

**Appendix 2: Module proposals****1. IB3H30 Forms of Identity****Proposal Form for New or Revised Modules (MA1- version 4)**

Approval information	
<b>Approval Type</b>	<input checked="" type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
<b>Date of Introduction/Change</b>	1 October 2011
<b>If new, does this module replace another? If so, enter module code and title:</b>	No
<b>If revised/discontinued, please outline the rationale for the changes:</b>	N/A
<b>Confirmation that affected departments have been consulted:</b>	Participating faculty in German Studies, Education, Medical School, Sociology, Philosophy, WBS and History have been consulted, plus the Chair of the Board of Undergraduate Studies, and the Co-Director of the Institute of Advanced Teaching and Learning (IATL). Other Departments who support the Interdisciplinary Initiative include English, Law, School of Theatre, Performance & Cultural Policy Studies (STPCPS).

Module Summary	
<b>1. Module Code (if known)</b>	IB3..
<b>2. Module Title</b>	Forms of Identity: An Interdisciplinary Approach
<b>3. Lead department:</b>	WBS
<b>4. Name of module leader</b>	Dr Nicholas Monk
<b>5. Level</b>	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input checked="" type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral)
<b>6. Credit value(s) (CATS)</b>	12 or 15 CATS
<b>7. Principal Module Aims</b>	The module is one of four interdisciplinary modules using CAPITAL's Interdisciplinary and Creative Collaboration 'Faust' model: (Forms of Identity; Varieties of Decision-making; Styles of

Module Summary	
	<p>Coaching and Team Leadership; Images of Creativity). It will be available to all Warwick Undergraduates from <u>Year 2 on</u>, and will form part of the IATL strategic initiatives supporting interdisciplinarity. NB Students will be able to select not more than two of the four proposed interdisciplinary modules.</p> <p>The module is designed via <u>interdisciplinary study</u> to:</p> <ul style="list-style-type: none"> <li>• help students to grasp abstract and complex ideas from a range of disciplines (= transdisciplinary), and to reflect in order to synthesize these (= interdisciplinary) into a rounded intellectual and creative response</li> <li>• help students understand the symbiotic potential of traditionally distinct disciplines</li> <li>• engage students fully with “active” learning. It will be faithful to the notion that participation and experiential learning foster “deep learning”.</li> <li>• enhance and consolidate students’ academic and research abilities, while also stimulating team-work and collaboration, thus creating a pool of transferable skills that students can acquire and practise.</li> <li>• stimulate collaboration amongst themselves and across various disciplines through group work and embodied learning</li> <li>• make connections between their own discipline/s and the object of study, and so devise original research questions</li> <li>• make productive links between theoretical ideas and practical applications</li> </ul> <p>The module examines and illuminates ‘Identity’ through a variety of approaches of different disciplines. A rich and pluralistic appreciation of ‘Identity’ will be relevant to all Warwick graduates in their personal and professional lives.</p> <p>The module aims by studying ‘Identity’ to encourage students to:</p> <ul style="list-style-type: none"> <li>• build an interdisciplinary appreciation of ‘Identity’, both through content and also experience of different (= trans) disciplinary approaches to the subject</li> <li>• investigate in detail the means by which identities are formed, changed, or imposed – as seen through the lenses of different disciplines</li> <li>• develop a wide transdisciplinary understanding of ‘Identity’ as (a) major cultural and social theme/s, text/s, object/s, idea/s</li> <li>• make connections between their own discipline/s and the object of study, ‘Identity’, and so devise original research questions</li> <li>• develop an awareness of how their subject knowledge and disciplinary approach can be made accessible to wider publics</li> </ul>

Module Summary	
	<ul style="list-style-type: none"> <li>explore the relationship between the mind and body in the formation of identity</li> </ul>
<b>8. Contact Hours (summary)</b>	20 hours

<b>9. Assessment methods (summary)</b>	<p><b>For 15 CATS:</b> 2500 word essay (60%) + 1000 word reflective journal (40%)</p> <p><b>For 12 CATS:</b> 2000 word essay (50%) + 1000 word reflective journal (50%)</p>
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### Module Context

**10. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.**

52% IATL (Nick Monk)  
6% History (Sarah Richardson)  
6% Philosophy (Eileen John)  
18% WBS (Temi Abimbola; Jonathan Neelands)  
6% German Studies (Sean Allen)  
6% WMS (Matthew Broome)  
6% Sociology (Catherine Lambert)

### 11. Availability of module

Degree Code	Title	Study Year	C/OC/A/B/C	Credits
A101	Bachelor of Surgery	2		12 or 15
	Arts Faculty	2 or 3		15
	Science Faculty	2 or 3		12 or 15
	Social Sciences Faculty	2 or 3		12 or 15
<b>WBS:</b>				
NN35	Accounting and Finance	3	B	12
NN36	Accounting and Finance with intercalated year	4	B	12
NN37	Accounting and Finance - UPP	4	B	12
N201	Management	3	A	12
N202	Management with intercalated year	4	A	12
N203	International Management	4	A	12
N140	International Business	4	A	12

### 12. Minimum number of registered students required for module to run

8  
NB Students will be able to select not more than two of the four proposed interdisciplinary

<b>Module Context</b>
modules.
<b>13. Pre- and Post-Requisite Modules</b>
None.

<b>Module Content and Teaching</b>		
<b>14. Teaching and Learning Activities</b>		
<b>Lectures</b>	9 x 1 hour	
<b>Seminars</b>	9 x 1 hour	
<b>Tutorials</b>	1 x 2 hours (week 10 preparation)	
<b>Laboratory sessions</b>		
<b>Total contact hours</b>	20 hours	
<b>Module duration (weeks)</b>	10 weeks	
<b>Other activity</b> <i>(please describe): e.g. distance-learning, intensive weekend teaching etc.</i>		
<b>15a. Assessment Method (15 CATS)</b>		
<b>Type of assessment</b>	<b>Length</b>	<b>% weighting</b>
<b>Examinations</b>		
<b>Assessed essay</b>	2500 Words	60
<b>Reflective journal</b>	1000 Words (5000 words max)	40
<b>15b. Assessment Method (12 CATS)</b>		
<b>Type of assessment</b>	<b>Length</b>	<b>% weighting</b>
<b>Examinations</b>		
<b>Assessed essay</b>	2000 Words	50
<b>Reflective journal</b>	1000 Words (5000 words max)	50
<b>16. Methods for providing feedback on assessment.</b>		
Detailed written feedback will be provided by tutors to individual students for each element of assessed work, i.e. the reflective journal and the assessed essay. Formative oral feedback will also be given to students at relevant points within seminars throughout the module, and at the concluding practical presentation.		
<b>17. Outline Syllabus</b>		
The module leader will attend all of each session, to integrate and stimulate the interdisciplinary learning.		
The module will consist of nine 2 hour sessions, for no more than <u>thirty students</u> (in 2011/12 –		

### Module Content and Teaching

then to be reviewed) from across the University's Departments. The teaching and learning approach will embody an interdisciplinary emphasis, using IATL's Open-Space Learning pedagogies balanced by methods, including reflection and discussion, with which students are more likely to be familiar.

The core design is that each week a subject specialist will deliver 60 minutes of disciplinary grounded material ; this section is followed by a further 60 minutes in which the students and module leader will develop the learning in an interdisciplinary style, including using the week's set text/film.

There will be an introductory and a concluding session with the Module Leader; there will also be a two-hour tutorial session devoted to helping the students prepare a creative and critical performance-based workshop in Week 10, which will receive formative assessment.

Indicative weekly topics:

1. Introduction to 'Forms of Identity'
2. History and Identity
3. Narrative and Personal Identity
4. Organisational Identity, Brand and Reputation
5. National Identity
6. (Reading Week and preparation for creative presentation)
7. Creating Identity through Ensemble and Participatory Learning
8. Identity and Mental Health
9. Social Constructions of Identity
10. Conclusion(s)

#### 18. Illustrative Bibliography

Jean Rhys, *Wide Sargasso Sea*

Michael Lewis, *Liar's Poker*

Naomi Klein, *No Logo*

Goodbye Lenin, Director: Wolfgang Becker

Go for Zucker, Director: Dani Levy

Sarah Kane, *4.48 Psychosis*

David Foster Wallace: *Obsession and Other Stories*

#### 19. Learning outcomes

See table at end.

### Resources

#### 20. List any additional requirements and indicate the outcome of any discussions about these.

An "open" space: CAPITAL Studio, or Teaching Grid or similar flat space for 30 students.  
AV facilities.

