

IATL Institute for Advanced Teaching and Learning

The space where collaborative learning happens



COLLABORATION

If knowledge is shared, if pedagogy is open, and if the curriculum is negotiated, then our teaching and learning must also be collaborative. This edition of the IATL newsletter is dedicated to the myriad ways we have been 'working with' different disciplines, academic colleagues and student communities in order to deliver innovative and educational projects. The establishment of IATL from the Reinvention and CAPITAL centres created a new collaborative space for learning at Warwick, based at Millburn House. More recently, the IATL team has continued to work directly with students on a range of projects including the British Conference of Undergraduate Research, academic events with Monash University and theatrical performances including Fail Better Fragments. As we look forward to our relocation to Coventry House, at the heart of the campus, we are excited about the new collaborations to be discovered and developed there.

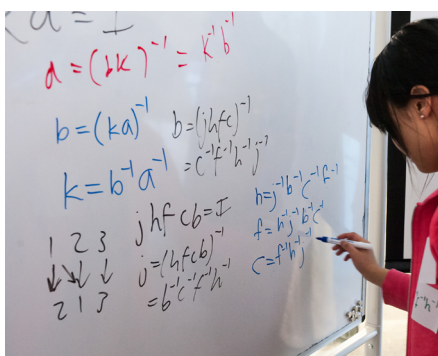
Our Student as Producer scheme, in connection with the Open-space Learning project, has enabled a re-articulation of students-as-collaborators, co-creating knowledge in the academy through spaces such as IATL. For our Director Paul Taylor "collaboration with students on research about our university environment generates initiatives characterized by increased student leadership." We have evolved modes of project management and evaluation that place the student in direct working relationship with academics, which in turn is based on a unique interplay between theory and practice. IATL Assistant Professor Nick Monk states that he is "committed to Open-space Learning as a collaborative pedagogy, and the key element in any collaboration is that knowledge is created and developed with students rather than for them." Our Academic Manager Catherine Hanley continues: "I appreciate the way in which IATL's collaboration blurs the traditional

boundaries. This non-hierarchical model helps to strengthen ties between all members of the university to the benefit of all."

As we move into our new spaces on central campus, we will remain focused on this collaborative vision, which will be manifested in new interdisciplinary modules, international alliances and exciting opportunities for students. Reflecting upon a year of projects with the Student Ensemble (pictured), undergraduates from History, English, Theatre Studies and Economics discussed how performance had become their new tool for academic analysis. Elsewhere, students from the Mathematics Institute reflected upon the active participation of Teaching Abstraction in Open Spaces (overleaf), which, in their words, "helps with your understanding, rather than just watching the board."

Jonathan Heron, IATL Teaching Fellow

TEACHING ABSTRACTION IN OPEN SPACES: A COLLABORATION BETWEEN MATHS AND IATL



Take a group of second-year Mathematics students struggling to come to grips with their first real taste of mathematical abstraction, three members of the department (David Wood, Andrew Brendon-Penn and Owen Daniel), a member of the Student Ensemble (Francesca Duncan) and a theatre practitioner (IATL Teaching Fellow Jonathan Heron). Place brightly coloured boxes, sticky labels, digital projections and the Sound of Music in an open space, and what do you get?

Funded through an IATL Pedagogic Intervention grant, the idea of this project was to encourage students to explore ideas in the mathematics core that are traditionally found difficult, through a mixture of performance and discussion (for the initiated, starting with an exploration of permutation groups, leading to an investigation of quotient groups of the Alternating group $A(4)$). Three separate workshops took place to explore possible content and delivery; the final session at

the end of Term 2 was the culmination of several months of collaboration; and the "final product" was rolled out to a mixture of first- and second-year undergraduates from the Mathematics Institute. Along the way discussions amongst the organisers included

how a mathematician's interpretation of "abstraction" differed (or not) to a writer's, or performer's, which was drawn into the way in which performance was used within the workshops.

