IATL

inclusive active innovative learning interdisciplinary teaching international

AUTUMN 2012

STUDENT AS RESEARCHER

The University of Warwick strives to provide a distinctive Warwick student experience, through a pedagogy that is committed to innovation, interdisciplinarity, inclusiveness and internationalism. IATL is dedicated to supporting this student experience, through our own work and through the projects we fund. One area in which we particularly focus our efforts is in encouraging students to become confident researchers. This issue of the IATL newsletter highlights examples of IATL's work and IATL-funded projects that embrace the notion of academia as a community, with students playing a strong and active role and becoming assured, capable researchers and integral members of that community.

IATL aims to involve students in every project that it undertakes and funds. All staff applications for IATL funding are assessed according to, amongst other things, their level of engagement with students. Students themselves are able to apply for funding through our three student funding streams, including the new Student as Producer (Collaboration) fund, details of which can be found in this newsletter and on our website. Wherever possible IATL also involves students in the projects we undertake. Shena Willis writes in this issue of the newsletter about the evaluation project she and Suet Cheah undertook on behalf of IATL looking into the work we have done since our inception in 2010. Their report not only gives an insight into the work we do and how it is received but contains recommendations from the two students as to how we should move our work forward. This issue of the newsletter also highlights two particular IATL staff-funded projects which have at their heart the aim of encouraging students to become researchers and which have provided students across the University with the opportunity to become active researchers.

Students are also central to many of IATL's key projects. *Reinvention: an International Journal of Undergraduate Research* (www.warwick.ac.uk/reinventionjournal), the University's undergraduate research journal, has recently become a shared project with Monash University in Australia. The first joint issue of the journal was published in October this year and is a testament to the hard work and professionalism of the student team who run the publication. As a result of the new partnership with Monash, a team of students has been formed across the two institutions and they will be working together through the journal and a joint undergraduate conference planned for next spring.

IATL's commitment to engendering an inclusive academic community, where students, teachers, administrators and researchers collaborate to learn together, has created an environment in which all students can explore their potential as researchers. We look forward to working more with both staff and students to develop the researchers of the future.

Caroline Gibson, Managing Editor
***Reinvention*, IATL**

IATL offers funding for staff to undertake projects related to teaching and learning, in the form of Pedagogic Interventions, Academic Fellowships and Strategic Project Grants, for small-, medium- and large-scale projects respectively. Our Strategic Grants have been particularly successful in working with students as researchers, as Ant Brewerton and Cathia Jenainati, two of our project leaders, explain.

THE 'STUDENT AS RESEARCHER' PROGRAMME

The 'Student as Researcher' programme has been designed to help students to develop transferrable information and academic skills while putting research and experiential learning at the centre of teaching. It helps support undergraduates throughout their time at Warwick by providing the opportunity for the 'student as researcher' to move beyond passive learning to active research, and then for the 'student as producer' to create their own academic outputs: posters, presentations or journal papers.

Thanks to funding from IATL in 2011/12, the Library has developed this framework with academic colleagues in seven pilot departments. A blended approach has been taken throughout and engagement with e-learning has been especially impressive: 300 first-year WBS students undertaking the programme visited their tutorial pages 12,000 times and each Library YouTube video for the course received 300-400 hits. On completion, over 90% of these students reported increased confidence in finding and referencing materials.

