

## Object analysis & reflective skills: UWE Bristol

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# Context at UWE

City Campus – art and design  
(not including architecture,  
interior architecture, product  
design)

Library Services has remit to  
deliver academic literacy skills  
to all students

# Learning objectives

Understanding materials  
process, materiality

Developing research skills  
Researching history and context

**Developing critical thinking skills**  
Selection; making value judgements

**Developing reflective skills**  
What, so what, now what?



Kangaroo

12

- Anonymous 11mo Cotton
- Anonymous 11mo felt
- Anonymous 11mo manmade fur
- Anonymous 11mo felt
- Anonymous 11mo synthetic fibres
- Anonymous 11mo soft
- Anonymous 11mo Soft
- Anonymous 11mo polyester
- Anonymous 11mo Playful
- Anonymous 11mo Fun
- Anonymous 11mo comforted
- Anonymous 11mo My daughter's toy, I won it at a work team building day
- Add comment



Shell

7

- Anonymous 11mo Organic
- Anonymous 11mo Within glass and wood
- Anonymous 11mo wood, glass and calcium carbonate
- Anonymous 11mo the shell is spikey in parts
- Anonymous 11mo trapped
- Anonymous 11mo makes me want to go to the beach
- Anonymous 11mo A birthday present given to me with love by my husband.
- Add comment



Strata Florida Abbey

4

- Anonymous 11mo Glass, wood , paper, ink
- Anonymous 11mo inspires curiosity
- Anonymous 11mo calm
- Anonymous 11mo interested in the story behind this picture
- Add comment



Ladder

11

- Anonymous 11mo metal
- Anonymous 11mo Aluminium
- Anonymous 11mo Aluminium main body. Plastic feet
- Anonymous 11mo or rubber feet?
- Anonymous 11mo Plus some paint splatters!
- Anonymous 11mo Rubber - or rubber-ish :-)
- Anonymous 11mo extra layer is paint.
- Anonymous 11mo Hard cold

# Inspiration

Billie Coxhead, Judy Willcocks, UAL

Further reading and discussions

Materials library group and network

[go.uwe.ac.uk/arcMAT](http://go.uwe.ac.uk/arcMAT)



# The workshop

Objectives: using objects, explore how we attach meaning to objects and materials; facilitate critical analysis, reflective thinking and writing.

Activities:

1. active noticing
  2. deeper analysis
  3. discussion in pairs
  4. reflective practice
  5. writing
- + critical and reflective writing



