



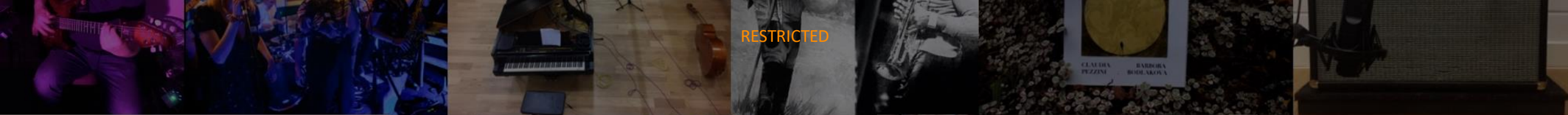
MSI310 Specialist Practice in Context

Week 1: Getting Started

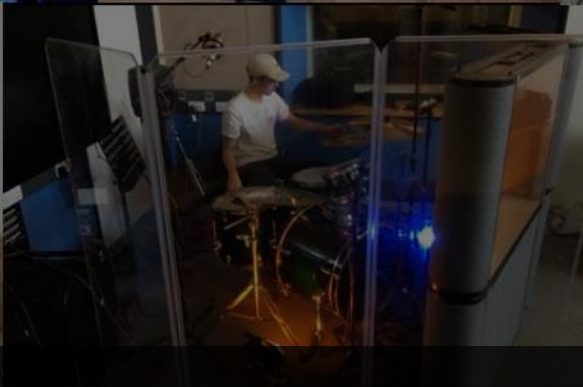
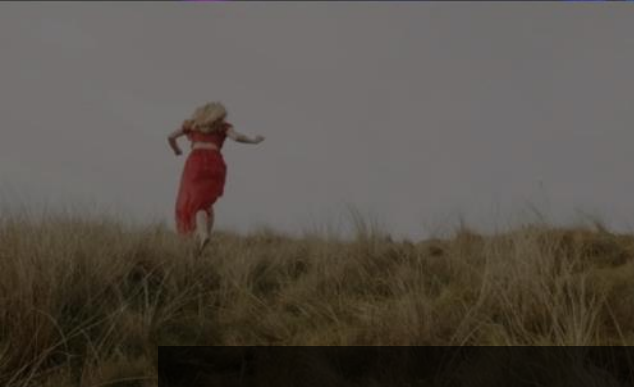
Dr Simon Waite | September 2024

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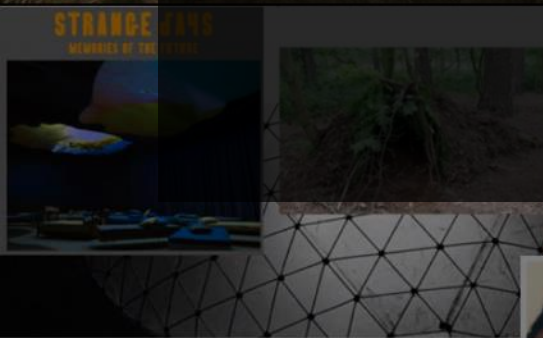
- Introduction
- What is 'practice in context'?
- Placements & off-campus study
- Assessment overview
- Teaching and learning overview
- Learning Space overview
- Next Steps: Project planning & supervisor allocation
- References and further reading



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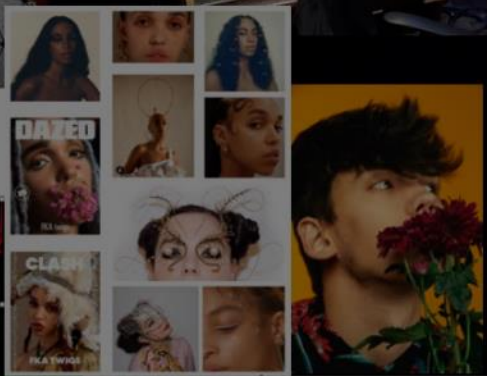


Introduction

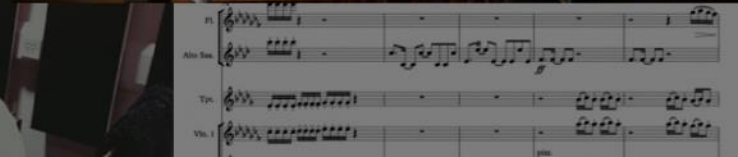


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Buckminster Fuller spent much of the early 20th Century looking for ways to improve human shelter by applying modern technological know-how to shelter construction. Making shelter more comfortable and efficient.

