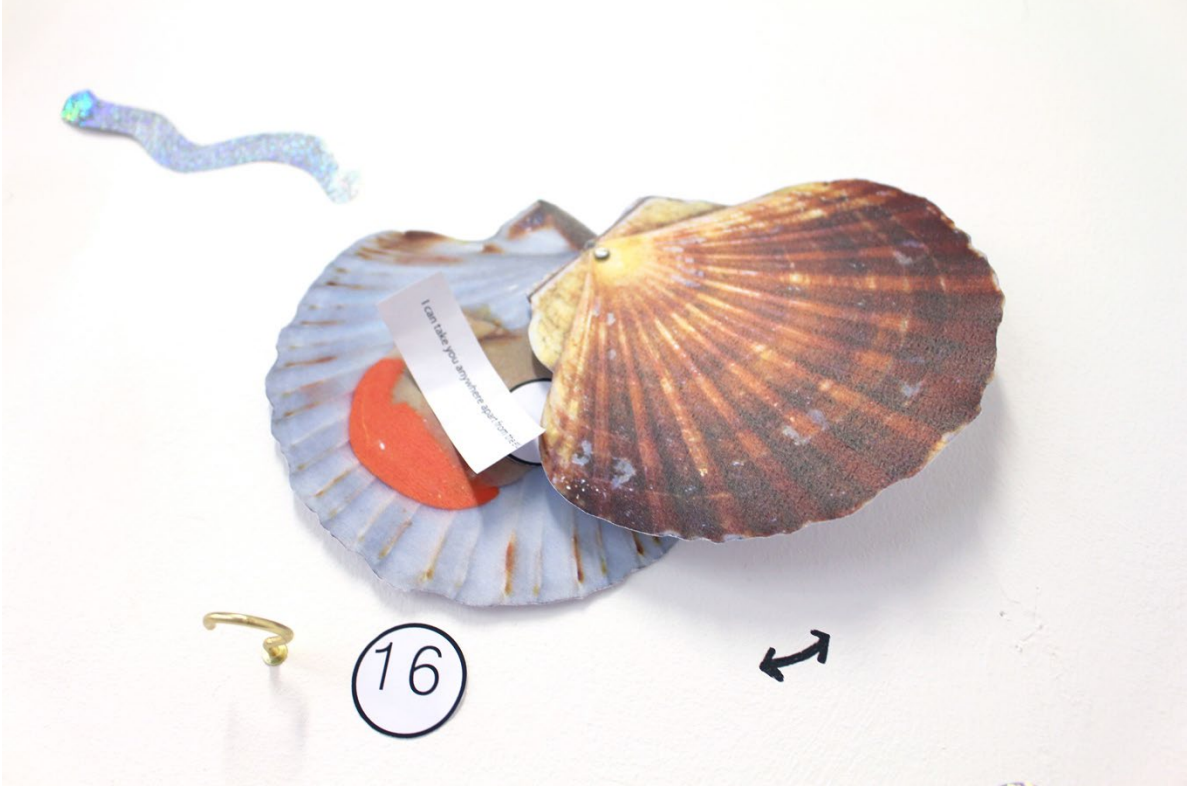


Glasgow School of Art Course Specification
Course Title: Communication in Context (CC2)



Yu-Han Yeh *Untitled*

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 2024-25 Academic Year.

Course Code	HECOS Code	Academic Session
		2024-25

Course Title	Communication in Context
Course Contact	Ania Rolińska (a.rolinska@gsa.ac.uk)

Credits	20 credits
SCQF Level	7
When Taught	Semester 2

Associated Programmes	International Foundation Programme
Lead School	School of Fine Art
Other Schools	
Date of Approval	Programme Approval February 2024

Course Introduction

Communication in Context (CC2) is delivered in Semester 2 and builds on the Semester 1 course Creative Communication (CC1). The course focuses on the development of key communication and conceptual skills that support specialist study within a practice-led studio environment. The course is delivered alongside Foundation Studio 2 and is designed to support students to find meaningful ways of combining visual and verbal communication so that they become more critical and reflective creative practitioners.

Communication in Context supports the development of critical analysis, evaluation and reflection when it comes to communicating within and between specialist creative practices. This course highlights the close connections between language and creative thinking. Creative practices involve thinking to push for more critical and conceptual making. While visual communication is of prominence in the studio, language and communication can support, consolidate and enhance studio practice.