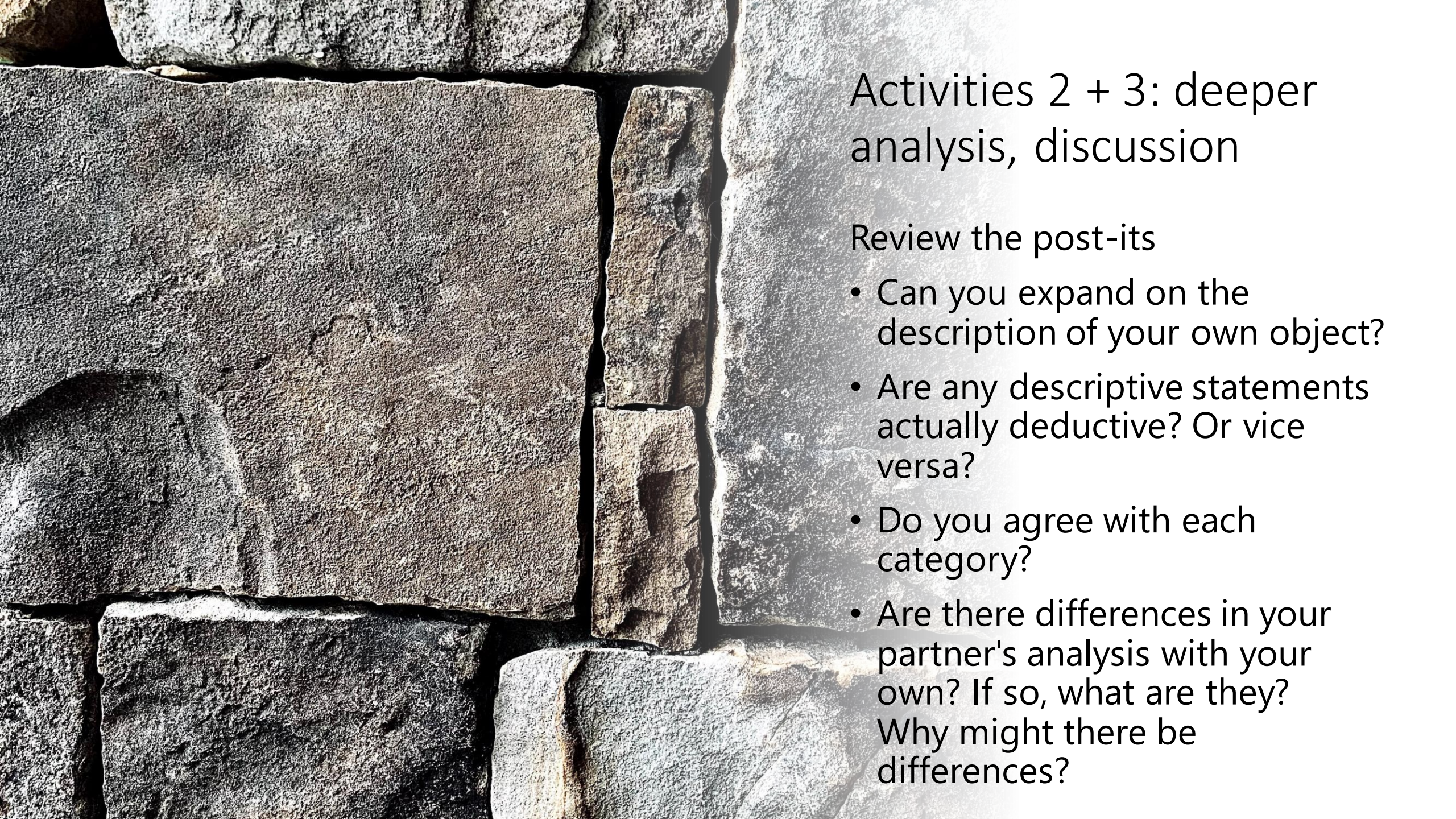
# Activity 1: active noticing

**describe** the object - list all material qualities of the object

what can you **deduce** from a close examination of the object (as Prown says, the 'what's it all about?' questions)

grand **hypothesising** or storytelling around the object (what can this tell me about the outside world?)

Modelled on Prown, Barton and Willcocks.



## Activities 2 + 3: deeper analysis, discussion


Review the post-its

- Can you expand on the description of your own object?
- Are any descriptive statements actually deductive? Or vice versa?
- Do you agree with each category?
- Are there differences in your partner's analysis with your own? If so, what are they? Why might there be differences?

# Activity 4: reflection on this activity

- What did you learn?
- What did you consider?
- When did lines of enquiry close down?
- How were these lines of enquiry negotiated with peers?
- Did you stop at the same time or did their different disciplinary lens allow their questioning to progress further?
- Could your own line of enquiry have been expanded by adopting (or mimicking) a different disciplinary lens?





# Activity 5: reflective writing

Write about your experience of this workshop

Consider using:

- one of the reflective models
- the three stages (description, deduction, hypothesising) to inform the stages of reflection
- academic phrases
- Your own embodied knowledge



# My reflections

- Discursive, collaborative, encouraged reflection, incorporated writing;
- Deepened relationship with course
- Too much content
- Better naming/description

# Student feedback

[I learned to] ask myself questions and reflect on my associations and preconceived notions of an object and its usefulness.

[In future] I will remember to not judge and accept what I see on face value. I think being curious and detached can help open up a person's ideas on a material and object



# Next time

Develop opportunities to team teach and collaborate (Fabrication, materials group, events and module on materials literacy)

Visual Culture: opportunities to use materials in teaching

Faculty restructure

Review the questions posed to students - checklist from Kosciejew

...your ideas!



# Discussion

How do you/could you use materials to develop skills in your students?

- examples and tips for success
- ideas to try in the future
- what are the learning objectives?

Record ideas and recommendations, and follow up resources: [go.uwe.ac.uk/arcMAT](https://go.uwe.ac.uk/arcMAT)



# Thank you!

Please share ideas and  
useful resources on  
this padlet  
[go.uwe.ac.uk/arcMAT](https://go.uwe.ac.uk/arcMAT)

Get in touch:

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