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Adapting intercultural research for performance [Texto impreso]:enacting hospitality in interdisciplinary collaboration and public engagement / Lou Harvey

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. 385-387

This article theorises the process of adapting my research on intercultural communication for public performance in collaboration with a theatre company. I frame the collaboration as taking place within a hospitable institutional space, and then consider what it means to enact hospitality interpersonally, given Derrida's understanding that the condition of its possibility is at the same time the condition of its impossibility. I suggest that the enactment of hospitality can be understood through the application of an intercultural theoretical framework based on Mikhail Bakhtin's concept of outsideness, and that this framework can be applied to both the collaboration with the theatre company and to the purposes of public engagement with research. I conclude with a consideration of the relationship between hospitality and hope, and a call to move towards a 'condition of possibility' for working as academics, for public engagement, and for living.

Arts and Humanities in Higher Education. -- 2018, v. 17 (October), n. 4, p. 371-387

1. Hospitality 2. Public engagement 3. Performance 4. Language learning 5. Bakhtin 6. Intercultural communication

2

Putting authentic learning on trial [Texto impreso] : using trials as a pedagogical model for teaching in the humanities / Jessica Riddell

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. 427-431

Research on authentic learning has been predominantly focussed on skills-based training: there is a paucity of research on models of authentic learning available for adaptation in the humanities undergraduate classroom. In this article, I will seek to address this gap by proposing that legal trials are ideal models for designing authentic learning scenarios in undergraduate teaching and learning contexts, with a specific focus on the humanities. First, I discuss why and how the structure of legal trials can produce authentic learning environments. Second, I present an undergraduate classroom project that combined two disciplinary fields – Shakespearean drama and criminal law – in an effort to enhance student learning and engagement. I outline how the authentic learning scenario (ALS) was implemented and evaluated and, finally, reflect on the barriers, challenges and potentially transformative effect of authentic learning environments on students and educators. This new intervention combines legal studies and English literature in order to create authentic learning environments to increase interactions amongst students, enhance students' learning, and foster conditions for transformative learning.

Arts and Humanities in Higher Education. -- 2018, v. 17 (October), n. 4, p. 410-432

1. Authentic learning 2. Law 3. Shakespeare 4. Undergraduate classroom 5. Knowledge organization 6. Self regulation 7. Innovative pedagogy 8. Transformative learning 9. Student engagement

3

Shifts in the treatment of knowledge in academic reading and writing [Texto impreso] : adding complexity to students' transitions between A-levels and university in the UK / Sally Baker

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. 406-409

Although "transition" is an established area of educational research, there has been little empirical exploration of how shifts in the ways that knowledge is packaged and valued impact on students' reading and writing as they transition into higher education. This article draws on a longitudinal ethnographic study that traced the experiences, practices and understandings of 11 students from their last year of A-levels through to their second

year of undergraduate study. Analysis shows that the forms of knowledge privileged and the ways that knowledge is packaged vary significantly between the two educational contexts, impacting on students' engagement with texts (both reading and writing) as they transition into university. This article further illustrates that as a result of shifts in what counts as knowledge between these levels, students face challenges adapting to undergraduate literacies, which disrupts the simplistic notion of transition evoked in the dominant positioning of "the transition to university".

Arts and Humanities in Higher Education. -- 2018, v. 17 (October), n. 4, p. 388-409

1. Transitions 2. Students' writing 3. Academic literacies 4. A-levels 5. Academic reading 6. Higher education 7. Knowledge

4

Whither the humanities? [Texto impreso] : Reinterpreting the relevance of an essential and embattled field / Corey Campion

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References: p. 446-448

Contrary to the narrative of collapse that attends much of the discussion of the humanities today, recent data suggest that for many programs in the United States, at least, stagnation is the real challenge. Committed to teaching models that support faculty rather than student needs, graduate programs, in particular, are struggling to extend their reach beyond an established constituency of students interested in traditional disciplinary specialization and academic research. By emphasizing the teaching of empathy and communication, which underlie the various humanities disciplines, pursuing inter- and transdisciplinary teaching within and beyond the humanities, and securing administrative support for academic innovation, programs can find and serve a larger graduate student audience. Facing unique financial pressures, smaller colleges may prove more open to such innovation and merit greater attention in the discussion of the future of humanities graduate education.

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1. Humanities 2. Interdisciplinary 3. Transdisciplinary 4. Graduate education 5. Master's degree 6. Small colleges
