

## MODULE SPECIFICATION

1. **Title of the module**  
Reflective Practice in Action – RSPG7
2. **School or partner institution which will be responsible for management of the module**  
Rambert School of Ballet and Contemporary Dance
3. **The level of the module**  
Level 7
4. **The number of credits and the ECTS value which the module represents**  
*35 credits*
5. **Which term(s) the module is to be taught in (or other teaching pattern)**  
*Stage 1 (Year 1 module)*

### **Prerequisite and co-requisite modules**

None

6. **The programmes of study to which the module contributes**  
MA in Dance Research for Professional Practitioners

## **intended subject specific learning outcomes.**

### **On successfully completing the module students will be able to:**

1. More fully understand a range of research techniques applicable to their own and others' practical scholarship;
2. More fully understand the way in which established and new techniques of research and enquiry *can be* used to create and interpret knowledge in dance
3. Evaluate and develop methodologies, and engage in critiques of embodied research practices in dance
4. Work imaginatively and effectively as dance professionals
5. Embrace inclusivity in their working practices

## **7. The intended generic learning outcomes.**

### **On successfully completing the module students will be able to:**

1. reveal their ability to work independently and collaborate imaginatively and effectively
2. advance their skills in, and deepen knowledge and understanding of their role in the art form, both independently and in relation to other art forms and modes of discourse
3. communicate their research to specialist audiences
4. approach challenges with enhanced curiosity, creativity and critical thinking
5. more fully understand and value different cultural perspectives and artistic cultures

## **8. A synopsis of the curriculum**

This module facilitates the development of the 'thinking practitioner' through deepening their awareness and understanding of embodied thought. It uses studio-based exploration of and experimentation with Practice Research methodologies as a means of enhancing understanding of embodied knowledge through reflective processes.

In this module students will have the opportunity to review any current dance practice, as well as prior learning, formal or informal, that contributed to their professional experience. This process fosters a better understanding of embodied or tacit knowledge and develop skills in articulation of personal practice.

A bespoke to the learner, and unique to the programme Practice led Enquiry process, will complement the Reflective processes integral to this module. Students will be encouraged to engage in a variety of reflective methodologies, including those akin to professional practice in the field of dance.

The module comprises a series of short, guided research experiments which are designed to expand students' experience of methodologies appropriate to practice-led/-based research. These may include:

- standalone experiments (performative/choreographic/teaching strategy) appropriate to creative or other practices;
- serial experiments designed to answer specific questions such as: how/will 'x' change if I change variables in a teaching/rehearsal/performance activity.

Students will lead research workshops, self-selecting extant research methodologies or experimenting with new ones, whilst simultaneously engaging in reflection on and in their practice in relation to:

- artistic or theoretical ideas derived from other modules or their own professional experience;

- any impact these might have had on their research activity.

Students will engage in reflection on their practice through discussions with their tutors and peers about the rationale for and success or otherwise of the research methods selected, and consider the suitability of embodied research techniques they have experienced, both within and outside of the module, for various Practice led Enquiry research projects.

Research has a broad and inclusive definition within this module and the programme as a whole, focusing predominantly on Practice led Enquiry which is bespoke to the learner. The delivery is tailored to the learner, who will be supported throughout the learning process by expert mentors, supervisors and module leaders.

The mentoring and guiding process will be supported by the student's Personal Programme Learning Agreement (PPLA) which will be generated at the start of the programme in negotiation with the student and based on their research and practice interests, curiosities and concerns. The PPLA is particularly relevant this module which is based within the working practice of the student and is reviewed and approved by mentors, module leaders, programme leader and the External Examiner

### 9. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Barrett, Estelle & Bolt, Barbara (2010) *Practice as Research: Approaches to Creative Arts Enquiry*, London, I.B. Tauris.

Ellis, S. Blades, H., & Charlotte Waelde, eds. (2018) *A World of Muscle, Bone and Organ: Research and Scholarship in Dance*, Pub C-DaRE at Coventry University

Foster, S.L. (2010) *Choreographing Empathy: Kinesthesia in Performance*. London: Taylor & Francis

Hannula, M., Suoranta, J., & Vaden, T. (2005). *Artistic Research - Theories, Methods and Practices*. Academy of Fine Arts, Helsinki, Finland a. Retrieved from [https://www.researchgate.net/publication/284546307\\_New\\_Materialisms\\_and\\_Performance\\_Studies](https://www.researchgate.net/publication/284546307_New_Materialisms_and_Performance_Studies)

Klein, G & Noeth, S. (2011). *Emerging bodies :The Performance of Worldmaking in Dance and Choreography*. (Gabrielle Klein & Sandra Noeth, Eds.), *Critical dance studies ; 21*. Hamburg: University of Hamburg, Creative Commons. Retrieved from <https://open.org/download?type=document&docid=627778>

Naccarato, Teoma (2018) Artistic Practice-As-Research: A Genealogical Account in Ellis, S. Blades, H., & Charlotte Waelde, eds. (*A World of Muscle, Bone and Organ: Research and Scholarship in Dance*, Pub C-DaRE at Coventry University

Panagiotara, Betina, (2018) Working on Research: An Insight into Methodological Approaches *Choros International Dance Journal* vol. 7 pp. 21–31

Sheets-Johnstone, M. (2009) *The Corporeal Turn: An Interdisciplinary Reader*. Exeter, UK: Imprint Academic.