The end result saw the participants re-enacting Do-Re-Mi with placards, embodying the mathematical process of "groups acting on sets" using a video link from an isolated area to emphasise both the performance and abstract elements, followed by a discussion on what they had observed, reinforcing the concepts they had been exploring. The impression was of a successful outcome, with the students leaving the session with a much better understanding and appreciation of the ideas that were covered. The organisers hope to roll out similar sessions next year, taking the lead from other highly successful OSL sessions which are embedded in the curriculum.

Dr David Wood
Director of Undergraduate Studies
Mathematics Institute

IATL STAFF PROJECTS

IATL staff funding encompasses large-, medium- and small-scale projects which all have in common the enhancement of students' learning experiences.

The Library's 'Student as Researcher' project, awarded £28,000 by IATL and run by Antony Brewerton and Cate Mackay, is an example of how collaboration across departments can be achieved on a large scale. The project takes as its starting point the fact that undergraduate skills provision at Warwick has often been concentrated at the beginning of the academic programme, rather than being distributed throughout the course; it aims to address this by delivering a joined-up, step-by-step approach to developing the information fluency of students throughout their time here.

So far pilot projects have taken place with Warwick Business School, French, Psychology, German, Law, Film and TV, and Early Childhood Studies; undergraduates are given the opportunity to experience research at first hand, conducting their own investigations and using primary sources to become producers, rather than consumers, of knowledge.

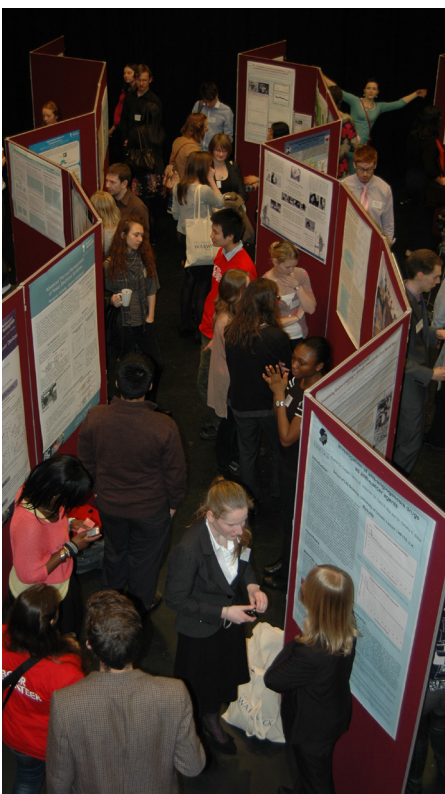
More information on the 'Student as Researcher' project can be found at <http://www2.warwick.ac.uk/services/library/tealea/studentasresearcher>

At the other end of the funding scale it is possible to see how small-scale awards can be targeted very effectively. China Miéville, author and Associate Professor on the Warwick Writing Programme, ran a project under our Pedagogic Intervention scheme; entitled 'Salvagepunk', it brought a number of experts to Warwick for a series of events so that students could engage with this new literary genre. The project was a huge success, gaining publicity both locally and nationally, and ensuring that the university and its students will be associated with salvagepunk as it increases in visibility in the years to come.

Dr Catherine Hanley, IATL Academic Manager



BRITISH CONFERENCE OF UNDERGRADUATE RESEARCH



On 19 and 20 March, IATL and the University of Warwick hosted the second annual British Conference of Undergraduate Research (BCUR). The conference welcomed more than 220 delegates, both students and staff, who presented their research via 106 spoken presentations and 74 posters. One of the key aspects of the conference was its interdisciplinary nature, which enabled delegates to meet with and listen to scholars from many different disciplines and areas of interest.