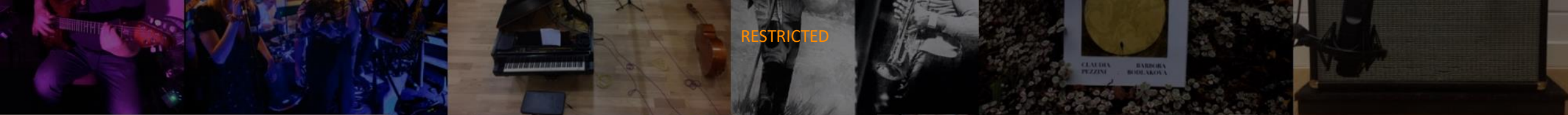


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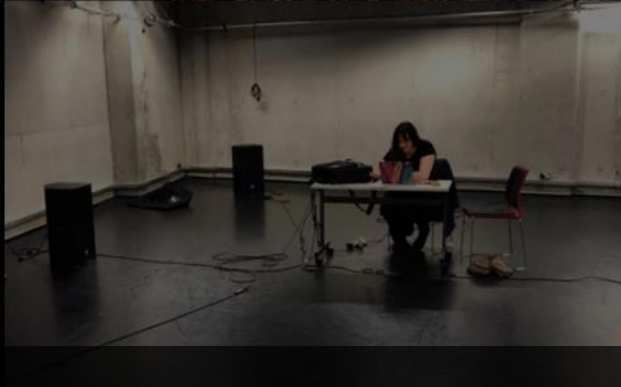
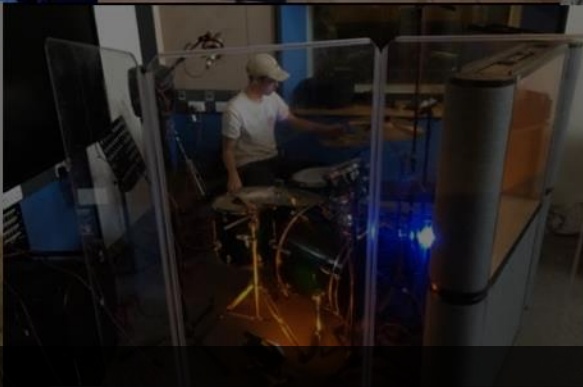
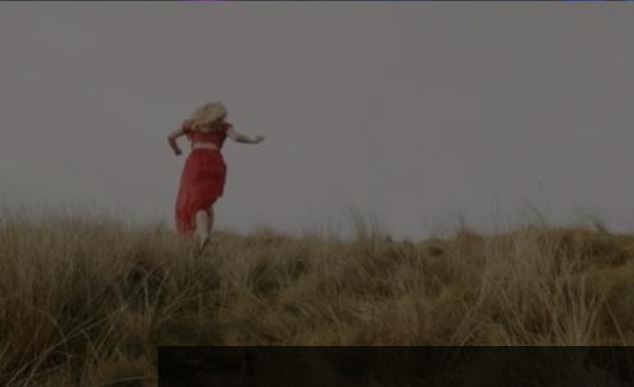


Introduction

- Video lectures – for off-campus students and recapping
- MSI310 and MSI320 potentially worth 50% of your degree
- They are both difficult!
- Effective time management essential –work on both every day.
- You will need to devote the equivalent of a full-time job!
- Think about your project carefully – it needs to be both ambitious and realistic.
- Your Proposal Form effectively creates a contract.
- This lecture assumes you are familiar with the material presented in MSI240 (see Week 0).



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What is Practice in Context?



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What is 'Practice in Context'?

When knowledge is *knowing how to act*, skillful actions are always situated in a certain context. It is not possible to envision action taking place in a 'generalised' environment. A person always acts in a given context, as there is of course, no situation that is context-free.

To act is to contextualize behaviour, and being able to act skillfully implies that actions are appropriate in the given context. The actor needs to make sense of the context to enable appropriate actions. Knowing how will imply knowing how in a given context; appropriate actions emerge from contextual knowing...'

(Levin 2007)



Dependence -> Independence -> Interdependence

As we continue to grow and mature, we become increasingly aware that all of nature is interdependent, that there is an ecological system that governs nature, including society. We further discover that the higher reaches of our nature have to do with our relationships with others—that human life also is interdependent.

