Inclusivity in context: The artefact as a critical tool for creative inquiry.

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Plymouth College of Art.

Inclusive Practice Network 2019
Innovations in Practice
Contextualising the Problem

- Portfolio based recruiter
- High levels ASC/ADHD complex needs/Multiple disadvantage
- Alternative to mainstream assessment critical to student progression
- Inclusive practice relates to learning and teaching, curriculum design, learning materials, opportunity for staff to understand how learners can co-create curricula
Contextualising - Level 4

Details from a Critical Portfolio, and Walter Benjamin Comic Books 2018 from BA Illustration, Plymouth College of Art (Photographer: Mel Brown, Programme Leader for BA Illustration)
Contextualising - Level 5

Dream Quilt from Y2 Student, BA Illustration, Plymouth College of Art (Photograph: Sally Hall)
Drawing on the Past, an Enquiry into Trace

Submitted by Amanda Leman to Plymouth College of Art in partnership with the Open University as a written research project towards the degree of Bachelor of Arts by study in BA (Hons) Painting, Drawing and Printmaking on the 15th of January 2019. I certify that all material in this project which is not my own work has been identified and that the final word count from college through to submission is 4266 words.

Credit: Amanda Leman, BA (Hons) Painting Drawing and Printmaking, Plymouth College of Art
Supervisor: Dr. Antigoni Pasidi
Questions for the student thinking about choosing the Artefact option:

- Can you produce a new way of seeing, doing, being and/or understanding through the process and outcome of your artefact?
- Can you defend/justify and position your artefact to a robust standard?
- Can you compare, contrast, distinguish and question something through the making and writing, creating and defending your position/argument?

When assessing the artefact option, consider the following:

- Has the student created a new product/concept or understanding through the artefact? If so, how, and to what level of success?
- Has the student been able to justify/defend their inquiry through the artefact AND writing? If so, how, and the what level of success? How has it been taken forward into their practice?
- Has the student been able to distinguish between this work and already existing work? Have they successfully tested out concepts, making explicit any implicit ideas to clearly articulate their intentions and outcomes?
This rubric considers some of the important components of a contextual written submission such as an essay, dissertation or research project.

**The Assessment Rubric:**

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<th>Excellent</th>
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<th>Poor</th>
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One tick against each criteria
Workshop

- Opportunity to reconsider the format - student rewrites the format
  Learner engages in theory in ways that would not have been possible previously
- Boundaries of practice and theory dissolve
- Learner benefits by stretching their creative practice
Workshop

● Mission
  ○ Work in pairs/small groups
  ○ Consider the work/s in front of you
  ○ Given the criteria, how would you assess the work based on the matrix/taxonomies?
  ○ Consider the parameters of the grading matrix, what are the issues surrounding assessment of the work?
  ○ To what extent does the work meet/does not meet the criteria for academic rigour in your opinion?
References