### Approval

Approval	
21. Module leader's signature	
22. Date of approval	
23. Name of Approving Committee (include minute reference if applicable)	
24. Chair of Committee's signature	
25. Head of Department(s) Signature	

Examination Information		
A1. Name of examiner (if different from module leader)		
A2. Indicate all available methods of assessment in the table below		
% Examined	% Assessed by other methods	Length of examination paper
A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.		
A4. How many papers will the module be examined by?	<input type="checkbox"/> 1 paper <input type="checkbox"/> 2 papers	
A5. When would you wish the exam take place (e.g. Jan, April, Summer)?		
A6. Is reading time required?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
A7. Please specify any special exam timetable arrangements.		
A8. Stationery requirements		
No. of Answer books?		

Examination Information	
Graph paper?	
Calculator?	
Any other special stationery requirements (e.g. Data books, tables etc)?	
<b>A9. Type of examination paper</b>	
Seen?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Open Book?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Restricted?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If restricted, please provide a list of permitted texts:	

<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)</b>
<p><b>Subject Knowledge and Understanding</b></p> <ol style="list-style-type: none"> <li>1. Understand and use elements of different disciplinary languages</li> <li>2. Critically evaluate texts and other material with a comparative understanding of different disciplinary processes</li> <li>3. Recognise the different disciplinary uses of evidence and documentation</li> <li>4. Express complex and transdisciplinary ideas of 'Identity'</li> <li>5. Recognise the complexity of different disciplinary notions of 'Identity'</li> <li>6. Understand the various manifestations of identity/identities in texts and other materials</li> <li>7. Understand how gender, race, postmodern, national, organisational and border/transgressive identities are formed in different disciplines</li> </ol>	<p><i>For all:</i></p> <ul style="list-style-type: none"> <li>• Weekly preparation of participatory response based on set readings</li> <li>• Conceptual and research based Seminars by a range of disciplinary experts.</li> <li>• Analytical discourse and creative exercises facilitated by Module Leader.</li> <li>• Open Space learning, Group creative activities and performances.</li> <li>• Independent reading, research and reflection.</li> <li>• Reflective journal recording experiences and interdisciplinary learning</li> <li>• Researched, critically creative essay.</li> </ul>	<p><i>For all:</i></p> <p><u>Formative Tasks</u> <i>By tutors:</i></p> <ul style="list-style-type: none"> <li>- Feedback on session participation</li> <li>- Performance Workshop feedback</li> </ul> <p><i>By Students:</i></p> <ul style="list-style-type: none"> <li>- Peer review</li> <li>- Own reflection on learning and performance</li> </ul> <p><u>Summative assessment</u></p> <ul style="list-style-type: none"> <li>- Essay</li> <li>- Reflective Journal</li> </ul>
<p><b>Key Skills</b></p> <ol style="list-style-type: none"> <li>1. Reflect on their own and others' creative and analytical processes</li> <li>2. Communicate with their peers and with academics.</li> <li>3. Work within teams and successfully collaborate on short- and module length projects</li> <li>4. Use research tools and resources, including specialist archives, and reference material correctly</li> <li>5. Articulate arguments orally and through well-argued essay writing, supported by wide reading and research</li> </ol>	<p><i>For all:</i></p> <p>As above.</p>	<p><i>For all:</i></p> <p><u>Formative Tasks</u> <i>By tutors:</i></p> <ul style="list-style-type: none"> <li>- Feedback on session participation</li> <li>- Performance Workshop feedback</li> </ul> <p><i>By Students:</i></p> <ul style="list-style-type: none"> <li>- Peer review</li> <li>- Own reflection on learning and performance</li> </ul>



<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)</b>
6. Manage time to meet a series of deadlines as an individual and team member 7. Develop collaborative skills (across disciplines) of listening, giving and receiving feedback, and achieving resolution 8. Make productive links between theoretical ideas and practical applications, and appreciate the practical value of learning through workshop performance 9. Solve problems with originality		<u>Summative assessment</u>  - Essay - Reflective Journal
<b>Cognitive Skills</b> 1. Reflect on their own and others' experiences as participants in a creative and interdisciplinary learning process 2. Weigh and compare evidence from historical and contemporary sources in order to make informed but independent judgements 3. Reflect on and contrast different disciplinary models of pedagogy and learning 4. Identify trans and inter disciplinary issues, formulate questions and engage in problem-solving, including own independent research 5. Synthesise ideas from a range of different disciplinary perspectives 6. Imaginatively respond to dramatic stimuli (texts, films, ideas) to aid group learning and performance	<i>For all:</i>  As above.	<i>For all:</i>  <u>Formative Tasks</u> <i>By tutors:</i> - Feedback on session participation - Performance Workshop feedback <i>By Students:</i> - Peer review - Own reflection on learning and performance  <u>Summative assessment</u>  - Essay - Reflective Journal
<b>Subject-Specific/Professional Skills</b>	<i>For all:</i>	<i>For all:</i>

<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)</b>
<ol style="list-style-type: none"> <li>1. Decide where and how they might publish their work in academic and journalistic contexts, and present it to a wider audience</li> <li>2. Appreciate the value of understanding different disciplinary approaches and perspectives, especially in relation to their subject specialism</li> <li>3. Leverage a confidence and competence in interdisciplinarity for further study, work and citizenship</li> </ol>	<p>As above. Plus office hours advice</p>	<p>As above.</p>

## **Proposal for new module:**

### **Forms of Identity** (Dr Nicholas Monk)

#### Appendix 1 Detailed syllabus

The idea for this module develops from my (Monk) honours option of “Drama, Performance, Identity”(English), and is supported by both the Kings/Warwick recommendations and the University’s draft Refreshed Strategy’s emphasis on interdisciplinary studies. It also draws on the ‘Interdisciplinary and Creative Collaboration’ module run 2009/10 on the theme of Faust. There is potential for a module addressing identity that deals with its subject matter in a more interdisciplinary fashion.

There will be a text-based element to the proposed module but the texts - and other media will be used as “secondary” material to link and give coherence to the weekly transdisciplinary contributions from the various academic disciplines involved, which include Business, Drama Education, German, Psychiatry, Sociology, Philosophy, and History.

The module seeks to illuminate ‘Identity’ through trans followed by interdisciplinary study of notions such as the nature of individual identity, as well as other identity varieties such as national, organisational/brand, gender, racial, cultural and spiritual. And it examines the relationship between these manifestations of identity and societies, groups and the worlds of business/management and organisations.

The module, one of a number of interdisciplinary modules using the proven Faust model, will be available to all Warwick undergraduates from Year 2 on, and will form part of the IATL strategic initiatives supporting interdisciplinarity.

#### **Week 1: Introduction to ‘Forms of Identity’**

Nicholas Monk.

“Theory building” exercise on Identity. The module sessions are designed, through the use of visual and auditory stimuli, to introduce students to practical group work and to allow them, in collaboration with their peers, to create their *own* knowledge in a subject-based area. In this introductory session students will be given a wide variety of material including text, objects, photographs, and representations of works of art and will be required to build a “theory of identity” from these.

#### **Week 2: History and Identity.**

Sarah Richardson.

Historians’ assessment of individuals, power relationships and communities has increasingly used “identity” as a category of analysis. This research has considered how the key markers of identity: class, age, gender, sexuality and ethnicity were *represented* in past societies but also how identities were *constructed* using these different variables. This session will assess what such analyses add to our interpretation of the past.

Text: Jean Rhys, *Wide Sargasso Sea*

### **Week 3: Narrative and Personal Identity**

Eileen John

Does being a person require constructing a narrative that binds together the elements of one's life? Whether or not such a narrative is required to constitute a person, narrative understanding--taking that to be more than knowing a set of truths about oneself--might be crucial to self-knowledge. In this philosophical section of the module, some historical background to these issues will be provided (e.g., reference to Locke's and Hume's views of personal identity), but the focus will be on relatively recent discussions of narrative and personal identity (eg, in Paul Ricoeur, Charles Taylor, and Galen Strawson).

Text: Michael Lewis: *Liar's Poker*

### **Week 4: Organisational Identity, Brand and reputation**

Temi Abimbola

Organisational Identity is concerned with (and addresses) the reality of what the firm is all about in time and space. It entails the constellation and manifestation of an organisation's competency, capability, resources and structure that enables it to innovatively create, develop and maintain its brand and entrench its reputation. We examine the interactive way in which the three concepts of *Organisational Identity*, *Brand and reputation* feed in to influence consumers, and meaningfully fit into today's consumer culture.

