

**Descriptions of Modules in the Joint Doctoral Study Program
"Media Arts and Creative Technologies"**

All modules are organized and administrated by RISEBA and RTU Liepaja together.

7 modules

A - 3

B - 3

C - 1

A

Foundations of Research

Processes and Themes

Theory and Creative Practice

B

Major Artistic Inquiry & Exams - Progression Assessment of Artistic Inquiry

Major Artistic Inquiry & Exams – Major Artistic Inquiry

Major Artistic Inquiry & Exams - Final Exam

C

Peer esteem

Module title	Part A “Theory and Creative research” A1 Module “Foundations of Research”		
Module credit points	Module academics hours	Module seminars / lectures - practical work	Individual work hours
23 ECTS	575	138	437
Study courses included in the module	A1 Module “Foundations of Research”: A1-01. Induction A1-02. Academic Writing & Creative Practice A1-03. Theories and Methodologies		
Teaching staff	A1 Module “Foundations of Research”: A1-01 Induction – Dr. Christopher Hales A1-02 Academic Writing & Creative Practice - Dr. Ilva Skulte, Dr. Diāna Laiviniece, Dr. Lūcija Rutka, Dr. Benedikts Kalnačs A1-03 Theories and Methodologies – Dr. Rasa Šmite, Dr. Signe Mežinska, Dr. Jana Kukaine, Dr. Iveta Ludviga		
Module aims and tasks	<p><u>Module core aims</u></p> <ul style="list-style-type: none"> -demonstrate an ability to engage in ‘higher level’ scholarly discussions. -critically evaluate personal research. -manage presentations in front of peers/lecturers (with questions & answers) within an allocated time. -take responsibility for working productively and constructively within a peer group of research students. -take responsibility for evaluating the strengths and weaknesses of personal research. -develop the thesis through participation in academic sessions on the key themes of each colloquium. <p><u>Tasks:</u></p> <p>A1-01 “Induction”:</p> <ul style="list-style-type: none"> -produce an improved doctoral proposal by response to a series of tasks such as identifying fields of knowledge, drafting clear research questions, defining key terms, etc.; -present an improved research proposal to a group of peers and lecturers; -show understanding of the basics of academic research; -make use of library tools and other such tools used by the research community; -demonstrate greater knowledge about methodology and methods; -better understand the importance of writing to a standard academic style; -show improved knowledge of practice-led research; -strengthen thematic areas of knowledge related to creative technology and audiovisual media arts. <p>A1-02 “Academic Writing & Creative Practice”:</p> <ul style="list-style-type: none"> -show a broadened knowledge of practice-led research; -reflect on artistic research by reference to the specified key texts and the writings of experts in the field of artistic research; -show good knowledge of academic writing technique, and of the various styles (APA, Harvard, etc.) by reference to the <i>Zinātniskās Rakstīšanas Skola</i> publication; 		

	<ul style="list-style-type: none"> -show improved quality of academic writing -situate and discuss their practical work in the context of new media art; -demonstrate the ability to write a complete chapter of the thesis to a high standard of academic writing; - produce and document a substantial component of the practical element of the thesis and provide documentation & analysis of a standard that could be included in the final thesis. <p>A1-03 “Theories and Methodologies”:</p> <ul style="list-style-type: none"> -re-examine their original doctoral proposal and to demonstrate development and improvement; -critique and comment on the current state of their personal research proposal; -assimilate introductory knowledge regarding paradigms of inquiry; artistic inquiry; -demonstrate a deeper knowledge about methodology, methods, and research ethics; -show knowledge of the criteria for the doctoral award, and the nature of originality; -have understood the structure and content of successful Doctoral theses by case-study lectures; -have improved experience and ability in formally presenting their research; -better understand the importance of relevant theory; -show improved knowledge obtained from reading of relevant publications.
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <p>A1-01 Induction:</p> <ul style="list-style-type: none"> -produce an improved doctoral proposal by response to a series of tasks such as identifying fields of knowledge, drafting clear research questions, defining key terms, etc. -present an improved research proposal to a group of peers and lecturers. -show understanding of the basics of academic research. -make use of library tools and other such tools used by the academic research community. -demonstrate greater knowledge about methodology and methods. -better understand the importance of writing to a standard academic style. -show improved knowledge of practice-led research. -strengthen thematic areas of knowledge related to creative technology and audiovisual media arts. <p>A1-02 Academic writing and creative practice:</p> <ul style="list-style-type: none"> -show a broadened knowledge of practice-led research. -reflect on artistic research by reference to the specified key texts and the writings of experts in the field of artistic research. -show good knowledge of academic writing technique, and of the various styles (APA, Harvard, etc.) by reference to the <i>Zinātniskās Rakstīšanas Skola</i> publication. -show improved quality of academic writing -situate and discuss their practical work in the context of <i>new media art</i>

	<p>-demonstrate the ability to write a complete chapter of the thesis to a high standard of academic writing</p> <p>-produce and document a substantial component of the practical element of the thesis and provide documentation & analysis of a standard that could be included in the final thesis.</p> <p>A1-03 Theories and Methodologies:</p> <p>-re-examine their original doctoral proposal and to demonstrate development and improvement.</p> <p>-critique and comment on the current state of their personal research proposal.</p> <p>-clarify any queries relating to the Doctoral programme.</p> <p>-assimilate introductory knowledge regarding paradigms of inquiry; artistic inquiry</p> <p>-demonstrate a deeper knowledge about methodology, methods, and research ethics;</p> <p>-show knowledge of the criteria for the doctoral award, and the nature of originality.</p> <p>-have understood the structure and content of successful Doctoral theses by case-study lectures.</p> <p>-have improved experience and ability in formally presenting their research.</p> <p>-better understand the importance of relevant theory.</p> <p>-show improved knowledge obtained from reading of relevant publications.</p>
--	---

