

Formative Assessment

You will receive formative assessment in the form of discussion and feedback throughout the project.

Publishing Forms 02.

“Once the book becomes electronic or hybrid, the permanence, immutability and stability typical of physical books is likely to mutate into dynamic, modular, and participative forms.”

– Digital Publishing Toolkit Collective, *From Print to Ebooks: A Hybrid Publishing Toolkit for the Arts*, 2014

Overview

Since 2010 we have tipped the balance when it comes to published content and we entered the digital turn with more content published digitally than on paper. Today the act of “making [information] public” is not a fixed activity but something that can be hybrid and connected, offline and online. We share content through interactive channels that can communicate beyond the page. But is this activity lost within the noise of modern communication? What are the true benefits of the digitisation of content? Do some forms of content still work better on paper? Are we truly utilising the full potential of digital forms?

We would like you to reflect on the book as an interactive object as well as an object of communication. Books — novels, dictionaries, catalogues, instruction books, recipe books, travel guides, picture books, photo books, all need to communicate and to impart information. Analogue books are interactive — think about turning the page, flipping through forwards and backwards, using an index. What can new digital tools offer us within this communication? You can take these ideas further by deconstructing the book and reconstructing it in your way.

This project actively encourages alternative ways of approaching the book form with the aim of exploring experimental ways of designing and bringing your original static content to life.

Task

Part 1 UNDERSTAND

Using the given content you will need to suggest a narrative structure to form a new book design. For this stage, you will need to fully digest the content and form a sketchbook of research and ideas.

- Consider ways of communicating key aspects from the content through the publication/book design
- Consider how the publication can be seen as a curated space
- Think about the tone of voice of your given content how this might be reflected within your design

Part 2 PLAY

From the work undertaken in the Understand stage, you must work out a plan to design this into a new book form. Be playful and have fun, its really about your creative ideas at this stage.

- Decide who your audience will be for your communication
- Consider how your given narrative can be expressed through your layout and visual design choices
- Consider the most appropriate channels and tools to activate your content

Part 3 AMPLIFY

Create the final publication.

You will be assessed on the appropriateness of your output and how this has been elevated beyond the original static content as well as your overall craft skills in presenting the final design.

Aims

This project aims to engage in experimental practice-based research to further your understanding of the book and publications as objects of communication. You will identify how the alternative book format can function as an effective, interactive object of information and storytelling; how your ideas can be curated and presented experimentally; how concept and content can work together.

We expect you to push the limits of a publication, to overturn common preconceptions of the printed page, whilst making an object that the reader can pick up, enjoy and understand. In short, we are looking for a new type of Publishing Form that works in terms of effect, and in terms of storytelling and the documentation of ideas that must be aligned with the content.

Think carefully about what a book does and how you can make it do more by adopting the format. Think about loose leaves, fold-out pages, supplements, multiple volumes; think about incorporating hyper-links, you can incorporate motion design or sound; think about boxes and other containers as books; think about shape, size and volume. What is suitable for your chosen audience? It could be a printed publication, an e-pub, web-based or a combination. Your Publication Form may be completely book-like in form but hybrid within its function.

Outputs

- Your finished Publishing Form containing the full text
- Collation and organization of your content
- Minimum of 2 x Sketchbooks of research
- Evidence of experimentation and idea development
- Research and reflection on your blog / website

Project Staff

Danny Aldred
Andy Lapham
Jackie Perkins
Chris O Connor

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Academic Integrity:

It is important that the work you submit for assessment is your own and does not include material that has been submitted for previous modules. Any third party elements must be clearly cited. For detailed guidance about plagiarism and the broader Academic Integrity policy of the University of Southampton please refer to the document: Academic Integrity Guidance for Students.