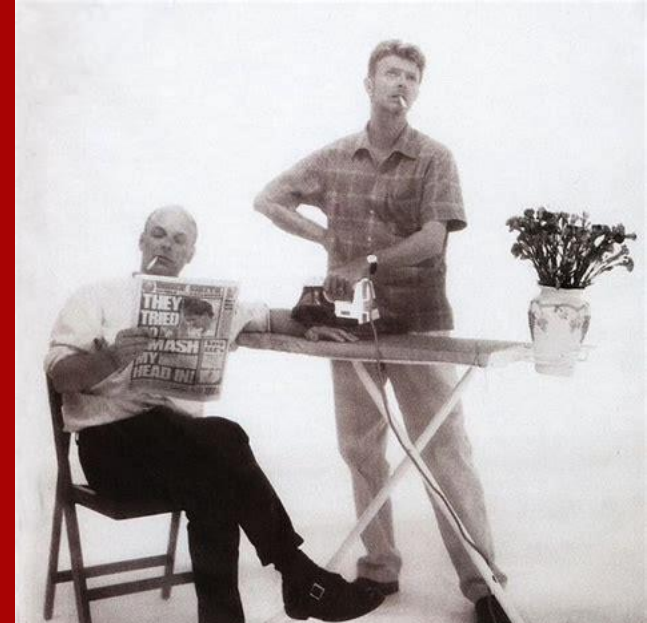
Dependent people need others to get what they want. Independent people can get what they want through their own effort. Interdependent people combine their own efforts with the efforts of others to achieve their greatest success.

(Covey 2015)

Genius vs Scenius (Brian Eno)

Scenius is like genius, only embedded in a scene rather than in genes. Brian Eno suggested the word to convey the extreme creativity that groups, places or "scenes" can occasionally generate. His actual definition is: "Scenius stands for the intelligence and the intuition of a whole cultural scene. It is the communal form of the concept of the genius."

(Sterling 2008)



Defining Your Practice

- Identify your main area of specialism that you are developing
- Consider what you have done in MSI240, what you will be doing for your Professional Portfolio and/or what you wish to do at professional level
- Be specific but keep it simple
e.g. singer-songwriter, sound designer, guitarist.



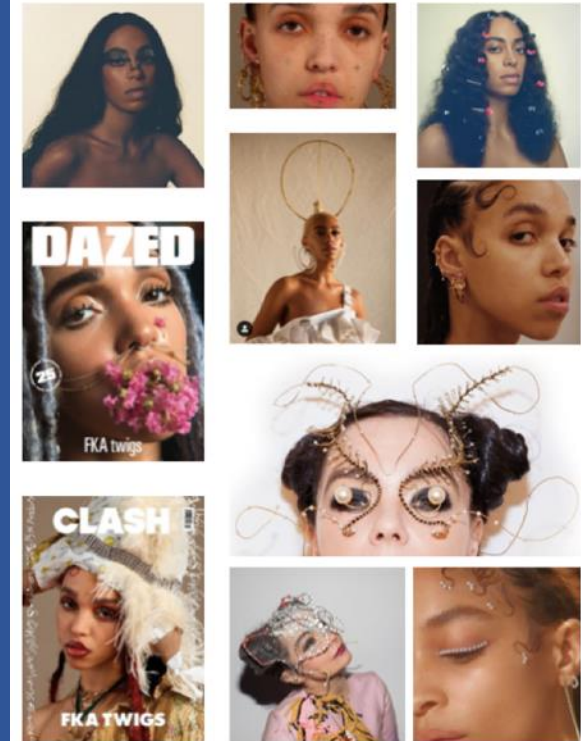
Defining Context

- As we have seen, there are no situations that are context-free.
- Your project requires you to specify a context in which you will be working.
- You could define this by:
 - A sector of the music or creative industries
 - A musical genre
 - A geographical area
 - A specific community (e.g. MUSSA students)



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Investigating Context

- We will be discussing this more deeply in Week 2
- You will need to research and discuss:
 - *Theoretical* aspects
 - *Historical* aspects
 - *Professional* aspects
 - *Economic* aspects
 - *Sustainability* aspects
 - *Geographical* aspects
 - *Social* aspects
 - *Current trends and challenges*
- Interviews with successful artists demonstrate they know this stuff in depth and can talk about it in detail!
For example...



Investigating Context

“Of today’s hip-hop artists, who do you think will still be talked about in 35 years, and what current artists inspire you?”

“There’s so many... I play a lot of these artists on my radio show on Rapstation: Skyzoo, Substantial, Lazarus... One of my reasons for doing the Fight the Power documentary for the BBC is to let people know the world of hip-hop is as deep as jazz. I think the future of hip-hop and rap is Africa, with artists such as Sampa the Great. In fact, women play a large part in hip-hop... at least 33% of the worldwide hip-hop output is from women.”

(Pelley 2022)



The Relationship Between Practice and Context

- What skills, experience and contextual knowledge do you need to develop in order to operate in your chosen context?
- How do contextual factors impact your practice?
- What impact might your practice have on your chosen context?



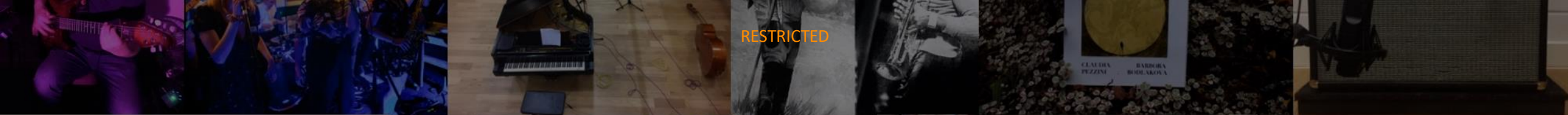
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What is 'Practice in Context'?

