

310 MC

Research and Development

Module Booklet 2008-9

Media Production Manifesto

Collaboration

Media production is collaborative. We all have areas where we are talented and all have areas where our talents need to be developed. Together, we will use our talents for the benefit of others and strive to develop our own talents. We will not be protective of our practice but will share it freely and willingly for the benefit of all.

Originality

It is easy to copy. We will not copy what we see but will strive to challenge ourselves - creatively, intellectually and technically - in all that we do.

Seeking

Seek out what you would normally avoid. The more you see, the more you learn: the more you learn, the more you see. So, you should start to watch, listen to, view, experience that which you would normally avoid. Only then, will you be able to work at the limits of creativity

Success

"Success is 99% failure". Media Production is not an exact science: it is art. It is made up of lots of failures and a succession of little victories. You should expect to fail and we will support each other in that failure. Failure is productive if one learns from it. Together, we will learn from our failure.

Reality

Television is the opium of the masses. We reject the freak shows and the cult of the celebrity. Our creative works will be produced with real people. We respect a realism of the people and will not profit from the misfortune of others.

Introduction

The Mid for this module states:

The module aims to develop the student's ability to research and develop the theoretical, conceptual and professional issues that underpin production within a chosen area of practice. These key debates will increase their ability to critically reflect, contextualise, comprehend and create work within their chosen specialism/s.

The student will be expected to relate their own ideas for production to those of other practitioners and to become increasingly aware of their own position within their chosen community of practice and able to see their work as being informed by specific theoretical discourses . They will work either individually or in small teams as required and will be encouraged to be self-reliant and develop methods of self evaluation and reflective self-criticism

Following research work over the summer period students will return with a range of ideas and approaches around some broad themes. The challenge of the module is to develop several short artefacts that respond, develop and reflect on these themes in a creative and novel way. The emphasis will be on idea generation, research and realisation in a quick succession of short media production projects that are not concerned with polish but with immediacy and powerful communication.

The module will provide stimulus across a broad range of media production chosen to provoke, question and stimulate. The stimulus will be in several forms; screenings, visits, talks by practitioners and practical workshops.

The module aims to develop in students, in preparation for 311MC, creative research and academic development grounded in student's critical, conceptual, analytical and technical skills, and also through their understanding of inspirational projects, practitioners and historical precedents that have shaped the field. Students learn to position their own concepts, ideas and process in relation to advanced fields of media production. This module establishes a social, cultural and intellectual context for production work on the course and offers a strong critical foundation for the effective realisation of production work.

It is very important that the development and research of ideas that feed into the final project are realistic and achievable. The final project undertaken in 311mc and proposed in 310mc has to be within the scope and skillset of the student. **Realistic and achievable project proposals will be judged and allowed to proceed by the tutors in the light of available resources, available support, available experience and expertise. Students will be encouraged to focus their proposals within agreed realistic limits which have regard to the students prior achievements and practical knowledge and skills.**

The process of idea generation and research will be recorded both in a workbook and also shared electronically using the web 2.0 tools Wordpress, Delicious, Flickr, YouTube. The module will be supported online through a module blog. All staff will have access to the blog and the ability to write and comment and add links or articles. The blog will point students to online resources and links and also host some of the readings. All of the students blogs will be listed and linked from this central blog.

Syllabus and Teaching Schedule 08/09

The scheme of work for the module is as follows:

The module begins with an introduction to the approach and expectations of the student during the course of study. An important part of the module is the modeling of research approaches both by tutors and visiting practitioners. In short what do they do when embarking on a piece of work, how do they develop, amend and extend ideas?

After setting the scene for the module students will make their own initial presentations of research findings that they have engaged with over the course of the summer around the broad themes of Spectacle, Power and Memory.

The module requires that the students produce three artefacts that respond to each of these themes in a creative and innovative way. The form that the artefacts may take could be a short (3min) time based piece (animation, video, rostrum etc), photographic, new media, audio or TV based form. The students will be required to research, develop, critically work on their ideas in quick succession, and to document this process, to produce a completed artefact at the end of each two week block. They can then choose one of their ideas to work on further and present at the end of the modules first term as a proposal and idea to take forward into the final project module 311mc.

*The module focuses on idea generation, research, creative techniques and limitations ,obstructions and constraints as a spur to creative solutions. To communicate this central idea the first screening will show Lars Von Trier's meta film **The Five Obstructions**.*

Each week there will be a day set aside for a variety of screenings, readings, visits and other stimulus that will provoke responses and dialogue as students engage and reflect on their own work. These provocations to thought and comment will be recorded on their own blog and staff will be assigned to look at particular blogs and offer comments as the students work progresses.