Module annotation (up to 300 characters)	
	<p>A Module with fundamental doctoral techniques, tools, terms and academic styles are introduced, from science and social science. Discussion of practice-led research. Module introduces the importance of both theory and methodology. During the module students improve their initial artistic research proposal.</p>

Requirements for the start of the module	
<p>Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.</p>	<ul style="list-style-type: none"> Developed and presented doctoral study application (according to admission requirements)

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
A1-01.			
<p>Induction – The module introduces the basic aspects and structure of the doctoral course; it offers instruction in basic academic research methods; explains the technique and regulations of academic writing style; introduces students to practice-led research.</p>	<p>125 (5 ECTS)</p>	<p>lectures, seminars/colloquiums, practical work</p>	<p>Dr. Christopher Hales</p>
A1-02.			

Academic writing and creative practice – module introduces with specified reading; two options are offered from which the student can choose: 1. WRITING: To produce a full chapter of the thesis (probably the Historical/Theoretical Review chapter or the Introduction) written to high standards of academic writing. Also, to begin the construction of the Bibliography; 2. PRACTICE: To produce a substantial component of the practical work of the thesis including documentation of the work. Students read the specified reading and prepare a short written essay and verbal presentation.	225 (9 ECTS)	lectures, seminars/colloquiums, practical work	Dr. Ilva Skulte, Dr. Diāna Laivīniece, Dr. Diāna Laivīniece
A1-03			
Theories and Methodologies – module introduces with specified reading. During seminars the students get deeper knowledge about methodology, methods, and research ethics.	225 (9 ECTS)	lectures, seminars/colloquiums, practical work	Dr. Rasa Šmite, Dr. Ilva Skulte, Dr. Signe Mežinska

Students' individual work			
Themes	Tasks	Working hours	Expected result
A1-01.			
Induction – introduction with regulations of academic writing style and regulations.	By a series of fortnightly 2 weeks tasks students develop and improve the initial research proposal.	95	Improved the initial research proposals according to academic writing style and regulations.
A1-02.			
Academic writing and creative practice – introduction with specified reading. Two options offered from which the student can choose: 1. WRITING: To produce a full chapter of the thesis (probably the Historical/Theoretical Review chapter or the Introduction) written to high standards of academic writing. Also, to begin the construction of the Bibliography. 2. PRACTICE: To produce a substantial component of the practical work of the thesis (could be a trial of technology but it must be substantial and it must be actually made) including documentation of the work through video, photography, writing, or other media, plus a written analysis of the process and results.	Prepare a short written essay and verbal presentation about artistic research. Ability to write a complete chapter of the thesis to a high standard of academic writing. Begin the construction of the Bibliography. Produce a substantial component of the practical work including documentation of the work and results.	171	Prepared a short written essay and verbal presentation about artistic research. Choosing one of two offered options students: 1. presenting written part of the academic writing - a complete chapter of the thesis to a high standard of academic writing; 2. presentation of the practical work (substantial technology trial).

A1-03.			
Theories and Methodologies – introduction with specified reading. Getting deeper knowledge about methodology, methods, and research ethics.	Introduction with specified reading. Making an improved Doctoral proposal and presentation. Getting deeper knowledge about methodology, methods, and research ethics. Making an improved Doctoral proposal presentation identifying at least 3 theories and/or theorists relevant to the proposed research.	171	Made an improved Doctoral proposal and presentation. Got deeper knowledge about methodology, methods, and research ethics. Made an improved Doctoral proposal presentation identifying at least 3 theories and/or theorists relevant to the proposed research.

Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	<ul style="list-style-type: none"> - students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made 'live' in front of staff/peers; - completed all fortnightly set tasks, all required elements must be passed and set aims are achieved.
Assessment criteria	<ul style="list-style-type: none"> - qualitative assessment – mark 10-point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Compulsory literature:	<ol style="list-style-type: none"> 1. Salter, C. <i>Alien Agency: Experimental Encounters with Art in the Making</i>. Boston: MIT Press, 2023. 2. Tracy, S-J. <i>Qualitative Research Methods</i>. John Wiley & Sons, 2020 3. Diāna Laiveniece: <i>Zinātniskās Rakstīšanas Skola</i>. Liepāja Universitāte. 4. Jones, P., et al. <i>Virtual Reality Methods: A Guide for Researchers in the Social Sciences and Humanities</i>, JSTOR, 2022. 5. Collins, H. (2019). <i>Creative Research. The theory and practice of research for the creative industries</i>. 2nd ed., Sydney: Bloomsbury Visual Arts. 6. Creswell, J.W., Creswell, J.D. (2022) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>, 6th ed. Sage publications. 7. Paul, C. <i>Digital Art</i>. Thames & Hudson, 2023. 8. <i>ART as RESEARCH</i> RIXC publication (Acoustic Space 9) 9. Gray, C. & Malins, J. <i>Visualizing Research, a guide to the research process in art and design</i>. Ashgate, Farnham, UK, 2004. Downloadable at: http://www.logosfoundation.org/kursus/Visualizing_Research%20%281%29.pdf
Additional teaching literature	<ol style="list-style-type: none"> 10. Practice-based Research: A Guide. Downloadable at: http://www.creativityandcognition.com/resources/PBR%20Guide-1.1-2006.pdf