Text: Naomi Klein, *No Logo*

### **Week 5: National Identity**

Sean Allen

This session will explore identity, nationalism and nationality using the 2 German films "Goodbye Lenin", and "Go for Zucker", which both explore and dramatise the post 1989 tensions and changes in the reunified Germany.

Text: Peter Schneider, *The Wall Jumper*

**(Week 6 Reading week)**

### **Week 7: Creating Identity through Ensemble and Participatory Learning**

Jonathan Neelands

"Through making their own stories, poems, dramas, media objects and other forms of representation and in responding to those of others, young people are actively engaged in forging their own private and public, personal and collective identities."

So through drama education and an ensemble approach young people can explore who they are, who they are becoming, and what their relationship is to others who are different from themselves. This practical session will use participatory theatre and Open-space Learning to explore the idea of identity socially.

### **Week 8: Identity and Mental Health**

Matthew Broome.

Mental illness can lead to marked psychological changes in how an individual views themselves and the society to which they can belong. In psychotic illnesses, this can be marked and profound. However, more subtle changes can occur too - the subtle changes of early dementia, the uncertainty about the future engendered by a chronic relapsing illness, and problems in interpersonal relationships and awareness that can be seen in personality disorders and dissociative states. In this session, we will outline the ways in which various psychopathologies can impact on identity and touch briefly on the identity of the psychiatric patient.

Text: Sarah Kane, *4.48 Psychosis*

### **Week 9: Social Constructions of Identity**

Catherine Lambert

Identity has been - and continues to be - one of the great sociological preoccupations. In this session students can choose to focus on race and ethnicity, gender, sexuality, dis/ability, social class, nation, and popular culture as an empirical focus for examining the diverse theoretical perspectives through which identity is viewed, understood and made and re-made. The take-home message will be a deeper understanding of, and interest in, the complex ways in which identities can be considered socially constructed.

Text: David Foster Wallace: *Obsession and Other Stories*

### **Week 10: The conclusion (s).**

Nick Monk.

Students will spend the session in groups reviewing and then performing their interdisciplinary learning and skills from the 8 sessions to date. Formative assessment will follow, both peer-based and by faculty. A tutorial workshop will be held in the same week for group preparation.

## 2. IB3H40 Styles of Coaching and Team Leadership

UNIVERSITY OF WARWICK

### Proposal Form for New or Revised Modules (MA1- version 4)

Approval information	
<b>Approval Type</b>	<input checked="" type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
<b>Date of Introduction/Change</b>	1 January 2012
<b>If new, does this module replace another? If so, enter module code and title:</b>	No
<b>If revised/discontinued, please outline the rationale for the changes:</b>	N/A
<b>Confirmation that affected departments have been consulted:</b>	<p>Participating faculty in WBS, WMS and PAIS have been consulted, plus the Chair of the Board of Undergraduate Studies, and the Co-Director of the Institute of Advanced Teaching and Learning (IATL). Other Departments who support the Interdisciplinary Initiative include English, Law, the School of Theatre, Performance and Cultural Policy Studies (STPCPS), German Studies, Education, Sociology, Philosophy, and History. Coaching practitioners will also be involved.</p>

Module Summary	
<b>1. Module Code (if known)</b>	IB3..
<b>2. Module Title</b>	Styles of Coaching and Team Leadership: An Interdisciplinary Approach
<b>3. Lead department:</b>	WBS
<b>4. Name of module leader</b>	Ashley Roberts
<b>5. Level</b>	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input checked="" type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral)
<b>6. Credit value(s) (CATS)</b>	12 or 15 CATS
<b>7. Principal Module Aims</b>	The module is one of four proposed interdisciplinary modules using CAPITAL's Interdisciplinary and Creative Collaboration 'Faust'

## Module Summary

model: (Forms of Identity; Varieties of Decision-making; Styles of Coaching and Team Leadership; Images of Creativity). It will be available to all Warwick Undergraduates from Year 2 on, and will form part of the IATL strategic initiatives supporting interdisciplinarity. NB Students will be able to select not more than two of the four proposed interdisciplinary modules.

The module is designed via interdisciplinary study to:

- help students to grasp abstract and complex ideas from a range of disciplines (= transdisciplinary), and to reflect in order to synthesize these (= interdisciplinary) into a rounded intellectual and Coaching response
- help students understand the symbiotic potential of traditionally distinct disciplines
- engage students fully with “active” learning. It will be faithful to the notion that participation and experiential learning foster “deep learning”.
- enhance and consolidate students’ academic and research abilities, while also stimulating team-work and collaboration, thus creating a pool of transferable skills that students can acquire and practise.
- stimulate collaboration amongst themselves and across various disciplines through group work and embodied learning
- make connections between their own discipline/s and the object of study, and so devise original research questions
- make productive links between theoretical ideas and Coaching practical applications

The module examines and illuminates ‘Coaching and Team Leadership’ through a variety of approaches from different disciplines and in practice. A rich practical and pluralistic appreciation of ‘Coaching and Team Leadership’ will be relevant to all Warwick graduates in their personal and professional lives.

The module aims by studying ‘Coaching and Team Leadership’ to encourage students to:

- build an interdisciplinary appreciation of ‘Coaching and Team Leadership’, both through content and also experience of different (= trans) disciplinary approaches to the subject
- investigate in detail the means by which new ideas and techniques are formed, changed, developed – as seen through the lenses of different disciplines and by coaching practitioners
- develop a wide transdisciplinary understanding of ‘Coaching and Team Leadership’ as (a) major cultural and social theme/s,

Module Summary	
	<p>text/s, object/s, idea/s</p> <ul style="list-style-type: none"> <li>• make connections between their own discipline/s and the object of study, 'Coaching and Team Leadership', and so devise original lines of enquiry and practice</li> <li>• develop an awareness of how their knowledge and practical appreciation of Coaching and Team Leadership can be made accessible to wider publics, especially the undergraduate population</li> <li>• explore the relationship between Coaching and Team Leadership concepts/ techniques, and implementation, especially with undergraduates.</li> </ul>
<b>8. Contact Hours (summary)</b>	20 hours
<b>9. Assessment methods (summary)</b>	<p><b>For 15 CATS:</b> 2250 word essay (60%); Group presentation of coaching project (20%) + individual reflective piece 750 words (20%)</p> <p><b>For 12 CATS:</b> 1500 word essay (50%); Group presentation of coaching project (25%) + individual reflective piece 750 words (25%)</p>

Module Context				
<b>10. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.</b>				
50% WBS (Ashley Roberts; Jonothan Neelands; Andre Spicer) 20% Learning & Development Centre 6% PAIS 6% WMS 18% Practitioners, including Warwick Sport, careers coaches and mentors				
<b>11. Availability of module</b>				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
A101	Bachelor of Surgery Arts Faculty Science Faculty Social Sciences Faculty	2 2 or 3 2 or 3 2 or 3		12 or 15 15 12 or 15 12 or 15
<b>WBS:</b>				



Module Context				
NN35	Accounting and Finance	3	B	12
NN36	Accounting and Finance with intercalated year	4	B	12
NN37	Accounting and Finance - UPP	4	B	12
N201	Management	3	A	12
N202	Management with intercalated year	4	A	12
N203	International Management	4	A	12
N140	International Business	4	A	12
<b>12. Minimum number of registered students required for module to run</b>				
8. NB Students will be able to select not more than two of the four proposed interdisciplinary modules.				
<b>13. Pre- and Post-Requisite Modules</b>				
None.				