Trimington, M (2002) 'A Methodology for Practice as Research' *Studies in Theatre and Performance* 22 (1)

Zwozdiak-Myers, P. (2009). *An analysis of the concept reflective practice and an investigation into the development of student teachers' reflective practice within the context of action research*. Brunel University. Retrieved from <https://core.ac.uk/download/pdf/336785.pdf>

## 10. Learning and teaching methods

Total contact hours: 35

Total private study hours: 315

Total module study hours: 350

This module will engage students in a range of learning methods, including opportunities to be mentored by visiting experts, alongside more formal teaching. Students will also be encouraged to engage in peer-to-peer learning, in that they are practicing professionals.

The lectures, seminars and workshops will be delivered by professional practitioners and scholars, and the programme will be bespoke to the research interests and practices of each student cohort.

This flexibility in teaching and learning methodologies is integral to the delivery of this research led Practice-led Enquiry focused MA, as it accommodates a range of processes and approaches to learning, and a range of research interests

1. Flexible learning (i.e. distance, online, peer-to-peer, mentoring)
2. Formal lectures
3. Formal and informal seminars
4. Workshops and intensive creative laboratories
5. Tutorials

These will be available to access online – all sessions will be recorded and made available and most will be live streamed.

## 11. Assessment methods

### 13.1 Main assessment methods

Assessment will include:

self-assessment, peer-assessment of workshops and individual students' critiques

Tutor/peer evaluation of workshops and quality of individual students' critiques

- a) *Continuous assessment 60%*
- b) *Reflective Process Portfolio 20%*
- c) *Final Reflective report (3000 words) or Presentation (15-20 minutes) 20%*

### 13.2 Reassessment methods

*N/A for Validated Institutions*

## 12. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

*Add/delete lines and columns as appropriate:*

Module learning outcome	7.1	7.2	7.3	7.4	7.5	8.1	8.2	8.3	8.4	8.5
Learning/ teaching method										
<i>Workplace mentoring</i>		<b>x</b>				<b>x</b>		<b>x</b>	<b>x</b>	<b>x</b>

## MODULE SPECIFICATION

<i>Private Study</i>	x	x	x	x		x		x	x	x
<i>Workshop</i>	x	x	x	x		x	x	x	x	x
<i>Seminar</i>	x	x		x	x	x	x	x	x	x
<i>Online sessions</i>	x	x	x	x	x	x	x	x	x	x
<b>Assessment method</b>										
<i>Lecture Demonstration</i>		x	x	x	x	x	x	x		
<i>Presentation</i>		x	x	x	x	x	x	x		
<i>Essay</i>		x	x	x	x	x	x	x		

13. **Inclusive module design** Rambert recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

Resources for this programme are varied and include a range of inclusive materials, such as online journal articles, video essays, recordings of lectures/seminars, recordings of professional work. A user friendly VLE environment already exists at the School. Additionally, the range of resources and professionals/academics incorporated/involved in the programme bring a different approach to research (considering racial, gender and ability diversification). The curriculum is flexible enough to be guided by the research and practice interests of each student cohort, with the aim of offering a bespoke experience for post-graduate study.

b) Learning, teaching and assessment methods

The assessment methods (Essay/illustrated talk/lecture-demonstration articulating outcomes of reflective investigations and explorations of own practice in context) lend themselves to a variety of learning styles and learning needs and allow students to express their findings in a variety of ways, relative to both the nature of their practice and the specific needs they may have.

14. **Campus(es) or centre(s) where module will be delivered**

*Rambert School of Ballet and Contemporary Dance*

15. **Internationalisation**

Dance is an international family of languages which is integral to cultures and communities around the world. Dance companies and training institutions (such as Rambert School) have global reach and impact. This programme (and by extension this module) will be tapping into the global historical and socio-cultural context of dance practice, both from a practical and a theoretical lens, and allow cross-fertilisation of ideas and concepts generated from the wider global sphere. Students will draw from theoretical perspectives which have international scope and interrogate their own dance practice from a multiplicity of lenses/approaches. Assessment opportunities will embrace the

## MODULE SPECIFICATION

international nature of the discipline of dance and allow for a range of cultural perspectives to be discussed in, explored through and/or manifested in the work produced for this module/programme.

**16. Partner College/Validated Institution**

Rambert School of Ballet and Contemporary Dance

**17. University School responsible for the programme**

School of the Arts

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

Date approved	Major/minor revision	Start date of delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)