	<p>11. Linda, C. at el. <i>Interacting: Art, Research and the Creative Practitioner</i>. 2011. [chapter by Linda Candy: Research and Creative Practice]</p> <p>12. Essay Writing: the Essential Guide (PDF) http://davidgauntlett.com/wp-content/uploads/2018/08/essaywriting.pdf</p> <p>13. Elkins, Artists with PhDs, 2014 http://www.jameselkins.com/yy/</p> <p>14. Hannula , M. <i>Artistic Research Methodology: Narrative, Power and the Public</i>. 2014 http://mikahannula.com/s/ArtisticResearchWhole.pdf</p> <p>15. <i>The Routledge Companion to Research in the Arts</i>. Abingdon, Oxford: Routledge. 2012</p> <p>16. Catch me if You Can. Mika Hannula Downloadable at https://gupea.ub.gu.se/handle/2077/21781</p>
Periodicals, Internet resources and other sources	<p>1. Journal of Artistic Research: www.jar-online.net</p> <p>2. International Database for Artistic Research: www.researchcatalogue.net/</p>
Additional literature on the development of the doctoral thesis	<i>The additional literature for the development of the doctoral thesis is adapted according to the topic chosen by each doctoral student.</i>

Module title	Part A “Theory and Creative research” A2 Module “Processes and Themes”
---------------------	---

Module credit points	Module academics hours	Module seminars / lectures - practical work	Individual work hours
18 ECTS	450	108	342

Study courses included in the module	A2 Module “Processes and Themes” deal with doctoral research themes, some with doctoral research processes.
---	---

Teaching staff	Depending on the doctoral research themes module “Processes and Themes” teaching staff: Dr. Shawn Pinchbeck, Dr. Alise Tifentäle, Dr. Piibe Pirma, Dr. Raivo Kelomees, Prof. Zilvinas Lilas, Dr. Ellen Pearlman
-----------------------	---

Module aims and tasks	<p><u>Module core aims</u></p> <p>demonstrate an ability to engage in ‘higher level’ scholarly discussions.</p> <p>-critically evaluate personal research.</p> <p>-manage presentations in front of peers/lecturers (with question & answers) within an allocated time.</p> <p>-take responsibility for working productively and constructively within a</p>
------------------------------	--

	<p>peer group of research students.</p> <p>-take responsibility for evaluating the strengths and weaknesses of personal research.</p> <p>-develop the thesis through participation in academic sessions on the key themes of each colloquium.</p> <p><u>Tasks:</u></p> <p>-show improved knowledge on selected themes relevant to artistic research.</p> <p>-demonstrate additional skills and experience acquired in a variety of techniques and processes of relevance to doctoral practice.</p> <p>-show clear progress in the thesis as a whole.</p>
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <p>-show improved knowledge on selected themes relevant to artistic research.</p> <p>-demonstrate additional skills and experience acquired in a variety of techniques and processes of relevance to doctoral practice.</p> <p>-show clear progress in the thesis as a whole.</p>

Module annotation (up to 300 characters)	
	<p>Most activities and seminars of the colloquium week count towards successful completion of this module. Certain seminars will deal with doctoral research <i>themes</i>, some with doctoral research <i>processes</i>. Exact content can be varied according to specific circumstances.</p>

Requirements for the start of the module	
<p>Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.</p>	<ul style="list-style-type: none"> Completed the module “Foundations of Research”

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
<p>“Processes and Themes” module - most activities and seminars of the colloquium week count towards successful completion of this module. Certain seminars deal with doctoral research themes, some with doctoral research processes.</p>	<p>450 (18 ECTS)</p>	<p>lectures, seminars/colloquiums, practical work</p>	<p>Dr. Shwan Pinchbeck, Dr. Alise Tifentāle, Dr. Piibe Pirma, Dr. Raivo Kelomees, prof. Zilvinas Lilas, Dr. Ellen Pearlman, and other supervisors.</p>

Students' individual work

Themes	Tasks	Working hours	Expected result
“Processes and Themes” module - students are developing doctoral research themes, some with doctoral research processes.	During seminars of the colloquium week students presenting the doctoral research themes, some with doctoral research processes. For example. - 20 min presentation of their research.	342	Presented overall improvements of research questions and thesis.

Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	- students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made ‘live’ in front of staff/peers; - completed all fortnightly set tasks, all required elements must be passed and set aims are achieved.
Assessment criteria	- qualitative assessment – mark 10 point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Compulsory literature:	<ol style="list-style-type: none"> 1. Salter, C. <i>Alien Agency: Experimental Encounters with Art in the Making</i>. Boston: MIT Press, 2023. 2. Tracy, S-J. <i>Qualitative Research Methods</i>. John Wiley & Sons, 2020 3. Diāna Laiveniece: <i>Zinātniskās Rakstīšanas Skola</i>. Liepāja Universitāte. 4. Jones, P., et al. <i>Virtual Reality Methods: A Guide for Researchers in the Social Sciences and Humanities</i>, JSTOR, 2022. 5. Collins, H. (2019). <i>Creative Research. The theory and practice of research for the creative industries</i>. 2nd ed., Sydney: Bloomsbury Visual Arts. 6. Creswell, J.W., Creswell, J.D. (2022) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>, 6th ed Sage publications. 7. Paul, C. <i>Digital Art</i>. Thames & Hudson, 2023. 8. <i>ART as RESEARCH</i> RIXC publication (Acoustic Space 9) 9. Gray, C. & Malins, J. <i>Visualizing Research, a guide to the research process in art and design</i>. Ashgate, Farnham, UK, 2004. Downloadable at: http://www.logosfoundation.org/kursus/Visualizing_Research%20%281%29.pdf
Additional teaching literature	<ol style="list-style-type: none"> 10. Practice-based Research: A Guide. Downloadable at: http://www.creativityandcognition.com/resources/PBR%20Guide-1.1-2006.pdf 11. Linda, C. at el. <i>Interacting: Art, Research and the Creative Practitioner</i>. 2011. [chapter by Linda Candy: Research and Creative Practice] 12. Essay Writing: the Essential Guide (PDF) http://davidgauntlett.com/wp-content/uploads/2018/08/essaywriting.pdf 13. Elkins, Artists with PhDs, 2014 http://www.jameselkins.com/yy/

