

Glasgow School of Art Course Specification
Course Title: Critical and Contextual Studies 2

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.

Course Code:	HECOS Code:	Academic Session:
UISDCCSS22		2023-24

1. Course Title:
Critical and Contextual Studies 2

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

5. Credits:	6. SCQF Level:	7. Course Leader:
10	8	Claire Eaglesham

8. Associated Programmes:
BSc Immersive Systems Design

9. When Taught:
Year 2, Semester 2

10. Course Aims:
<p>Following on from Critical and Contextual Studies 1, this course will introduce students to a range of methodological approaches and considerations which apply to immersive systems (virtual, augmented and mixed reality, digital games and visualisation) 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. Alongside the domain related content, students will be introduced to academic research, writing and communication skills, namely structuring, synthesising and formulating academic arguments and hypotheses.</p> <p>Completion of this course will prepare students to 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>

11. Intended Learning Outcomes of Course:
<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a critical knowledge and understanding of historical and contemporary approaches and considerations through the planning, development and writing of an essay within the immersive system domain

- Demonstrate a knowledge, through the development and articulation of arguments, of key issues, terminology, concepts and debates relating to methodological approaches relating to immersive systems
- Understand processes of research to critically reflect, synthesise and communicate relevant research within this domain
- Formulate and communicate opinions, arguments and hypotheses which are supported by academic sources

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:

- Technology and inclusivity (challenges and considerations of immersive system technology, unconscious bias, accessibility, diversity and inclusivity)
- Innovation in immersive systems (identifying new opportunities, design ethnography)
- Immersive systems methodologies (indigenous methodologies, co-design/co-production, interactive storytelling)
- Case studies in immersive systems
- Academic research skills: the anatomy of a research paper
- Academic writing skills: formulating an argument and structuring an essay

In professional development, a range of issues will also be covered such as:

- Broadening perspectives and understanding of immersive technology methodologies
- Identification and research of topical issues within the domain
- Critical reflection of issues and challenges within the domain
- Academic communication of domain specific arguments (appropriately referenced)

13. Description of Summative Assessment Methods:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Essay	1400-1600 word essay on a topic relevant to the domain	100	10

13.1 Please describe the Summative Assessment arrangements:

An visual essay, chosen from a set list of essay questions relevant to the topics covered in the course and the immersive system design domain, agreed with the tutor (week 3) will form 100% of the weight of the assessment. The essay 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 present and submit a skeleton essay structure with an annotated bibliography of key sources during week 5 for tutor and peer review and feedback. This formative assessment will support the research and development 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).

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

21. Additional Relevant Information:
N/A

22. Indicative Bibliography:
<p>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.</p> <ul style="list-style-type: none"> • Allen, C., Kidd, J. and McAvoy, E. N. (2020) <i>Beyond the early adopter: Widening the appeal for virtual reality</i>. Available from Creative Industries Policy & Evidence Centre (pec.ac.uk) • Booth, W.C. et al. (2016) <i>The Craft of Research, Fourth Edition</i>. Chicago: University of Chicago Press. • Jones, S. et al (2018). '3D heritage visualisation and the negotiation of authenticity: the ACCORD project'. <i>International Journal of Heritage Studies</i>, 24(4), pp33-353. DOI: 10.1080/13527258.2017.1378905 • tom Dieck, M, C., Jung, T.H and Loureiro, S.M.C. (eds) (2021) <i>Augmented and Virtual Reality: New Trends in Immersive Technology</i>. Switzerland: Springer Nature DOI: 10.1007/978-3-030-68086-2