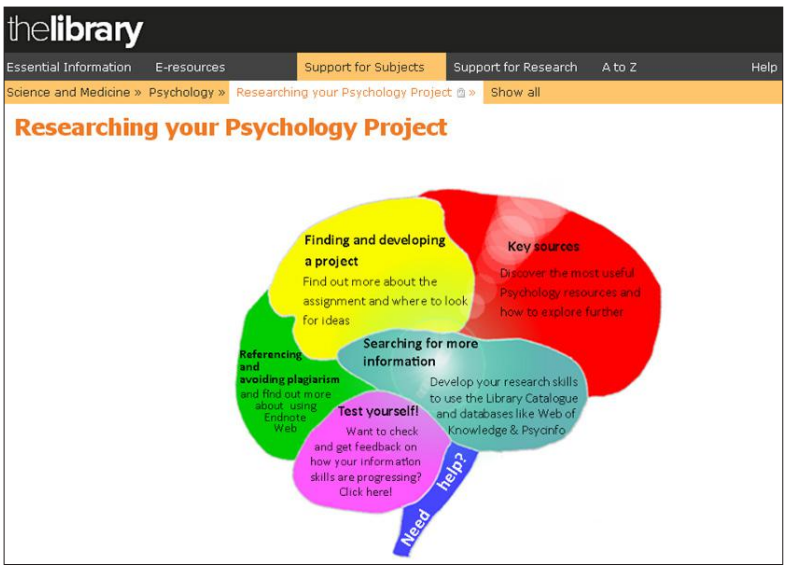
At the other end of the spectrum, Film and Television students used the Student as Researcher approach to support their dissertation work, while French students presented on their research on developing a module bibliography in a student symposium in the Teaching Grid. Feedback from this group stressed the importance of the skills developed for employability.

The Library is currently working with IATL, academic colleagues and support agencies across the University to develop this further in 2012/13. If you want to know more visit our website at www.warwick.ac.uk/lib-studentasresearcher or email studentasresearcher@warwick.ac.uk.

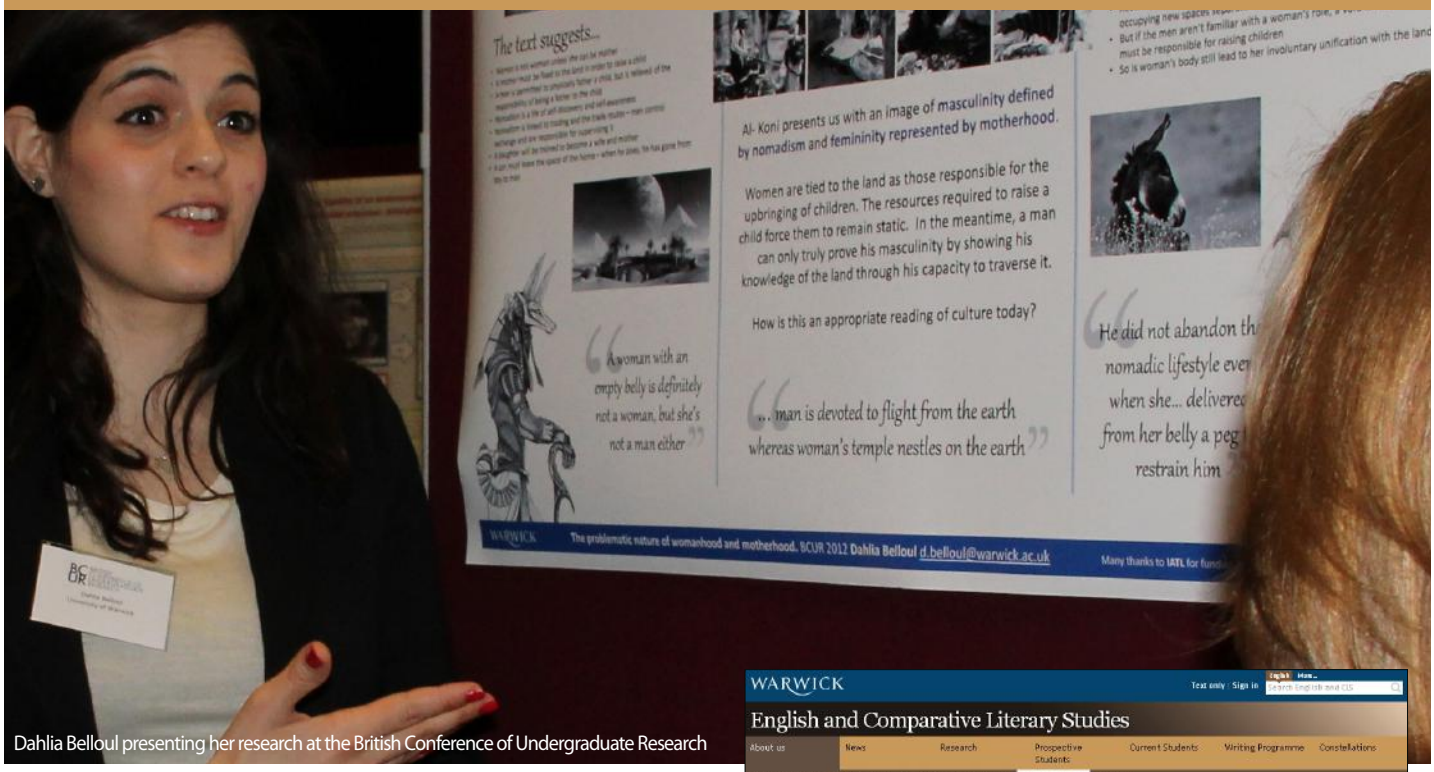
Ant Brewerton, Head of Academic Services, University of Warwick Library