It is the duty of all students to work in a safe & healthy manner and to have a duty of care unto yourself and others. Please ensure that you are aware of the relevant Health & Safety requirements for all activities that you undertake during your study. In particular you must refer to Studio & Workshop codes of practice, attend all mandatory and relevant training, and refer to the traffic light system for equipment use. Please check with your academic staff if you are required to complete a project proposal from and/or a specific risk assessment

<http://wsa.wikidot.com/healthandsafety>

Resources

Internet Resources

<https://queer.archive.work/library/download/index.html>
<https://oa.letterformarchive.org/>
<https://toolkit.press/index.html>
<http://avant.org/>
<https://print.are.na>
<http://p-dpa.net>

– Post-Digital Print, The Mutation of Publishing since 1894, Alessandro Ludovico

– From Print to Ebooks, A Hybrid Publishing Toolkit for the Arts, DPT Collective

– Collect the WWWorld, The Artist as Archivist in the Internet Age, LINK Editions

Further Research References are on Blackboard Module code: ARTD 6167 /Weekly Resources/

Schedule

Mon 7th Feb - Expanded forms of publishing presentation
The rest of this week is data viz crits and show prep

Mon 14th Feb Part 1 UNDERSTAND

Tutorial days small group discussions about your content

Mon 21th Feb Part 2 PLAY - Experimental Publishing presentation/Workshops see blackboard

Tutorial days discuss initial ideas

Mon 28th Feb Part 3 AMPLIFY - E-PUB workflow

Tutorial days Workshops see blackboard

final crit presentation

Project mode

This is an individual project, but please take advantage of the availability of your peers to critique and test your project throughout.

Considerations

You must make decisions on how you will present your ideas within the structure of a new book form considering the beginning and end and how you could use sequence or narrative to create a 'journey' through your book.

The project might utilise audio-visual content depending on how you form the project, its up to you.

Typeface choice, appropriateness, size and legibility. How might this look on different devices?

With printed items watch the type area, make sure type is not too close to the gutters and edge of pages.


Use a grid design to give you consistent framework running throughout the pages.


Workshops


We have organised workshops as follows full details to follow soon; Book Binding, E-PUB Data workflow, Interactive Page Design.

Content

This is the content for project, you have already been allocated ONE of these. Please find your name at the bottom and ONLY use what you have been allocated.


- 1  Kate Tempest - Parable
<https://lyrics.lol/artist/196091-kae-tempest/lyrics/4639614-parables>


- 2  Suzanne Vega - Toms Diner
<https://www.azlyrics.com/lyrics/suzannevega/tomsdiner.html>

- 3  Bob Dylan - Desolation Row
<https://www.bobdylan.com/songs/desolation-row/>

4  Joan Baez - Diamonds and Rust
<https://genius.com/Joan-baez-diamonds-and-rust-lyrics>

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5  The Jam - That's Entertainment
<https://www.azlyrics.com/lyrics/jam/thatsentertainment.html>

6  Lemn Sissay - Colour Blind
<https://blog.lemnissay.com/2011/10/09/colour-blind-a-poem/>

Andys Group

Ting Yu Lin (tyl1u20) 1
Xin Zong (xz26n21) 2
Yonglin Tang (yt1n21) 3
Tong Yang (ty4u21) 4
Moxin Ma (mm1c20) 5
Amrita Rajeev (ar2c20) 6
Chun Chen (cc1n21) 1
Zigan Wang (zw9u21) 2
Yihan Xing (yx13n21) 3
Songnan Li (sl15u21) 4
Haoyu Zuo (hz5n20) 5
Xinyi Kong (xk1n21) 6
Xumeng Lang (xl13u21) 1
Guodong Sun (gs1n21) 2
Simiao Yang (sy8n21) 3
Xindi Yao (xy3c20) 4
Hayley Gibaut (hdg1g18) 5

Jackies Group

Taoer Lian (tl2g21) 1
YuJiao Han (yh7y21) 2
Kong Yiyao (yk2n21) 3
Jiaxin Liu (jl15u21) 4
Wu Haozhi (hw1c17) 5
Yu Luo (yl15g21) 6
Xi Li (xl21u21) 1
Tianci Zhu (tz2u21) 2
Aimi Qi (aq1g21) 3
Jiarui Li (jl6c16) 4
Tiantian Kong (tk1u21) 5
Qiongchao Huang (qh1u21) 6
Zhuowen Ye (zy9g21) 1
Bohan Cui (bc2g21) 2
Zheng Zeng (zz4y21) 3

Dannys Group

Yunhua Ye (yy14g20) 1
Mengli Sun (ms3u21) 2
Huiting Ma (hm3n21) 3
Shimeng Qi (sq2e21) 4
Shan Huang (sh4n21) 5
Zhuoling Li (zl1c17) 6
Manyu Li (ml5n21) 1
Chang Xu (cx1y21) 2
Tianbo Yang (ty1n21) 3
Tingru Zhang (tz2n21) 4
Zixuan Meng (zm1c17) 5
Luna Liu (xl21n21) 6
Lijun Jiang (lj1n21) 1
Pan Gao (pg2n21) 2
Yiqing Zhang (yz15g21) 3

Aims and Learning Outcomes

The aims of the module are:

- to develop advanced skills, tools and methods via increasingly critical and experimental information and interface designs;
- to demonstrate an advanced knowledge of the Lab. Project topic and identify a specific research focus;
- to work effectively, both individually, and as part of a team, to communicate design proposals in a range of media.

