1: A1 Designing and planning learning activities: photobook module

K1/ K2 /V1 /V2

Self-Publishing and the Photobook: 2nd year /L5 BA (Hons) Photography Course 30 students

Practice-based teaching, based on Experiential learning theory.

Malcolm Knowles's principles of Andragogy (1975/1984) adapted to Art & Design students

•	Active involvement with design brief (self + group assessment & feedback)

•	Experience (including mistakes) become part the design process

•	Topics are relevant for students' personal life and professional practice.

•	Design is self-reflective and critical

peer to peer feedback of photobook dummies submitted at week 5

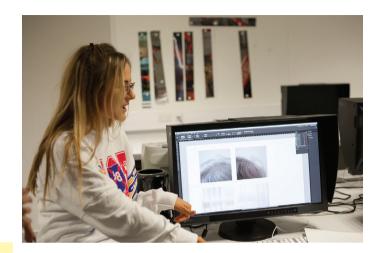2: A2 Teaching and supporting learning: photobook module

K1/ K2 /V1 /V2

Combination of teaching/leaning strategies:

1- More pedagogical direction in the initial stage

2-Scaffolding into a more andragogical direction in the research and design stages.

Introduce Y generation/ millenial students that use digital technologies and internet (S. Seo 2010) to 'post-digital publishing' > the final output is printed on paper rather than screen based.

1-Pedagogical lectures. Initial lectures introduce students to

-the subject matter of the photobook and post-digital publishing framework -

-the module's Summative Feedback form used to assess and give feedback.

2- Andragogical workshops

Initial studio classes introduce students to the Design brief. Studio - based workshops support students in researching ideas and processes (documented in their workbook) and publishing their own photobook

Professional Values:

Right from the beginning: students photograph and write about their own culture. To speak with their own voice.

Highly personal work, plenty of opportunities to draw on their own experiences.

To respect different levels of ability +provide additional support, I identify those that have additional needs.

3: A3 Assess and give feedback to students: photobook publishing

Formal assessment: testing creativity and creative industry skills

CW1: workbook with critical photobook concepts

+ post-digital design processes   [K1]

CW2: photobook with own photographs & text

reflecting students life experiences   [V1]

CW3: photobook pop up shop

sell students photobooks +

curated programme of events   [K4/ V3]

Students learn by doing and reflecting on what they're doing, Kolb's cycle (1984):

Stage 1: Experience (Kolb's "Concrete experiences")

Students' lives provide experiences they can source from. Start by gathering a group of 10-12 photographs to kick-start the editing process;

Stage 2: Reflect (Kolb's "Reflective observation")

Reflection involves thinking about first editorial decisions. Workbook =perfect tool to record all editorial and design decisions and review them.
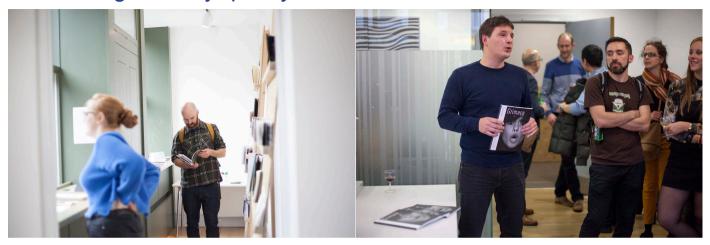
Stage 3: Conceptualise (Kolb's "Abstract conceptualization")

From first maquettes to publishing concepts that communicate both formally and conceptually.

Stage 4: Plan (Kolb's "Active experimentation")

Testing paper, printing technologies, book binding techniques to finish the bookwork that is more than the sum of its photographs.

A4/ Developing learning environments
K6/ Recognised by quality assurance

Photobook Pop Up shop at The Solutions Centre (126 London Road)

2016 + 2017 recognised as an example of excellent practice in the development of entrepreneurial skills + dissemination of twork thus contributing to access, progression and retention.

What I believe makes this module like some others stand out from their counterparts within other similar institutes is it's ability to take that much necessary additional step which deals with the

realisation of what happens once a product has been made. It is here that there is clear evidence of something special. The collectively curated and themed programme and the pop up shop is an excellent example of providing alternative first hand potentially transformative models for entrepreneurship and engagement for investment. The production values of the books and zines demonstrated a sophistication and detailed engagement with the craft.

Jonathan Shaw, Professor of Photography and Media and Director of Coventry University's Disruptive Media Learning Lab.

External examiner report on the BA Photography 2016 and 2017

A4/ Developing learning environments in the
V4/ Wider context of professional practice

Photobook gallery: uh-books project space at the Student Centre (103 Borough Road)

Student's positive evaluations

An example of student success that made a good case study for the LSBU website is that of Amy Warwick. She exhibited her work at the end of L5 (year 2) in the gallery at the LSBU Student Centre, an experience she describes as 'amazing'. "You feel a huge sense of pride when you see your photos in a gallery space," she says. "It just gave me more motivation to make photozines, and to be even bolder with my work."

A5/ V3 Use outcomes from research, scholarship and continuing professional development

This is the area where I am doing my research now and engaging my students with current practical knowledge of reflective research presented in seminars and peer reviewed publications (Roush P 2009, 2010, 2016)
I also show my own photobooks in photobook fairs, festivals, workshops and exhibitions.

Significant collaborations in the context of the module Self-Publishing and the Photobook include
The Erasmus staff mobility scheme between myself and Victoria Browne, professor at KHiO-Oslo National Academy of the Arts.

In May 2016 I presented my photobook NOTHING TO UNDO   in the exhibition KALEID 2016 Oslo at the Kunsthøgskolen i Oslo + participation in Artist's publishing seminar

In Nov 2016 Victoria and I we led a photobook publishing workshop 'Nothing to undo' at KHiO, for BA & MA students and staff across all departments (Arts & Crafts, Fine Art, Design)

Book binding workshop with Victoria Browne
Friday February 17 2017 , 2-4.30 pm

In Mar 2017 Victoria facilitated a 2 day workshop and guest lecture to coincide with 2017 iteration of the photobook module

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