

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 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 work you did for the "Box of Uncertainties" projects.

"During this Unit I plan to..."

Really start to embrace failure and not just look at the perfection side, which at times I have a hard time doing. I hope to create a list of potential networks to connect with and talk to as many people as possible, and to have options if the first plan does not work. I really want to look at the different options I have for interventions and come up with different ideas I could try, little by little. I want to be able to see the evolution of my work and what I thought I might do at the beginning and how that kept on changing, I really want to decide what I want to further focus on because I was looking at two different themes which are important to look at such as whether I am going to do eating disorders or body image and at the end I decided to further focus on body image while still gathering information because both subjects might go hand in hand. I really want to let go of perfection and open my mind up fully because it is true that one never knows when an intervention might work or not.

B. COURSE LEARNING OUTCOMES AND YOUR PERSONAL LEARNING JOURNEY

The 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
1. 2. 1. The ability to propose and develop an informed research question, based on your evaluation of relevant current research and models of practice (AC Enquiry) 3. 4. 5. 2. The ability to research and analyse a range of relevant and current knowledges and practices (AC Knowledge) 6. 7. 8. 3. The ability to plan a series of external interventions, situated within complex and emergent situations (AC Process) 9. 10. 11. 4. The ability to use appropriate formats to communicate a range of intentions, sources and arguments. (AC Communication)	1. Yes, I have created my question while still understanding that this is my first question and that it will change and evolve. 2. I focused mostly on secondary sources, and I want to make sure I do more research on the primary side than I did in this unit, but this will happen in the upcoming weeks. 3. I was able to plan and brainstorm outside interventions as I completed the mini intervention, but I want to focus more on this over the next couple of weeks, hopefully completing one intervention a week. 4. I was able to use the tool of the blog in order to show what I have been working on and to show a

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...

My priorities are going to be to be engaged not just with my work but also with the others in my tutor group, to give insightful feedback, and to take feedback and implement the ones I could possibly use. I also want to learn more from my tutor's experience and how I can improve mine. I will come prepared to the tutorial and bring something to discuss, whether it is primary or secondary research.

D. MY INTENTIONS FOR UNITS THREE AND FOUR

During Units Three and Four 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.....

I really care about doing this in an ethical way and not causing anyone pain or harm.

I want to make sure I am doing the best I can in different aspects of my research.

I want to further explore how my tutor can help me and the different opinions of my classmates.

I want to learn to ask more questions. But why?

I am scared people might not reach out to me again.

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

I am a pretty good researcher and reader, but at times I can be a little shy and not want to put myself out there for interventions, which is something I definitely need to work on to achieve all my goals. I am an adequate painter and designer, but I just got a camera and want to further develop my photography skills. I have already signed up for classes and tutoring sessions with one of my classmates. I also want to look more into different forms of creative expression and try different activities to better express myself, such as poetry and art, and explore them, maybe not specifically.