

Glasgow School of Art Course Specification

Course Title: Creative Process Journal

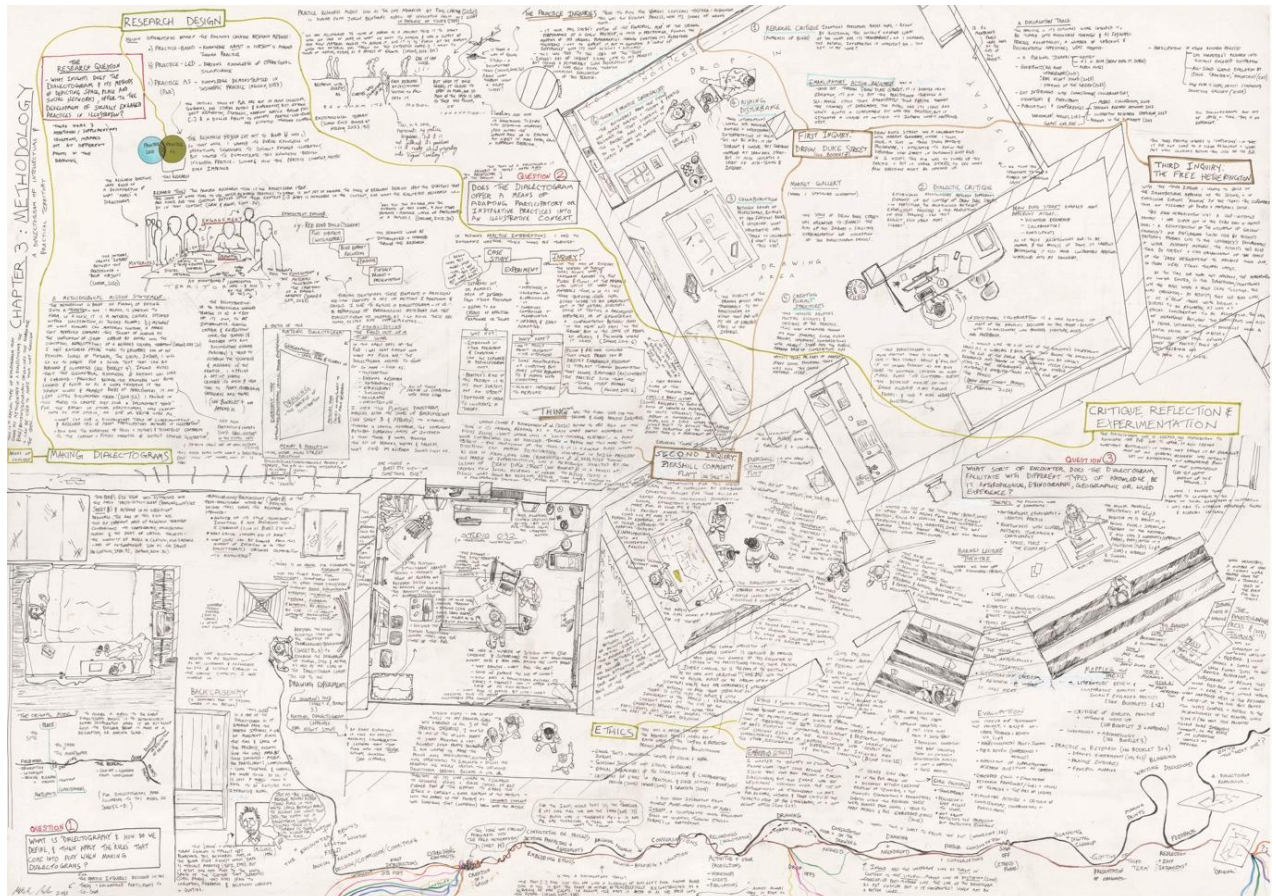


Image: Methodology Dialectogram, Mitch Miller, 2015.

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 Academic Year.

Course Code	HECOS Code	Academic Session
PELC278		2026-27

Course Title	Creative Process Journal
Course Contact	Dr Mitch Miller

Credits	20
SCQF Level	11
When Taught	Stage 2

Associated Programmes	This course is available to students on PGT programmes which include a Stage 2 elective.
Lead School	School of Design
Other Schools	School of Fine Art Mackintosh School of Architecture School of Innovation and Technology
Date of Approval	PACAAG April 2026

Course Introduction

This course embraces the untidy, complex and messy aspects of creative process and considers how methodologies of collection, visual and ethnographic research and social engagement can become a core component of how we make, think and develop as practitioners.

Most creative practitioners keep records of their process, usually in the form of roughs, sketchbooks, drawings, notebooks, prototypes and suchlike. These tend to be unsystematic, often discarded and with uncertain connections to theory or context. The recording of work produced tends to focus on significant developments, leaving ephemeral elements and those regarded as obvious or mundane largely undocumented. Yet these are often vital parts of the creative process – and invaluable to the realm of creative research and art and design history. Indeed, designers, artists, and makers are increasingly called upon to engage with process more deeply and share how they conceive, research and produce new work.

Through fostering a space for students to investigate, experiment with and reflect upon how they document their creative process, students will be able to share their experiences and develop their own distinctive approach to developing a creative process journal. Methods explored will include deep mapping, creative ethnography and autoethnography, social engagement, and embedded ethics. The course will allow students to see reflection and knowledge-creation as a core aspect of their creative practice and develop stronger understanding of how documentation can enhance and drive their work,

The course is delivered online through a combination of synchronous and asynchronous methods including lectures, tutorials and seminars. Throughout the course, students will be encouraged to share practices and engage in peer discussions within a collaborative community of practice. They will also have access to a range of digital online learning resources accessible on Canvas to support their independent learning and creative progress.