'The Student as Researcher project allowed both me and the students involved to uncover the potential of diverse learning spaces. Any worries I had about using virtual spaces and tools (a wiki, the iPad) were dispelled by the students' readiness to collaborate to get the most out of them. I'm now happy to invest students with even more responsibility in establishing rigorous standards as they build and review the module bibliography and plan the end-of-module symposium.'

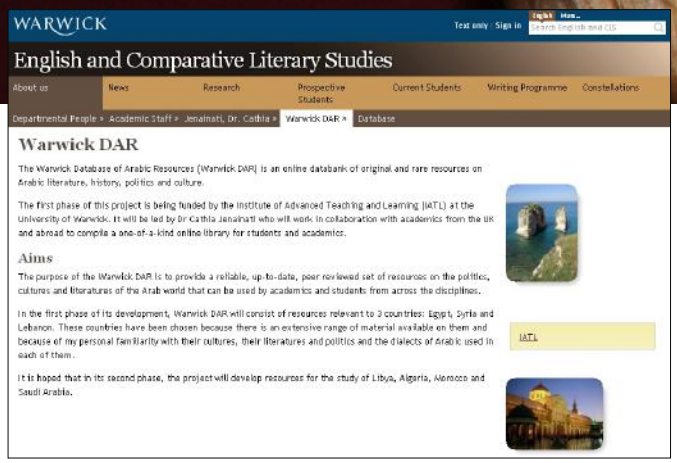
Dr Cathy Hampton, Teaching Fellow, Department of French Studies and tutor on the 'In the Family Way' module



THE WARWICK DATABASE OF ARABIC RESOURCES



Dahlia Belloul presenting her research at the British Conference of Undergraduate Research



My teaching has always prioritised and facilitated students' intellectual development, promoted personal responses to literary texts, and allowed students to become producers of original ideas. I decided, therefore, with the support of IATL, to take this a stage further with The Warwick Database of Arabic Resources. Warwick DAR is an online project designed to support the teaching and learning practice on the module "Comparative Perspectives on Arabic Literature". In Arabic, the DAR is a common noun meaning "lounge" or "salon"; here it serves as a suitable acronym for an e-salon of literary and cultural references.

The database transforms students into researchers by offering a wealth of material on the cultural heritage, the politics, the social framework and the geographical make-up of a country. Students then apply this knowledge to their reading of primary literary texts, which enables them to produce individual, original, and creative readings. Their responses are presented in various media, reflecting the particular connection that the student-critic has made between text and source. In the first cohort to take this module (2010-2011) the final projects ranged from experiments in cookery to organising a marathon evening of reading the 1001 Nights in a makeshift Arabian tent erected in the piazza.

Of particular significance was the students' deep engagement with aspects of Arabic culture that engrossed them and provoked strong affective responses that were translated into powerful critical "artefacts". One of these responses took the form of a drawing by Gurpreet Bharya who was moved by her reading of three novels from Syria, Egypt and Lebanon. Gurpreet's drawing represented her critical understanding of the representation of women in Arab society. In a reflective essay she writes: "I have sandwiched the face of the woman between the two halves of the man to show how she is trapped in patriarchal society … I framed this representation as a way of showing how the woman is the honour of the family". Gurpreet's drawing shows three panels, the middle one being hand-sewn; she explains: "It is important that the image of the woman is not whole but that the panel is cut off to show that she is not complete, and this highlights the idea that patriarchal society "cuts off" women's potential."

