

1**Bridging gaps and jumping through hoops [Texto impreso]: First-year History students' expectations and perceptions of assessment and feedback in a research-intensive UK university / Kate Skinner**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 374-376 : 48 refs.

The wider context of arts and humanities education in the UK has demanded that university teachers and administrators focus on 'end points'. Increased emphasis on the generic and transferable skills attained through arts and humanities programmes, along with intense concern to raise students' reported levels of satisfaction, do not necessarily help university teachers to make the best use of the expanding body of research on how students actually learn from assessment and feedback. This article focuses not on the final-year students, whose views are increasingly solicited in satisfaction surveys, but on two cohorts of first-year History students as they write their first essays and have their first experiences of feedback in a research-intensive institution. The article explores at a micro-level some of the factors which earlier research has identified as critical to the development of assessment and feedback practices which are conducive to students' self-regulation and future learning.

Arts and Humanities in Higher Education. -- 2014, v.13 (October), n. 4, p. 359-376

1. Arts and humanities 2. Competencies 3. Education economics 4. Higher education policy

2**Dancing the thesis, writing on the body [Texto impreso]/ Dana Mills**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 403 : 7 refs.

This article explores the connection between dance and politics through reflection on the process of writing a thesis about those two fields. Similarities and differences in the educational and disciplinary processes of academic practice and dance training are brought out, while focusing on the technique developed by Martha Graham: in particular the concepts of contraction and release are discussed in terms of their significance for training in academic practice in the humanities. Thinking of dance as a critically reflective practice is argued to have significant possibilities for our conception of a different way of doing politics while focusing on human rights as an affirmative concept.

Arts and Humanities in Higher Education. -- 2014, v.13 (October), n. 4, p. 395-403

1. Dance 2. Doctorate 3. Hannah Arendt 4. Human rights 5. Israel 6. Martha Graham 7. Palestine 8. Politics 9. Space of appearance 10. Repetition 11. Technique

3

Digital-visual-sensory-design anthropology[Texto impreso]: ethnography, imagination and intervention / Sarah Pink

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 425-427 : 44 refs.

In this article I outline how a digital-visual-sensory approach to anthropological ethnography might participate in the making of relationship between design and anthropology. While design anthropology is itself coming of age, the potential of its relationship with applied visual anthropology methodology and theory has not been considered in the existing debates in this field. Here I bring this question to the centre of the discussion through a reflection on the themes, issues and limitations of applied visual anthropology and how, with the ability of design thinking to engage with the future, this might develop. I argue then for a future-oriented applied visual anthropology that engages with the everyday, ethnography and design as processual and situated at the innovative edge of what is possible.

Arts and Humanities in Higher Education. -- 2014, v.13 (October), n. 4, p. 412-427

1. Anthropology 2. Design 3. Digital 4. Ethnography 5. Sensory 6. Visual

4

A journey in feminist theory together[Texto impreso]: the 'Doing Feminist Theory Through Digital Video' project / Rachel Alpha Johnston Hurst

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 346 : 16 refs.

Doing Feminist Theory Through Digital Video is an assignment I designed for my undergraduate feminist theory course, where students created a short digital video on a concept in feminist theory. I outline the assignment and the pedagogical and epistemological frameworks that structured the assignment (digital storytelling, participatory video and feminist approaches to service learning) before presenting an analysis of its learning outcomes gleaned through interviews with students. I argue that incorporating creative and service learning components into a feminist theory course deepens student learning about praxis and subjectivity because it engages their spirit, mind and body, leading to a sustained engagement with feminist theory and an ability to imagine feminist theory outside of the university classroom. My objective for this paper is to share what I have learned as an educator from this project, and that this will be useful to others interested in adapting this kind of assignment to their own pedagogical contexts.

Arts and Humanities in Higher Education. -- 2014, v.13 (October), n. 4, p. 333-347

1. Creative assignments 2. Digital storytelling 3. Feminist theory 4. Participatory video 5. Pedagogy 6. Service learning 7. Undergraduate education 8. Women's and gender studies

5

An outsider's ethnographic thoughts about design [Texto impreso]/ Michael Agar

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 410 : 5 refs.