Course Aims

The overarching aims of the Stage 2 PGT Electives are as follows:

- Encourage interdisciplinary, critical reflexivity from within an open set of choices.
- Foster deep investigative approaches to new or unfamiliar areas of practice and theory.
- Cultivate self-directed leadership and initiative-taking in both applied and abstract modes of practice/ study not necessarily associated with a student's particular creative specialism.
- Enable flexible, ethical exploration and connection of diverse knowledge and understanding within a specialist programme of study.

In specific terms, the aims of this course are to support students to:

1. Investigate methods of research and documentation to enhance their knowledge and understandings of their creative process.
2. Experiment with, select and apply a range of research tools and methodologies to document and critically evaluate their creative process.
3. Contextualise the creative experience of themselves and others through empirical, theoretical and experiential approaches.
4. Consider how their investigations into creative process documentation and research can be applied into their creative practice.
5. Communicate and present a considered and nuanced understanding of their individual creative process to a range of audiences through visual and textual means.

Course Intended Learning Outcomes

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

1. Investigate creative processes and their outcomes through appropriate research methods.
2. Select and apply a range of appropriate research tools and methodologies to document their creative process.
3. Critically analyse and contextualise the creative experience of themselves and others through empirical, theoretical and experiential approaches.
4. Demonstrate how they will apply what they have learned about creative process documentation into their creative practice.
5. Communicate and present their creative process and outcomes effectively to a range of audiences through visual, digital and textual means.

Indicative Content

The course will introduce students to:

- Process journals as personal archives for creative experiment and exploration.
- Observation and recording of creative processes.
- Ways we can experiment with methods of documentation and research
- A range of creative research methods to analyse, evaluate, and drive individual creative practices, including deep mapping, creative ethnography and autoethnography, social engagement, and ethics.

- Visual and text-based approaches.
- Critically analysis and evaluation of approaches to the creative process journal.
- Editing and synthesising of information to finalise and format a creative process journal.

Description of Learning and Teaching Methods

A range of synchronous and asynchronous online learning and teaching methods are used to support students engage in an explorative, collaborative and individual approach to learning. As an indication, these will include:

- Tutorials
- Group and individual work
- Lectures
- Interim presentations and sharing exercises
- Final presentation and feedback seminar

Independent learning skills will be developed and supported through guided activities such as workshops and tutorials supported by digital online learning resources available on Canvas.

Indicative Contact Hours

20

Notional Learning Hours

200

Description of Formative Assessment and Feedback Methods

Students are supported in their learning through a range of workshop and tutorial activities with staff and peers that offer ongoing formative feedback as they progress through the course. Formative feedback will be provided from staff through tutorial discussion, workshop instruction and presentation seminars, and from peers as tutorial buddies and peer feedback during group tutorials and presentations. In Week 5, the course offers students the opportunity for interim presentations with verbal feedback and feedforward from staff and peers.

Formative feedback offers students the opportunity to present the progress of their work to staff and or peers, receiving feedback to support the development and refinement of their work towards submission for summative assessment. The purpose of this continuous formative feedback is to support students in developing and refining their project work towards submission for summative assessment.

Description of Summative Assessment arrangements

Summative assessment is designed to support students to critically review, collate, and communicate their work in response to the course learning, teaching and assessment brief.

Within the course there are two options for summative assessment:

- **Essay** – students document and discuss their creative process journal, creative and research processes, evidencing how they have developed, critically reflected on, and

analysed their creative process journal in relation to the methodologies and approaches explored within the course and their creative practice. This submission is in form of a digital PDF that uses visual and text-based approaches (approx. 2500 words).

Or

- **Pre-recorded Presentation** – students document and discuss their creative process journal, creative and research processes, evidencing how they have developed, critically reflected on, and analysed their creative process journal in relation to the methodologies and approaches explored within the course and their creative practice. This submission is in the form of a digitally recorded desktop presentation that uses visual and spoken approaches (approx. 6-8 minutes)

Students are required to upload their submissions to Canvas. All submissions will be assessed against the course intended learning outcomes and moderated in line with the GSA Code of Assessment, which outlines reassessment opportunities where a student has not passed the course.

Detailed feedback will be provided, highlighting key strengths, identifying areas for improvement, and offering guidance for future development.

Description of Summative Assessment Method	Weight %	Submission week
Essay – students document and discuss their creative process journal, creative and research processes, evidencing how they have developed, critically reflected on, and analysed their creative process journal in relation to the methodologies and approaches explored within the course and their creative practice. This submission is in form of a digital PDF that uses visual and text-based approaches (approx. 2500 words).	100%	Week 11, Stage 2
Or		
Pre-recorded Presentation – students document and discuss their creative process journal, creative and research processes, evidencing how they have developed, critically reflected on, and analysed their creative process journal in relation to the methodologies and approaches explored within the course and their creative practice. This submission is in the form of a digitally recorded desktop presentation that uses visual and spoken approaches (approx. 6-8 minutes)	100%	Week 11, Stage 2

Exchange/Study Abroad	
Can this course be taken by Exchange/Study Abroad students?	Yes
Are all the students on the course taught wholly by distance learning?	Online

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
Course indicative reading and online resource lists connecting to each PGT Elective strand are accessible via Resource Lists .