Module Content and Teaching		
<b>14. Teaching and Learning Activities</b>		
<b>Lectures</b>	9 x 1 hour	
<b>Seminars</b>	9 x 1 hour	
<b>Tutorials</b>	1 x 2 hours preparation for group presentation* in week 10	
<b>Laboratory sessions</b>		
<b>Total contact hours</b>	20 = 18 hours + webcasts (2 hours)	
<b>Module duration (weeks)</b>	10 weeks	
<b>Other activity</b> <i>(please describe): e.g. distance-learning, intensive weekend teaching etc</i>	*Across the module sessions the students in groups will develop a <u>small coaching project</u> , which will be presented in week 10 as an assessed group assignment, followed by an individual short reflective piece on individual coaching practice - also assessed. The project will focus on designing and delivering coaching help to Warwick 1 <sup>st</sup> year undergraduates.	
<b>15a. Assessment Method (15 CATS)</b>		
<b>Type of assessment</b>	<b>Length</b>	<b>% weighting</b>
<b>Group coaching project presentation; plus*</b>	20 minutes	20
<b>*Reflective piece. Assessed essay</b>	750 words 2500 Words	20 60
<b>15b. Assessment Method (12 CATS)</b>		
<b>Type of assessment</b>	<b>Length</b>	<b>% weighting</b>
<b>Group Coaching project</b>	20 minutes	25

<b>Module Content and Teaching</b>		
<b>presentation; plus*</b>		
<b>*Reflective piece.</b>	750 words	25
<b>Assessed essay</b>	2000 Words	50
<b>16. Methods for providing feedback on assessment.</b>		
<p>Detailed written feedback will be provided by tutors to individual students for each element of assessed work, i.e. the reflective piece on the Coaching project and the assessed essay; and to groups for the group presentation. Formative oral feedback will also be given to students at relevant points within seminars throughout the module, and at the concluding Coaching presentation.</p> <p>There will also be a series of webcasts, some of which will communicate tutors' feedback on the discussions in the class sessions.</p>		
<b>17. Outline Syllabus</b>		
<p>The module leader will attend all of each session, to integrate and stimulate the interdisciplinary learning. The module will consist of nine 2-hour sessions, for no more than <u>eighty students</u> (in 2011/12 – then to be reviewed) from across the University's Departments. The teaching and learning approach will embody an interdisciplinary emphasis, using IATL's Open-space Learning pedagogies balanced by methods, including case studies, with which students are more likely to be familiar.</p> <p>The core design is that each week a subject specialist will deliver 60 minutes of disciplinary grounded material ; this section is followed by a further 60 minutes in which the students and module leader will develop the learning in an interdisciplinary style, including using the week's set text/case/film. A small Coaching project running across the module will help integrate and thread the weekly sessions and themes together. In particular three of the sessions with practitioners will emphasise hands on learning and technical competence, which will help the development of the Coaching project. A focus of this will be giving coaching help to Warwick 1<sup>st</sup> year undergraduates. This will include a pilot in WBS of buddy mentoring linked to WBSS.</p> <p>There will be an introductory and critical session on core concepts. In the concluding session in Week 10 the Module Leader will review the students' Coaching results in a presentation-based workshop, in which the group's Coaching project presentations will receive summative and formative assessment. (For this workshop there will also be a two-hour tutorial/practical session in week 9 devoted to helping the students prepare.) This workshop will form the springboard for individual essay-based assignments and the completion of a reflective piece on the Coaching project as a learning experience during the term.</p> <p>Indicative weekly topics:</p> <ol style="list-style-type: none"> <li>1.Introduction to 'Styles of Coaching and Team Leadership' – core and critical concepts</li> <li>2. Individuals and group dynamics</li> <li>3.Coaching and Team Leadership in Sport</li> <li>4.Coaching and Team Leadership in the Arts</li> <li>5.Coaching Performance through Learning</li> </ol>		

Module Content and Teaching
6.(Reading Week) 7. Digital coaching and social networks 8. Psychology of Leadership profiles and individual strengths 9. Coaching cases in health 10. Conclusions; and Coaching project group presentations

18. Illustrative Bibliography
D Clutterbuck, <i>Coaching the Team at Work</i> , Nicholas Brealey Publishing, 2007. J Denison, <i>Coaching Knowledges: Understanding the Dynamics of Sport Performance</i> , A&C Black Publishers Ltd, 2007. B Jackson & K Parry, <i>A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Leadership</i> , Sage Publications Ltd, 2007. S Neale et al, <i>Emotional Intelligence Coaching: Improving Performance for Leaders Coaches and the Individual</i> , Kogan Page, 2009. J Whitmore, <i>Coaching for Performance: GROWing Human Potential and Purpose - the Principles and Practice of Coaching and Leadership</i> , Nicholas Brealey Publishing, 2009.
19. Learning outcomes
<i>See table at end of module approval form.</i>

Resources
20. List any additional requirements and indicate the outcome of any discussions about these.
An “open” space: CAPITAL Studio, or Teaching Grid or similar large flat space AV facilities.

Approval	
<b>21. Module leader’s signature</b>	
<b>22. Date of approval</b>	
<b>23. Name of Approving Committee (include minute reference if applicable)</b>	
<b>24. Chair of Committee’s signature</b>	
<b>25. Head of Department(s) Signature</b>	

Examination Information		
<b>A1. Name of examiner (if different from module leader)</b>		
<b>A2. Indicate all available methods of assessment in the table below</b>		
<b>% Examined</b>	<b>% Assessed by other methods</b>	<b>Length of examination paper</b>
<b>A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.</b>		
<b>A4. How many papers will the module be examined by?</b>	<input type="checkbox"/> 1 paper	<input type="checkbox"/> 2 papers
<b>A5. When would you wish the exam take place (e.g. Jan, April, Summer)?</b>		
<b>A6. Is reading time required?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>A7. Please specify any special exam timetable arrangements.</b>		
<b>A8. Stationery requirements</b>		
<b>No. of Answer books?</b>		
<b>Graph paper?</b>		
<b>Calculator?</b>		
<b>Any other special stationery requirements (e.g. Data books, tables etc)?</b>		
<b>A9. Type of examination paper</b>		
<b>Seen?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Open Book?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Restricted?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If restricted, please provide a list of permitted texts:</b>		

<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome? (section 16)</b>
<p><b>Subject Knowledge and Understanding</b></p> <p>8. Understand and use elements of different disciplinary languages</p> <p>9. Critically evaluate texts and other material with a comparative understanding of different disciplinary processes</p> <p>10. Recognise the different disciplinary uses of evidence and documentation</p> <p>11. Express complex and transdisciplinary ideas of ‘Coaching and Team leadership’</p> <p>12. Recognise the complexity of different disciplinary and practitioner notions of ‘Coaching and Team leadership’</p> <p>13. Understand the various manifestations of Coaching and Team leadership in texts, cases and other materials</p> <p>14. Identify and understand how Coaching and Team leadership relate to different disciplines and different media.</p>	<p><i>For all:</i></p> <ul style="list-style-type: none"> <li>• Weekly preparation of participatory response based on set readings , cases and film</li> <li>• Conceptual and research based Seminars by a range of disciplinary experts.</li> <li>• Cases led by Coaching practitioners</li> <li>• Analytical discourse and Coaching exercises facilitated by Module Leader.</li> <li>• Open Space learning, Group Coaching activities and performances.</li> <li>• Independent reading, research and reflection.</li> <li>• Reflective notes recording experiences and interdisciplinary learning</li> <li>• Researched, critically Coaching essay.</li> <li>• Individual generation of Coaching options, solutions and implementation plans.</li> </ul>	<p><i>For all:</i></p> <p><u>Formative Tasks</u></p> <p><i>By tutors:</i></p> <ul style="list-style-type: none"> <li>- Feedback on session participation</li> <li>- Performance Workshop feedback</li> </ul> <p><i>By Students:</i></p> <ul style="list-style-type: none"> <li>- Peer review</li> <li>- Own reflection on learning and performance</li> </ul> <p><u>Summative assessment</u></p> <ul style="list-style-type: none"> <li>- Essay</li> <li>- Coaching project presentation (Group)</li> <li>- Reflective piece on Coaching project</li> </ul>
<p><b>Key Skills</b></p> <p>10. Analyse and reflect on their own and others’ Coaching processes and Leadership approaches</p> <p>11. Communicate imaginatively with their peers and with</p>	<p><i>For all:</i></p> <p>As above.</p>	<p><i>For all:</i></p> <p><u>Formative Tasks</u></p> <p><i>By tutors:</i></p>

<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome? (section 16)</b>
<p>academics.</p> <p>12. Work within teams and successfully collaborate on short- and module length Coaching projects</p> <p>13. Use research tools and resources, including Coaching cases, and reference material correctly</p> <p>14. Articulate proposals and advice orally and through well-argued writing, supported by wide reading, research and practice</p> <p>15. Conceive and present concepts verbally, graphically, digitally and through practice</p> <p>16. Manage time to meet a series of deadlines as an individual and team member</p> <p>17. Develop collaborative skills (across disciplines) of listening, giving and receiving feedback, and achieving resolution</p> <p>18. Make productive links between theoretical ideas and practical applications, and appreciate the practical value of learning through participative and practical experiences</p> <p>19. Solve problems pragmatically and with originality</p> <p>20. Provide leadership to teams with confidence, using a repertoire of skills and tactics.</p>		<p>- <i>Feedback on session participation</i></p> <p>- <i>Performance Workshop feedback</i></p> <p><i>By Students:</i></p> <p>- <i>Peer review</i></p> <p>- <i>Own reflection on learning and performance</i></p> <p><u>Summative assessment</u></p> <p>- Essay</p> <p>- Coaching project presentation (Group)</p> <p>- Reflective piece on Coaching project</p>
<p><b>Cognitive Skills</b></p> <p>7. Reflect on their own and others' experiences as</p>	<p><i>For all:</i></p> <ul style="list-style-type: none"> <li>• Weekly preparation of participatory</li> </ul>	<p><i>For all:</i></p>