	<p>14. Hannula , M. Artistic Research Methodology: Narrative, Power and the Public. 2014 http://mikhannula.com/s/ArtisticResearchWhole.pdf</p> <p>15. The Routledge Companion to Research in the Arts. Abingdon, Oxford: Routledge. 2012</p> <p>16. Catch me if You Can. Mika Hannula Downloadable at https://gupea.ub.gu.se/handle/2077/21781</p>
<p>Periodicals, Internet resources and other sources</p>	<ol style="list-style-type: none"> 1. Arterritory available at: https://arterritory.com/lv 2. SATORI. available at: https://satori.lv 3. Art Theory. available at s: http://theoria.art-zoo.com
<p>Additional literature on the development of the doctoral thesis</p>	<p><i>The additional literature for the development of the doctoral thesis is adapted according to the topic chosen by each doctoral student.</i></p>

Module title	Part A “Theory and Creative research” A3 Module “Research Critics”
---------------------	---

Module credit points	Module academics hours	Module seminars / lectures - practical work	Individual work hours
22 ECTS	550	132	418

Study courses included in the module	A3 Module “Research Critics” – a “long thin” module that enables students to maintain progress during the three blocks of time between the three yearly colloquia (spring, summer and autumn). The module enables a deeper and more systematic contact between student and supervisor.
---	--

Teaching staff	A3 Module “Research Critics” lead by: Dr. Rasa Šmite, Dr. Christopher Hales, Dr. Ilva Skulte, Dr. Ioseb Gabelaia, Dr. Benedikts Kalnačs, Dr. Solveiga Blumberga and/or supervisors.
-----------------------	--

Module aims and tasks	<p><u>Module core tasks</u></p> <ul style="list-style-type: none"> -demonstrate an ability to engage in ‘higher level’ scholarly discussions. -critically evaluate personal research. -manage presentations in front of peers/lecturers (with question & answers) within an allocated time. -take responsibility for working productively and constructively within a peer group of research students. -take responsibility for evaluating the strengths and weaknesses of personal research. -develop the thesis through participation in academic sessions on the key themes of each colloquium. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> -demonstrate regular and continued contact with their supervisor. -show evidence of work carried out under instruction and advice from their supervisor.
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <ul style="list-style-type: none"> -demonstrate regular and continued contact with their supervisor. -show evidence of work carried out under instruction and advice from their supervisor.

Module annotation (up to 300 characters)	
	A “long thin” module that enables students to maintain progress during the three blocks of time between the three yearly colloquia. The module enables a deeper and more systematic contact between student and supervisor, although additional advisors can be brought in if appropriate. It is mandatory that each block ends with a face-to-face supervision.

Requirements for the start of the module	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> Completed the module “Foundations of Research”

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
Exact module content will vary because it is tailored to the requirements of each individual student through the supervisory process. For each trimester block, or the academic year as a whole, the supervisor will set regular work tasks which will be evidenced on a Supervisory Critiques Worksheet filled in jointly between student and supervisor. The worksheet must be submitted as evidence as part of the Annual Progress Review at the end of each academic year. There must be a minimum of three face-to-face supervision sessions per year, but more are encouraged. If necessary a specialist advisor could be employed for occasional work with a student, or a temporary supervisor could cover for the main supervisor if circumstances dictate.	550	practical work	Dr.Rasa Šmite, Dr. Christopher Hales, Dr. Ilva Skulte, Dr. Ioseb Gabelaia, Dr. Benedikts Kalnačs, Dr. Solveiga Blumberga and/or supervisors.

Students' individual work			
Themes	Tasks	Working hours	Expected result
For each trimester block, or the academic year as a whole, the supervisor will set regular work tasks which will be evidenced on a Supervisory Critiques Worksheet filled in jointly between student and supervisor. The worksheet must be submitted as evidence as part of the Annual Progress Review at the end of each academic year. There must be a minimum of three face-to-face supervision sessions per year, but more are encouraged. If necessary a specialist advisor could be employed for occasional work with a student, or a temporary supervisor could cover for the main supervisor if circumstances dictate.	For each trimester block, or the academic year as a whole, the supervisor set regular work tasks demonstrating an Annual Progress of the research.	418	Students together with the supervisor set regular work tasks which are evidenced on a Supervisory Critiques Worksheet filled in jointly between student and supervisor. The worksheet must be submitted as evidence as part of the Annual Progress Review at the end of each academic year. There must be a minimum of three face-to-face

