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Building an authentic cultural curriculum through tertiary cultural dance [Texto impreso] / Kym Stevens and Rachel A Pedro, Stephanie J Hanrahan

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. 282-283

This study identified a range of pedagogies developed to promote global citizenship within a university Latin American dance unit. It implemented changes to teaching and learning approaches in the unit using the Biological Sciences Curriculum Study (BSCS) 5E Instructional Model, supporting learning that privileges transcultural connections to Latin America. The action research used a range of dance teaching pedagogies that were adapted, and evaluated, using the Structure of Observed Learning Outcomes (SOLO) Taxonomy, to support a culturally enriched student learning experience. The findings challenge traditional dance teaching pedagogies through meaningful engagements with the local Latin American dance community and a range of student and teacher reflective approaches.

Arts and Humanities in Higher Education. -- 2020, v. 19 (July), n. 3, p. 264-284

1. Authentic cultural curriculum 2. Biological Sciences Curriculum Study 5E Instructional Model 3. Community of practice 4. Dance 5. Latin America 6. Pedagogy 7. Reflective practice 8. Structure of Observed Learning Outcomes (SOLO) Taxonomy 9. Tertiary education 10. Transcultural connection

2

In praise of lameness [Texto impreso] : a response to William Deresiewicz's excellent sheep / David Hayes

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. 334

In *Excellent Sheep*, William Deresiewicz describes 'elite' higher education as one in which students perform excellently, but only in a spirit of compliance with assigned tasks. The depth of this problem – which has a long pedigree in philosophy – is such that an advantage might be found in non-'elite' and even manifestly lame education. This advantage is illustrated through the story of a low point in my teaching career, in which affects of anger, shame and disappointment erupted into the classroom. Because these negative feelings can make it possible for us to discover that we actually do care, such experiences – precluded by excellent compliance – may be important ones in the course of a meaningful education.

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1. Pedagogy 2. Affects 3. Anxiety 4. Shame 5. Poetry 6. Philosophy 7. Elite 8. Lame 9. Compliance

3

Listening out and dealing with otherness [Texto impreso] : a postcolonial approach to higher education teaching / Angelika Thielsch

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. 241-243

Postcolonial pedagogy invites academic teaching staff to create situations, in which hegemonic modes of knowledge production can be critically reflected and one's own entanglement as disciplinary socialised member of (western) academia experienced. Such a postcolonial approach has been applied to a seminar in the context of cultural musicology and its impact on teaching and learning analysed. In this paper, the findings of the accompanying research are presented and discussed in relation to the concept of *Bildung*, theories on individual learning (in higher education) and current processes to internationalise the curricula. Throughout the argumentation, I will demonstrate how postcolonial pedagogy may cause the construction of otherness and why

this simultaneously constitutes the biggest challenge as well as the profoundest reward when applying such an approach to university teaching. In addition to that, this paper introduces a definition of postcolonial pedagogy and offers recommendations to foster its implementation in higher education contexts.

Arts and Humanities in Higher Education. -- 2020, v. 19 (July), n. 3, p 227-243

1. Postcolonial pedagogy 2. Modes of knowledge production 3. Hidden curriculum 4. Otherness

4

Not scraping the bottom of the barrel [Texto impreso] : disadvantage, diversity and deficit as rich points / Adrian Hale

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. 260-263

First-year students' literacy deficits are not the problem. They are emblematic of an overall skill set which can be scaffolded from the first year of university study. If we treat literacy deficits as contingent upon other items of motivation, and as an element of Academic Motivational Literacy, we can usually also see these deficits as 'rich points' (Agar (2000) Border lessons: linguistic "rich points" and evaluative understanding. *New Directions for Evaluation* 2000: 93–109.). That is, in many cases, students have a desire to succeed, and we can typically build from one or more literacies to greater motivation and success in other areas. Or, to put it another way, a deficit might be a problem, but it is also an opportunity. This concept, of targeting weaknesses to build overall confidence, underpins the approach taken in a first-year subject for a cohort of students who are particularly disadvantaged, diverse and underconfident. This paper will present examples of programs undertaken in this course over the space of six years which addressed each need as an opportunity, and it will provide evidence to show that success, in student retention, in overall grade distributions, and in student satisfaction, was the result.

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1. First-year experience 2. Diversity 3. Academic literacy 4. Motivation 5. Curriculum

5

Reflective of my best work [Texto impreso] : promoting inquiry-based learning in a hybrid graduate history course / Nate Sleeter ... [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. 301-302

This article discusses authentic inquiry-based learning in a hybrid graduate course, Teaching Hidden History, taught in 2015 and 2016. Students in this course created online history learning modules based on their own scholarly research. They defined their intended audience and crafted modules tailored specifically for those learners. The authors draw on course assignments, student modules, interviews, and focus group data to present a model of how inquiry-based learning can be scaffolded to promote the benefits of student-centered inquiry – namely the intrinsic motivation associated with the creation of authentic projects and practical skill acquisition.

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1. Inquiry 2. History 3. IBL, 4. Graduate 5. Hybrid 6. Motivation 7. Student-centered

6

Stories of moving on HASS PhD graduate' motivations and career trajectories inside and beyond academia [Texto impreso] / Cally Guerin

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. 321-324

It is widely accepted that the academic job market is very limited and unlikely to expand any time soon, yet enrolments in PhDs continue to rise. If the PhD is no longer preparation for academia, where do these graduates go on completing their degrees? This study of Australian PhD graduates in Humanities, Arts and Social Sciences (HASS) explores motivations to undertake a research degree, their experiences of academia, and their current employment. These personalised narratives reveal the impact and value of doctoral education on the employment trajectories of HASS PhD graduates in non-academic careers. These stories uncover both the 'cruel optimism' and positive employment outcomes experienced by HASS doctorate holders. It is argued that commencing PhD candidates should be encouraged from the outset to seriously consider their doctorate as preparation for careers beyond academia; rather than being 'failed academics,' these graduates succeed as high-level knowledge workers.

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1. Academic careers 2. Academic identities 3. Doctoral education 4. Employment outcomes 5. HASS PhD 6. PhD motivations 7. Post-PhD careers