<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome? (section 16)</b>
<p>participants in Coaching and interdisciplinary learning processes</p> <p>8. Weigh and compare evidence from historical and contemporary sources in order to make informed but independent and original judgements</p> <p>9. Reflect on and contrast different disciplinary models of pedagogy ,learning and influence</p> <p>10. Identify trans and inter disciplinary issues, formulate questions and engage in Coaching and leadership problem-solving, including own independent research</p> <p>11. Synthesise ideas imaginatively from a range of different disciplinary perspectives</p> <p>12. Imaginatively respond to dramatic stimuli (texts, films, ideas) to aid group learning and individual performance helped by coaching and leadership</p>	<p>response based on set readings , cases and film</p> <ul style="list-style-type: none"> <li>• Conceptual and research based Seminars by a range of disciplinary experts.</li> <li>• Cases led by Coaching practitioners</li> <li>• Analytical discourse and Coaching exercises facilitated by Module Leader.</li> <li>• Open Space learning, Group Coaching activities</li> <li>• Independent reading, research and reflection.</li> <li>• Reflective notes recording experiences and interdisciplinary learning</li> <li>• Researched, critically analytical and reflective essay writing on Coaching and Team Leadership</li> <li>• Individual generation of Coaching options, solutions and implementation plans.</li> <li>•</li> </ul>	<p><u>Formative Tasks</u></p> <p><i>By tutors:</i></p> <ul style="list-style-type: none"> <li>- Feedback on session participation</li> <li>- Performance Workshop feedback</li> </ul> <p><i>By Students:</i></p> <ul style="list-style-type: none"> <li>- Peer review</li> <li>- Own reflection on learning and performance</li> </ul> <p><u>Summative assessment</u></p> <ul style="list-style-type: none"> <li>- Essay</li> <li>- Coaching project presentation (Group)</li> <li>- Reflective piece on Coaching project</li> </ul>
<p><b>Subject-Specific/Professional Skills</b></p> <p>1. Decide where and how they might publish their work in academic and journalistic contexts, and present it</p>	<p><i>For all:</i></p> <p><i>As above.</i></p>	<p><i>For all:</i></p> <p><i>As above.</i></p>

<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome? (section 16)</b>
<p>imaginatively to a wider audience</p> <p>2. Appreciate the value of understanding and experiencing different disciplinary approaches and perspectives on Coaching and Team leadership, especially in relation to their subject specialism</p> <p>3. Leverage a confidence and competence in Coaching and Team leadership for further study, work and citizenship</p> <p>4. Participate in Coaching activities with confidence, support the generation of original ideas and questions, help lead teamwork and performance</p>	<p><i>Plus office hours advice</i></p>	



### 3. IB3H50 Images of Creativity

#### Proposal Form for New or Revised Modules (MA1- version 4)

Approval information	
<b>Approval Type</b>	<input checked="" type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
<b>Date of Introduction/Change</b>	1 October 2011
<b>If new, does this module replace another? If so, enter module code and title:</b>	No
<b>If revised/discontinued, please outline the rationale for the changes:</b>	N/A
<b>Confirmation that affected departments have been consulted:</b>	<p>Participating faculty in the Centre for Cultural Policy Studies (CPS), Chemistry and WBS have been consulted, plus the Chair of the Board of Undergraduate Studies, and the Co-Director of the Institute of Advanced Teaching and Learning (IATL). Other Departments who support the Interdisciplinary Initiative include the Medical School, English, Law, the School of Theatre, Performance and Cultural Policy Studies (STPCPS), German Studies, Education, Sociology, Philosophy, and History. Creative practitioners will also be involved.</p>

Module Summary	
<b>1. Module Code (if known)</b>	IB3..
<b>2. Module Title</b>	Images of Creativity: An Interdisciplinary Approach
<b>3. Lead department:</b>	WBS
<b>4. Name of module leader</b>	Grier Palmer
<b>5. Level</b>	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input checked="" type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral)
<b>6. Credit value(s) (CATS)</b>	12 or 15 CATS
<b>7. Principal Module Aims</b>	The module is one of four proposed interdisciplinary modules using CAPITAL's Interdisciplinary and Creative Collaboration 'Faust' model: (Forms of Identity; Varieties of Decision-making; Styles of

## Module Summary

Coaching and Team Leadership; Images of Creativity). It will be available to all Warwick Undergraduates from Year 2 on, and will form part of the IATL strategic initiatives supporting interdisciplinarity. NB Students will be able to select not more than two of the four proposed interdisciplinary modules.

The module is designed via interdisciplinary study to:

- help students to grasp abstract and complex ideas from a range of disciplines (= transdisciplinary), and to reflect in order to synthesize these (= interdisciplinary) into a rounded intellectual and creative response
- help students understand the symbiotic potential of traditionally distinct disciplines
- engage students fully with “active” learning. It will be faithful to the notion that participation and experiential learning foster “deep learning”.
- enhance and consolidate students’ academic and research abilities, while also stimulating team-work and collaboration, thus creating a pool of transferable skills that students can acquire and practise.
- stimulate collaboration amongst themselves and across various disciplines through group work and embodied learning
- make connections between their own discipline/s and the object of study, and so devise original research questions
- make productive links between theoretical ideas and creative practical applications

The module examines and illuminates ‘Creativity’ through a variety of approaches from different disciplines and in practice. A rich practical and pluralistic appreciation of ‘Creativity’ will be relevant to all Warwick graduates in their personal and professional lives.

The module aims by studying ‘Creativity’ to encourage students to:

- build an interdisciplinary appreciation of ‘Creativity’, both through content and also experience of different (= trans) disciplinary approaches to the subject
- investigate in detail the means by which new ideas, objects, designs are formed, changed, developed – as seen through the lenses of different disciplines and by creative practitioners
- develop a wide transdisciplinary understanding of ‘Creativity’ as (a) major cultural and social theme/s, text/s, object/s, idea/s
- make connections between their own discipline/s and the object of study, ‘Creativity’, and so devise original research questions

Module Summary	
	<ul style="list-style-type: none"> <li>develop an awareness of how their knowledge and practical appreciation of creativity can be made accessible to wider publics</li> <li>explore the relationship between Creativity and implementation</li> </ul>
<b>8. Contact Hours (summary)</b>	20 hours
<b>9. Assessment methods (summary)</b>	<p><b>For 15 CATS:</b> 2250 word essay (60%); Group presentation of creative project (20%) + individual reflective piece 750 words (20%)</p> <p><b>For 12 CATS:</b> 1500 word essay (50%); Group presentation of creative project (25%) + individual reflective piece 750 words (25%)</p>

Module Context				
<b>10. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.</b>				
67% WBS (Grier Palmer; Jonathan Neelands; Andre Spicer; Louise Gracia) 12% Centre for Cultural Policy Studies (Chris Bilton; Ruth Leary) 6 % Chemistry (Peter Sadler) 15% Practitioners (Simon Wood; Craig Vaizey)				
<b>11. Availability of module</b>				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
A101	Bachelor of Surgery	2		12 or 15
	Arts Faculty	2 or 3		15
	Science Faculty	2 or 3		12 or 15
	Social Sciences Faculty	2 or 3		12 or 15
<b>WBS:</b>				
NN35	Accounting and Finance	3	B	12
NN36	Accounting and Finance with intercalated year	4	B	12
NN37	Accounting and Finance - UPP	4	B	12
N201	Management	3	A	12
N202	Management with intercalated year	4	A	12
N203	International Management	4	A	12
N140	International Business	4	A	12

Module Context
<b>12. Minimum number of registered students required for module to run</b>
8. NB Students will be able to select not more than two of the four proposed interdisciplinary modules.
<b>13. Pre- and Post-Requisite Modules</b>
None.

