

**Glasgow School of Art Course Specification**  
**Course Title: Critical and Contextual Studies 1**

*Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2023-24 Academic Year.*

<b>Course Code:</b>	<b>HECOS Code:</b>	<b>Academic Session:</b>
UISDCCSS12		2023-24

<b>1. Course Title:</b>
Critical and Contextual Studies 1

<b>2. Date of Approval:</b>	<b>3. Lead School:</b>	<b>4. Other Schools:</b>
PACAAG August 2022	SIT	

<b>5. Credits:</b>	<b>6. SCQF Level:</b>	<b>7. Course Leader:</b>
10	8	Claire Eaglesham

<b>8. Associated Programmes:</b>
BSc Immersive Systems Design

<b>9. When Taught:</b>
Year 2, Semester 1

<b>10. Course Aims:</b>
<p>This course will introduce students to the diverse contexts in which immersive systems (virtual, augmented and mixed reality, digital games and visualisation) are applied, and introduce them to the key theories, debates and perspectives which relate to this aspect of the domain. Students will engage with both historical and contemporary discourse through reading, discussing and writing about seminal and relevant academic texts. This course aims to provide students with the skills to critically evaluate the contexts, applications and outputs of the immersive systems discipline and to facilitate a broadening of understanding of key terms, concepts and theories within the domain. Alongside the domain related content, students will be introduced to academic research, writing and communication skills, namely selecting, evaluating and summarising academic sources.</p> <p>Completion of this course will prepare students to critically evaluate and analyse a variety of immersive systems and interactive media. It will facilitate the critical thinking and communication skills required for their professional careers within industry, as well as support the development of key academic skills required for their future studies.</p>

<b>11. Intended Learning Outcomes of Course:</b>
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By the end of this course students will be able to:

- Demonstrate a critical knowledge and understanding of historical and contemporary perspectives through the identification of seminal and other relevant literature within the immersive system domain
- Demonstrate a knowledge, through the development of a literature review, of key issues, terminology, concepts and debates relating to the applications of immersive systems
- Understand processes of research to source, select and evaluate the reliability and relevance of academic and non-academic sources
- Critically reflect, synthesise and communicate relevant research within this domain

### 12. Indicative Content:

The course will cover a range of historical and contemporary theories, debates and perspectives within the Immersive Systems Design domain, such as:

- Historical perspectives on immersive system technology development
- Theories and concepts of agency, immersion, presence, usability and poetics of VR/AR
- Immersive systems are discussed and presented in the following contexts:
  - Context 1 (society: therapeutics, heritage, serious games – examples taken from a global perspective, including case studies of specific applications for neurodiversity and mixed physical ability)
  - Context 2 (industry: training/education, research – examples taken from a global perspective)
  - Context 3 (entertainment: games, 360 film, cinematic VR – examples taken from a global perspective, including case studies relating to gender and inclusion)
- Academic research skills: sourcing, selecting and evaluating academic sources, identification and research of topical issues within the domain and critical reflection of the study of the domain
- Academic writing skills: conducting a literature review and referencing sources (and avoiding plagiarism) and communicating theories and concepts in context

### 13. Description of Summative Assessment Methods:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Literature Review	1400–1600-word literature review on a topic relevant to the domain	100	10

#### 13.1 Please describe the Summative Assessment arrangements:

A literature review on a suitably scoped topic (from a set list) relevant to the domain and agreed with their tutor (week 3) forms 100% of the weight of assessment. The literature review will be required to be written in an academic style using Harvard referencing. References will not be included in the word count.

### 14. Description of Formative Assessment Methods:

Formative assessment will be undertaken through a mix of peer review, class discussion and tutor feedback. Engagement with formative assessment is a mandatory requirement.

#### 14.1 Please describe the Formative Assessment arrangements:

Students will submit and present an initial literature review proposal during week 5 for peer review and tutor feedback. Students will plan and deliver a peer-reviewed presentation of their chosen topic according to guidance for the delivery of an effective academic dissemination exercise. This formative assessment (week 5) will provide an opportunity for academic practice towards preparations of the summative assessment due in week 10.

**15. Learning and Teaching Methods:**

Formal Contact Hours	Notional Learning Hours
14	100

**15.1 Description of Teaching and Learning Methods:**

Timetable: Weekly sessions. The sessions may take the form of seminars, lectures, discussions, or include elements of more than one of these.

**16. Pre-requisites:**

Successful completion of Stage 1 (or equivalent)

<b>17. Can this course be taken by Exchange/Study Abroad students?</b>	Yes
<b>18. Are all the students on the course taught wholly by distance learning?</b>	No
<b>19. Does this course represent a work placement or a year of study abroad?</b>	No
<b>20. Is this course collaborative with any other institutions?</b>	No
<b>20.1 If yes, then please enter the names of the other teaching institutions:</b>	
N/A	

**21. Additional Relevant Information:**

N/A

**22. Indicative Bibliography:**

The proposed course will feature a comprehensive resource list. The list will be developed in collaboration with the Library Services for digital access and focus on presenting the research domain from an inclusive, equal and global perspective. The indicative texts below will be part of the learning resource list available to students on this course.

- Booth, W.C. et al. (2016) *The Craft of Research, Fourth Edition*. Chicago: University of Chicago Press.
- Poyade, M. et al. (2021). 'A Transferable Psychological Evaluation of Virtual Reality Applied to Safety Training in Chemical Manufacturing'. *ACS Chemical Health & Safety* 28(1), pp.55-65. DOI: [10.1021/acs.chas.0c00105](https://doi.org/10.1021/acs.chas.0c00105)
- Slater, M. and Sanchez-Vives, M.V., (2014). 'Transcending the self in immersive virtual reality'. *Computer*, 47(7), pp.24-30. DOI: [10.1109/MC.2014.198](https://doi.org/10.1109/MC.2014.198)
- Wallis, K. and Ross, M. (2021). 'Fourth VR: Indigenous virtual reality practice'. *Convergence*, 27(2), pp.313-329. DOI: [10.1177/1354856520943083](https://doi.org/10.1177/1354856520943083)