Art & Life Manipulation (Course Coordinators: Dr. Ionat Zurr &
Natasha Bates (TA))



SUMMARY FOR BENCHMARKING

How well is interdisciplinary learning supported by the assessment design?

Interdisciplinary engagement is effectively a 'doubling' of a 'home discipline' skill set through intense exposure to a multidisciplinary culture. This small cohort engage with a challenging shift to develop unique approaches to their creative production and outcomes, and the development of new personal practices.

How well does the assessment design fit the ID cohort?

Does it fit the level of student expertise?

This research-led learning approach, calls for a deep and challenging engagement with a new discipline. This challenging approach is suitable to an advanced cohort.

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

The study includes a general bias towards art learning culture, but draws on a much wider set of disciplinary experiences and the expansion of students' practices to include those drawn from very different fields.

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

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

Expands individual skills sets considerably; however, best understood as a parallel skill set, rather than a deepening or extension of a 'home' discipline.

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

Limited specific ID skills development is targeted, other than ability to engage across two specific discipline areas with students and staff from each.

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

Student led ambitions and aims for the projects are developed, as might be expected from Masters-level research orientated study.

Do the student and staff roles influencing the process / development of the tasks support ID learning outcomes? Student led development of projects and tasks as would be expected from Masters-level research orientated study.

UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

Course introduces the basic practical and theoretical working methodologies for the construction of works of art that include living elements. Topics include basic methods of tissue engineering, tissue culture, DNA isolation, breeding principles and genetic engineering. The ethical and aesthetic issues of bio-art are also discussed.

Learning Outcomes:

- Students develop an understanding of the core issues of biological art.
- Learn some basic practical methods for manipulating different levels of life for aesthetic ends.
- Learn how to articulate the theoretical and ethical aspects of such practices.

UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

Prototype (40%)

Artist Statement (40%)

Presentation (20%)

ASSESSMENT CRITERIA / MARKING

- Development of new or interesting ground in students practice
- Research methodologies, artistic precedents and concept clearly described.
- Exhibit concepts that have potential for further investigations.
- Exhibit an interesting use of materials.
- Presentation was informative, coherent and engaging.

UJ

How your prototype, artist statement & presentation will be assessed

Prototype = 40%; AS = 40% & Presentation = 20%

CRITERIA	80-100% HD	70-79% D	60-69% C	50-59% P	0-49% F
1. INNOVATION Does your project explore new or interesting ground? Does your project show that you are inspired or passionate about the ideas?	<ul style="list-style-type: none"> • Demonstrates exceptional imaginative & innovative translation of ideas • Explores new and interesting ground • Strong creative and imaginative skills. • High level of synthesis evident. 	<ul style="list-style-type: none"> • Demonstrates strong imaginative & innovative translation of ideas • Explores interesting ground • Strong level of synthesis. 	<ul style="list-style-type: none"> • Imaginative approach to experimentation with potential for improvement. • Some synthesis evident 	<ul style="list-style-type: none"> • Limited creative or imaginative input. • Limited synthesis or development of theories 	<ul style="list-style-type: none"> • No innovation/creative input demonstrated. • No synthesis or development of theories
2. INVESTIGATION Are the research methodologies and artistic precedents clearly described?	<ul style="list-style-type: none"> • Strong research ability with extensive investigation, rigour, and synthesis evident. • Excellent capacity to express and translate ideas into written outcome. 	<ul style="list-style-type: none"> • Evidence of wide and relevant research that demonstrates a very good understanding of the research process. • Successful development and translation of concepts into written outcome. • Strong level of theoretical development. 	<ul style="list-style-type: none"> • Conceptual research ability evident. • Developing sound research skills. • Some evidence of written theoretical development. • Developing conceptual research ability with evidence of broad and relevant research. 	<ul style="list-style-type: none"> • Developing conceptual research ability but requires considerable expansion in depth and quantity. • Some attempt to engage with taught concepts but requires significant development. • Limited quality research requires considerable expansion (horizontal & vertical). 	<ul style="list-style-type: none"> • Lack or absence of quality & quantity research. • Irrelevant or unsubstantiated research • Irrelevant research • Basic or no discussion about ideas/concepts.

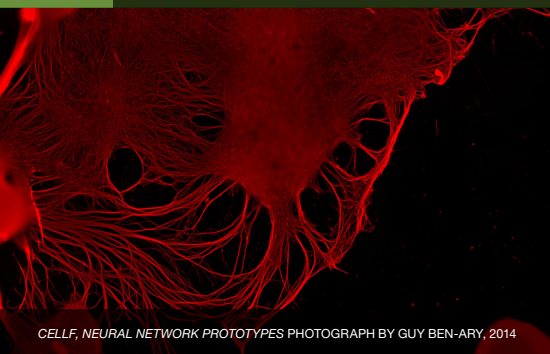


THE UNIVERSITY OF
WESTERN AUSTRALIA

FACULTY OF SCIENCE

Master of Biological Arts

RANKED FIRST IN AUSTRALIA FOR LIFE AND AGRICULTURAL SCIENCES*



CELLF, NEURAL NETWORK PROTOTYPES PHOTOGRAPH BY GUY BEN-ARY, 2014



UWA's breadth of expertise across the science disciplines is unequalled!

