1

Defending academic freedom [Texto impreso] : Arts and Humanities research as constrained writing / Mary Anne Francis

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. 222-224

This article notes that while there is a large literature lamenting increasing assaults on academic freedom, there is little literature to address ways in which it might be preserved. Sampling that writing, it finds some concern with protecting academic freedom in extreme scenarios, via discrete programmes, and generalised dissidence, but no discussion of determinate action applicable to all Arts and Humanities research. Defining academic freedom via the UK's legal framework and elaboration in Judith Butler's writing, the article inventorises significant assaults in recent times, noting the roles of government and the market in such. Following the literature review, it proposes a new, interventionist tactic for preserving academic freedom, suggesting that undue constraints should be annotated when research is written up, and that this space should also be used to suggest constructive alternatives. This strategy is demonstrated as the article acknowledges some of the constraints on its own production and suggests redress.

Arts and Humanities in Higher Education. -- 2020, v. 19 (April), n. 2, p. 207-224

1. Academic freedom 2. Arts and Humanities research 3. Universities' autonomy 4. United Kingdom Government: Higher Education 5. Judith Butler 6. Stefan Collini 7. Government and market incursions 8. Prevent 9. REF 10. TEF 11. Intervention 12. Positive and negative critique 13. Art as research 14. Footnotes/the parergon as resistance

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2

The humanities meet STEM [Texto impreso] : five approaches for humanists / Daniel W. Gleason

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. 204-206

With STEM education garnering an increasing share of educational budgets and press, humanities teachers should consider how to respond to the growing power of math and science. Should humanists read the writing on the wall and tether themselves to the economic engine of STEM? Or should humanists separate themselves, retreating securely into their own disciplinary homes? Middle ground options, including critique of and partnership with STEM, are available as well. This article lays out five postures or approaches that humanists should weigh as they consider how to proceed. Drawing from various case studies, including medical humanities, digital humanities, and innovative interdisciplinary curricula, the article fleshes out the advantages and limitations of each approach.

Arts and Humanities in Higher Education. -- 2020, v. 19 (April), n. 2, p. 186-206

1. Approaches to teaching 2. Collaboration 3. Humanities 4. Interdisciplinary 5. STEM

3

Insights from studio teaching practices in a Creative Industries Faculty in Australia [Texto impreso] / Marianella Chamorro-Koc, Anoma Kurimasuriyar

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. 184-185

Studio teaching is a long standing tradition and a signature pedagogy across a broad range of art and creative disciplines, from arts to architecture and design. However, the practice of studio teaching varies across disciplines and practitioners. Do these variances indicate different signature pedagogies in the creative disciplines? An exploratory study was conducted to examine how studio teaching is practised at a Faculty of Creative Industries

in Australia, and whether those studio practices suggest distinctive signature pedagogies and creative transfer. In this article, we describe the study and offer insights into studio teaching practices in the creative industries disciplines. We argue that nuances and differences among studio practices in creative industries reveal different signature pedagogies. Our findings offer a unique lens on current approaches to creative disciplines education, where interdisciplinary and transdisciplinary approaches to teaching are encouraged in order to support and prepare a highly educated and flexible future workforce.

Arts and Humanities in Higher Education. -- 2020, v. 19 (April), n. 2, p. 172-185

1. Creative industries 2. Higher education 3. Signature pedagogies 4. Studio teaching

4

A proposed model of transmission of Cantonese opera in Hong Kong higher education [Texto impreso] : from oral tradition to conservatoire / Bo-Wah Leung

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. 164-166

Transmission of traditional art forms in the modern world has been a major issue in the field of arts education. Different issues have been raised on how to preserve the traditional art forms for further development. Cantonese opera is a representative Chinese opera popular in south China including Hong Kong. However, the genre has been experienced fluctuation since 1950s with the difficulties of transmission through oral tradition to conservatory tradition. While the Hong Kong Government promotes the genre to reserve the cultural tradition, great masters have been fading out and younger generation encounters difficulties in inheriting the genre. This article reports parts of a large-scale study on the nature and characteristics of oral tradition, learning in community settings, conservatory tradition, and proposes a model of transmission of Cantonese opera in Hong Kong. The model may shed light on preserving, inheriting, and further developing traditional performing arts in the modern world.

Arts and Humanities in Higher Education. -- 2020, v. 19 (April), n. 2, p. 144-166

1. Cantonese opera 2. Oral tradition 3. Apprenticeship 4. Transmission 5. Formal learning 6. Informal learning 7. Non-formal learning 8. Conservatoire 9. Hong Kong

5

Shifting paradigms in environmental research methods through the visual arts [Texto impreso] / Abram W. Kaplan

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. 140-143

Arts-based research offers a potentially valuable approach for students trained in the positivist tradition of environmental issues to expand their repertoire. This article traces the experience of students in an undergraduate course that examines the US food system through immersive photography, using arts-based research as the core methodological theme of exploration and inquiry. The research approach to assessing student growth and integration of this model builds on both quantitative and qualitative designs, offering a triangulated look at interdisciplinarity. The article contemplates the ways in which situated learning through visual immersion helps students construct new ways of understanding the world around them. Further, this research promotes opportunities for research-grounded paradigm shifts with the help of supportive environments, scaffolding embodied knowledge through creative experience.

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1. Arts-based research 2. Interdisciplinarity 3. Environmental studies 4. Visual immersion 5. Measurement 6. Situated learning 7. Visual arts