Remember...

- You can think of the PIC project as a journey,
- taking you from where you are now to where you want to be.
- In terms of skills, experience and contextual knowledge

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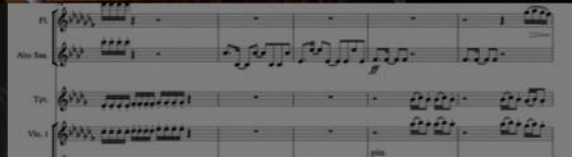
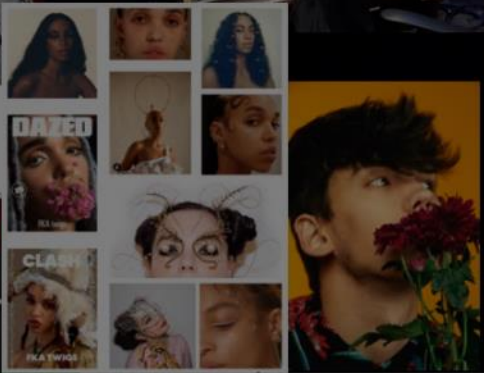


Placements & Off-Campus Working



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Placements, Internships & Work Experience

- While not essential for a PIC project, they are excellent ways of building your skills, experience and contextual knowledge
- They are particularly useful if you are working towards a specific job or specialism
- You may wish to do one longer placement or a series of smaller ones
- See the links in the Resources section of Learning Space
- Ideally this would be in place now, but if not...



Placement Alternatives

- Industry-set initiatives e.g. competitions
- Interviews with professionals
- Study visits e.g. exhibitions, performances
- Groundwork for future placements
- Extra-curricular opportunities circulated by email



Finding Placements

Finding a placement: be strategic

Name	Key info	Place-ments?	Time / Duration	Contact name	Phone / Email	Last contact	Action
London Symphony Orchestra	www.	Yes	1 day – 6 weeks	B Sharp	bsharp@lso.q ua.ck	25.12.89	Follow-up 01.01.00

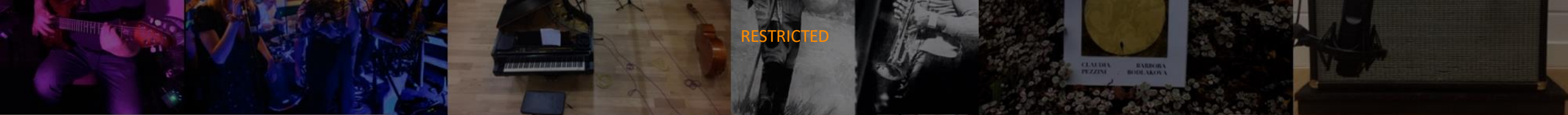
Further resources available through Employability / Handshake (see Learning Space Resources)



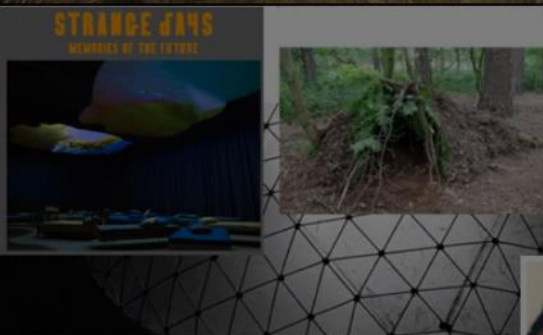
Placements: Process

- Placements need to be registered on Handshake
- Off-campus projects require the completion of a form
- This is for your benefit!
- See Learning Space 'Resources' section and the Project Proposal Form
- Ask staff in the seminars

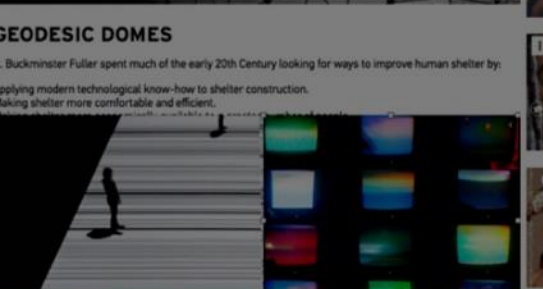




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Assessment

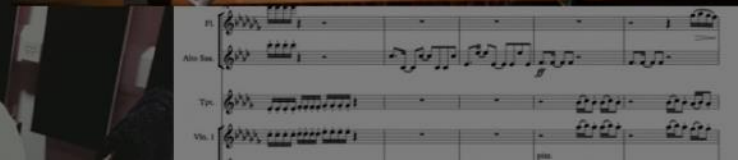


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Assessment Overview

- 40-minute (maximum) presentation in person in Week 13 / 14.
- Followed immediately by 10-minute Q&A
- Adjustments if ILP or ECs
- Creative outputs reflecting your work in context
- Creative outputs should be incorporated into your presentation as evidence of your learning
- Read the assessment section on Learning Space carefully for the brief, submission instructions, marking criteria and feedback.
- Ask questions in the seminars