			supervision sessions per year.
--	--	--	--------------------------------

Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	<ul style="list-style-type: none"> - students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made 'live' in front of staff/peers; - completed all fortnightly set tasks, all required elements must be passed and set aims are achieved.
Assessment criteria	<ul style="list-style-type: none"> - qualitative assessment – mark 10-point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Compulsory literature:	<ol style="list-style-type: none"> 1. Salter, C. <i>Alien Agency: Experimental Encounters with Art in the Making</i>. Boston: MIT Press, 2023. 2. Tracy, S-J. <i>Qualitative Research Methods</i>. John Wiley & Sons, 2020 3. Diāna Laiveniece: <i>Zinātniskās Rakstīšanas Skola</i>. Liepāja Universitāte. 4. Jones, P., et al. <i>Virtual Reality Methods: A Guide for Researchers in the Social Sciences and Humanities</i>, JSTOR, 2022. 5. Creswell, J.W., Creswell, J.D. (2022) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>, 6th ed Sage publications. 6. Paul, C. <i>Digital Art</i>. Thames & Hudson, 2023. 7. Gray, C. & Malins, J. <i>Visualizing Research, a guide to the research process in art and design</i>. Ashgate, Farnham, UK, 2004. Downloadable at: http://www.logosfoundation.org/kursus/Visualizing_Research%20%281%29.pdf
Additional teaching literature	<ol style="list-style-type: none"> 8. Practice-based Research: A Guide. Downloadable at: http://www.creativityandcognition.com/resources/PBR%20Guide-1.1-2006.pdf 9. May, T. Perry, B. (2022). <i>Social Research: Issues, Methods and Process</i>. Edition, 5; Publisher: McGraw-Hill Education (UK). 10. Mārtinsons, K., Pipere, A. (2021) <i>Methodology of scientific activity: an interdisciplinary perspective</i>. Rīga, RSU.
Periodicals, Internet resources and other sources	<ol style="list-style-type: none"> 1. Journal of Artistic Research: www.jar-online.net 2. International Database for Artistic Research: www.researchcatalogue.net/
Additional literature on the development of the doctoral thesis	<i>The additional literature for the development of the doctoral thesis is adapted according to the topic chosen by each doctoral student.</i>

Module title	Part B “Major Artistic Inquiry & Exams” B1 Module “Progression Assessment of Artistic Inquiry”
---------------------	---

Module credit points	Module academics hours	Module seminars / lectures - practical work	Individual work hours
8 ECTS	200	48	152

Study courses included in the module	B1 Module “Progression Assessment of Artistic Inquiry” include study courses taking place for 3 years, which includes practical skills and competencies in the study / research / art sub-sector. This part includes subject-specific knowledge related to the intellectual areas of the program's artistic research, together with seminars in academic writing and presentation, as well as an assessment of the progress of the sub-sector. Includes management work in the creative and cultural industries, business models and the digital economy, project management, presentation skills, communication models, presentation / expression forms, additional study plan development, discussion of key terms. Participation in university projects and pedagogical work.
---	--

Teaching staff	B1 Module “Progression Assessment of Artistic Inquiry” lead by: Dr. Rasa Šmite, Dr. Christopher Hales, Dr. Ilva Skulte and/or supervisors
-----------------------	---

Module aims and tasks	<p><u>Module core tasks:</u></p> <ul style="list-style-type: none"> -demonstrate an ability to engage in ‘higher level’ scholarly discussions. -critically evaluate personal research. -manage presentations in front of peers/lecturers (with question & answers) within an allocated time. -take responsibility for working productively and constructively within a peer group of research students. -take responsibility for evaluating the strengths and weaknesses of personal research. -develop the thesis through participation in academic sessions on the key themes of each colloquium. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> -have compiled evidence of a successful route through a year of study. -provide evidence of any peer esteem activities during the year of study. -(Progression Assessment Year 1) fulfil a task within the timeframe of the winter colloquium which is of personal benefit to the student’s research whilst providing evidence of the student’s ability and academic quality and research viability. -(Progression Assessment Year 3) defend their research successfully in front of a panel of experts.
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <ul style="list-style-type: none"> -have compiled evidence of a successful route through a year of study. -provide evidence of any peer esteem activities during the year of study. -(Progression Assessment Year 1) fulfil a task within the timeframe of the

	winter colloquium which is of personal benefit to the student's research whilst providing evidence of the student's ability and academic quality and research viability. -(Progression Assessment Year 3) defend their research successfully in front of a panel of experts.
--	---

Module annotation (up to 300 characters)	
	A practical module in which at the end of each year the student submits an annual pro forma detailing the achievements of the year. There is a Progression Assessment at the end of year 1 which is a specific task to gauge the suitability of the student, and the validity and viability of their doctoral work until the end of the degree. There is a progression assessment at the end of year 3 which is the ex-matriculation examination.

Requirements for the start of the module	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> • In the 1st year - Completed the module "Foundations of Research I (Academic Writing and Creative Practice)" • In the 2nd year - Completed the module " Foundations of research III (Academic writing and creative practice) • In the 3rd year - Completed the module " Foundations of Research II (Theory and Methodology)"

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
Module "Progression Assessment of Artistic Inquiry" is a practical module, which includes an Annual Progress Review Form completed by the student which includes elements such as presentation of academic writing, a contextual description, self-evaluation paper, bibliography, evidence of adequate supervision, and evidence of peer esteem. This serves to demonstrate that their research project is viable, has developed and is planned sufficiently, with a realistic time-line for delivery and completion that responds to the criteria and provides accountability of work done for peer esteem accreditation.	220 (8 ECTS)	practical work	Dr. Rasa Šmite, Dr. Christopher Hales, Dr. Ilva Skulte and/or supervisors

Students' individual work			
Themes	Tasks	Working hours	Expected result
1st year of the Annual Progress Review: task - fulfil a task within the timeframe of the winter colloquium which is of personal benefit to the student's research whilst providing evidence of the student's ability and	The tasks of the individual work connected with the Annual Progress Review of the student's research.	152	Students deliver the Annual Progress Review. It takes place at the end of the academic year as a

