

IATL Institute for Advanced Teaching and Learning

The space where collaborative learning happens



INTERDISCIPLINARITY

In a discipline-based university system there is often a sense among students that they are missing out, that somehow their undergraduate education is limited or incomplete. Faced with an increasingly complex world in which a dizzying diversity of material must be mastered, it is legitimate to wonder if they are right.

Simultaneously, individual disciplines worry that increased interdisciplinary options mean that depth must inevitably be sacrificed for breadth, and they argue that immersion in the diversity of cultural and intellectual life at a university like Warwick will be enough to meet the requirements of the world beyond the campus. What is certain, however, is that an appetite exists among both students and staff for teaching and learning that is interdisciplinary in both style and content. Dr Paul Prescott's 2008/09 module on the Faust myth, for example, is evidence of a response to the desire for an academic experience outside a particular discipline; so is 'Shakespeare and the Law', offered jointly by Law and English and available to undergraduates in both departments. Neither of these modules surrendered the richness and complexity of their constituent disciplines, but used significant ideas from each to create a 'transdisciplinary' experience for students.

There are other examples and modes of interdisciplinarity, of course, and later in this newsletter we describe three IATL-funded projects from across the faculties that have interdisciplinarity at their heart.

IATL has also recently supported the introduction of a module in the Department of History on the Enlightenment that is available to undergraduates in several disciplines; in collaboration with WBS four 12-15 CAT modules have been created that are open to undergraduates in every department in the University. Of these, 'Forms of Identity' will in future be hosted by IATL, hopefully in collaboration with Monash; and the others, 'Styles of Coaching', 'Images of Creativity' and 'Varieties of Decision Making' will continue to be available from WBS. The take-up of these modules has been high and initial feedback from students from a range of disciplines excellent.

IATL is now able to offer a home for interdisciplinary modules that range across faculties, and welcomes proposals to sit alongside current plans for undergraduate offerings on Psychopathology, Identity, and Academic Writing for the Media, which will launch in 2012/13. The kind of interdisciplinary work we seek to promote has the potential to provide our students with the essential skills, and insights, that will equip them to face an increasingly complex and multi-faceted world.

Dr Nick Monk, IATL Assistant Professor

STAFF PROJECTS FUNDED BY IATL

IATL funding for staff around the university has made an impact on the student experience in a variety of ways, as illustrated by some recently completed projects.

Grier Palmer of WBS led a team on a large-scale project to investigate the academic writing support available to WBS students, and how they make use of such provision, with the aim of providing a comprehensive service for all WBS students at all levels.

There are a number of initiatives across the university which offer writing support to students from all departments, notably those run by the Centre for Student Careers and Skills and the Centre for Applied Linguistics, and the Academic Writing Programme based in the Department of English. Grier and his team analysed the take-up of these services among WBS students, ran a one-day WBS programme of activities concerned with Academic Writing, and were involved in IATL's 'What is Academic Writing?' day. Their analysis found that there was no formal promotion of these programmes by WBS, so they organised some exploratory activities to test whether the teaching of writing to classes of 40-50 students was possible, whether academic writing in WBS could be developed in collaboration with the Library's 'Student as Researcher' IATL project (which aims to develop information literacy) and whether WBS could build on third-year critical thinking tutoring to help critical writing.

Although WBS is home to a wide variety of students and programmes, the project team found that they all shared some generic writing needs, and they made a series of detailed recommendations including establishing information literacy for first-year undergraduates, extending essay-writing skills and



formally promoting the existing provision via courses, personal tutors and SSLCs, to offer students the greatest range of opportunity and support. These recommendations have been considered by WBS Steering and a programme is being put in place to enhance the experience of students at all levels in WBS.

In addition to funding such large-scale projects under our Strategic Project and Academic Fellowship schemes, we have found that smaller, targeted grants can have a great impact on the student

experience. Michael Hulse (English) successfully bid for one of our Pedagogic Intervention grants in order to bring poet and translator Professor Tony Barnstone to Warwick for a series of events and workshops, which proved popular with students from a range of departments. Feedback from participants included:

The entire experience was great [...] it helped my PWP [Personal Writing Project] directly and I'm currently following his recommendations up.

The discussions were always useful and well-guided, and Tony was able both to give critique and introduce numerous different approaches to poetry which I found enlightening both as a reader and a writer.

His insights into translation were fascinating, and his dedication to meeting the needs of the students was impressive.

IATL encourages student engagement with, and participation in, all staff projects. One collaborative project recently completed was 'Safe and Sound: Bringing Patient Safety to the Medical Curriculum' run by medical students Adrian Hayes, Poppy Roberts, Sarah Watson, Adam Figgins, Rosalind Pool, Siobhan Reilly, Christopher Roughley, Thomas Salter, Jessica Scott and Rebecca Woodside, working in collaboration with Dr Vinod Patel. The group ran a very well-attended workshop on CHIPS: Clinical Hazards in Patient Safety: A Student-Delivered Patient Safety Seminar for Pre-clinical Undergraduate Medical Students; they also created a teaching pack for future use, thus ensuring the sustainability of their work.

