

1

An a/r/tographic exploration of engagement in theatrical performance [Texto impreso] : What does this mean for the student/teacher relationship? / Drew Bird, Katy Tozer

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. 17-19

With an emphasis on self-study and the connections between the personal and the professional domain, the authors reflect upon their teaching practice on a postgraduate theatre-based course using the research methodology of a/r/tography. The aim was to develop understanding of teacher/student roles and how these can affect learning. Through researcher reflexivity, focus groups and questionnaires, data were captured from students/participants responding to a video of the researcher's solo performance work. The research presents itself through three a/r/tographic renderings. First, the experience of seeing tutors in unfamiliar roles is considered. Second, the impact of witnessing tutors taking risks as a performer and being vulnerable is discussed and, lastly, the work illuminates new ways of opening up as teachers. The authors explore how the student's/participant's perception of them as tutors seemed to change after witnessing them as artists and how this impacted upon student's learning for their own assessed performance pieces.

Arts and Humanities in Higher Education. -- 2020, v. 19 (February), n. 1, p. 3-19

1. A/r/tography 2. Focus group 3. Participant questionnaire 4. Researcher reflexivity 5. Solo performance 6. Student/teacher dynamics 7. Unfamiliar roles

2

The humanities and the university [Texto impreso] : Craig Calhoun interviewed / Peter Vale

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'.

In this interview Craig Calhoun talks about universities, the Humanities and his own research. Universities reinvent themselves in the face of societal and technological change. In the midst of this change, however, universities are charged with maintaining old ideals, with informing the public and creating opportunities for human development. The Humanities often bemoan these changes but they are ideally positioned to contribute to the changing university – especially through teaching – and so protect the traditional place of the university in society. The Humanities must help to defend the canon but, at the same time, be open to new rethinking the canon by embracing alternative epistemologies. One means to do this is to opening knowledge up by embracing languages other than English. Calhoun's own research is focussed on those 'parts of globalisation' that are not commonly investigated: Belonging and Identity, Social Emergencies as an exception; the fragility of Global capitalism.

Arts and Humanities in Higher Education. -- 2020, v. 19 (February), n. 1, p. 91-100

1. Emergencies 2. Humanities 3. Internationalisation 4. Science 5. University

3

Inquiry-based reading [Texto impreso] : Towards a conception of reading as a research method / Lina Katan, Charlotte Andreas Baarts

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. 73-75

Reading is an activity in which both researchers and students invest immense time and energy. However, reading is disregarded as a research method and generally assigned a marginal position as a mere supplement to empirical hands-on methods. In this article we argue that reading should be recognized as a method of inquiry.

Based on qualitative interviews with 20 researchers from a humanities department, we explore how researchers read, and we show how reading contributes significantly to their knowledge production. We argue that the concepts of 'close reading' and 'surface reading' in addition to 'deep approach' and 'surface approach' insufficiently convey how researchers read. Instead we propose the concept 'Inquiry-Based Reading' for designating the specific orientation towards texts that characterizes how researchers practise reading to further their research. Finally, we suggest that the conceptualization of inquiry-based reading could open up new discussions about the current position of reading in methods curriculum.

Arts and Humanities in Higher Education. -- 2020, v. 19 (February), n. 1, p. 58-75

1. Higher education 2. Inquiry-based reading (IBR) 3. Reading 4. Research methods 5. Student learning

4

Online design education [Texto impreso] : Searching for a middle ground / Katja Fleischmann

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. 53-57

At its heart, design is a studio-based discipline, which makes it difficult for design educators to adopt technology-driven changes into an online teaching and learning environment. Globally, few universities offer online undergraduate degree design courses, despite an overall growth in online higher degree curricula. Anecdotal evidence and limited research studies exploring the design educators' view lament the potential loss of direct interactions between educator and design students in an online learning environment making it impossible to offer design education online. However, the attitude of design students towards online learning is largely underexplored. Given that today's design students are considered tech-savvy, and there is a growing student demand for flexible study options, it would seem that design students would embrace online delivery options. The aim of this study is to explore the perception of undergraduate design students towards the idea of studying design online and whether or not blended learning could provide a transitional middle ground to a fully online design course. This study also touches on any student reservations about online delivery and identifies the barriers to study design online.

Arts and Humanities in Higher Education. -- 2020, v. 19 (February), n. 1, p. 36-57

1. Design education 2. Online design education 3. Blended learning 4. Social media

5

'Out in the middle'. Humanities, interdisciplinary and the post-graduate puzzle [Texto impreso] : An interview with Professor Wiljan van den Akker / Peter Vale

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. 89-90

Wiljan van den Akker is a university professor, a respected academic administrator, and a published poet and writer. From a base at the Utrecht University, in the Netherlands, his three-decade long career spans three continents and includes one-on-one associations with Berkeley, UCLA and Oxford. Currently, he is the Vice-Rector for Research at Utrecht but retains the title he was awarded in 2003, Distinguished Professor of Modern Poetry. In early June 2015, Peter Vale interviewed van den Akker in his house in Jeruzalemstraat, Utrecht. This is an edited version of two conversations.

Arts and Humanities in Higher Education. -- 2020, v. 19 (February), n. 1, p. 76-90

1. Higher education 2. Humanities 3. Interdisciplinary 4. Language 5. University

6**Theatricalization of enterprise education [Texto impreso] : a all for 'action' / Drew Bird, Katy Tozer**

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. 32-35

Changing environment requires not just creativity, but disruptive creativity. The traditional planning paradigm within business organizations heavily relies on long- and short-term forecasting in order to predict the future and plan accordingly. However, a large share of business development is now characterized by rapid changes, inconsistency and unpredictability. Taking that into account a key task for managers is to explore and innovate in chaotic conditions, but how can owner–managers, business leaders and the employees respond to such rapid changes without the appropriate skillset and educational background? This study calls for the modernization of enterprise education systems in order to provide students and graduates with tools relevant to the changing requirements of the business environment. We argue that such needed mastery of unconventional innovative thinking and acting “as if” rather have a lot in common with art education concepts and theatrical skills. Using videography as an example, we illustrate how advances in digital technology can help incorporate such theatrical concepts into enterprise education. As a contribution we provide insights and falsifiable propositions toward a renewal and revitalization of enterprise education pedagogy.

Arts and Humanities in Higher Education. -- 2020, v. 19 (February), n. 1, p. 20-35

1. Theatrical skills 2. Arts 3. Enterprise education 4. Pedagogy 5. Entrepreneurial 6. Business environment