<p>academic quality and research viability. The task is assessed by a panel on the last day of the colloquium.</p> <p>3rd year of the Annual Progress Review: student prepares and delivers a presentation as an overview of their research, which is followed by viva voce interrogation from a panel of experts.</p>			<p>meeting between the student and at least one member of the Examination Committee.</p> <p>One more member of the Examination Committee looks and evaluates the Annual Progress Review.</p> <p>The Committee makes one of two recommendations for the continuing research.</p>
--	--	--	---

Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	<ul style="list-style-type: none"> - students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made 'live' in front of staff/peers; - completed all fortnightly set tasks, all required elements must be passed and set aims are achieved.
Assessment criteria	<ul style="list-style-type: none"> - qualitative assessment – mark 10 point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Mandatory reading	Mandatory reading may vary according to the research theme chosen by each doctoral student.
Additional reading	Additional reading may vary according to the research theme chosen by each doctoral student.
Periodicals, online resources and other sources	May vary according to the research theme chosen by each doctoral student.

Module title	Part B “Major Artistic Inquiry & Exams” B2 Module “Major Artistic Inquiry”
---------------------	---

Module credit points	Module academics hours	Module seminars / lectures - practical work	Individual work hours
104 ECTS	2600	624	1976

Study courses included in the module	B2 Module “Major Artistic Inquiry” doctoral students develop a doctoral dissertation application: a part of the internship combined with a text (in
---	---

	<p>digital or other form) that clearly indicates the new investment in knowledge, as well as contextualizes and analyzes this investment. Critical review of intellectual areas according to the specifics of the research, critical self-analysis, re-contextualization of the doctoral thesis outcome. Each doctoral student discusses the form and structure of the work with the supervisor.</p> <p>Credit points for artistic research (doctoral thesis) include: credit points for completed doctoral thesis - the main artistic research.</p>
--	--

Teaching staff	B2 Module “Major Artistic Inquiry” lead by: Dr. Rasa Šmite, Dr. Christopher Hales, Dr. Ilva Skulte, Dr. Raivo Kelomees, Dr. Shawn Pinchbeck etc. according to the research theme.
-----------------------	---

Module aims and tasks	<p><u>Module core aims:</u></p> <ul style="list-style-type: none"> -demonstrate an ability to engage in ‘higher level’ scholarly discussions. -critically evaluate personal research. -manage presentations in front of peers/lecturers (with question & answers) within an allocated time. -take responsibility for working productively and constructively within a peer group of research students. -take responsibility for evaluating the strengths and weaknesses of personal research. -develop the thesis through participation in academic sessions on the key themes of each colloquium. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> -present for examination under defense conditions a summative document that represents the major research work carried out during the 3-year program of study.
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <ul style="list-style-type: none"> -present for examination under defense conditions a summative document that represents the major research work carried out during the 3-year program of study.

Module annotation (up to 300 characters)	
	<p>Module includes the thesis, which the Progression Assessment will be performed at the end of Year 3. The research is the thesis - soft-backed copy of the writing may include additional materials (videos etc. on USB flash memory drive etc.). It needs to be submitted to the Examination Committee at an agreed date in advance of the Progression Assessment so that the panel of experts can study it before the defense procedure.</p>

Requirements for the start of the module	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> ● Completed the module "Fundamentals of Research I (course - Academic Writing and Creative Practice)"

Module plan in hours and content

Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
Module “Major Artistic Inquiry” is a practical module, which presents for examination under defense conditions a summative document that represents the major research work carried out during the 3-year program of study.	2600	practical work	Dr. Rasa Šmite, Dr. Christopher Hales, Dr. Ilva Skulte, Dr. Raivo Kelomees, Dr. Shawn Pinchbeck etc. according to the chosen theme.

Students' individual work			
Themes	Tasks	Working hours	Expected result
Exact specifications for the thesis submission will be given to the student according to any regulations in place as agreed by the Examination Committee. These will include regulations about: -How the thesis should be presented (soft-backed, spiral-bound etc) -Academic style conventions (APA, Harvard etc) -Formatting regulations such as double spacing etc. -Content of the document, which should conform to an acknowledged structure with Abstract, Table of Contents, Introduction, Main Body of Text, Conclusion, Bibliography.	At the end of the 3rd year students deliver ready leading art research - doctoral thesis in accordance with the regulations.	1976	At the end of the 3rd year students delivered ready leading art research - doctoral thesis in accordance with the regulations.

Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	- students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made ‘live’ in front of staff/peers; -completed all fortnightly set tasks, all required elements must be passed and settled aims are achieved.
Assessment criteria	- qualitative assessment – mark 10 point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Mandatory reading	Mandatory reading may vary according to the research theme chosen by each doctoral student.
Additional reading	Additional reading may vary according to the research theme chosen by each doctoral student.
Periodicals, online resources and other sources	May vary according to the research theme chosen by each doctoral student.

