Fashion & Textile Design
Research and Communication Skills

Feedback
Module Learning Outcomes:

Knowledge and understanding: demonstrate an ability to apply critical, reflective thinking, evaluate the work of others; and communicate your thinking effectively by contextualizing your ideas utilising learning resources to support a well reasoned, written argument. To demonstrate your thinking about Art & Design with due respect for academic integrity and ethics.

Cognitive (thinking) skills: to demonstrate an ability to utilise critical, reflective and evaluative thinking to clearly express your ideas in a well selected context and apply appropriate research methods to substantiate your ideas through identifying appropriate Art & Design sources.
Module Learning Outcomes:

**Key Transferable Skills:** to demonstrate an ability to communicate effectively your ideas in writing and apply critical and evaluative thinking, solve problems, work to deadlines and utilise research and e-communication skills.
Post titles

Don’t worry about giving your posts wonderful titles. Use only the following – it makes it easier to assess

Task 1 – Digital Collector
Task 2 – Reflective Writing
Task 3 – Visual Research
Task 4 - Copyright
I
not

for first person singular
Things to know about written tasks

- Quotes are not included in your word count
- Do quote, but mostly paraphrase
- All main points must be supported by examples and arguments
- 10% + & - margin in the word count
- Benefit from asking someone else to read through to note any spelling mistakes or other errors
PROCESS

- Think about the question
- Define your topic
- Research
- Active reading
- Note taking
- Collecting material
- ‘Cook it’ – think about it, talk to your friends…
- Start early
- Write a structure plan
- Draft and re-draft
Task 1 – Digital Collector
Examples of very good communication of e-communication skills

“My first image is a scan from The Sunday Times magazine March 25th 2012. The images are created by the photographer Charles March, and links well to my Opposites Attract project. I scanned this image using a Brother DCP-115C Printer and Scanner, at 300dpi so that I could print it at the same quality as the original article. I saved the file as a TIFF image to also preserve the detail and quality of the image. In order to upload it to the blog, I resized the image to 434 x 596 pixels, and changed the file format to jpeg.”

“My third image is a photograph that I found via http://search.creativecommons.org/. It has no copyright license so I am able to use this image as I please (http://creativecommons.org/publicdomain/zero/1.0/deed.en). This image was uploaded by the pixabay user flyupmike on the 28/06/2012 and is of the Tannheim Mountains. Again, I had to resize the image to 584 x 389 pixels in order to upload this jpeg image to the blog.”
Task 1 – Digital Collector
This example offers a poor attempt at answering the learning outcomes

“My first image was chosen from [http://creativecommons.org/](http://creativecommons.org/) is taken from [http://www.flickr.com/photos/23438569@N02/5890880582/](http://www.flickr.com/photos/23438569@N02/5890880582/). I searched for dragon flies and selected this image as I liked the contrast of the bright blue to dull and basic background. I saved the image with the dimensions of 500 X 322.”
Task 2 – Reflective Writing

Have you:

- Understood the message in the sentence?
- Included evidence of further reading?
- Tried to see the topic from different perspectives?
- Used Harvard referencing to cite and reference your sources?

http://blog.soton.ac.uk/rcs/2013/10/28/task-2-is-fashion-trivial-5/

http://blog.soton.ac.uk/rcs/2013/10/27/reflective-writing-is-fashion-trivial-2/

http://blog.soton.ac.uk/rcs/2013/10/23/is-fashion-trivial/

http://blog.soton.ac.uk/rcs/2013/10/23/task-2-reflective-writing-19/
Task 3 – Visual Research

Have you:

- Selected an image that allows you to gather helpful contextual research?
- Have you spent time looking at the content of the image – describing
- Researched into the tricks and methods employed by image makers
- Included evidence of further reading?
- Used Harvard referencing to cite and reference your sources?

http://blog.soton.ac.uk/rcs/2013/11/05/task-three-visual-research/

http://blog.soton.ac.uk/rcs/2013/10/27/task-3-visual-research-4/
Task 4 – Copyright

Have you:

- Identified items that present clear evidence of appropriation?
- Included evidence of understanding appropriation?
- Included evidence of understanding copyright law?
- Used Harvard referencing to cite and reference your sources?

http://blog.soton.ac.uk/rcs/2013/11/05/task-4-copyleft-ip-and-copyright-2/

http://blog.soton.ac.uk/rcs/2013/11/05/task-4-4/

http://blog.soton.ac.uk/rcs/2013/11/02/task-4-copyright-16/

http://blog.soton.ac.uk/rcs/2013/10/31/week-5-copyleft-ip-copyright/
Terminology

“academic source”  “academic integrity
“critical”  “ethics”
“reflective”  “substantiate”
“evaluate”  “e-communication”
“contextualize”