Gurpreet's artwork is one example of a project that emerged from the student's interest in studying women's spaces, and which was highly influenced by images of women on film, in magazines and newspapers that she accessed through the database. This was just one, however, of 60 projects that emerged from the database which allowed students to venture into areas of representation of ideas that was necessarily in written form. Their attempts to create signifiers that reflected their position as Westerners accessing Arabic culture, and interpreting it affectively and critically, resulted in the creation of hybrid artefacts which enabled them, and their peers, to find, in the words of the American painter Washington Allstone, "objective correlatives" that spoke to their particular experience.

Dr Cathia Jenainati, Department of English

IATL EVALUATION

At the core of IATL's vision lies the fundamental belief that innovation and excellence in teaching and learning is essential to safeguarding Warwick's world-class reputation. Given the present context of upheaval in the higher education market this objective takes on even greater significance. With this in mind, the 2012 IATL evaluation report, conducted by two undergraduate researchers, sought to analyse the extent of IATL's impact since its inception in 2010 and the level of visibility it has achieved amongst staff and students. Using survey-based quantitative methods and a series of detailed case-studies it was possible for the evaluation to locate areas of outstanding success, potential development points and a number of more general trends.

One of the most consistent areas of praise was the assistance provided by IATL during the application process. The relaxed and 'open-door' approach was frequently noted with many recipients, both staff and student, commenting that this positive interaction continued throughout their project. This was particularly relevant for smaller projects which have been shown to be highly effective at reaching students in a meaningful way. In terms of visibility the evaluation reported conclusively that whilst staff awareness of IATL's facilities and funding is high (86.4%), student visibility is lacking. Less than a quarter of respondents (22.9%) had heard of IATL and only 1 in 4 of these students was aware of an IATL programme that had an impact on their degree. In light of these findings IATL has proactively pursued the visibility strategies recommended by the report.

The move to Senate House, at the heart of the University campus, will facilitate a greater level of hands-on interaction with students and specifically, Wednesday midday 'open-house' sessions will provide a forum for students and staff to raise issues, seek advice and gain insight into the grants available for their projects. The enthusiasm shown towards new forms of engagement to enhance visibility will ensure that the positive impact on teaching and learning achieved by IATL since 2010 will, in future, be extended to include even more of the Warwick population.

Shena Willis, Department of History graduate 2012

STUDENT AS COLLABORATOR

IATL aims to enhance the student experience at Warwick by supporting staff and students in the development of best practice in teaching and learning which is innovative, inclusive, international and interdisciplinary. From this academic year IATL's Collaboration fund will be student-centred, a new strand in the Student as Producer grants which support student-led projects.

The key criterion for your project is 'collaboration' in the widest and most innovative sense: you might work together with other students either at Warwick or elsewhere, or with members of staff, or with members of the local or international community. Your project should relate to at least one of IATL's key concerns and must show evidence of an impact on teaching/learning.

Up to £2000 per project is available for undergraduates and taught Masters students, though we welcome applications for smaller sums. Applications can come from individuals or groups of students but you must have a named academic mentor. There's more information at www.warwick.ac.uk/iatl/funding/students.

Deadline for applications is 12 noon Thursday 31 January 2013.

You are expected to finish your project by the end of the same academic year, i.e. by the end of August 2013. You will be expected to submit a final project report in the autumn term following completion of the project. It can be a video or podcast or a written report of 1500 to 2000 words, or a multimedia mix of all three.

Dr Susan Brock, IATL Academic Manager

STUDENT PROJECTS

IATL's Student as Producer Research projects for 2011/12 were, as usual, an eclectic mix, ranging from a practical exploration of the aesthetics of contemporary Shakespeare performance (Matthew Bent) to a comparison of students' civic engagement in the UK and Croatia (Jure Jeric), to an investigation of the complex multilingual environment of medical education and practice coming out of Cambodia's past history of colonisation and civil conflict (Christina Psomakis). Grant-holders used the funding to buy time for experimentation with ideas, for travel and conference attendance and have produced high-quality reports of their research which can be read at www.warwick.ac.uk/iatl/activities/projects/studentresearch/.

