



## Formative feedback

Student name:	Debra Flynn		
Tutor name:	Robert Enoch		
Degree pathway:	Ph.	Student number:	517222
Course unit:	Identity and Place	Assignment No.:	5
Feedback format:	Written, Video,	Date:	24/8/2021

### Overall feedback

- It is interesting where you have taken the naming idea. Exploring the origins and identity of street names. Fascinating how a story (or a poem) is revealed.
- The presentation in a book is suitable and effective.
- You have tried to add a contextual or historical picture into the rather bland images of the streets: an old photo, a family crest etc. This strategy livens up the series and gives it some depth. For me, the portraits work best. They add character and the sense of a real personality to the place. In these, you put a face to a name, which is a powerful act — no one is just a name. The crest and the information about Princess Goda is a bit 'dry' and informative. Pity you couldn't find a photo of the Battin boys.
- I guess the only weakness here is that the origins of street names can be quite random and frivolous, dependent upon the caprice of local authorities. You have exemplified this in your upside-down Australian picture. To strengthen this conceptualisation would require asking 1) what is achieved or memorialised in the street naming tradition? 2) is there a more consistent set of names in your local area that would develop a narrative? I think you would need to find a local history (or perhaps a national one). But there is also the disparity between names and people; who lived somewhere but was not mentioned or memorialised in a street name. Is it vain that counsellors named streets after their own kind? We're there people who did much for the community but were not mentioned? Like people who helped refugees or did aid work abroad. I reckon the depth of the idea is in finding this story — possibly the Battin boys or other young men who died in the wars. You could add to that visualisation by including portraits of local teenagers. But I think you would need to travel. It is one to keep in the back of your mind just in case something presents itself. But it is a strong idea and a great finish to the course.

## Feedback based on Learning Outcomes

- Your research and conceptual engagement is very strong. Indeed, this work does come across as a conceptual project.
- Your writing is good: clear and well expressed.

## Action points

- You have developed an interesting strand of research in nomenclature which could fruitfully be explored further in Level 2 courses like Self and Other, Landscape or Documentary. The whole question of identity, history, memorialisation and forgetfulness, is all here.
- You are showing much promise and you have made strides of progress during this course.

Assignment Schedule	
The following schedule sets out a pace of study that suits you, and within the overall timeframe of your course end date. These dates can be negotiated with your tutor.	
Contact <i>Learner Support</i> <a href="mailto:learnersupport@oca.ac.uk">learnersupport@oca.ac.uk</a> if any personal or health issues begin to impact on your ability to study, or <i>Student Advice</i> <a href="mailto:studentadvice@oca.ac.uk">studentadvice@oca.ac.uk</a> for queries about study resources, time frames, finance and funding, or any general enquiries.	
Assignment One	Due...
Assignment Two	Due...
Assignment Three	Due...
Assignment Four	Due...
Assignment Five	Due...
Assignment Six	Due...
Course end date	
Summative Assessment	February / July / November [Identify which assessment student is aiming for] Link to current deadlines?