



Outduction: Enhancing the Final Year Experience

Case Study

Title	Digital Arts: Engaging the Audience
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Keywords	Employability, assessment
Intended learning outcome	The case study provides details of an innovative third year module which makes use of a public exhibition space to enhance employability.
Problem statement (what did the case study seek to address?)	Students needed the experience of preparing work for public exhibition and public exposure to kick-start their careers.
Context	This is a 20 credit module for final year undergraduate students in the Bradford Media School/Department of Creative Technology. It aims to: <ul style="list-style-type: none">• produce innovative artwork or media products and their preparation for exhibition and display in a public space;• develop confidence in creative expression in a variety of media and modes of display: print, multimedia, and other.
Activity	Students are given the opportunity to negotiate their own learning outcomes for the module (in negotiation with tutors) to develop their own creative brief and to complete a self initiated creative project culminating in a public exhibition. The module is delivered through a combination of lectures, seminars, guided project work, tutorials and assessment crits. A Visual Journal is used by students throughout the module to support exploration, ideas generation and in the development of artwork. The Journal is reviewed in seminars and crits. Through self-initiated projects students engage critically with concepts such as urban living, sustainability, and the environment. Students are given the opportunity to create their own learning outcomes and negotiate with tutors how their assessment will meet them.

	<p>The work is then submitted for public exhibition in the University's art gallery, Gallery II. This has been a highly successful event where students are able to sell their work, meet interested professionals and curators, and show off their work to friends and family in a professional gallery setting.</p>
Issues	<p>Submissions are sometimes bulky. This means that both storage and returning the work to students can be problematic.</p> <p>During the Assessment Period the tricky part is co-coordinating the exhibition rather than the Assessment <i>per se</i>. We have investigated ways of integrating the management of the show into the Assessment but, so far, have not really achieved this. It's a lot of work at the end of a busy semester!</p> <p>Some students find the amount of freedom intimidating. A safety net needs to be built into the module whereby, those students that need it will be given additional guidance as to what to produce and how to go about it. Still under the assumption that the Brief is student-led.</p>
Hot tips/key points for effective practice	<p>One half-hour tutorial is worth more than ten one-hour lectures.</p> <p>Students must share their progress and results freely and openly with their colleagues. This is what the 'Crits' are for.</p> <p>Journals are essential for this kind of work. We are equally as interested in the Process as we are with the final Product. This needs to be acknowledged in the assessment.</p>
Web link	<p>Work from previous shows - http://bms.brad.ac.uk/showcase/?p=1&v=5</p>