

MA APPLIED IMAGINATION

UNIT ONE LEARNING AGREEMENT

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YOUR PLAN FOR LEARNING

The purpose of this document is to enable you to take control and have active agency over your own learning. Study at this level, and in particular on the MA Applied Imagination Course, cannot be passive. You will need to engage actively in your learning and self-development. This means thinking reflectively about how you learn, and how you could become a more effective self-managing and independent learner.

This may be something that you have not seriously considered before. MA Applied Imagination is a course that requires you to become an independent learner and eventually an independent researcher. Therefore, understanding how you plan to engage with learning - and letting go of habits and approaches to learning that are not appropriate at this level of study - are of paramount importance.

A. OVERVIEW

State here your personal goals for Unit One of the MA Applied Imagination Course. (If you do not know exactly where to start with your Overview, you might want to look back at the Personal Statement that you made when you first applied to join the course).

“During Unit I and 2 I plan to sense my intent of food design creation and sharpen my research question appropriate to time scale and context. My ultimate ambition is to become a pioneer in design and food/eating experience who uses her Asian roots to innovate and inspire. I am going to achieve this while continuing intervention through Deep Food; I am expected to develop my practice on the subject of food for thought: An investigation and a creative response on defining eating experience as a thought-provoking medium, implicitly inspired by the Asian culture.

B. COURSE LEARNING OUTCOMES AND YOUR PERSONAL LEARNING JOURNEY

Learning Outcomes are what we assess your work against, at the end of each unit. We will discuss in detail each Learning Outcome, - and how they relate to each individual project - as the course progresses.

Using the two columns below, identify learning you have achieved in the right-hand column and relate this learning to the Unit Learning Outcomes as listed in the left-hand column. List specific deliverables, presentations, project outcomes and other achievements that have enabled you to meet these Learning Outcomes - and describe how this learning happened. You should also include relevant tutor and peer feedback, and relevant experiences that take place during group project assignments.

MAAI Unit Learning Outcomes	How I have achieved this learning
<p>1. the ability to move beyond the predictable; (Personal and Professional Development)</p> <p>2. the ability to use a range of research methods and techniques to locate and investigate data; (Research)</p> <p>3. the ability to examine, analyse and use data to make informed judgements, diagnosing and analysing creative potential and questioning conclusions; (Analysis)</p> <p>4. the ability to create interventions that enable you to express and test your ideas and questions in the professional arenas that they challenge; (Experimentation)</p> <p>5. understanding and critical interrogation of key relevant contextual issues texts, objects, images, environments, ideas and sensorial experiences; (Subject Knowledge)</p> <p>6. communicate ideas clearly, confidently, and with conviction; (Communication and Presentation)</p> <p>7. the ability to work effectively and responsibly as part of a team, including group projects (Collaborative and/or Independent Professional Working)</p>	<ol style="list-style-type: none"> 1. I tried for the first time in my project 1 to engage with public audiences from around the globe on social media to give feedback on an object I created for this project. To me this was an unpredicted experience for the insight I gained from these interactions that would help develop any project further from any expected results. 2. The amount of research I conducted on food for thought has been record-breaking for myself, I have never been devoting that much effort on reading literature on food design and communication theory. Alongside I am also using action research to gather feedback through intervention. 3. In project C my team and I did plenty of research analysis to prepare for our project deliverables. In project 6 I also tried to list out as many options as I can think of on intervention and possible stakeholders. 4. In project B, my team rolled out a fake campaign for itsu sushi brand with real edible products prototyped, ideas are being developed through experimentation on creating the edible objects. 5. In project 5 and 6 I develop my subject understanding on food design from existing text and projects. 6. In project D speaker debate I facilitated a speaker presentation with drafted discussion questions. 7. In all of my team projects the team work has been effective, I have tried to resolve conflict between teammates with the aid of my project tutor.

C. MY TUTORIAL SUPERVISION STRATEGY

Describe below how you are using your tutorials and other supervision sessions and your tutors' experience and knowledge of the course to achieve your learning goals. Reflect regularly on your progress.

This strategy statement could develop into a reflective discourse about the way that you learn in one-to-one and group tutorials. Consider your strengths, as well as your weaknesses. Are there any behaviours that you observe in yourself during tutorials and other learning situations which you might advantageously modify?

Remember, it is not UAL policy that tutorials should be used to deliver primary learning and instruction. The purpose of tutorials is to allow you to discuss, reflect and receive feedback on what you have been doing. If you attend a tutorial without having done any preparatory work on the project or projects to be discussed, it will be very difficult for your tutor to help you.

My priorities during tutorials will be as follows...

To sharpen my action research.

To reflect on my learning from the research.

To transform learning into impact and evaluate the impact.

D. MY INTENTIONS FOR UNITS TWO AND THREE

During Units Two and Three of the course you will plan, develop and execute your major action research project. Finding the area you wish to work in (and the precise research question you will pose) is one of the most challenging tasks you face on this course. In the box below, you can begin to reflect on the areas that interest you, and to make an inventory of the relevant research skills and tools that you already possess – and the new capabilities that you would like to acquire. Remember, you should not limit your ambition as a change-maker by only looking at problems which you feel can be addressed within your existing skill-set.

These are some of the questions/problems/subjects that I care about, the things that make me feel excited or angry or disturbed or happy – or just curious.....

How can we:

define eating experience as a medium to spread messages and engage discussions through a creative experiment and intervention;

explore creative methodology specific to the medium of eating;

explore the application and value of Asian philosophy and culture in the emerging discipline of eating design.

These are the capabilities which I already possess or would like to possess, which may be useful in addressing the subjects or questions above...

Prior experience of practicing food design.

A training in product and 3-dimensional design.

Skills in visual communication.

Soft skills on starting up an initiative.