The conference was an outstanding success: 96% of delegates would encourage others to present at BCUR in the future, while 82% said that the BCUR had a positive impact on how they saw themselves as an academic researcher. Many delegates pointed out how inspiring they found the mix of student and staff keynote speakers, so we would like to extend our thanks to Gillian Hundt, David Metcalfe, Paul Taylor and Cath Lambert for their brilliant talks.

Other feedback from delegates included:

"What I was most enamoured with was the enthusiasm and excitement that surrounded all posters and presentations."

"The conference offered such a stimulating and thrilling atmosphere!"

"Favourite part of the conference was understanding the potential of undergraduate research."

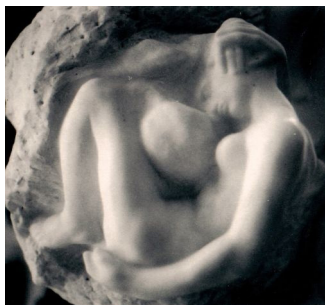
Reinvention, the undergraduate research journal based jointly at Warwick and Monash, will publish some of the best papers in a forthcoming special BCUR issue.

Jure Jerić and Emma Jacobs, members of the student conference team.

IATL would also like to note that one of the principal factors in the conference's success was the skill, enthusiasm and hard work displayed by our team of student organisers.

STUDENT PROJECTS

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



This year's **research** grants have now been awarded, with students from a range of departments benefiting. Among them are Matthew Bent (Theatre and Performance Studies), who will be researching Shakespearean performance in the UK in the 21st Century; Jure Jerić (PPE), who will be carrying out a comparative study of students' civic engagement via a case study of Croatian students, and Cristina Psomadakis (Medical School), whose project is entitled 'Non-Profit Medicine and the Language Barrier in Cambodia'. Students from the Medical School were particularly successful in this year's research awards, with Christina Paul and Evan Watts also being funded to carry out their projects, on the lipid lowering effect of soy foods and the application of 3D CT to improve outcome following anterior cruciate ligament reconstruction, respectively.

This term's **performance** projects include those by Gabriella Addivinola (Italian), who is creating a visual and spatial representation of a 13th century text on the definitions of God in 'An infinite sphere, whose centre is everywhere and whose circumference is nowhere: Visual transformations of a paradoxical cultural pattern from the Middle Ages to the Renaissance'. Expanding boundaries in a different way was at the core of 'A Devised Promenade' in which an already established group of Chinese actors from a range of departments developed an improvised text using European theatre techniques. Finally from Film and Television Studies Alastair Gardiner's 'Exploring the Late Plays of Samuel Beckett' involves a series of workshops based around five of Beckett's short dramatic pieces, looking at, among other things, how politics and memory inform performance style, the implications of time and death within the pieces, and unanswered and unanswerable questions.

IATL's Festival Bursaries will be supporting two Warwick productions at the Edinburgh Fringe: 'How Much is Your Iron?'; Judith Durkin's adaptation of two Brecht plays (International 1, Grassmarket, 11-17 August) and a new play by Robyn Leigh, 'Strawberry Sauce' (C Aquila, 7-11 August).

Dr Susan Brock, IATL Academic Manager

IATL GRANT DEADLINES

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

We offer grants to students under our Student as Producer strand for performance-based and research projects. We also encourage students to work together on projects with other students or staff with the Student as Producer (Collaboration) grants.

IATL also offers Performance Festival bursaries to support student performance projects taking place outside The University of Warwick, before December, for example The National Student Drama Festival and The Edinburgh Fringe Festival.

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	19 October 2012 10 May 2013
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STUDENT FUNDING:

Student as Producer (Research) and (Collaboration)	31 January 2013
Student as Producer (Performance)	7 December 2012 15 March 2013 21 June 2013

Performance Festival Bursaries	22 March 2013 31 May 2013
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FORTHCOMING EVENTS

Pedagogy and Play (Helen Martin Studio)
Monday 11 June 2012

Teaching and Learning Showcase (Library)
Tuesday 19 June 2012

In collaboration with the Library and the LDC

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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