Compulsory literature:	<ol style="list-style-type: none"> 1. Salter, C. <i>Alien Agency: Experimental Encounters with Art in the Making</i>. Boston: MIT Press, 2023. 2. Tracy, S-J. <i>Qualitative Research Methods</i>. John Wiley & Sons, 2020 3. Diāna Laiveniece: <i>Zinātniskās Rakstīšanas Skola</i>. Liepāja Universitāte. 4. Jones, P., et al. <i>Virtual Reality Methods: A Guide for Researchers in the Social Sciences and Humanities</i>, JSTOR, 2022. 5. Collins, H. (2019). <i>Creative Research. The theory and practice of research for the creative industries</i>. 2nd ed., Sydney: Bloomsbury Visual Arts. 6. Creswell, J.W., Creswell, J.D. (2022) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>, 6th ed Sage publications. 7. Paul, C. <i>Digital Art</i>. Thames & Hudson, 2023. 8. <i>ART as RESEARCH</i> RIXC publication (Acoustic Space 9) 9. Gray, C. & Malins, J. <i>Visualizing Research, a guide to the research process in art and design</i>. Ashgate, Farnham, UK, 2004. Downloadable at: http://www.logosfoundation.org/kursus/Visualizing_Research%20%281%29.pdf
Additional teaching literature	<ol style="list-style-type: none"> 10. Practice-based Research: A Guide. Downloadable at: http://www.creativityandcognition.com/resources/PBR%20Guide-1.1-2006.pdf 11. Linda, C. at el. <i>Interacting: Art, Research and the Creative Practitioner</i>. 2011. [chapter by Linda Candy: Research and Creative Practice] 12. Essay Writing: the Essential Guide (PDF) http://davidgauntlett.com/wp-content/uploads/2018/08/essaywriting.pdf 13. Elkins, Artists with PhDs, 2014 http://www.jameselkins.com/yy/ 14. Hannula , M. <i>Artistic Research Methodology: Narrative, Power and the Public</i>. 2014 http://mikahannula.com/s/ArtisticResearchWhole.pdf 15. <i>The Routledge Companion to Research in the Arts</i>. Abingdon, Oxford: Routledge. 2012 16. Catch me if You Can. Mika Hannula Downloadable at https://gupea.ub.gu.se/handle/2077/21781
Periodicals, Internet resources and other sources	<ol style="list-style-type: none"> 1. Journal of Artistic Research: www.jar-online.net 2. International Database for Artistic Research: www.researchcatalogue.net/
Additional literature on the development of the doctoral thesis	<i>The additional literature for the development of the doctoral thesis is adapted according to the topic chosen by each doctoral student.</i>

Module title	Part B “Major Artistic Inquiry & Exams” B3 Module “Final Exams”
---------------------	--

Module credit points	Module academics hours	Module seminars / lectures - practical work	Individual work hours
-----------------------------	-------------------------------	--	------------------------------

8 ECTS	200	48	152
--------	-----	----	-----

Study courses included in the module	B3 Module “Final Exams” refers to the Ex-Matriculation Defense process. It includes the presenting Major Artistic Inquiry in English.
---	---

Teaching staff	Dr. Rasa Šmite, Dr. Christopher Hales, Dr. Ilva Skulte.
-----------------------	---

Module aims and tasks	<p><u>Module core aims:</u> -demonstrate an ability to engage in ‘higher level’ scholarly discussions. -manage presentations in front of peers/lecturers (with questions & answers) within an allocated time.</p> <p><u>Tasks:</u> -present for examination under defense conditions a summative document that represents the major research work carried out during the 3-year program of study.</p>
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <p>-present for examination under defense conditions a summative document that represents the major research work carried out during the 3-year program of study.</p>

Module annotation (up to 300 characters)	
	Module includes the Ex-Matriculation Defense process. It includes the presenting Major Artistic Inquiry in English.

Requirements for the start of the module	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<p>Completed modules:</p> <ul style="list-style-type: none"> ● "Fundamentals of Research", ● “Processes and Themes” ● “Theory and Creative Practice - Research Critics” ● “Major Artistic Inquiry & Exams - Progression Assessment of Artistic Inquiry” ● “Major Artistic Inquiry” ● “Elective Module: Peer Esteem”

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
Module “Final Exam” is a practical module, which presents for examination under defense conditions a summative document that represents the major research work carried out during the 3-year program of study.	200	practical work	N/A

Students' individual work			
Themes	Tasks	Working hours	Expected result
Exact specifications for the presenting Major Artistic Inquiry in English will be given to the student according to any regulations in place as agreed by the Examination Committee.	At the end of the 3rd year students present Major Artistic Inquiry in English in accordance with the regulations.	152	At the end of the 3rd year students present Major Artistic Inquiry in English in accordance with the regulations.

Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	<ul style="list-style-type: none"> - students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made 'live' in front of staff/peers; - completed all fortnightly set tasks, all required elements must be passed and aims are achieved.
Assessment criteria	<ul style="list-style-type: none"> - qualitative assessment – mark 10 point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Compulsory literature:	<ol style="list-style-type: none"> 1. Salter, C. <i>Alien Agency: Experimental Encounters with Art in the Making</i>. Boston: MIT Press, 2023. 2. Tracy, S-J. <i>Qualitative Research Methods</i>. John Wiley & Sons, 2020 3. Diāna Laiveniece: <i>Zinātniskās Rakstīšanas Skola</i>. Liepāja Universitāte. 4. Jones, P., et al. <i>Virtual Reality Methods: A Guide for Researchers in the Social Sciences and Humanities</i>, JSTOR, 2022. 5. Collins, H. (2019). <i>Creative Research. The theory and practice of research for the creative industries</i>. 2nd ed., Sydney: Bloomsbury Visual Arts. 6. Creswell, J.W., Creswell, J.D. (2022) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>, 6th ed Sage publications. 7. Paul, C. <i>Digital Art</i>. Thames & Hudson, 2023. 8. <i>ART as RESEARCH</i> RIXC publication (Acoustic Space 9) 9. Gray, C. & Malins, J. <i>Visualizing Research, a guide to the research process in art and design</i>. Ashgate, Farnham, UK, 2004. Downloadable at: http://www.logosfoundation.org/kursus/Visualizing_Research%20%281%29.pdf
Additional teaching literature	<ol style="list-style-type: none"> 10. Practice-based Research: A Guide. Downloadable at: http://www.creativityandcognition.com/resources/PBR%20Guide-1.1-2006.pdf 11. Linda, C. at el. <i>Interacting: Art, Research and the Creative Practitioner</i>. 2011. [chapter by Linda Candy: Research and Creative Practice] 12. Essay Writing: the Essential Guide (PDF) http://davidgauntlett.com/wp-content/uploads/2018/08/essaywriting.pdf 13. Elkins, Artists with PhDs, 2014 http://www.jameselkins.com/yy/ 14. Hannula, M. <i>Artistic Research Methodology: Narrative, Power and the Public</i>. 2014 http://mikahannula.com/s/ArtisticResearchWhole.pdf 15. <i>The Routledge Companion to Research in the Arts</i>. Abingdon, Oxford: Routledge. 2012