Designed for art practitioners, scientists, or humanities scholars who wish to engage with the creative crossover of art and science, this course focuses on recent advances in the life sciences, both in theory and practice. Emphasis is placed on critical thought, ethical and cultural issues and cross-disciplinary experimentation in art and science.

Students have access to scientific laboratories, techniques and expertise and undertake art and science units and a core of SymbioticA[^] units that include a major project and dissertation.

This course is unique as it is offered by a science faculty and enables access to laboratories and expertise as well as in-depth understandings of biological sciences. It is a bridge between disciplines as well as between academia and the community (through public exhibitions of research results) and contributes to the development of strategic relationships and community engagement.

Career opportunities

Completion of this degree can lead to wide and diverse career opportunities in the fields of art, science or social science, especially in positions dealing with issues of policy, communication and commentary, or in education. It offers opportunities for further academic pursuits, including higher degree by research.

Course Structure

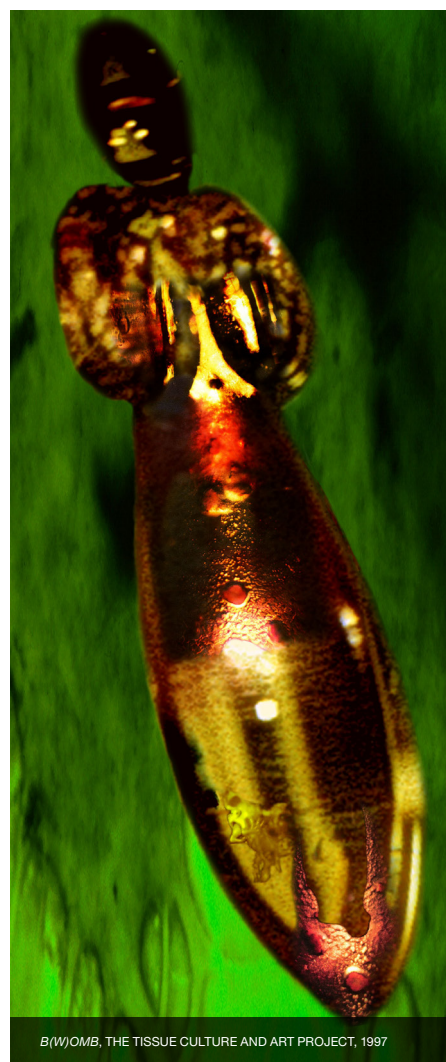
All students study the core units of:

- Advanced Aesthetic Crossovers of Art and Science
- Biological Art Integration Studies I
- Advanced Art and Life Manipulation
- Biological Art Integration Studies II
- SymbioticA Special Topic
- Project Design

Project and Dissertation:

- Major Project and Dissertation Part I
- Major Project and Dissertation Part 2
- Major Project and Dissertation Part 3
- Major Project and Dissertation Part 3

and two electives chosen in consultation with the course coordinator.



B(W)OMB, THE TISSUE CULTURE AND ART PROJECT, 1997

* Academic Ranking of World Universities 2013



PIG WINGS, THE TISSUE CULTURE AND ART PROJECT, 2000-2001



VICTIMLESS LEATHER, THE TISSUE CULTURE AND ART PROJECT, 2004

Admission requirements

You must have a relevant bachelor's degree.

English Language Competence

All applicants for UWA coursework programs must demonstrate a minimum level of English Language Competence. See studyat.uwa.edu.au/undergraduate/admission/english

Key information

While the standard timeframe for completion of this degree is two years (full time), it may be possible for students who have previously completed an

undergraduate degree with majors in both science and either arts or fine arts of equivalent as recognised by the faculty to complete within 1.5 years.

Example cognate areas are: Biological Science Majors, Arts or Fine Arts Majors or equivalent as recognised by the faculty.

Partial scholarships are available for high achieving international students.

A number of bursaries are available for domestic students. See science.uwa.edu.au/courses/scholarships.

Intake periods: February and July each year

How to apply

The University of Western Australia
M083, 35 Stirling Highway
Crawley, WA 6009
studyat.uwa.edu.au/applynow

Course enquiries

Email: postgrad-science@uwa.edu.au
Online enquiries: ask.uwa.edu.au
science.uwa.edu.au

International students should also visit international.uwa.edu.au/studentnet/esos which gives more information about the study environment, course fees and refund policy, support services, and schooling obligations for dependent children.

^ Symbiotica is an artistic laboratory dedicated to the research, learning, critique and hands-on engagement with the life sciences. It is the first research laboratory of its kind, enabling artists and researchers to engage in wet biology practices in a biological science department. It also hosts residents, workshops, exhibitions and symposiums.
www.symbiotica.uwa.edu.au



UWA Course code 71530
CRICOS Course Code 083855k