This article gives Michael Agar's email responses to two questions put by Gavin Melles: 'What are your thoughts on the advantages and dangers of developments in applied anthropology for ethnographic and anthropology practice?' and 'What are your impressions of the potential and actual use of ethnography in design?' The responses open further questions regarding the assumptions involved in the methodology and application of design research, and the scope of 'design' as a dynamic category extending beyond the production of objects for end-users to making change in social and environmental systems.

Arts and Humanities in Higher Education. -- 2014, v.13 (October), n. 4, p. 404-411

1. Anthropology 2. Applied 3. Changing systems 4. Design 5. Epistemology 6. Ethnography 7. User experience

6

Participant observation, anthropology methodology and design anthropology research inquiry [Texto impreso]: ethnography, imagination and intervention / Wendy Gunn, Louise B Løgstrup

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 440-442 : 39 refs.

Within the design studio, and across multiple field sites, the authors compare involvement of research tools and materials during collaborative processes of designing. Their aim is to trace temporal dimensions (shifts/ movements) of where and when learning takes place along different sites of practice. They do so by combining participant observation, anthropology methodology and design anthropology research inquiry, engaging with practice based explorations to understand if methods and methodologies, understood as being central to anthropological inquiry, can be taught to interaction design engineering students studying in an engineering faculty and engineers working in an energy company. They ask: how do you generate anthropological capacities with interaction design engineering students engaged in engineering design processes and employees of an energy company setting out to reframe their relation with the private end user? What kind of opportunities can engaging with collaborative processes of designing offer for both designing and anthropological research inquiry simultaneously?

Arts and Humanities in Higher Education. -- 2014, v.13 (October), n. 4, p. 428-442

1. Anthropology methodology 2. Design anthropology research inquiry 3. Participant observation 4. Practice based exploration

7**Scholars, intellectuals, and bricoleurs [Texto impreso]/ Stephen Papon**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 392-394 : 55 refs.

This essay explores three orientations to knowledge: the scholar, the intellectual, and the bricoleur. It argues that although the scholar and the intellectual are tied closely to the Liberal Arts and Humanities and dominate academic public relations discourse, both students and faculty increasingly use the practice of bricolage to gather and organize information. Associated with postmodernity, bricolage is a functional response to both the increasing velocities of information flows and the breakdown of cultural hierarchies. Bricolage, however, contradicts the scholarly tradition and the prevailing discourses of rigor and accountability. This essay argues that academia responds to this shift by focusing on literacies, the skills necessary to engage with the techno-information landscape, and by implementing quality management strategies that cordon off salient disciplinary knowledge sets, prescribe efficient pedagogies, and then apply assessment matrices. It also considers how the Digital Humanities engage with these orientations.

Arts and Humanities in Higher Education. -- 2014, v.13 (October), n. 4, p. 377-394

1. Bricoleur 2. Digital humanities 3. Intellectual 4. Liberal arts 5. Scholar 6. Sociology of knowledge

8**What do we want from a discipline-based education? What do we need? [Texto impreso]/ Jennifer Edmond**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 356-358 : 30 refs.

This article presents the research context for a 2013 investigation of how discipline of study at undergraduate level contributes to the development of generic problem solving skills. Inspired by a number of recent higher education policy developments in Ireland, it takes a different approach to the utility debate that seems to plague discussions of the arts and humanities as disciplines of study, looking into the economic and policy research underpinning what we know about the outcomes that can be expected from these courses of study, as well as the very small amount of evidence for medium to long term success in career formation. As might be expected, it exposes significant gaps between the research evidence for utility, the opinions of employer representatives and the policy positions taken, suggesting that common perceptions of all disciplines require a reevaluation.

Arts and Humanities in Higher Education. -- 2014, v.13 (October), n. 4, p. 348-358

1. Arts and humanities 2. Competencies 3. Education economics 4. Higher education policy