One day will be set aside for presentations and lectures and dialogue with students in their cluster groups and individually to monitor progress on development and research.

WEEK	ACTIVITIES	STAFF
<p>1 Thursday Oct 2</p> <p>Friday Oct 3</p>	<p>Introduction to Module (am) What to expect, what you have to do, research approaches. How you might begin to go about researching for your initial mini project. Documenting your research.</p> <p>Screening Lars Von Trier's The Five Obstructions Discussion of issues raised.</p> <p>Cluster Meetings Spectacle, Power, Memory. (Form students into three equal groups) Intro to wordpress</p> <p>Reading Practical Research Methods and Techniques, Dogme 95 Manifesto</p>	<p>All available staff teaching on module</p>
<p>2 Thursday Oct 9</p> <p>11am- 3.30pm</p> <p>Friday Oct 10</p> <p>9.30am - 11am</p>	<p>Student Presentations (11am) of research findings over the course of the summer around the broad themes Spectacle, Power and Memory (am and pm)</p> <p>Group 1 Presentation 11am-12 Group 2 Presentation 12-1.15pm Group 3 Presentation 1.30- 3.15pm</p> <p>Cluster Meetings To be arranged with cluster tutor: Group1: Group2: Cluster Tutors to be decided Group3: Spectacle, Power, Memory. Introducing the first task begin research and development on first artefact. Dialogue with each separate group on their initial starting points.</p> <p>Practical Skills Workshop (Becks) Group 1 – 12 - 1.30 Group 2 – 1.30 – 3.00 Group 3 – 3.30 – 5.00</p> <p>Screenings Pennebaker Don't Look Back, Jan Svankmajer Little Otik (discussion) 9.30am- 11am</p> <p>Documenting Research process and idea development.</p> <p>Group 1 – 12 - 1.30pm(NM) Group 2 – 2.00 – 3.00pm Group 3 – 3.00 – 4.00pm Working up Wordpress blog utilising web 2.0 tools, Delicious, Flickr, YouTube Practical work on research and development of first artefact.</p>	<p>NM, JL, PS, Becks</p> <p>NM, KA, MP,</p>

WEEK	ACTIVITIES	STAFF
<p>3 Thursday Oct 16 11am - 12</p> <p>Friday Oct 17</p>	<p>Research in Practice (Paul Smith Photography) Visit to V&A Photography at Herbert Reading and Interpreting. Cluster Meetings Spectacle, Power, Memory. Introducing the first task begin research and development on first artefact. Dialogue with each separate group on their initial starting points.</p> <p>Practical Skills Workshop (Becks) Group 1 – 12 - 1.30 Group 2 – 1.30 – 3.00 Group 3 – 3.30 – 5.00</p> <p>Screening Jarman’s Last of England, Svankmajer’s Alice (discussion) Practical workshop /tutorials developing and editing first artefact. Documenting Research process and idea development. Group 1 – 12 - 1.30pm(NM) Group 2 – 2.00 – 3.00pm Group 3 – 3.00 – 4.00pm</p>	<p>NM, KA, PS</p> <p>NM, KA, MP</p>
<p>4 Thursday Oct 23</p> <p>Friday Oct 24</p>	<p>Primary Research Practice Filmmaker Activist Ewa Jasiewicz Lecture on work, Screening. Dialogue with students on researching in practice. Work within groups. Becks Practical Workshops. Group 1 – 12 - 1.30 Group 2 – 1.30 – 3.00 Group 3 – 3.30 – 5.00</p> <p>Screening Jean Rouch Chronicle of a Summer (discussion) Reading Cinema Militians Greenaway and Chapter from Adorno Practical Workshops <i>First artefact must be uploaded to Wordpress blog together with development ideas and process by end Monday 24th Oct.</i> Students will be asked to comment on others work. Mez and Nick help with wordpress and Tutorials on second artefact development.</p>	<p>PS, JL, KA Becks</p> <p>NM, MP</p>