	16. Catch me if You Can. Mika Hannula Downloadable at https://gupea.ub.gu.se/handle/2077/21781
Periodicals, Internet resources and other sources	International Database for Artistic Research: www.researchcatalogue.net/
Additional literature on the development of the doctoral thesis	<i>The additional literature for the development of the doctoral thesis is adapted according to the topic chosen by each doctoral student.</i>

Module title	Part C “Elective Module: Peer Esteem”
---------------------	--

Module credit points	Module academics hours	Module seminars / lectures - practical work	Individual work hours
15 ECTS	375	90	285

Study courses included in the module	C Module “Elective Module: Peer Esteem” is an essential part of the study program, within which students in the module obtain credit points for successful and internationally recognized research presentations in the form of conference reading (s) and / or exhibition of work. Foreign students who have chosen to reside in Latvia during their studies and the period of time is longer than 6 months in accordance with Section 56, Paragraph three, Point 1 of the Law on Higher Education Institutions are learning the Latvian language, which is ensured by lecturers of both universities.
---	---

Teaching staff	N/A
-----------------------	-----

Module aims and tasks	<p><u>Module core aims:</u></p> <ul style="list-style-type: none"> -demonstrate an ability to engage in ‘higher level’ scholarly discussions. -critically evaluate personal research. -manage presentations in front of peers/lecturers (with question & answers) within an allocated time. -take responsibility for working productively and constructively within a peer group of research students. -take responsibility for evaluating the strengths and weaknesses of personal research. -develop the thesis through participation in academic sessions on the key themes of each colloquium. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> -show clearly that they are an active member of their international research community
------------------------------	--

	-have benefitted their community and their host university (LiepU, RISEBA) by means of some of their Achievements.
Module language	English

Module results: knowledge; skills; competencies	
	<p>On successful completion of this module, students will be able to reach the following knowledge, skills and competencies:</p> <p>-show clearly that they are an active member of their international research community by active participating in the international research events (conferences, symposiums, exhibitions etc.);</p> <p>-have benefitted their community and their host university (LiepU, RISEBA) by means of some of their achievements.</p>

Module annotation (up to 300 characters)	
	<p>Module is a measure of the student's ability to perform as part of an international research community as a peer and equal. During the three years of the course students are required to demonstrate "achievements" which are typical of their research field such as: being asked to publish research papers, having international exhibitions of creative practice, making presentations at conferences, student forums etc.</p>

Requirements for the start of the module	
Indicates the prior knowledge that students must have in order to learn the study course and achieve the study results.	<ul style="list-style-type: none"> Completed the module "Foundations of Research I" course: "Academic Writing and Creative Practice"

Module plan in hours and content			
Theme	Working hours	Type (lectures, seminars, practical work, laboratory work)	Module leaders
<p>Module "Elective Module: Peer Esteem" is a practical module within which are assessed:</p> <p>- organizational activities (involvement in organizing conferences - 1st year, research forum organized by students - 2nd year, methodology symposium - 3rd year);</p> <p>-international conferences or exhibitions;</p> <p>-participation in exchange programs (eg summer schools of partner universities in Latvia or abroad, Erasmus exchange, etc.).</p>	375	practical work	N/A

Students' individual work			
Themes	Tasks	Working hours	Expected result
Individual work is done by participating in the activities included in the module according to the topics chosen by students.	- organizational activities (involvement in organizing conferences - 1st year, research forum organized by students -	285	Successful fulfillment of the criteria set for obtaining credit points:

	2nd year, methodology symposium - 3rd year); -international conferences or exhibitions; -participation in exchange programs (eg summer schools of partner universities in Latvia or abroad, Erasmus exchange, etc.).		- involvement in the organizational activities (involvement in organizing conferences - 1st year, research forum organized by students - 2nd year, methodology symposium - 3rd year); -international conferences or exhibitions; -participation in exchange programs (eg summer schools of partner universities in Latvia or abroad, Erasmus exchange, etc.).
--	--	--	---

Module assessment	
Assessment type	Exam
Assessment result	Successful mark and got appropriate number of credit points.
Assessment criteria	- students participated in all set tasks, lectures, seminars and colloquium pertaining to the module; - the final exam can only be made 'live' in front of staff/peers; -completed all fortnightly set tasks, all required elements must be passed and set aims are achieved.
Assessment criteria	- qualitative assessment – mark 10 point system or Pass or Fail; - quantitative assessment – the number of credit points according to the amount and significance of the study course.

Mandatory reading	N/A
Additional reading	N/A
Periodicals, online resources and other sources	N/A