Performance projects funded by the Student as Producer Performance fund in the autumn term 2012 are South African playwright Nadia Davids' one-woman show At her Feet, performed at Warwick on 10 October, following two performances at London's South Bank Centre. The play explores identity in terms of race, gender and religion. In Week 9 Laura Mathias (Film and Literature) will stage What Will Survive of Us, a new play by Tom Fowler. Inspired by the work of Tom Stoppard and Harold Pinter, it follows a group of artists working in theatre in the 21st century, all having graduated from the same university twenty years earlier.

Two Warwick productions were supported at the Edinburgh Fringe Festival in August: How Much is your Iron? (Judith Durkin) and Strawberry Sauce (Robyn Leigh). The latter was praised, despite the 'sheer stupidity of the plot', for its inventive use of a small stage by a large cast and character creation described as 'just genius' (http://stagewon.co.uk/m/news/view/edinburgh-strawberry-sauce-c-aquila-august2012/).

If you have an idea for a Student as Producer project and want some advice on how to develop it, come and discuss it with us at IATL. We offer coffee and biscuits 12-1pm on Wednesdays in term time in our new space on the first floor of Senate House (formerly Coventry House). Or phone or email to talk to one of the team. The next deadline for Student as Producer Performance grants is 7 December 2012 and for Student as Producer Research grants is 31 January 2013.

Dr Susan Brock, IATL Academic Manager

MONASH-WARWICK CONFERENCE OF UNDERGRADUATE RESEARCH

Following the success of the British Conference of Undergraduate Research 2012 (www.warwick.ac.uk/iatl/activities/pastevents/bcur2012/), held at Warwick in March this year, the *Reinvention* team will be working with colleagues at Monash University and the URSS team at Warwick to run a joint Monash-Warwick conference of undergraduate research. The conference will be run concurrently at both universities in the spring of 2013, with joint sessions via video conferencing. The team hopes that undergraduate research from both institutions will be showcased together in joint spoken sessions, as well as through virtual poster presentations. A call for papers for the conference will be issued at Warwick in the coming weeks and full details of the event will be housed on the IATL website.

IATL HAS MOVED!

In September the IATL team moved to our new offices in Senate House (formerly Coventry House). The new space has a meeting room and a large seating area, both of which have already been put to good use and are proving to be very busy! We would like to encourage anyone who wishes to meet colleagues and students to talk about teaching and learning matters to consider using these new facilities and to come and see us during our Open House events at midday each Wednesday in term time.

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 Project Grants 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, for example The National Student Drama Festival and The Edinburgh Fringe Festival.

For more information about these grants and how to apply, check Funding on the IATL website www.warwick.ac.uk/iatl/funding

STAFF FUNDING:

Pedagogic Interventions, Academic Fellowships, Strategic Projects	19 October 2012
	10 May 2013

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

FORTHCOMING EVENTS

IATL Open House. The IATL team will be hosting an open house with coffee and biscuits every Wednesday from 12-1pm; all members of the University are welcome to drop in. Come and find out more about us and what we do; chat to the team and to other staff and students about teaching and learning matters; learn more about our funding opportunities and about how IATL can help you or your department.

What is Assessment?
Reinvention Centre
Wednesday 14 November, 12-3pm

Education for Sustainability,
Joint event with Monash University
Ramphal International Portal
Wednesday 28th November, 7.30am-midday

Student as Producer Showcase
IATL offices
Wednesday 28 November, 6-7pm

What Will Survive of Us?
Final performances of Laura Mathias' IATL - funded Student as Producer (Performance) project (Capital Studio). Performances will be held in **week 9 of the autumn term.**

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IATL, University of Warwick, Senate House, Coventry, CV4 7AL
E IATL@Warwick.ac.uk T 024 761 50377 IATL_Warwick

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