Module Content and Teaching		
<b>14. Teaching and Learning Activities</b>		
<b>Lectures</b>	9 x 1 hour	
<b>Seminars</b>	9 x 1 hour	
<b>Tutorials</b>	1 x 2 hours preparation for group presentation* in week 10	
<b>Laboratory sessions</b>		
<b>Total contact hours</b>	20 = 18 hours + webcasts (2 hours)	
<b>Module duration (weeks)</b>	10 weeks	
<b>Other activity</b> <i>(please describe): e.g. distance-learning, intensive weekend teaching etc</i>	*Across the module sessions the students in groups will develop a <u>small creative project</u> , which will be presented in week 10 as an assessed group assignment, followed by an individual short reflective piece – also assessed.	
<b>15a. Assessment Method (15 CATS)</b>		
<b>Type of assessment</b>	<b>Length</b>	<b>% weighting</b>
<b>Group creative project presentation; plus*</b>	20 minutes	20
<b>*Reflective piece.</b>	750 words	20
<b>Assessed essay</b>	2250 words	60
<b>15b. Assessment Method (12 CATS)</b>		
<b>Type of assessment</b>	<b>Length</b>	<b>% weighting</b>
<b>Group creative project presentation; plus*</b>	20 minutes	25
<b>*Reflective piece.</b>	750 words	25
<b>Assessed essay</b>	1500 Words	50
<b>16. Methods for providing feedback on assessment.</b>		
Detailed written feedback will be provided by tutors to individual students for each element of assessed work, i.e. the reflective piece on the creative project and the assessed essay; and to groups for the group presentation. Formative oral feedback will also be given to students at relevant points within seminars throughout the module, and at the concluding creative		

## Module Content and Teaching

presentation.

There will also be a series of webcasts, some of which will communicate tutors' feedback on the discussions in the class sessions.

### 17. Outline Syllabus

The module leader will attend all of each session, to integrate and stimulate the interdisciplinary learning. The module will consist of nine 2 hour sessions, for no more than forty students (in 2011/12 – then to be reviewed) from across the University's Departments. The teaching and learning approach will embody an interdisciplinary emphasis, using IATL's Open-space Learning pedagogies balanced by methods, including case studies, with which students are more likely to be familiar.

The core design is that each week a subject specialist will deliver 60 minutes of disciplinary grounded material ; this section is followed by a further 60 minutes in which the students and module leader will develop the learning in an interdisciplinary style, including using the week's set text/case/film. A small creative project running across the module will help integrate and thread the weekly sessions and themes together. In particular three of the sessions with practitioners will emphasise hands on learning and creation, which will help the development of the creative project.

There will be an introductory and critical session on core concepts. In the concluding session in Week 10 the Module Leader will review the students' creative results in a presentation-based workshop, in which the group's creative project presentations will receive summative and formative assessment. (For this workshop there will also be a two-hour tutorial/practical session in week 9 devoted to helping the students prepare). This workshop will form the springboard for individual essay-based assignments and the completion of a reflective piece on the creative project as a learning experience during the term.

Indicative weekly topics:

11. Introduction to 'Varieties of Creativity' – core and critical concepts
12. Creativity in Film
13. Science and Invention
14. Creative Performance for Learning
15. Creating Design
16. (Reading Week)
17. Creative Organisations
18. Creative Accounting through Poetry and Dance
19. Practising Creativity
20. Conclusions; and creative project group presentations

### 18. Illustrative Bibliography

Teresa M Amabile, *Creativity in Context: Update to the "Social Psychology of Creativity"*, Westview Press, 1996.

Chris Bilton, *Management and Creativity: From Creative Industries to Creative Management*,

## Module Content and Teaching

Wiley-Blackwell, 2006.

Lotte Darsoe, [Artful Creation: Learning-Tales of Arts-in-Business](#), Samfundslitteratur, 2004.

James C. Kaufman & Robert J Sternberg (eds), *The Cambridge Handbook of Creativity (Cambridge Handbooks in Psychology)*, Cambridge University Press, 2010.

Keith Osborn, [Something Written in the State of Denmark: An Actor's Year with the Royal Shakespeare Company](#), Oberon Books Ltd, 2010.

Ken Robinson, [Out of Our Minds: Learning to be Creative](#), Capstone, 2001.

Penny Sparke, *The Genius of Design*, Quadrille Publishing Ltd, 2010 (book) and DVD (Acorn Media UK Ltd, 2010).

Alexander Styhre, [Science-Based Innovation: From Modest Witnessing to Pipeline Thinking](#), Palgrave Macmillan, 2008.

Fons Trompenaars, *Riding the Whirlwind: Connecting People and Organisations in a Culture of Innovation*, Infinite Ideas Ltd, 2007.

### 19. Learning outcomes

See table at end of module approval form.

## Resources

### 20. List any additional requirements and indicate the outcome of any discussions about these.

An "open" space: CAPITAL Studio, or Teaching Grid or similar flat space for 40 students. AV facilities.

## Approval

21. Module leader's signature

22. Date of approval

23. Name of Approving Committee (include minute reference if applicable)

24. Chair of Committee's signature

25. Head of Department(s) Signature

Examination Information		
<b>A1. Name of examiner (if different from module leader)</b>		
<b>A2. Indicate all available methods of assessment in the table below</b>		
<b>% Examined</b>	<b>% Assessed by other methods</b>	<b>Length of examination paper</b>
<b>A3. Will this module be examined together with any other module (sectioned paper)? If so, please give details below.</b>		
<b>A4. How many papers will the module be examined by?</b>	<input type="checkbox"/> 1 paper	<input type="checkbox"/> 2 papers
<b>A5. When would you wish the exam take place (e.g. Jan, April, Summer)?</b>		
<b>A6. Is reading time required?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>A7. Please specify any special exam timetable arrangements.</b>		
<b>A8. Stationery requirements</b>		
<b>No. of Answer books?</b>		
<b>Graph paper?</b>		
<b>Calculator?</b>		
<b>Any other special stationery requirements (e.g. Data books, tables etc)?</b>		
<b>A9. Type of examination paper</b>		
<b>Seen?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Open Book?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Restricted?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If restricted, please provide a list of permitted texts:</b>		

<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)</b>
<p><b>Subject Knowledge and Understanding</b></p> <p>15. Understand and use elements of different disciplinary languages</p> <p>16. Critically evaluate texts and other material with a comparative understanding of different disciplinary processes</p> <p>17. Recognise the different disciplinary uses of evidence and documentation</p> <p>18. Express complex and transdisciplinary ideas of 'Creativity'</p> <p>19. Recognise the complexity of different disciplinary and practitioner notions of 'Creativity'</p> <p>20. Understand the various manifestations of Creativity in texts, cases and other materials</p> <p>21. Identify and understand how creativity relates to different disciplines and different media.</p>	<p><i>For all:</i></p> <ul style="list-style-type: none"> <li>• Weekly preparation of participatory response based on set readings , cases and film</li> <li>• Conceptual and research based Seminars by a range of disciplinary experts.</li> <li>• Cases led by creative practitioners</li> <li>• Analytical discourse and creative exercises facilitated by Module Leader.</li> <li>• Open Space learning, Group creative activities and performances.</li> <li>• Independent reading, research and reflection.</li> <li>• Reflective notes recording experiences and interdisciplinary learning</li> <li>• Researched, critically creative essay.</li> <li>• Individual generation of creative object, idea or material</li> </ul>	<p><i>For all:</i></p> <p><u>Formative Tasks</u></p> <p><i>By tutors:</i></p> <ul style="list-style-type: none"> <li>- Feedback on session participation</li> <li>- Performance Workshop feedback</li> </ul> <p><i>By Students:</i></p> <ul style="list-style-type: none"> <li>- Peer review</li> <li>- Own reflection on learning and performance</li> </ul> <p><u>Summative assessment</u></p> <ul style="list-style-type: none"> <li>- Essay</li> <li>- Creative project presentation (Group)</li> <li>- Reflective piece on Creative project</li> </ul>
<p><b>Key Skills</b></p> <p>21. Observe and reflect on their own and others' creative processes</p> <p>22. Communicate imaginatively with their peers and with academics.</p>	<p><i>For all:</i></p> <p>As above.</p>	<p><i>For all:</i></p> <p><u>Formative Tasks</u></p> <p><i>By tutors:</i></p> <ul style="list-style-type: none"> <li>- Feedback on session participation</li> </ul>



<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)</b>
23. Work within teams and successfully collaborate on short- and module length creative projects 24. Use research tools and resources, including creative archives and cases, and reference material correctly 25. Articulate arguments orally and through well-argued writing, supported by wide reading and research 26. Conceive and present concepts verbally, graphically and through performance 27. Manage time to meet a series of deadlines as an individual and team member 28. Develop collaborative skills (across disciplines) of listening, giving and receiving feedback, and achieving resolution 29. Make productive links between theoretical ideas and practical applications, and appreciate the practical value of learning through participative experiences 30. Solve problems creatively and with originality		- <i>Performance Workshop feedback</i> <i>By Students:</i> - <i>Peer review</i> - <i>Own reflection on learning and performance</i>  <u>Summative assessment</u>  - Essay - Creative project presentation (Group) - Reflective piece on Creative project
<b>Cognitive Skills</b> 13. Reflect on their own and others' experiences as	<i>For all:</i> <ul style="list-style-type: none"> <li>• Weekly preparation of participatory response</li> </ul>	<i>For all:</i>