The LO of the module are:

A Knowledge and Understanding

Having successfully completed the module, you will be able to demonstrate knowledge and understanding of:

- A1. the Lab. Project topic and an advanced understanding of a research topic;
- A2. theoretical underpinnings of design research and practice-led research.

B Subject Specific Intellectual and Research Skills

Having successfully completed this module, you will be able to:

- B1. independently select and effectively employ advanced media production and design research methods;
- B2. analyse complex range of material, identify and communicate a clear research focus.

C Transferable and Generic Skills

Having successfully completed this module, you will be able to:

- C1. communicate the process and outcomes of design activities in a range of outputs including an exhibition;
- C2. collaborate effectively on a group project and manage your time proficiently.

D Subject Specific Practical Skills

Having successfully completed this module, you will be able to:

- D1. demonstrate exploratory, experimental and critical approaches to design via speculative outcomes;
- D2. define a design approach and research focus;
- D3. write reflectively and critically debate module's key themes at an advanced level.

Assessment criteria/rubric

Module code	ARTD6167
Module Title	Design Laboratory
Module Leader	Danny Aldred
Assessment 1	[20%]
Assessment Type	Interim Project Report (800 words).

A. Knowledge and Understanding Having successfully completed the module, you will be able to demonstrate knowledge and understanding of:
B. Subject Specific Intellectual and Research Skills Having successfully completed the module, you will be able to:
C. Transferable and Generic Skills Having successfully completed the module, you will be able to:
D. Subject Specific Practical Skills (optional to modules) Having successfully completed the module, you will be able to:
E. Disciplinary Specific Learning Outcomes (optional to modules) Having successfully completed the module, you will be able to:

Ref	Outcome	Distinction		Merit	Pass	Compensatable Fail	Fail
		100-80	79-70	69-60	59-50	49-35	34-0
A1	The Lab. Project topic and an advanced understanding of a research topic	Exceptional systematic knowledge of key concepts and research informed literature in your discipline.	Comprehensive systematic knowledge of key concepts and research informed literature covered in your area of study.	Good systematic knowledge of key concepts and a range of research informed literature covered in your area of study	Adequate systematic knowledge of key concepts and a range of research informed literature covered in your area of study.	Some knowledge of key concepts and research informed literature covered in your area of study.	Very limited knowledge of key concepts and research informed literature covered in your area of study.
A2	Theoretical underpinnings of design research and practice-led research	Evidence of outstanding comprehension of theories, methods and techniques.	Evidence of excellent use of theories, methods and techniques.	Clear evidence of use of theories, methods and techniques.	Satisfactory evidence of use of theories, methods and techniques.	Limited evidence of use of theories, methods and techniques.	Poor or very limited evidence of use of theories, methods and techniques.
C2	Collaborate effectively on a group project and manage your time proficiently	Exceptional self-management, autonomy and interpersonal learning skills.	Excellent self-management, autonomy and interpersonal learning skills.	Good self-management, autonomy and interpersonal learning skills.	Adequate self-management, autonomy and interpersonal learning skills.	Limited self-management, autonomy and interpersonal learning skills.	Poor or very limited self-management, autonomy and interpersonal learning skills.
D3	Write reflectively and critically debate module's key themes at an advanced level	Exemplary command of tools and techniques in the execution and realisation of resolved outcomes.	Excellent command of tools and techniques in the execution and realisation of resolved outcomes.	Good command of tools and techniques in the execution and realisation of resolved outcomes.	Adequate command of tools and techniques in the execution and realisation of resolved outcomes.	Rudimentary command of tools and techniques in the execution and realisation of resolved outcomes.	Poor or very limited command of tools and techniques in the execution and realisation of resolved outcomes.