

Fashion & Textile Design

Research and Communication Skills

Feed-
back

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

i

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/> is taken from <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”