<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)</b>
<p>participants in a creative and interdisciplinary learning process</p> <p>14. Weigh and compare evidence from historical and contemporary sources in order to make informed but independent and original judgements</p> <p>15. Reflect on and contrast different disciplinary models of pedagogy ,learning and creation</p> <p>16. Identify trans and inter disciplinary issues, formulate questions and engage in creative problem-solving, including own independent research</p> <p>17. Synthesise ideas imaginatively from a range of different disciplinary perspectives</p> <p>18. Imaginatively respond to dramatic stimuli (texts, films, ideas) to aid group learning and performance</p>	<p>based on set readings , cases and film</p> <ul style="list-style-type: none"> <li>• Conceptual and research based Seminars by a range of disciplinary experts.</li> <li>• Cases led by creative practitioners</li> <li>• Analytical discourse and creative exercises facilitated by Module Leader.</li> <li>• Open Space learning, Group creative activities</li> <li>• Independent reading, research and reflection.</li> <li>• Reflective notes recording experiences and interdisciplinary learning</li> <li>• Researched, critically creative essay.</li> <li>• Individual generation of creative object, idea or material</li> </ul>	<p><u>Formative Tasks</u></p> <p><i>By tutors:</i></p> <ul style="list-style-type: none"> <li>- <i>Feedback on session participation</i></li> <li>- <i>Performance Workshop feedback</i></li> </ul> <p><i>By Students:</i></p> <ul style="list-style-type: none"> <li>- <i>Peer review</i></li> <li>- <i>Own reflection on learning and performance</i></li> </ul> <p><u>Summative assessment</u></p> <ul style="list-style-type: none"> <li>- Essay</li> <li>- - Creative project presentation (Group)</li> <li>- Reflective piece on Creative project</li> </ul>
<p><b>Cognitive Skills</b></p> <p>5. <b>Subject-Specific/Professional Skills</b></p> <p>6. Decide where and how they might publish their work in academic and journalistic contexts, and present it imaginatively to a wider audience</p> <p>7. Appreciate the value of understanding and</p>	<p><i>For all:</i></p> <p><i>As above.</i></p> <p><i>Plus office hours advice</i></p>	<p><i>For all:</i></p> <p><i>As above.</i></p>

<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome? (reference activities in section 16)</b>
<p>experiencing different disciplinary approaches and perspectives on creativity, especially in relation to their subject specialism</p> <p>8. Leverage a confidence and competence in creative interdisciplinarity for further study, work and citizenship</p> <p>9. Participate in creative activities and support the generation of original ideas and questions.</p>		

#### 4. IB3H60 Varieties of Decision-making

##### Proposal Form for New or Revised Modules (MA1- version 4)

Approval information	
<b>Approval Type</b>	<input checked="" type="checkbox"/> New module <input type="checkbox"/> Revised module <input type="checkbox"/> Discontinue module
<b>Date of Introduction/Change</b>	1 January 2012
<b>If new, does this module replace another? If so, enter module code and title:</b>	No
<b>If revised/discontinued, please outline the rationale for the changes:</b>	N/A
<b>Confirmation that affected departments have been consulted:</b>	Participating faculty in the Medical School, Law, the Institute of Advanced Teaching and Learning (IATL), WBS and Economics have been consulted, plus the Chair of the Board of Undergraduate Studies, and the IATL Co-Director. Other Departments who support the Interdisciplinary Initiative include English, the School of Theatre, Performance and Cultural Policy Studies (STPCPS), German Studies, Education, Sociology, Philosophy and History.

Module Summary	
<b>1. Module Code (if known)</b>	IB3..
<b>2. Module Title</b>	Varieties of Decision Making: An Interdisciplinary Approach
<b>3. Lead department:</b>	WBS
<b>4. Name of module leader</b>	Dr Jonathan Tritter
<b>5. Level</b>	UG: <input type="checkbox"/> Level 4 (Certificate) <input type="checkbox"/> Level 5 (Intermediate) <input checked="" type="checkbox"/> Level 6 (Honours) PG: <input type="checkbox"/> Level 7 (Masters) <input type="checkbox"/> Level 8 (Doctoral)
<b>6. Credit value(s) (CATS)</b>	12 or 15 CATS
<b>7. Principal Module Aims</b>	The module is one of four proposed interdisciplinary modules using CAPITAL's Interdisciplinary and Creative Collaboration 'Faust' model: (Forms of Identity; Varieties of Decision-making; Styles of Coaching and Team Leadership; Images of Creativity). It will be available to all Warwick Undergraduates from <u>Year 2 on</u> , and will

## Module Summary

form part of the IATL strategic initiatives supporting interdisciplinarity. NB Students will be able to select not more than two of the four proposed interdisciplinary modules.

The module is designed via interdisciplinary study to:

- help students to grasp abstract and complex ideas from a range of disciplines (= transdisciplinary), and to reflect in order to synthesize these (= interdisciplinary) into a rounded intellectual and creative response
- help students understand the symbiotic potential of traditionally distinct disciplines
- engage students fully with “active” learning. It will be faithful to the notion that participation and experiential learning foster “deep learning”.
- enhance and consolidate students’ academic and research abilities, while also stimulating team-work and collaboration, thus creating a pool of transferable skills that students can acquire and practise.
- stimulate collaboration amongst themselves and across various disciplines through group work and embodied learning
- make connections between their own discipline/s and the object of study, and so devise original research questions
- make productive links between theoretical ideas and practical applications

The module examines and illuminates ‘Decision making’ through a variety of approaches of different Disciplines. A wide ranging understanding of different types of ‘Decision making’ will be relevant to all Warwick graduates in their personal and professional lives. The module aims by studying ‘Decision making’ to encourage students to:

- build an interdisciplinary appreciation of ‘Decision making’, both through content and also experience of different (= trans) disciplinary approaches to the subject
- investigate in detail the means by which decisions are formulated and processed – as seen through the lenses of different disciplines
- develop a wide transdisciplinary understanding of ‘Decision making’ as (a) major cultural and social theme/s, technique/s, process/es
- make connections between their own discipline/s and the object of study, ‘Decision making’, and so devise original research questions
- develop an awareness of how their subject knowledge of and

Module Summary	
	<p>disciplinary approach to decisions can be made accessible to wider publics</p> <ul style="list-style-type: none"> <li>• explore the relationship between the mind, body and emotions in the processes of Decision making</li> </ul>
<b>8. Contact Hours (summary)</b>	20 hours
<b>9. Assessment methods (summary)</b>	<p><b>For 15 CATS:</b> 2500 word essay (60%) + 1000 word reflective journal (40%)</p> <p><b>For 12 CATS:</b> 2000 word essay (50%) + 1000 word reflective journal (50%)</p>

Module Context				
<b>10. Please list all departments involved in the teaching of this module. If taught by more than one department, please indicate percentage split.</b>				
65% WBS (Deniz Ucbasaran; Nick Chater; Jonathan Tritter; Grier Palmer) 10% IATL (Jonny Heron) 10% Law (Julian Webb) 5% Economics (tbc) 10% WMS (Jane Kidd)				
<b>11. Availability of module</b>				
Degree Code	Title	Study Year	C/OC/A/B/C	Credits
A101	Bachelor of Surgery	2		12 or 15
	Arts Faculty	2 or 3		15
	Science Faculty	2 or 3		12 or 15
	Social Sciences Faculty	2 or 3		12 or 15
<b>WBS:</b>				
NN35	Accounting and Finance	3	B	12
NN36	Accounting and Finance with intercalated year	4	B	12
NN37	Accounting and Finance - UPP	4	B	12
N201	Management	3	A	12
N202	Management with intercalated year	4	A	12
N203	International Management	4	A	12
N140	International Business	4	A	12
<b>12. Minimum number of registered students required for module to run</b>				
8.				
NB Students will be able to select not more than two of the four proposed interdisciplinary				

<b>Module Context</b>	
modules.	
<b>13. Pre- and Post-Requisite Modules</b>	
None.	

