

1

'Don't hold me back' [Texto impreso] : using poetic inquiry to explore university educators' experiences of professional development through the Scholarship of Teaching and Learning / Daphne Loads, Hazel Marzetti, Velda McCune.

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. 351-352.

Institutional schemes that offer financial and other support to carry out Scholarship of Teaching and Learning projects have a valuable part to play in the personal and professional development of academic staff. We investigated the experiences of 12 recipients of the University of Edinburgh Scholarship of Teaching and Learning (SoTL) Scheme awards, drawing on a poetic inquiry approach in order to understand what that development meant to them. We found that poetic inquiry surfaced stumbling points and frustrations as well as triumphs and transformation and provided insight into the kinds of emotional and practical support required by participants. Unexpectedly, it also shed light on methodological issues for the researchers.

Arts and Humanities in Higher Education. --2020, v. 19 (October), n. 4, p. 337-353

1. Academic development 2. Poetic transcription 3. Scholarship of Teaching and Learning 4. Research methodology

2

Ensemble practices in the arts [Texto impreso] : a reflective matrix to enhance team work and collaborative learning in higher education / Helena Gaunt, Danielle Shannon Treacy.

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. 439-443.

Ensemble practices have been essential to the performing and visual fine arts over centuries. The skills of working in ensembles, including team work and collaborative learning, are increasingly understood to be critical and transferable professional attributes. However, much teaching of ensembles is practical and embodied, relying on tacit knowledge within a focused specialism. This kind of approach champions depth of expertise in a particular field, but may have limitations, particularly where more explicit awareness is needed to support transferring practical skills to new contexts. There is therefore a need to strengthen reflective practice in ways that connect explicit procedural understanding with tacit practical experience. To serve this purpose, this paper develops a reflective matrix as a framework to support dynamic reflection for students and teachers in higher arts education. The matrix emerges from analysis of the literature across music, theatre, dance and visual fine art.

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1. Ensemble 2. Collaboration 3. Team work 4. Collaborative learning 5. Peer learning 6. Arts 7. Reflection 8. Reflective practice 9. Leadership

3

HASS PhD graduate careers and knowledge transfer [Texto impreso]: a conduit for enduring, multi-sector networks / Robyn Barnacle ... [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. 413-417.

Rising worldwide scrutiny of the PhD has focused on issues such as return on investment and career outcomes. This article investigates PhD graduate careers and knowledge transfer looking at the Humanities, Arts and Social Sciences (HASS). Firstly, our extensive literature review of PhD graduate outcomes reveals limited knowledge of HASS careers and a Science, Technology, Engineering and Mathematics (STEM) bias. Secondly, our case study of graduates suggests HASS PhDs provide a vital conduit for end-user engagement and knowledge transfer. Our findings deepen knowledge about the careers of HASS PhDs by revealing pre-existing professional networks may be harnessed to inform end-user relationships throughout candidature and post-graduation. Contrary to dominant

assumptions, these networks may endure even for graduates in the academy. This under-recognized phenomenon demonstrates the multi-sector knowledge transfer capacity of HASS researchers with implications for their research capability and career development needs and perceptions of the value of their research.

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1. PhD 2. Humanities 3. Arts and Social Sciences (HASS) 4. Researcher careers 5. Knowledge transfer 6. Industry and end-user engagement

4

Mapping the emotional journey of the doctoral 'hero' [Texto impreso]: challenges faced and breakthroughs made by creative arts and humanities candidates / Craig Batty ... [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. 371-375.

This article discusses how doctoral candidates identify and navigate personal learning challenges on their journey to becoming researchers. Our study asked creative arts and humanities candidates to think beyond the research project itself and reflect on emotional hurdles they were facing or had overcome. The findings point to a great deal of 'invisible' work that underpins doctoral study, and show that such hidden work can have a major influence not only on the research project, but also on progress and satisfaction with the learning journey. In this article, we outline the key themes that emerged from the study: on the emotional and transformational dimensions of the doctoral journey. Using these themes and the candidate stories surrounding them, we align the doctoral journey with Joseph Campbell's journeying 'hero' and Mezirow's concept of transformation, and suggest how making such invisible aspects of candidature more visible might enhance research training.

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1. Doctorate 2. Doctoral journey 3. Human dimension 4. Research training 5. Invisible work 6. Transformation

5

Students' views of the architectural design review [Texto impreso]: the design crit in East Africa / Mark RO Olweny.

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. 394-396.

The design studio and the associated design review can be regarded as the signature pedagogy of architectural education, where students garner the essence of what it means to be an architect. Here, novices are transformed into architects through the acquisition of architectural cultural capital. This paper investigates the design review in East African schools of architecture from a student's perspective, garnered from focus group discussions carried out in five schools of architecture, and corroborated through observations. Findings indicate challenges in the design review, vis-à-vis the broader goals and objectives of architectural education. However, it did uncover attempts at change, via a 'back seat instructor approach', for example, breaking down the stereotype of the design review as a hostile environment for students. The paper concludes with a few recommendations to help recast this signature pedagogical approach as a truly discursive environment.

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1. Architectural education 2. Design crit 3. Design review 4. East Africa 5. Power relationships 6. Signature pedagogy 7. Teaching quality
