

**Hello!**

**Welcome to IDA CTS**

**2018**

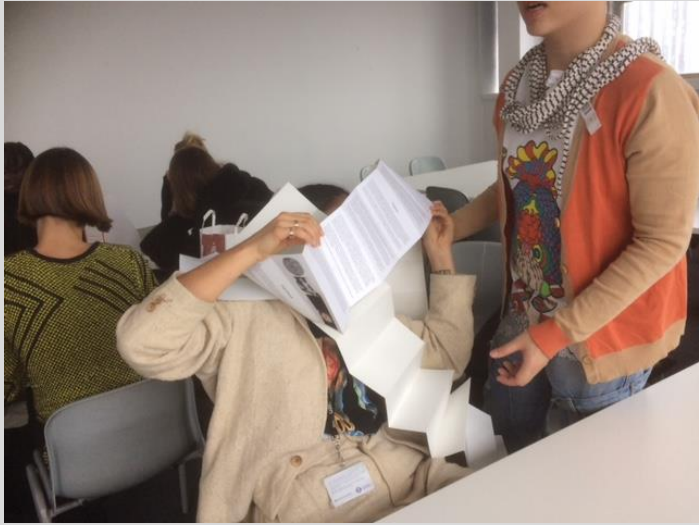
# | Welcome to CTS

## Overview of Today's Session

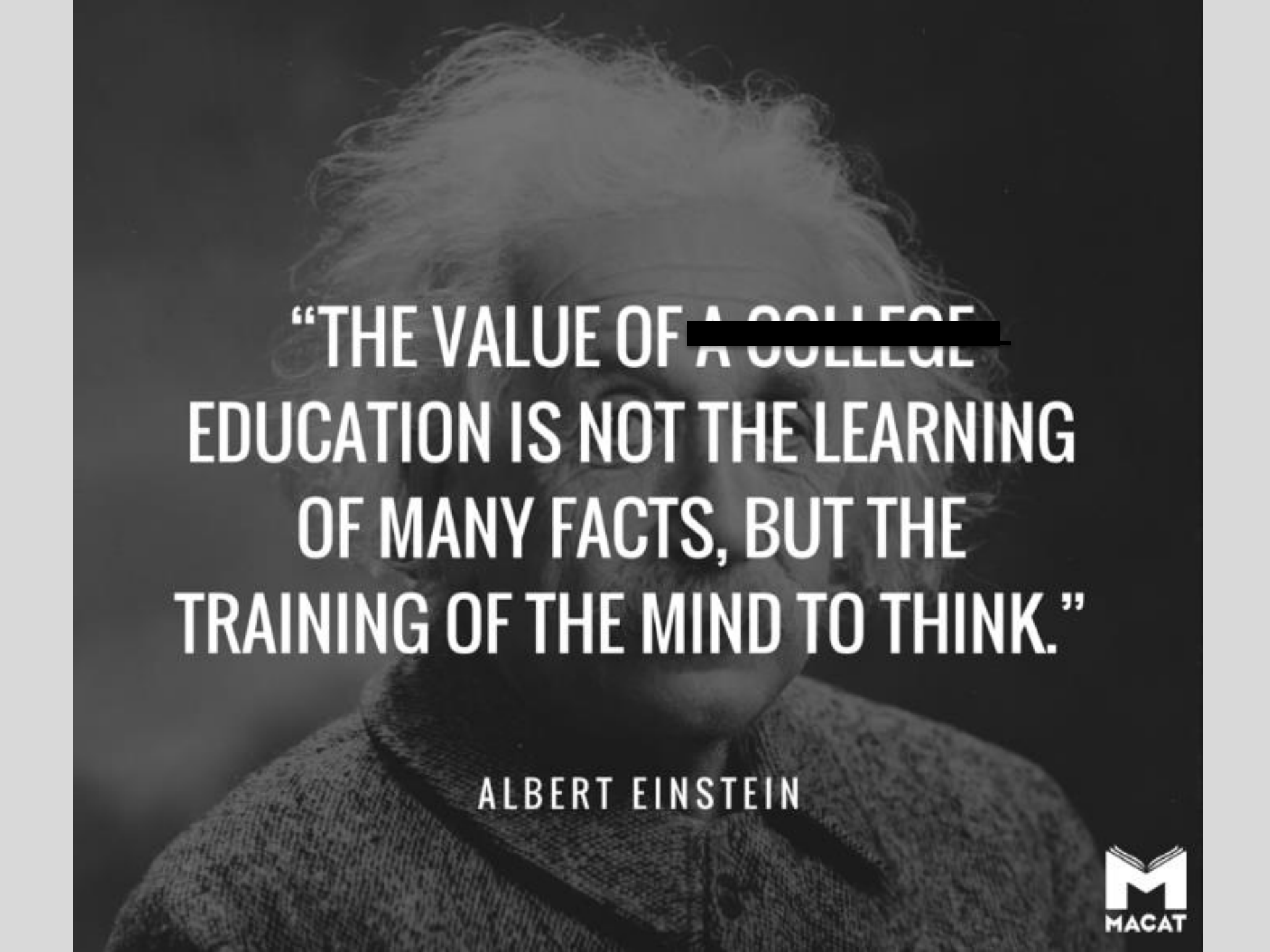
10 - 12

- Introductions
- Intro activity – The 8 word story
- CTS – The Basics
- CTS – Resources
- Housekeeping – registers // moodle // email signature
- Setting up a blog
- Group photo

# | Welcome to CTS



A couple of images from IDA CTS 17 / 18



**“THE VALUE OF A COLLEGE  
EDUCATION IS NOT THE LEARNING  
OF MANY FACTS, BUT THE  
TRAINING OF THE MIND TO THINK.”**

**ALBERT EINSTEIN**



# | Approach

## My approach to learning and teaching

- This is an **open space**. I encourage dialogue, participation and critical thinking & shout outs from the floor!
- Learning is **collaborative**. I will learn from you, as well as you learning from me.
- **Engage** – what do you want to get out of CTS?
- **Reflect** – what have you learnt, how is it relevant to your practice, what do you agree with / disagree with, and why?

# | How will we work together?

- Empathetic:** putting ourselves in others shoes
- Curious:** suspending judgement, giving things a try
- Inclusive:** respecting that every voice counts
- Creative:** imaginative and divergent thinking
- Vulnerable:** willingness to un-know and un-assume

# | About me










# | Introductions



Theodore Zeldin (2017). Available at <https://www.eventbrite.co.uk/e/the-art-of-conversation-with-theodore-zeldin-tickets-33208014064> Last Accessed 29 September 2017