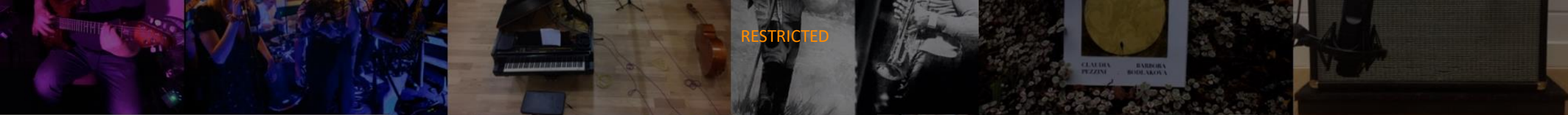
Assessment Overview

- See the Assessment Brief and Planning Grid
- There's a lot to include – it's a 30-credit module!
- Week 10 will provide further guidance
- Progress Review in Weeks 5 and 10 to practice presenting and get feedback
- Practice Presentations in Week 12

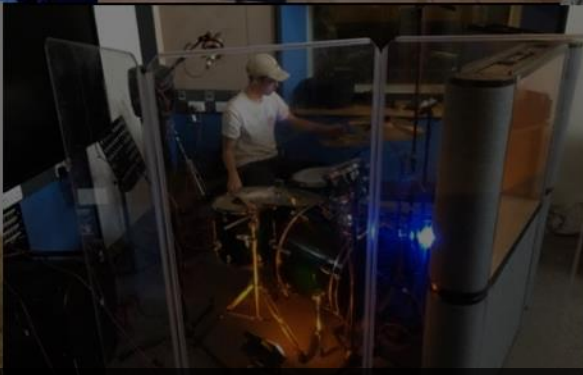
Creativity	Practice is defined
	Problems and solutions are discussed
	The development of practice, knowledge of context and understanding of the relationship
	Discussion of creative process
	Creative output evidencing learning
Critical Thinking	Project aim is stated
	Rationale given for strategic decisions
	Work from other modules and wider knowledge/experience
	The project 'journey' is presented
	Conclusion refers back to aim(s) / question(s)
	Evaluation covers strengths, weaknesses, recommendations and areas for further study
Entrepreneurship	Situate your work in context
	Current leaders / contemporaries are identified and their work discussed
	Emergent trends discussed
	Networking and professional development
Professionalism	Project planning / management is discussed
	If applicable, collaboration strategies
	Journal is discussed and extracts shown
Research	Critical appraisal of key research sources
	Key critical debates / discussions summarised
	Theoretical and practical research
	Appropriate range of research materials
	In-text references and references slide(s)
Skills	Development of skills evidenced and discussed
	Quality of work discussed
	A variety of documentation methods used
	Effective communication skills demonstrated
	Effective presentation structure
	Questions answered effectively

Assessment: Journals

- Journaling is essential to record your progress
- Photo, video, audio, ideas, feelings, research, reflection
- This will make putting your presentation together much easier
- We want to see evidence of journaling in the presentation!
- Can take whatever form(s) you like
- OneNote is highly recommended (link on Learning Space)
- More in Week 4 - but start NOW
- Again – journaling is something effective artists do!



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Teaching & Learning Overview



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Teaching and Learning Overview

(See Learning Space)

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Video lecture & Seminar	Getting Started	Practice in Context	Project Management	Research & Reflective Practice		Non-teaching week		Intro to MSI340 (no lecture or seminar)		Presentation (lecture only)					
Skills Development			Skills 1	Skills 2	Skills 3		Skills 4	Skills 5	Skills 6						
Progress Workshops					Progress Review 1						Progress Review 2		Practice Presentations		
Drop-Ins	Q&A	Q&A			Q&A				Q&A		Q&A	Q&A	Q&A		
StudyHub				Library							Presentations				
Submit	Project Proposal				Presentation				MSI340 Survey		Presentation		Presentation	ASSESSMENT	ASSESSMENT

Lectures & Seminars

- Weeks 1-4: Key introductory topics
- Video lectures for information
- Seminars for action: watch lectures first!
- Bring laptops to seminars
- Off-campus students contact staff to arrange remote seminar attendance
- Further lecture materials in Week 8 (intro to MSI340) and Week 10 (guidance on presentations)



Skills Development Sessions

- In small groups.
- Practical focus with tasks set each week.
- Updating on project progress.
- Broader than your project – useful to professional practice in your context.
- Will be at an advanced (Year 3) level.
- Supervisor allocation by questionnaire. Select as many as are appropriate to your project. We will not be able to offer all strands.
- You will still need to develop skills independently – particularly those highly specific to your project or at a basic level. Your supervisor can help signpost you to appropriate resources.
- Off-campus students have shorter, online sessions to guide skills development.