WEEK	ACTIVITIES	STAFF
<p>7 Thursday Nov 13</p> <p>Friday Nov 14</p>	<p>Research in Practice How to conduct and use practical research techniques. Running a focus group. Stimulus and group activities. Begin Work On Final artefact.</p> <p>Cluster Meetings</p> <p>Practical Skills Workshop (Becks)</p> <p>Group 1 – 12 - 1.30 Group 2 – 1.30 – 3.00 Group 3 – 3.30 – 5.00</p> <p>Screening Derek Jarmans Blue, & Orgreave</p> <p>Practical Workshop Working towards final artefact Documenting Research process and idea development.</p> <p>Group 1 – 12 - 1.30pm(NM) Group 2 – 2.00 – 3.00pm Group 3 – 3.00 – 4.00pm</p> <p>Reading Worship at the Alter of Convergence Henry Jenkins</p>	<p>Visit and session by research group Know Agency NM, PS, KA</p> <p>MP, JL</p>
<p>8 Thursday Nov 20</p> <p>Friday Nov 21</p>	<p>Convergence Culture 1 New Paradigm for understanding media change Examples of convergence explored</p> <p>Cluster Meetings</p> <p>Practical Skills Workshop (Becks)</p> <p>Group 1 – 12 - 1.30 Group 2 – 1.30 – 3.00 Group 3 – 3.30 – 5.00</p> <p>Screening Greenaway Interview at Compton Verney.</p> <p>Reading revisit Cinema Militans</p> <p>Practical Workshop Wordpress and research work. Documenting Research process and idea development.</p> <p>Group 1 – 12 - 1.30pm(NM) Group 2 – 2.00 – 3.00pm Group 3 – 3.00 – 4.00pm</p> <p>Upload / complete final artefact Choosing artefact to enhance and re edit to go forwards as proposal for final project.</p>	<p>NM,KA, JL</p> <p>MP, NM,</p>

WEEK	ACTIVITIES	STAFF
<p>9 Thursday Nov 27</p> <p>Friday Nov 28</p>	<p>Convergence Culture 2 How we have been sold on reality TV Henry Jenkins</p> <p>Cluster Meetings Tutorials with students reviewing research and work on artefacts.</p> <p>Practical Skills Workshop (Becks)</p> <p>Group 1 – 12 - 1.30</p> <p>Group 2 – 1.30 – 3.00</p> <p>Group 3 – 3.30 – 5.00</p> <p>Preparing project idea to take forward into 311mc</p> <p>Discussion of ideas in cluster groups.</p>	<p>PS,NM, KA</p> <p>MP, JL</p>
<p>10 Thursday Dec 4</p> <p>Friday Dec 5</p>	<p>Student Presentations of project idea to take forward into 311mc</p> <p>Project Proposal initial feedback. Moving forward with project proposal Next term and the expectations for 311mc</p>	<p>All Staff</p>

Disability Statement

In line with the requirements of the Disability Discrimination Act 2004, if you have a disability or medical condition and need adjustment to allow you to fully participate in this module (for example, a different form of handouts, clear communication for lip-reading etc.) please tell the Module Leader so that suitable arrangements can be made.

TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

On successful completion of this module students should be able to:

1. demonstrate appropriate research skills, creating a viable and relevant basis for their project;
2. define their own position clearly, with respect to existing bodies of knowledge and communities of practice;
3. present their research and development in an appropriate form;
4. demonstrate critical analysis of their own work and that of others;
5. develop a project proposal and plan appropriate to both the content and style of the project;

6. produce high quality, critically self-aware practical and written development work.

Indicative Content

Through a series of lectures, workshops and tutorials from subject specialist staff students will receive:

- * an insight into good research and development working practices.
- * academic workshops which will require the student to discuss their own ideas, strategies and methodologies with staff and fellow students and modify, adapt, or expand their research and or developmental work in the light of this dialogue.
- * the opportunity to develop project management, time management, technical, creative, critical and analytical skills

Teaching and Learning

Lectures, academic workshops, technical instruction, group and individual tutorials, self-directed study.

Student activity comprises: 10 hours of Lecture, 20 hours of Workshop, 20 hours of Technical Instruction, 5 hours of Tutorial, 340 hours of Self-directed Study.

Course Assignment

During the course of the module you will be required to document the development of your ideas through active research and response to readings and screenings shown through the course of the module. The development of your research is ongoing through the course of the module and will be checked and discussed with you each week within the cluster meetings.

You will record your idea development and responses to stimulus on a Wordpress blog and post work up to this area, including audio and moving image. This record will form the basis of your audio visual presentation for Coursework 1. As part of the work for the module you will be producing three artefacts based around the broad themes memory, power, and spectacle.

One of these themes will be worked up into a more detailed artefact and research proposal that you will present and will form the basis of the final project idea that you will take forward into 311mc. This element will form the basis of Coursework 2.

Method Of Assessment (normally assessed as follows)

Coursework 1 will be an audio-visual presentation.

Coursework 2 will be practical development work appropriate to chosen specialism.

Coursework 1 addresses Assessment Items LO1, LO2, LO3, LO4 and LO5.

Coursework 2 addresses Assessment Items LO3, LO4 and LO6.