Dr Catherine Hanley
IATL Academic Manager



IATL STAFF PROJECTS

■ Name and title ● Department ▲ Title of project ▼ Type ◆ Amount Awarded

- **Dr Nicholas Monk** ● IATL ▲ Making Space for Interdisciplinarity ▼ Strategic ◆ £6,500
- **Dr Alexandra Cristea** ● Computer Science ▲ APLIC: Introducing Personalised Learning in the Academic Classroom ▼ Academic Fellowship ◆ £7,500
- **Dr Michael Synnott** ● WBS ▲ Using the Macbook to Develop a Teaching Case Study of the Government's Plans for High Speed 2
▼ Pedagogic Intervention ◆ £556
- **Catherine Zara** ● CLL ▲ Introducing Peer Assessment (Formative and Summative) of Online Discussion Forums with First-year BSc Accounting and Finance Students ▼ Pedagogic Intervention ◆ £960
- **Prof. Baz Kershaw** ● Theatre Studies ▲ Fatal Love: Learning Shakespeare's Dramas of Language and Law in Performance through Advanced Digital Archive Searching, Theatre-based Teaching and Pedagogical Research ▼ Strategic ◆ £3,123
- **Annoal Thethi, Mark Amor-Segan** ● WMG ▲ Learning How to Diagnose Faults Using a Virtual Test Car ▼ Academic Fellowship ◆ £7,500
- **Dr Steve Russ** ● Computer Science ▲ Constructivist Computing for a Mathematics Learning Environment ▼ Academic Fellowship ◆ £5,100
- **Grier Palmer** ● WBS ▲ To Create and Test Prototype Modules for Undergraduate Interdisciplinary Study ▼ Academic Fellowship ◆ £8,000
- **Dr Simona Scarpato, Dr Louise Gracia** ● WBS ▲ Experiencing, Translating and Learning from Feedback - Mapping the Student Perspective
▼ Academic Fellowship ◆ £7,500
- **George Ttoouli** ● English ▲ Poetry in the Field ▼ Pedagogic Intervention ◆ £1,000
- **Prof. Tony Howard** ● English ▲ Study, Stage and Studio: Young Vic / Warwick University Hamlet Laboratory ▼ Pedagogic Intervention ◆ £965
- **Dr David Davies** ● Warwick Medical School ▲ Case-based Learning - Who Learns What and How: A Cross-disciplinary Project ▼ Strategic ◆ £27,971
- **Nicola Wilkinson** ● Institute of Education ▲ Taking ARM Online - Developing Rich Distance-Learning Modules from the Current Taught Modules
▼ Strategic ◆ £6,822
- **Dr Nicholas Lawrence** ● English ▲ Undergraduate Journal of Research in Literary Studies ▼ Pedagogic Intervention ◆ £300
- **Dr Loredana Polezzi** ● Italian ▲ Intercultural Capabilities and Study Abroad: Student Perceptions and Experiences. A Comparative Project in Collaboration with Monash University ▼ Strategic ◆ £17,734
- **Stephanie Lunn** ● School of Health and Social Studies ▲ Listening and Learning from the Unheard: Inter-professional Learning and People with Learning Disabilities Who are Non-verbal Communicators ▼ Academic Fellowship ◆ £2,000
- **Antony Brewerton** ● Library ▲ Student as Researcher ▼ Strategic ◆ £27,777
- **Prof. Peter Marshall** ● History ▲ Enhancing the Student Experience: Internships and Placements for Historians Taking a New Second-year Core Module called 'Doing History' ▼ Academic Fellowship ◆ £3,091
- **Mairi Macintyre** ● WMG ▲ Lean Game Development ▼ Strategic ◆ £32,000
- **Prof. Gillian Hundt, Claudette Bryanston** ● School of Health and Social Studies ▲ Developing Digital Resources for Distance Learning from *Passing On*, an Ethno-Drama ▼ Pedagogic Intervention ◆ £1,000
- **Dr David Wood** ● Maths ▲ Teaching Abstraction in Open Spaces ▼ Pedagogic Intervention ◆ £1,000
- **Dr Cathia Jenainati** ● English ▲ The Warwick Databank of Arabic Resources (DAR) ▼ Strategic ◆ £9,073
- **Dr Renske Doorenspleet** ● PAIS ▲ What, Why Democracy? Research and Film Projects about Democracy: Students, Academics and Filmmakers United
▼ Academic Fellowship ◆ £5,148
- **Prof. Mark Knights** ● History ▲ Investigating Student E-portfolios ▼ Strategic ◆ £3,230
- **Dr James Harrison** ● Law ▲ Use of E-learning as Part of a 'Blended Learning' Approach within Undergraduate Teaching: Investigating the Postgraduate Teacher's Experience ▼ Strategic ◆ £5,145
- **Dr Nicholas Wake** ● WBS ▲ Use of Mobile Platforms to Support Student Learning ▼ Academic Fellowship ◆ £6,500
- **Naomi Alsop** ● English ▲ Warwick Writing Programme in Schools ▼ Pedagogic Intervention ◆ £999
- **Dr Eileen John** ● Philosophy ▲ New Interdisciplinary Spaces in Philosophy and Literature ▼ Pedagogic Intervention ◆ £950
- **Dr China Miéville** ● English ▲ Salvagepunk ▼ Pedagogic Intervention ◆ £570