Progress Review Sessions

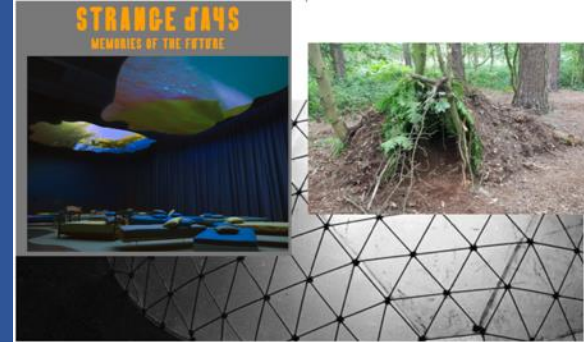
- Same groups as Skills Development sessions
- Weeks 5 and 10
- Practice Presentations in Week 12
- Present work so far
- Get used to presenting work
- Manage your workload
- Get feedback from tutor and peers
- Online for off-campus students



Other Sessions

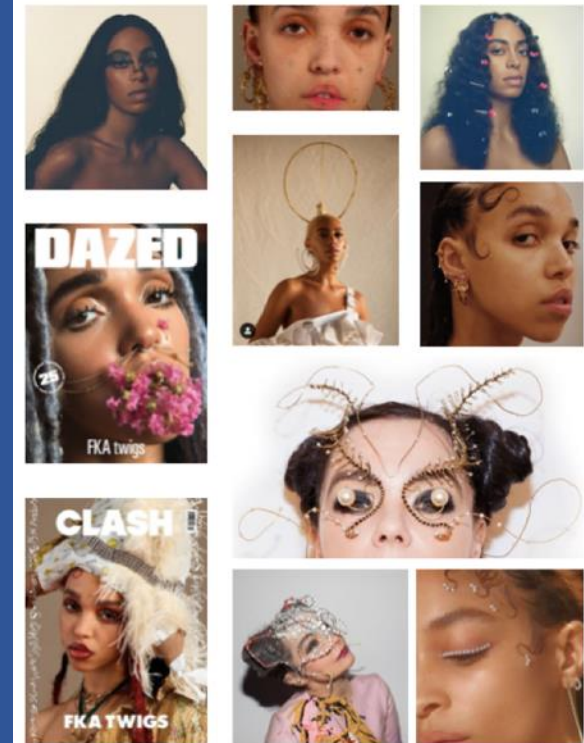
- Online Drop-Ins
 - Ask questions
 - Hang out!
- StudyHub sessions
 - Research and practice
 - Presentations

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Video lecture & Seminar	Getting Started	Practice in Context	Project Management	Research & Reflective Practice		Non-teaching week		Intro to MSI340 (no lecture or seminar)		Presentation (lecture only)				
Skills Development			Skills 1	Skills 2	Skills 3		Skills 4	Skills 5	Skills 6					
Progress Workshops					Progress Review 1						Progress Review 2		Practice Presentations	
Drop-Ins	Q&A	Q&A			Q&A				Q&A		Q&A	Q&A	Q&A	
StudyHub				Library							Presentations			
Submit	Project Proposal				Presentation			MSI340 Survey		Presentation		Presentation	ASSESSMENT	ASSESSMENT