Late Submission of Coursework

Work handed in late will be subject to the normal penalties for late submission. University regulations for the late submission of coursework state that the mark for work which is submitted up to two weeks late will be reduced by 10% of the original mark for each week, or part of week, that it is late. If it is submitted over two weeks late, the work will not be marked. Extensions for extenuating circumstances are subject to University regulations and may only be granted by your Level Tutor. No member of staff teaching the module is able to give such extensions.

Return of Coursework

Verbal feedback, both tutor and peer, on the unassessed Interim Critique will be given to each group at the end of their presentations and in Group Tutorials. This will be recorded on a feedback sheet and will form part of the guidance that you need to complete your assignment.

Re-assessment

Anyone failing the assessment for the module will be entitled to complete a re-assessment task which will be submitted in September 2008.

If you have genuine reasons why you may not be able to submit the assignment or if you failed the assignment, you should see your Academic Tutor or Year Tutor immediately the problem arises or as soon as practical afterwards. If the reason is accepted as being valid by the School's deferral panel, (see University Guidelines on what a valid reason is), then you will be eligible to receive the full mark for this work. If there is no valid reason for failing the assessment, the maximum mark that you can receive for such work is 40% but this will allow you to pass the module and proceed into the third year of the course.

Academic Dishonesty

Academic dishonesty covers any attempt by a student to gain unfair advantage (e.g. extra marks) for her/himself, or for another student, by unauthorised means. Examples of such dishonesty include collusion falsification, deceit, plagiarism and cheating in examinations.

Collusion includes the conscious collaboration, without official approval, between two or more students, or between a student(s) and another person, in the preparation and production of work which is then submitted as individual work. In cases where one (or more) student has copied from another, both (all) students involved may be penalised. The boundary between legitimate co-operation and unacceptable collusion varies according to the type of work involved. Staff setting the assessment exercise will issue clear guidance on how much co-operation is acceptable.

Falsification includes the presentation of fictitious or deliberately distorted data in, for example, laboratory work, surveys or projects. This also includes citing references that do not exist.

Deceit includes misrepresentation or non-disclosure of relevant information, including the failure to disclose any cases of work being submitted for assessment which has been or will be used for other academic purposes.

Plagiarism is the act of using other people's words, images etc. as if they were your own. In order to make clear to readers the distinction between your words, images etc. and the work of others, it is essential that you reference your work accurately, thereby avoiding a charge of plagiarism. It is always obvious when a student has copied words from a text without referencing, as there is a change of writing style each time. If you do not reference your work correctly, it will come across as if you had 'stolen' words or ideas from other sources.

Re-presentation is the submission of work presented previously or simultaneously for summative assessment at this Institution.

Cheating is defined as any attempt to gain an unfair advantage in an assessment (including examinations), or assisting another student to do so. It includes: taking unauthorised materials into examinations, copying from other candidates, collusion, impersonation, plagiarism, and unauthorised access to unseen examination papers. In the event of an allegation of cheating you are advised to contact the Student Union Advice Centre immediately after the incident.

It is in the best interests of all students for the University to maintain the good reputation of its awards. Your co-operation is expected in actively protecting the integrity of the assessment process. It is the duty of all students to observe high personal standards of academic honesty in their studies and to report any instances of malpractice of which they become aware.

The minimum penalty for a proven case of academic dishonesty is usually a mark of zero in that module, with the maximum being exclusion from the University.

You must fully understand the conventions for referencing your use of other peoples work. These will be outlined in the first lecture of the module and can also be found on the CU Online space for the module.

MODULE RESOURCES

Essential Reading

Identified in discussion with specialist module staff in relation to the subject areas that the student chooses to research and develop.

Specialist subject area periodicals in library.

Recommended Reading

Chater, K. (2001) *Researching for Media Production*. Oxford, Focal Press.

Denscombe M. *The Good Research Guide*, 1998, OUP, Bucks

Emm, A. (2004) *Researching for Television and Radio*. London, Routledge.

Laurel B. (ed), *Design Research methods and perspectives*, 2003 MIT Press, Cambridge Mass

Module Evaluation

You will be given the opportunity to complete a module evaluation questionnaire at the end of the module that will enable you to let us know what you thought about all aspects of the module. The results will be collated by the staff team and any issues raised will either be followed up individually in tutorials with the student(s) raising the issue or, for more general issues, within the appropriate Course Consultative Committee.

Other Information

This module requires you to really engage with subjects under discussion. This means attending all lectures and seminars and getting actively involved in all aspects of the course. The content of this module, your understanding of it and the extent to which you engage with it are absolutely fundamental to your performance in your other modules and in your future career.