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**Blended English [Texto impreso] : technology-enhanced teaching and learning in English literary studies / Naomi Milthorpe ... [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. 358-360

This article provides an account of a collaborative teaching and learning project conducted in the English programme at the University of Tasmania in 2015. The project, Blended English, involved the development, implementation, and evaluation of learning and teaching activities using online and mobile technologies for undergraduate English units. The authors draw on the project's findings from survey and focus group data, and staff reflective practice and peer review, to make the case for increasing technology enhanced teaching and learning in English literary studies. The blended approach described in this article has the capacity to enhance disciplinary learning; increase accessibility for students in remote and regional areas; facilitate deeper scholarly enquiry; and encourage staff to develop innovative, collaborative, and flexible teaching and learning practices. Appendix 1 presents examples of the project's practical outcomes, as well as outlines of and reflections on three of the activities developed during the project.

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1. Blended learning 2. English studies 3. Student experience 4. Teaching teams 5. Technology-enhanced pedagogy

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2

**Implementing a new doctor of creative arts program in the Chinese year of the fire monkey [Texto impreso] / Martin Charles Kerby ... [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. 339-343

This article explores the development and implementation of a new Doctor of Creative Arts program in a regional university. The experiences of key leadership staff and Doctor of Creative Arts candidates enrolled in the foundation year of the program are contextualised within the current landscape of practice-based arts research in the higher education sector. The process was shaped by the tension between financial imperatives and the possibilities, ambiguity and ambivalence inherent in the arts. The implementation of the Doctor of Creative Arts in 2016, the Chinese Year of the Fire Monkey with its emphasis on intelligent, flexible and creative leadership, was one that offered the most relevant metaphorical framework within which the challenges were best articulated and explored. The findings revealed significant institutional awareness of the new program's potential to facilitate innovative, creative and traditional research outputs, the importance of communicating the value of creative practice-led research for artists and the university, and leadership and support throughout planning and implementation.

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1. Creative arts practice 2. Creative arts doctorate 3. Doctoral education 4. Higher education 5. Narrative 6. Practice-based research 7. Practitioner-researcher

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3

**The importance of critical judgment in uncertain disciplines [Texto impreso] : a comparative case study of undergraduate fine art visual practice / Dina Zoe Belluigi**

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. 320-322

Criticality is an important means to negotiate uncertainty, which has become a characteristic of teaching and learning conditions in postmodern times. This paper draws from an empirical comparative case study conducted in the uncertain discipline of fine art visual practice, where critical judgement and meta-cognition are important for professional contemporary art practice. Charting the curricula intended by staff and the culture experienced by students, the paper considers the relation between the espoused theory of criticality in two art schools and their theory-in-use within assessment structures and cultures. Emphasis is placed on the significance of such approaches to criticality for the student experience and their learning engagement. Emerging discourses of 'subjectivity' and a lack of development of student metacognition indicated that, at an undergraduate level of study, the curricula of these cases are unwittingly underpreparing their graduates for operating with agential criticality as they enter the uncertain context of contemporary art.

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1. Agency 2. Assessment 3. Creativity 4. Criticality 5. Meta-cognition 6. Uncertainty

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4

**A method for experiential learning and significant learning in architectural education via live projects**  
[Texto impreso] / Carolina M. Rodriguez

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. 301-303

In many schools of architecture worldwide, design studios are frequently isolated from everyday life and tend to focus on theory without experience. In countries with complex social problems, such as Colombia, experiential learning can offer valuable opportunities for architectural education to become an agency for social reconstruction and peace building. This work proposes a teaching method which centres on the promotion of significant learning, through live projects as a complement to studio-based projects. Bloom's revised taxonomy and Fink's taxonomy for levels of knowledge were used as references. In order to develop and test this method, 15 different live projects were designed, built and analysed over the course of four years. These involved the participation of 170 undergraduate learners, various national and international teachers, six sponsors from the construction industry and 12 children's foundations. The findings reveal valuable insights into the development of intellectual, physical and emotional dimensions through these experiences.

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1. Architectural education 2. Experiential learning 3. Learner centred 4. Live projects 5. Significant learning

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