The kind of conversation I like is  
one in which you are prepared to  
emerge a slightly different person.

Theodore Zeldin

quotefancy

Theodore Zeldin (2017). Available at <https://quotefancy.com/quote/1481287/Theodore-Zeldin-The-kind-of-conversation-I-like-is-one-in-which-you-are-prepared-to> Last Accessed 29 September 2017

# | Introductions

## Activity

Freeze, don't move, I'm just...

BANG!



# | Introductions

## Activity

**You get two extra words.** Think of an 8-word story about you, or a recent event in your life, maybe it's about something that happened over the summer.

## Some inspiration

“Village vaccination program. Lives saved. Doubters became advocates”

“January: Soccer? Great idea! February: Physio? Great idea!”

“Bought a guitar. Got the girl. Seventh anniversary”



# **CTS**

## **The Basics**

# | Overview of Sessions

**B1 2018 - 19 : 1 Oct - 07 Dec 2018 – Every Monday**

## **10 – 12: Workshop Session**

- Discussion of reading material
- Presentation / workshop
- Activities
- Spontaneous conversation card activities (an idea in development)

## **12 – 1: Lunch**

## **1 – 2: Study skills & Time to write up**

- Short presentation, followed by activity
- Time to write up session into blog post

# | What is CTS?

Title:	<b>Contextual and Theoretical Studies 1</b> (Intro to & CTS1)
Location in Course:	<b>Year One   Terms One, Two &amp; Three</b>
Credit Rating:	<b>20 for each Unit (Out of 120 credits / Yr 1)</b>
Assessment:	<b>Formative and Summative</b>