Through discipline-related texts, both written and spoken, the course focuses on the ability to adjust the communication style depending on context, including the student's chosen specialism and communicating with a range of specialist and non-specialist audiences.

Course Aims

The Communication in Context course aims to:

- develop communication resources that facilitate confident, research-based communication on topics specific to the chosen specialism;
- use communication skills and strategies that support communicating effectively in a range of contexts and with a range of audiences;

- develop an understanding of critical discourse and the necessary skills to engage more critically in discussions, both oral and written, of topics related to the chosen specialism;
- further develop independence and self-reflection as a communicator in the context of specialist creative practices.

Course Intended Learning Outcomes

By the end of this course students will be able to:

- demonstrate an ability to communicate, in speaking and writing, with a degree of criticality and reflection, on specialist practices within art and design;
- demonstrate an ability to search for, evaluate the relevance of, and select accordingly knowledge from appropriate sources;
- demonstrate an ability to identify and synthesise relevant information from different sources in relation to specialist practices;
- demonstrate independence and self-reflection as a communicator in the context of specialist creative practices.

Indicative Content

The Communication in Context course will draw on historical and contemporary art and design practices and relevant theories to inform discussions around the student's emerging studio practice within the context of their chosen specialism. The course will facilitate the development of the following skills, competencies and knowledges:

- growing understanding of ways of making and thinking within the student's chosen specialism in order to discuss their own studio projects with precision, clarity and confidence;
- growing awareness of issues and debates related to the student's chosen specialism in order to contextualise their practice and communicate research that underpins it;
- being able to link information from different sources, assess the credibility and synthesise with a view to building a logical, coherent and research-based argument;
- communicating own practice and projects to different audiences and choosing information and ways of communicating accordingly;
- using reflective thinking and writing to further refine their understanding of specialist creative practice.

Description of Learning and Teaching Methods

The Communication in Context course will be delivered in person in the studio to facilitate closer connection between communication and studio learning and teaching. It will use a range of teaching approaches including teacher demonstrations, student presentations of research, group discussions around texts, both written and video/audio, related to specialist creative practices. This will allow the students to try out different ways of communicating their understanding of concepts, methods and processes and become confident in speaking about their emerging specialist practice.

The formal classes will be delivered by the communication teacher, often in collaboration with studio staff. They will foster collaborative learning and rely on inquiry and group discussion for

refining ideas and understandings. The students will be required to do reading and research either to prepare for the classes or as follow-up to consolidate and evidence their learning.

The communication teacher will also be available in the studio at other pre-determined times, to co-teach with studio tutors and to engage in one-to-one conversations with the students to offer more personalised guidance in developing the required communication skills and strategies.

Indicative Contact Hours	Notional Learning Hours
120	200

Description of Formative Assessment and Feedback Methods

Each student keeps a portfolio of work (via an online platform like Padlet) which includes samples of written and spoken communication on which they receive ongoing feedback in written form or during an in-person tutorial. These samples will provide evidence of the students' engagement with texts, both written and spoken, their level of understanding and ability to integrate the ideas into their practice. The digital platform will also be used to receive feedback on communication during group discussions and progress review sessions. Formative feedback will also be provided on the first drafts of written assignments.

Description of Summative Assessment arrangements

The course summative assessment relies on submitting written work and participating in spoken communication activities listed below. Written work and spoken communication performance will provide evidence of engagement with texts and research.

The Summative Assessment determines progress and level of attainment in relation to the Intended Learning Outcomes. Written submissions and spoken performance will be measured against these outcomes with each outcome contributing a percentage of the overall grade. Submissions will be assessed and moderated in line with the code of assessment. Reassessment opportunities where a student has not passed the course are outlined in the code of assessment.

Description of Summative Assessment Method	Weight %	Submission week
Presentation and discussion of work during the progress review session.	25%	Week 9
Research-informed group discussion.	25%	Week 12
Written reflection on a studio project.	25%	Week 13
Supporting statement for a selected piece of studio work.	25%	Week 13

Exchange/Study Abroad	
Can this course be taken by Exchange/Study Abroad students?	No
Are all the students on the course taught wholly by distance learning?	No
Does this course represent a work placement or a year of study abroad?	No
Is this course collaborative with any other institutions?	No
If yes, then please provide the names of the other teaching institutions	

Reading and On-line Resources
<p>An accessible and updated resource list can be found on our GSA Keylinks Page: https://gsa.keylinks.org/new-ui/hierarchy/list/1159</p>