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The affects of not reading [Texto impreso] : hating characters, being bored, feeling stupid / Anna Poletti ... [et al.]

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

References: p. 245-246 : 33 refs.

This article brings recent debates in literary studies regarding the practice of close reading into conversation with Derek Attridge's idea of 'readerly hospitality' (2004) to diagnose the problem of students in undergraduate literary studies programme not completing set reading. We argue that the method of close reading depends on encouraging students to foster positive affective responses towards difficulty - semiotic, emotional and intellectual. Drawing on trials of teaching methods in literary studies' classrooms in four universities in Australia, we suggest that introducing students to the concept of 'readerly hospitality' - rather than assuming an appreciation of difficulty - can better prepare students for the encounters they will have in set literary texts and strengthen the effectiveness of classroom teaching.

Arts and Humanities in Higher Education. -- 2016, v.15 (April), n. 2, p. 231-247

1. Affect 2. Hospitality 3. Pedagogy 4. Reading 5. Resilience

2

Closeness and distance [Texto impreso] : using close reading as a method of educational enquiry in English studies / Helen Brookman, Julia Horn

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

References: p. 263-265 : 35 refs.

This article draws on a pedagogical case study in order to reflect on the value of using a Humanities disciplinary practice (the 'close reading' of literary studies) as a method of educational enquiry and to provide a worked example of this approach. We explore the introduction of a pedagogic strategy - students writing abstracts for essays and sharing them in advance of group discussion - into the tutorial at the University of Oxford, and an evaluation of it. We then read the student 'texts'(written abstracts and evaluation forms) more closely, to problematize the initial evaluation findings and reveal hidden aspects of student learning and the teaching relationship. We reflect upon our approach and suggest some of the difficulties and advantages of 'close reading' student texts while achieving scholarly 'distance' as a pedagogic research practice. In addition, we explore further the relations between social science and humanities approaches to educational enquiry.

Arts and Humanities in Higher Education. -- 2016, v.15 (April), n. 2, p. 248-265

1. Abstracts 2. Argument 3. Close reading 4. Distant reading 5. English 6. Essay 7. Interdisciplinarity 8. Scholarship of teaching and learning 9. Tutorial 10. Writing

3

Thinking academic freedom [Texto impreso] / Lis Lange

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

References: p. 185-186 : 13 refs.

This lecture argues that the politicisation and instrumentalisation of the university caused by neoliberal frames has as a result the depoliticisation of knowledge and of the academic as individual. This depoliticisation has turned academic freedom into a right to disengage not only from the political fight around these issues but also from the deliberation about knowledge. The lecture uses the thinking of Arendt and Bourdieu to propose a different approach to the conceptualisation and practice of academic freedom

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1. Academic freedom 2. Arendt 3. Bourdieu 4. Freedom 5. Thinking