# | What is CTS?

- Space to study history, context and theory
- Space to question, discuss, write, and learn
- Integrating theory into your creative practice is important (praxis)
- Develop your academic research, thinking and writing skills



# | Introduction to CTS / IDA

- Key aspects of interaction design arts in contemporary and historical global practices
- Theories and contexts of interaction design arts practice
- Production, consumption and reception of interaction design arts
- Processes, institutions & technologies that support interaction design arts

**| What is CTS?**

**How is it relevant to IDA?**

# | Course Diagram

Course Diagram | [BA Interaction Design Arts]

	week 0	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8	week 9	week 10		week 11	week 12	week 13	week 14	week 15		week 16	week 17	week 18	week 19	week 20		week 21	week 22	week 23	week 24	week 25	week 26	week 27	week 28	week 29	week 30		
	<b>Block 1</b>												<b>Block 2</b>																							
YEAR 1	Intro to Interaction Design Arts Unit (20 credits)												S					High Tech, Low Tech, No Tech					High Tech, Low Tech, No Tech (40 credits)					S								
	Exploration & Play (40 credits)												S					CTS 1					CTS1 (20 credits)					S								
	<b>Block 3</b>											Winter Break	<b>Block 3 (cont)</b>					End Block	<b>Block 4</b>					<b>Block 4 (cont)</b>												
YEAR 2	Desire Lines & Affordance (40 credits)												S						Expanded cinema & Physical Computing					Expanded cinema & Physical Computing (40 credits)					S							
	Professional Practice (20 credits)											S					CTS 2					CTS 2 (20 credits)					S									
	<b>Block 5</b>											Spring Break	<b>Block 5 (cont)</b>					<b>Block 6</b>					<b>Block 6 (cont)</b>													
YEAR 3	Major Studio Project (60 credits)												cont					cont					cont					S								
	Route A CTS (40 credits)												cont					S					Minor Studio Project					(20 credits) cont					S			
	CTS Route B (20) + Additional Minor Studio Project (20)											cont					S																			

# | Overview of Block 1

BA (Hons) Interaction Design Art  
Contextual and Theoretical Studies  
Intro to IDA - Block 1  
2018-19

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	H	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
	01 Oct	08 Oct	15 Oct	22 Oct	29 Oct	05 Nov	12 Nov	19 Nov	26 Nov	03 Dec	10 Dec	07 Jan	14 Jan	21 Jan	28 Jan	04 Feb
<b>Monday 10-12 (DLG10)</b>	Icebreaker & Intro	Art & Design in the 20th Century	No to Google	Identity, Equality & Participation	Exhibition visit	Ways of Seeing	Academic Workshop	Six Big Ideas 1	Six Big Ideas 2	Tutorials		Tutorials	Submit portfolio of writing	Marking	Marking	Marking
<b>Monday 1-2 (DLG10)</b>	Admin & set up	Intro to critical thinking	Intro to why reference	Exhibition review & submit why reference	Exhibition visit	Feedback on why reference	Intro to academic writing	Anatomy of an essay	Reflections so far	Tutorials		Tutorials	Submit portfolio of writing	Marking	Marking	Marking



# | Assessment Strategy

The course outcomes are assessed using the following assessment methods:

**The Portfolio of Work:** This contains creative design and associated developmental artefacts produced in the process of engaging with set design briefs. This will also include a research weblog and/or sketchbook documenting your iterative design and development process and any other specific elements required by the unit.

**Prepared writing:** This includes academic writing i.e. thesis and dissertations, reports, critical and reflective writing any other specific forms required by the unit.

**Crits and presentations:** Oral presentation and personal presentations of creative work are used in formative assessments on all studio units in the course to ensure you are confident about your work and get the benefit of seeing the work of your peers in a critical context.

# | Assessments - Why Reference

**Brief:** You will write an essay (499 words) exploring the question: ‘**Why reference?**’

You will need to **include a bibliography** of all the sources of information you used to answer this question and you will need to **include in-text citations** which are formatted in the **Harvard Referencing Style** (author, date).