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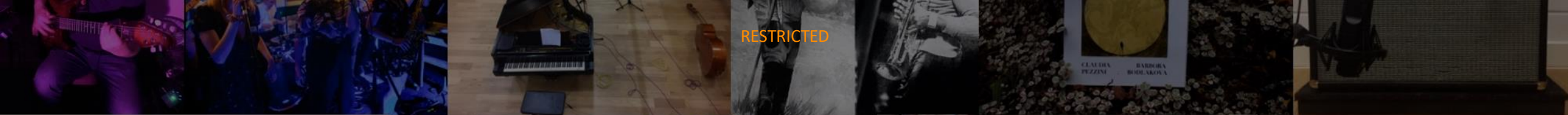
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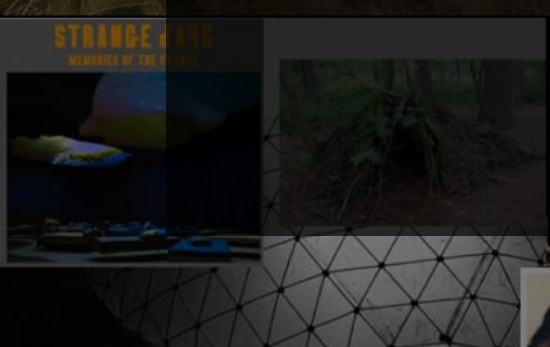
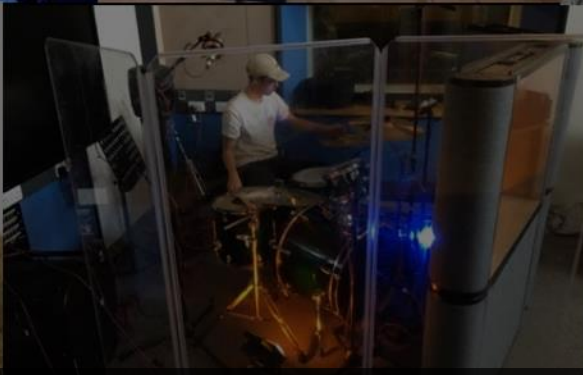
Learning Space

- Overview
- Assessment
- Module Forum
- Resources
- Supervisor Materials
- Weekly Materials

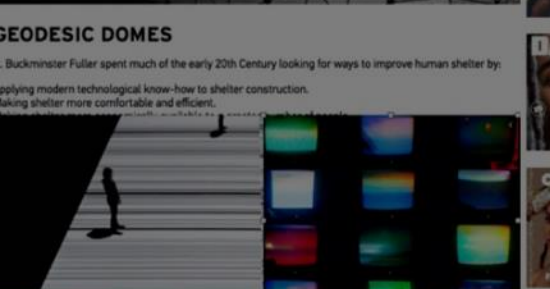




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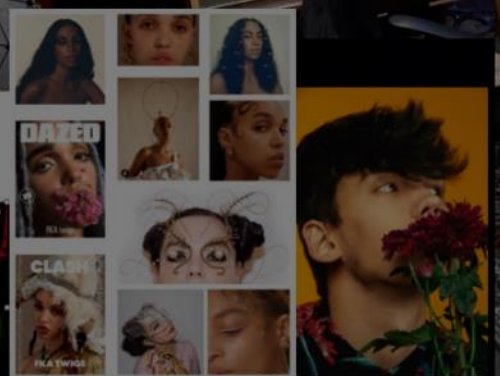


Next Steps

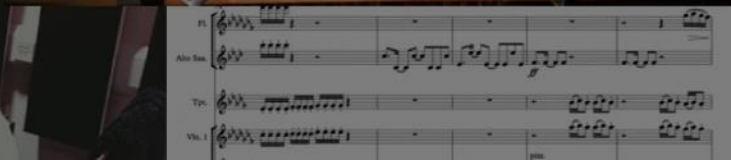


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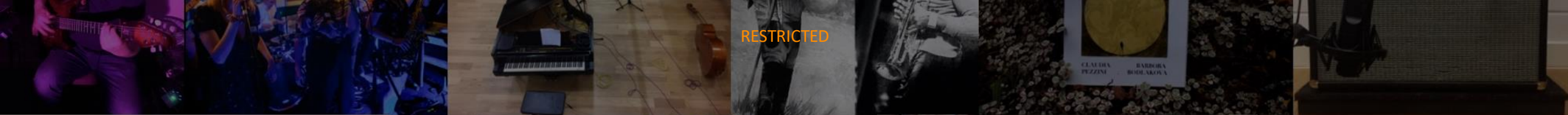
Next Steps