BRITISH CONFERENCE OF UNDERGRADUATE RESEARCH

What are academic conferences for? In the first week of the Easter vacation IATL will offer undergraduates an opportunity to find out at BCUR 2012. More than 200 abstracts have been submitted by undergraduates and staff from over 40 universities, covering subjects from Ancient History to Veterinary Medicine as well as the pedagogy of undergraduate research. A full two-day programme of papers, posters, workshops and performances will facilitate the

sharing of research, welcoming to Warwick students from across the UK and beyond, who will present, learn and have fun!



The conference is open to all students and staff on registration. With a generous contribution from the Warwick Opportunity Fund IATL is able to offer a limited number of fee waivers to Warwick students who have had abstracts accepted.

For more information and to register go to www.warwick.ac.uk/go/iatl/newsandevents/bcur2012

STUDENT PROJECTS

IATL offers funding of up to £1000 for students to carry out research or performance projects of their own devising, enabling them to approach their learning in new ways.

This term's crop of student performance projects have Greek drama in common. *Agatha*, a piece of new writing by Emma-Jane Denly (due to be performed 14-16 March in the CAPITAL Studio at Millburn House), is an absurdist play based on the conventions and context of Greek and revenge tragedies, texts taught



as part of the European Theatre module. IATL is also contributing to the Classics Society annual play organised by Clare-Carroll Gibbings: a production of *Aristophanes' Clouds*. The play will have six performances, and will feature as part of two one-day workshops on Greek drama for local 6th-form students to encourage them to consider Classics as a University course. In the Autumn Term Imogen Clare-Wood's Ensemble Project took a calculated risk working on Pinter's *The Lover* through an open collaborative process which resulted in three varying performances of the same text and a searching post-show event which concluded that ensemble worked.



The deadline for applications to this year's Student as Producer Research fund was 31 January. An assessment panel comprising staff and student representatives from IATL and the wider university will meet in late February, and the announcement of grant awards will take place shortly afterwards.

IATL GRANT DEADLINES

We offer grants for all Warwick staff as Academic Fellowships (to develop or revise pedagogic practice), Pedagogic Interventions (for a one-off event which will enhance teaching and learning) and Strategic Projects (to address the University's strategic aims).

We offer grants to students under our Student as Producer strand, for performance-based and research projects and Performance Festival bursaries to showcase this work.

We encourage students and staff to work together on research projects with our Collaboration funding. For more information about these grants and how to apply, check Funding and Opportunities on the IATL website www.warwick.ac.uk/go/iatl/funding

STAFF FUNDING:

Pedagogic Interventions, Academic Fellowships, Strategic Projects 11 May 2012

STAFF AND STUDENT FUNDING:

Collaboration Fund 5 April 2012

STUDENT FUNDING:

Student as Producer (Performance) 16 March 2012
21 June 2012

Performance Festival Bursaries 23 March 2012
1 June 2012

Student as Producer (Research) 31 January 2013

FORTHCOMING EVENTS

SPRING TERM EVENTS

Tuesday 6th March 2012 (12-2pm) & Thursday 9th March 2012 (11-1pm)

Final performances of *Aristophanes' Clouds* – Clare-Carroll Gibbings IATL-funded Student as Producer (Performance) project

14th, 15th & 16th March 2012

Final performances of *Agatha* – Emma Denly's IATL-funded Student as Producer (Performance) project

Monday 19th & Tuesday 20th March 2012

British Conference of Undergraduate Research (BCUR)

Saturday 21st April 2012

Student Ensemble Creative Project

SUMMER TERM EVENTS

Monday 11th June 2012

Pedagogy and PLAY

Tuesday 19th June 2012

Teaching and Learning Showcase – in collaboration with the Library and Learning and Development Centre

For more information about these events and how to book for those that are open to all, check News and Events on the IATL website www.warwick.ac.uk/go/iatl/newsandevents

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