**This is a formative assessment**

**Submission:** Upload your 499 words as a PDF to Turnitin by 4pm on Monday 22 October (Wk 4)

**Feedback:** 05 November (Wk 6)

# | Assessments - Exhibition Review

**Brief:** You will not have a taught CTS session on Monday 29 October (Week 5), instead you will independently visit an exhibition.

**Submission:** You will write a 500 word review of one of the exhibitions, you should upload your review to your blog before your next CTS session. This review will comprise one of the blog posts that you will include in your Portfolio of Writing, to be submitted in the final week of the block.

**This is a peer to peer assessment**

# | Assessments - Portfolio of Writing

**Brief:** Portfolio of Writing (Element 2) : Submission date: Monday 14<sup>th</sup> January 2019 4PM (Wk 12)

## **Submission:**

Your Portfolio of Writing will contain:

- A minimum of three and a maximum of five selected and edited blog posts – one post will be a review (1500 words).
- An essay – Harvard-referenced using Cite Them Right – that allows you to: ‘explore and build upon the ideas contained in one of the Contexts and Theories sessions, or identify a theme running through the sessions and explore and build upon it.’ (1500 words).

Submit your Portfolio of Writing as one .PDF (not exceeding 20mb) to Turnitin via Moodle.

**This is an elemental assessment**

# | Summary of Assessments

## Key Submission Dates for Block 1 (15 weeks)

- **Why Reference Formative Assessment** – 499 word essay. Submission date: Monday 22 October (Wk 4) 4PM
- **Exhibition Review** – Write exhibition review & upload onto blog, followed by peer assessment. Submission date Monday 29 October (Wk 5)
- **Portfolio of Writing** (Element 2) : Submission date: Monday 14<sup>th</sup> January 2019 4PM (Wk 12)

# | Late Submissions

## **Submitting within an hour of a deadline**

Where a student fails to submit their work on time, but manages to hand in within an hour of their assessment deadline, **they will lose one increment** from the mark their work has achieved.

## **Submitting between 1 hour and 24 hours after the deadline**

The second sanction, where work would still be accepted and marked, would result in the student's work being reduced by one **full letter grade**.

## **Extenuating Circumstances**

Where a student has an EC validated, they are now entitled to a **maximum of fourteen calendar days extension after the submission deadline**.



# | Introduction to CTS / IDA

## Learning Outcomes

On completion of CTS1 you will be able to:

- Select and manage information from a variety of sources (**Research**)
- Engage in constructive and informed critical argument and debate (**Analysis**)
- Identify the key issues, themes and critical debates surrounding the subject of design and cultures (**Subject Knowledge**)
- Construct an argument and demonstrate an awareness of a range of communication techniques, research methods and writing skills (**Communication and Presentation**)
- Evidence engagement with the principles of personal and professional development (**Personal and Professional Development**)