Seminar

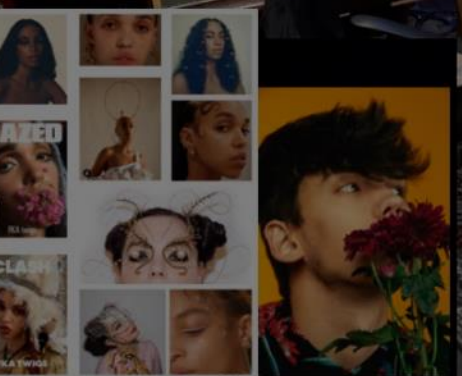
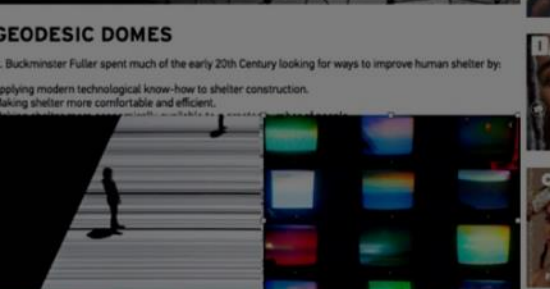
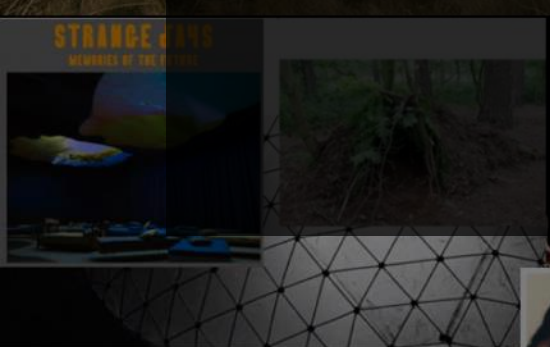
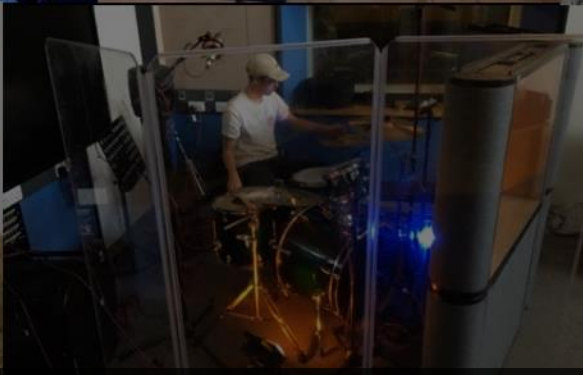
- Project Proposal Form
- Skills Development Questionnaire
- Questions about the module

Independent Learning

- Make a 'to do' list in your journal
- Allocate time each day to work on MSI310 and MSI320 in your diary/calendar
- Make sure you are up to date with materials on the Learning Space
- Research



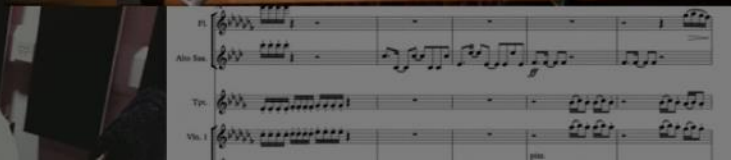
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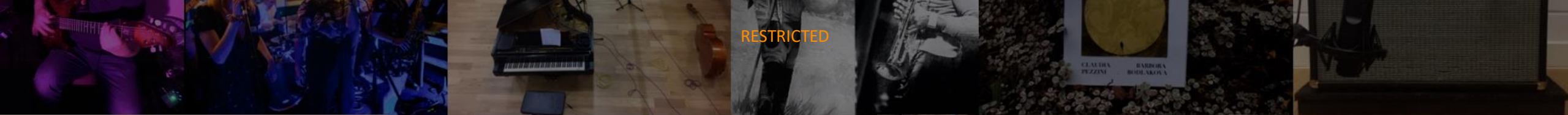
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ROOK, Steve. 2016. *Work Experience, Placements and Internships*. London: Macmillan Education.

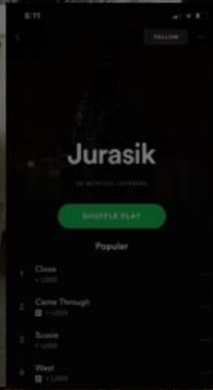
STERLING, Bruce. n.d. ‘Scenius, or Communal Genius’. *Wired* [online]. Available at: <https://www.wired.com/2008/06/scenius-or-comm/> [accessed 14 Sep 2023].

Please also see the module reading list on Learning Space.

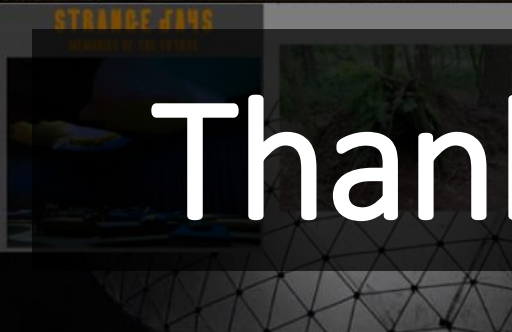
You should also be generating your own reading/resource list to support your work on the module.



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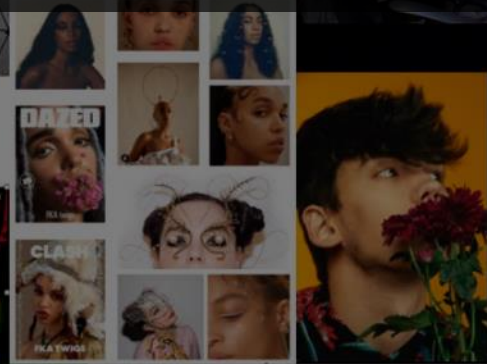


Thanks for listening – Good luck!



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