<b>Module Content and Teaching</b>		
<b>14. Teaching and Learning Activities</b>		
<b>Lectures</b>	9 x 1 hour	
<b>Seminars</b>	9 x 1 hour	
<b>Tutorials</b>	1 x 2 hours (week 10 preparation)	
<b>Laboratory sessions</b>		
<b>Total contact hours</b>	20 hours	
<b>Module duration (weeks)</b>	10 weeks	
<b>Other activity</b> <i>(please describe): e.g. distance-learning, intensive weekend teaching etc.</i>		
<b>15a. Assessment Method (15 CATS)</b>		
<b>Type of assessment</b>	<b>Length</b>	<b>% weighting</b>
<b>Examinations</b>		
<b>Assessed essay</b>	2500 Words	60
<b>Reflective journal</b>	1000 Words (5000 words max)	40
<b>15b. Assessment Method (12 CATS)</b>		
<b>Type of assessment</b>	<b>Length</b>	<b>% weighting</b>
<b>Examinations</b>		
<b>Assessed essay</b>	2000 Words	50
<b>Reflective journal</b>	1000 Words (5000 words max)	50
<b>16. Methods for providing feedback on assessment.</b>		
Detailed written feedback will be provided by tutors to individual students for each element of assessed work, i.e. the reflective journal and the assessed essay. Formative oral feedback will also be given to students at relevant points within seminars throughout the module, and at the concluding case presentation.		
<b>17. Outline Syllabus</b>		
The module leader will attend all of each session, to integrate and stimulate the interdisciplinary		

## Module Content and Teaching

learning. (Professor Tritter will lead, supported by Professor Nick Chater - who is the head of the new Behavioural Science group in WBS and a leading expert on decision making, plus Grier Palmer.)

The module will consist of nine 2 hour sessions, for no more than forty students (in 2011/12 – then to be reviewed) from across the University's Departments. The teaching and learning approach will embody an interdisciplinary emphasis, using IATL's Open-Space Learning pedagogies balanced by methods, including analytical discussion and cases, with which students are more likely to be familiar.

The core design is that each week a subject specialist will deliver 60 minutes of disciplinary grounded material ; this section is followed by a further 60 minutes in which the students and module leader will develop the learning in an interdisciplinary style, including using the week's set text/case/film.

There will be an introductory and a concluding session with the Module Leader; there will also be a two-hour tutorial session devoted to helping the students prepare a presentation for a creative and critical case-based final workshop in Week 10, which will receive formative assessment.

Indicative weekly topics:

21. Behavioural introduction to 'Varieties of Decision making'
22. Global Decision making
23. Entrepreneurs and Decision making
24. Ethics and Decision making in Medicine
25. Decisions between Government, citizens, and communities
26. (Reading Week and preparation for case presentation)
27. Improvisation and Decision making
28. Law, Lawyers and Decision making
29. Leaders and Group Decision making
30. Conclusion(s) and Group presentations

## 18. Illustrative Bibliography

*Citizen Kane* (DVD).

John Adair, *Creating Success: Decision Making and Problem Solving Strategies*, Kogan Page, 2010.

James G Blight and Janet M Lang, *Fog of War*, Rowman & Littlefield Publishers, 2004 (Book) and Sony Pictures (DVD).

Gerd Gigerenzer, *Gut Feelings: Short Cuts to Better Decision Making*, Penguin, 2008.

Caroline Maughan and Julian Webb, *Lawyering Skills and the Legal Process (Law in Context)*, Cambridge University Press, 2005.

Steven H. Miles, *The Hippocratic Oath and the Ethics of Medicine*, OUP USA, 2005.

Joseph Stiglitz, *Globalization and Its Discontents*, Penguin, 2003.

Patrick AM Vermeulen and Petru L Curseu, *Entrepreneurial Strategic Decision-making: A Cognitive Perspective*, Edward Elgar Publishing Ltd, 2010.

## 19. Learning outcomes



<b>Module Content and Teaching</b>
<i>See table at end of module approval form:</i>

<b>Resources</b>
<b>20. List any additional requirements and indicate the outcome of any discussions about these.</b>
An “open” space: CAPITAL Studio, or Teaching Grid or similar flat space for 40 students. AV facilities.

<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome?</b>
<p><b>Subject Knowledge and Understanding</b></p> <p>22. Understand and use elements of different disciplinary languages</p> <p>23. Critically evaluate texts and other material with a comparative understanding of different disciplinary processes in Decision making</p> <p>24. Recognise the different disciplinary uses of evidence and data in making decisions</p> <p>25. Express complex and transdisciplinary ideas of 'Decision making'</p> <p>26. Recognise the complexity of different disciplinary notions of 'Decision making'</p> <p>27. Understand the various manifestations of Decision making in texts, cases and other materials</p>	<p><i>For all:</i></p> <ul style="list-style-type: none"> <li>• Weekly preparation of participatory response based on set readings</li> <li>• Conceptual and research based Seminars by a range of disciplinary experts.</li> <li>• Analytical discourse and creative exercises facilitated by Module Leader.</li> <li>• Open Space learning, Group creative activities and performances.</li> <li>• Independent reading, research and reflection.</li> <li>• Reflective journal recording experiences and interdisciplinary learning</li> <li>• Researched, critically creative essay.</li> <li>• Case study of decisions (paper and/or live)</li> </ul>	<p><i>For all:</i></p> <p><u>Formative Tasks</u></p> <p><i>By tutors:</i></p> <ul style="list-style-type: none"> <li>- Feedback on session participation</li> <li>- Performance Workshop feedback</li> </ul> <p><i>By Students:</i></p> <ul style="list-style-type: none"> <li>- Peer review</li> <li>- Own reflection on learning and performance</li> </ul> <p><u>Summative assessment</u></p> <ul style="list-style-type: none"> <li>- Essay</li> <li>- Reflective Journal</li> </ul>
<p><b>Key Skills</b></p> <p>31. Analyse and reflect on their own and others' creative and analytical processes when making decisions</p> <p>32. Communicate with their peers and with academics.</p> <p>33. Work within teams and successfully collaborate on short- and module length projects</p> <p>34. Use research tools and resources, including specialist archives, and reference material correctly</p>	<p><i>For all:</i></p> <p>As above.</p>	<p><i>For all:</i></p> <p><u>Formative Tasks</u></p> <p><i>By tutors:</i></p> <ul style="list-style-type: none"> <li>- Feedback on session participation</li> <li>- Performance Workshop feedback</li> </ul> <p><i>By Students:</i></p> <ul style="list-style-type: none"> <li>- Peer review</li> </ul>

<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome?</b>
35. Articulate arguments orally and through well-argued essay writing, supported by wide reading and research 36. Manage time to meet a series of deadlines as an individual and team member 37. Develop collaborative skills (across disciplines) of listening to others analyses and solutions, giving and receiving feedback, and achieving resolution 38. Make productive links between theoretical ideas and practical applications, and appreciate the practical value of learning through workshop participation 39. Solve problems with originality in formulation, analysis and evaluation		- <i>Own reflection on learning and performance</i>  <u>Summative assessment</u>  - Essay - Reflective Journal
<b>Cognitive Skills</b> 19. Reflect on their own and others' experiences as participants in a creative and interdisciplinary learning process 20. Weigh and compare evidence from historical and contemporary sources in order to make informed but independent judgements 21. Reflect on and contrast different disciplinary models of pedagogy and study of decision making 22. Identify trans and inter disciplinary issues, formulate questions and engage in problem-solving, including own	<i>For all:</i>  As above.	<i>For all:</i>  <u>Formative Tasks</u> <i>By tutors:</i> - <i>Feedback on session participation</i> - <i>Performance Workshop feedback</i> <i>By Students:</i> - <i>Peer review</i> - <i>Own reflection on learning and performance</i>

<b>LEARNING OUTCOMES</b>		
<b>(By the end of the module the student should be able to....)</b>	<b>Which teaching and learning methods enable students to achieve this learning outcome? (reference activities in section 15)</b>	<b>Which summative assessment method(s) will measure the achievement of this learning outcome?</b>
<p>independent research</p> <p>23. Synthesise ideas from a range of different disciplinary perspectives of decision making</p> <p>24. Imaginatively respond to dramatic stimuli (texts, cases, films, ideas) to aid group learning and decision making</p>		<p><u>Summative assessment</u></p> <p>- Essay</p> <p>- Reflective Journal</p>
<p><b>Subject-Specific/Professional Skills</b></p> <p>4. Decide where and how they might publish their work in academic and journalistic contexts, and present it to a wider audience</p> <p>5. Appreciate the value of understanding different disciplinary approaches to and perspectives of decision making, especially in relation to their subject specialism</p> <p>6. Leverage a confidence and competence in decision making interdisciplinarity for further study, work and citizenship</p>	<p><i>For all:</i></p> <p>As above.</p> <p>Plus office hours advice</p>	<p><i>For all:</i></p> <p>As above.</p>