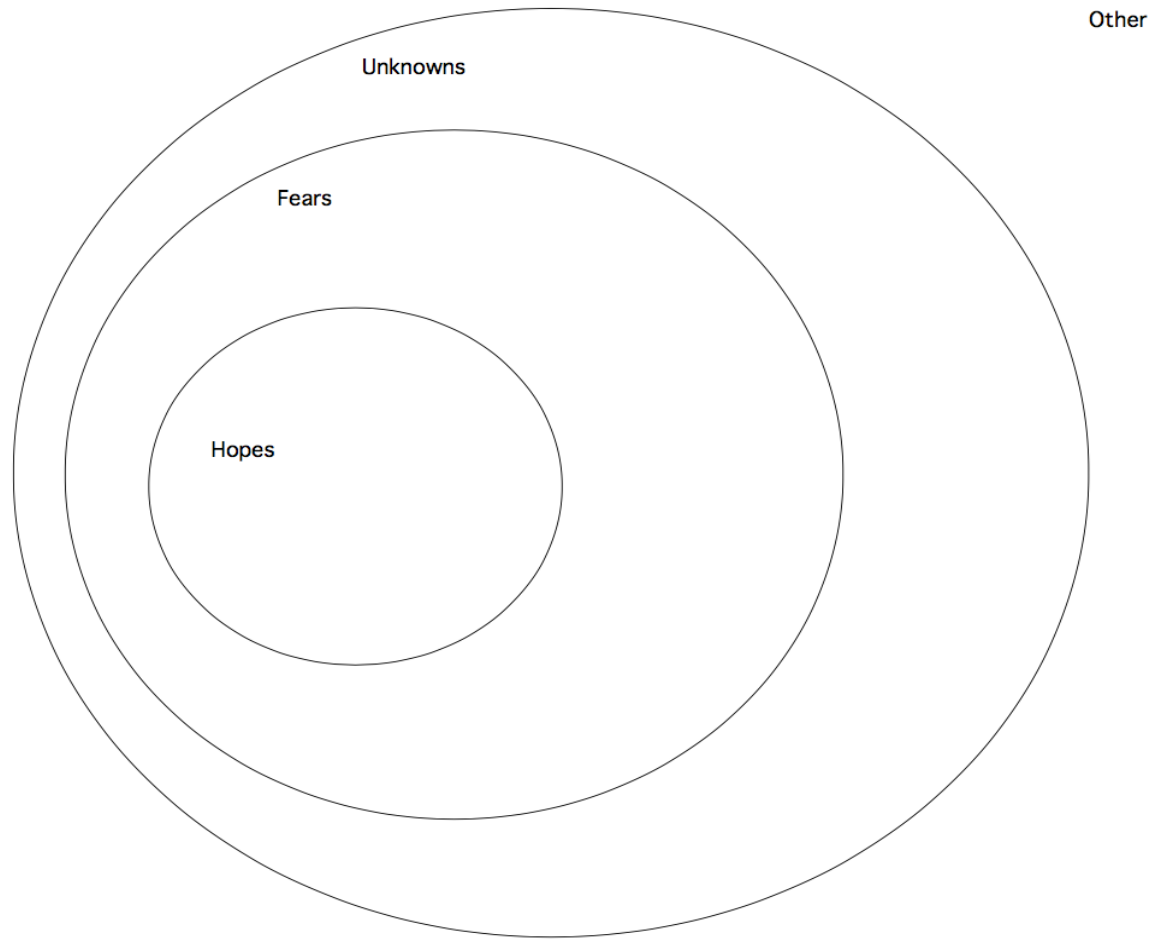
# | Introduction to CTS / IDA

*Any Questions?*

# | Where are you now?

## Self-Reflection

Hopes / Fears / Unknowns



# **CTS Resources**

# | Academic Support

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## Academic Support for all Students

### Academic Support for all Students

Academic Support in Colleges

Academic Support across the University



Academic Support at UAL is for all students whatever your level of study, subject, background or ability. Group and one-to-one sessions are offered within Colleges, openly across the University and through Academic Support Online

### Useful Links

[Academic Support Online](#)

[UAL\\_AcadSupport](#)

[Cite Them Right Online](#)

[Lynda.com](#)

[English Language Support](#)

### Contacts

[✉ academicsupport@arts.ac.uk](mailto:academicsupport@arts.ac.uk)

# | Academic Support

approaching learning  
explore learning, decision-  
making, motivation,  
organisation, direction,  
stuckness, values, identity

reading



writing



digital skills



research and library skills



making presentations



# | UAL Support

## **International Student Support**

**020 7514 8494**

Contact Chris Bryant:  
[c.bryant@lcc.arts.ac.uk](mailto:c.bryant@lcc.arts.ac.uk)

Provides pastoral support and non registry advice.

