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**Apprenticeship in learning design for literature courses [Texto impreso] / Thomas H. Luxon**

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. 272

This essay explains how research in Physics education by Eric Mazur, arguing from the pedagogic deficiencies of instruction through lectures, has been applied successfully in a thorough revision of two undergraduate courses in English, one on John Milton and another on William Shakespeare.

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1. English 2. Mazur 3. Milton 4. Pedagogy 5. Shakespeare 6. Student-centered

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2

**Becoming a student of English [Texto impreso] : students' experiences of transition into the first year / Emily Alder**

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. 200-203 : 23 refs.

This study explored the transition to university as experienced by first-year students of English studies. The first year has been identified by existing research as a critical time for new students in terms of their persistence and success on their degree programme. However, there is a need for further research in the current UK higher education climate, especially within subject disciplines. Attempts to account for successful transition have investigated students' social integration, the institutional environment, and theories of approaches to learning. In particular, the study drew on research into academic socialisation and academic literacies to examine students' accounts of joining first year and their development of student identities. While describing anxieties and concerns about adjusting to the new practices and discourses of English literature at university level, students' identification with their chosen subject appeared closely implicated in their engagement with university study and their academic identity formation. The study adopted a phenomenographic methodology suited to suggesting interpretative narratives of the experiences of small groups of participants.

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1. Academic literacies 2. English literature 3. First year 4. Identity 5. Transition

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3

**A (theory and pedagogy) essay on the (history) essay [Texto impreso] / Adrian N. Jones**

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. 233-240

Everyone who writes anything – even non-fiction! – knows you discover things as you go along. Writing is a heuristic. Writing history is no different. Yet senior-secondary and tertiary exponents of the teaching and learning of history are often strangely tongue-tied on the matter of writing and thinking as engines of discovery in historical studies in particular, and in the humanities and sciences in general. The quirks and customs of the actual research and writing practices underpinning knowledge of histories, whatever the genre, are less often modelled and explicitly discussed in advanced classrooms than the products of the historical research, the so-called history 'content'. This essay re-considers the theory and practice of writing essays in general, and history essays in particular. Specific ways in which writing enables discoveries and ways in which it deepens interpretations are explored. Conclusions are derived for a better agenda, other than offering more content, for an advanced-level history education.

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1. Essays 2. Heuristics in history 3. History essays 4. History pedagogy 5. Student writing

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**4****Tracing pedagogic frailty in arts and humanities education [Texto impreso] : an autoethnographic perspective / Ian M Kinchin, Christopher Wiley**

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. 261-264

This paper offers an approach to support the development of reflective teaching practice among university academics that can be used to promote dialogue about quality enhancement and the student experience. Pedagogic frailty has been proposed as a unifying concept that may help to integrate institutional efforts to enhance teaching within universities by helping to maintain a simultaneous focus on key areas that are thought to impede development of pedagogy. These areas and the links that have been proposed to connect them are interrogated here through the dialogic analysis of a framed autoethnographic narrative produced by a community 'insider' who has considerable experience of teaching within the arts and humanities. This person-centred methodology acknowledges the subjective nature of teaching and gives voice to important stories that otherwise might not be heard formally, and allows an academic to rehearse this voice individually before comparing it with others in the institution.

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1. Autoethnography 2. Concept mapping 3. Pedagogy 4. Personalised narrative 5. Self-reflection 6. Teaching

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**5****Why literature students should practise life writing [Texto impreso] / Kylie Cardell, Kate Douglas**

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. 218-220

This article considers our experiences teaching a hybrid literature/creative writing subject called "Life Writing." We consider the value of literature students engaging in creative writing practice—in this instance, the nonfiction subgenre of life writing—as part of their critical literary studies. We argue that in practicing life writing, our literature students are exposed to and gain wider perspective on the practical, critical, creative, and ethical issues that arise from working with literary texts. Such an approach is not without risk. As we discuss in this article, life writing texts can often narrate difficult or traumatic material. However, we want to show how life writing, with its particular focus on actual lives and lived experience, creates a particularly conducive ethical, intellectual, and creative space for learning about and practicing writing.

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1. Ethics 2. Life writing 3. Methodology 4. Teaching and learning 5. Theory and practice

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