## **UAL: Language Centre**

**020 7514 2309**

[language-centre@arts.ac.uk](mailto:language-centre@arts.ac.uk)

**Offers English language courses to all International Students**

## **Accommodation**

**020 7514 6240**

[accommodation@arts.ac.uk](mailto:accommodation@arts.ac.uk)

**Offers information about halls of residence and private rented accommodation.**

# | UAL Support

## **Disability & Dyslexia**

### **Support**

**020 7514 6156**

[disability@arts.ac.uk](mailto:disability@arts.ac.uk)

Provides advice and guidance on:

**Study at UAL**

**Student support**

**Disability**

**Referring students  
to specialist  
services.**

## **Student Services**

**020 7514 6590**

[Student.services@arts.ac.uk](mailto:Student.services@arts.ac.uk)

Provides advice and guidance on:

**Health & wellbeing**

**Finances**

**Immigration & visas**

**Counselling & mental health**



# | UAL Support

## **Student Complaints & Appeals**

**020 7514 6240**

J.pennycook@lcc.arts.ac.uk

Provides advice and guidance on:

**Extenuating circumstances and  
student complaints.**

## **Academic Support**

**020 7514 6607**

Academic support@lcc.arts.ac.uk

Provides support on:

**Developing academic writing**

**Research and Planning**

**Managing deadlines**

**Developing critical thinking**

## **Careers & Employability**

**020 7514 6240**

**Provides advice on:**

**Job opportunities**

**Internships**

**Mentoring**

**Funding**

**Exhibiting & showcasing work**

# | Making Support



## 3D Workshop

Learn to work with a range of tools and technologies from traditional woodworking to digital fabrication.



## Lens-Based and Audio-Visual

The facilities in this area include The Kit Room, Design Block Photography, Black Box Project Space, AV and Live Events.



## The Digital Space

The Digital Space is an open-plan, creative hub with computers set up with specialist software.

# **CTS**

## **Setting Up & Housekeeping**

# | Email Signatures

You need to create an email signature to make it easy for your tutors to identify who you are, what course you are on, what year you are in, who your Studio tutor and CTS tutors are, your Wordpress blog and social media presence.

Login to your email account > enter your Username > Password

In Settings > click on Mail

Click on Mail > Layout > Email signature

Include your Name | Course | Year | Email address | Studio tutor | CTS tutor | Wordpress Twitter >

# | Heard of Moodle?

At UAL we use Moodle (Modular Object-Oriented Dynamic Learning Environment). You can use Moodle to find documents relating to your course in the Units you are studying. You can submit coursework electronically via the turnitin application.

You can access Moodle via MyArts, you will need to login to MyArts first or you can search for Arts Moodle, or key in the URL:

<http://moodle.arts.ac.uk>

Use the menu bar to access UAL services. Click on Courses to view the Programme, Course and Units you are enrolled on.

When you are logged in to Moodle, click on > Your Name > Profile

Under User details > click Edit profile

In the Description field > enter the details you used for your email signature

Having a User Picture helps your tutor identify you

Upload a recent photo

Click on > Update Profile

# | Housekeeping Activity

- Log onto Moodle and familiarise yourself with CTS Intro to content (10 mins)
- Have a look at the Intro to assignment brief element 2
- I will upload reading material and presentations weekly, so you need to check moodle on a regular basis
- Check your email signature and account is up to date
- Attendance
- Look through wordpress cheat sheet on Moodle

# | Setting up your blog

Here are some examples of Previous YR 1 IDA blogs for you to get inspired by:

**Virginia Malavasi**

<https://damnvirgi.wordpress.com>

**Sydney Hogdahl**

<https://sydneyhogdahl.wordpress.com>

**Kristina Johansen**

<https://kristinajohblog.wordpress.com>

# | **Setting up your blog**

Log into moodle and open the wordpress cheat sheet.

Start setting up your blog!



# | Next Week

## Overview

- **AM:** We are going to cover the art and design movements and manifestos of the 20<sup>th</sup> Century
- **PM:** Introduction to critical thinking and posting your first blog

## Prepare

- **Reading:** Research and select an artist or design manifesto from the 20<sup>th</sup> century that you resonate with. Bring it in and summarise what you agree / disagree with.
- **Continuing Introductions:** We will start with a quick conversation activity. Come with an open mind.

## Reading

Danchev, A. (2011), *100 artists' manifestos*, Penguin, London.

# | Group Photo - Your faces!

