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Critique and post-critique in contemporary art history [Texto impreso]: excessive attachment to suspicion in academia and beyond / Sara Callahan.

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. 63-65.

This essay offers a broad look at the way critique as a mode, method, and attitude in post-war art history research and teaching intersects with occurrences of critique in humanities scholarship and teaching generally, but also how distorted forms of critique occur in contexts outside the academic field. The essay outlines concerns raised by humanities scholars with what they consider to be an over-reliance on critique as a negative skill, resulting in scholarship that tears down without building up, and self-satisfied debunking of anything that does not stand up to the current era's identity politics. The essay argues that the question of critique is of particular urgency to the field of contemporary art. Here critique is embedded in the material studied—artworks, artistic practices, and discourses—and therefore in dire need of being understood, challenged, and decentered as a method.

Arts and Humanities in Higher Education. --2021, v. 20 (February), n. 1, p. 42-65

1. Postcritique 2. Post-critique 3. Paranoid reading 4. Hermeneutics of suspicion 5. Critical thinking in higher education 6. Contemporary art history 7. Felski 8. Latour 9. Institutional critique 10. Post-truth 11. Sedgwick

2

Hands-on versus virtual [Texto impreso] :reshaping the design classroom with blended learning / 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. 109-112.

The heart of design studio teaching is traditionally linked to one-on-one teaching activities and to the exchange of feedback prompting many design educators to think it does not lend itself to online delivery. This study explored how design educators can translate the essence of design studio pedagogy into a blended learning environment. The four-year study involving 119 first-year undergraduate design students reports on the development, implementation, and iteration of a blended learning experience in an introductory design subject. The subject followed a flipped classroom model where video lectures, software tutorials, and additional readings were delivered online through a Learning Management System; practical face-to-face tutorials allowed students to work on their projects, present their work, and engage in the dialogical learning process. Student and design instructor feedback was collected to evaluate the changes and overall effectiveness of the design of the blended learning experience, which proved to be effective.

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1. Design education 2. Blended learning 3. Design studio 4. Online design studio 5. Technology-enhanced learning 6. Flipped classroom

3

How do we integrate skills and content in classics? [Texto impreso]: an inquiry into students' use of sources / Karl A. Goodwin, Kathleen M. Quinlan.

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. 83-85.

Engagement with primary sources is a key feature of arts and humanities subjects, particularly classics and ancient history. Recent instructional trends emphasise integrating skills with content, particularly in the first year of higher education. We investigate how successfully first-year university students used a variety of sources in an integrated skills and content course, through analysis of 84 final essays. Most students used four to nine sources

in a 1500 word essay, but only one type of ancient source. The findings express the need to move from debates about whether to integrate skills or not, to greater discuss how key discipline-specific skills are integrated into content-based courses. Cognitive apprenticeship theory, and a thematic approach used in museum education, are used to reflect on the findings and discuss how teachers might better support students in this key aspect of the discipline.

Arts and Humanities in Higher Education. --2021, v. 20 (February), n. 1, p. 66-86

1. Cognitive apprenticeship theory 2. Transition 3. Classical studies 4. Ancient history 5. Teaching 6. Source engagement 7. College

4

An inclusive pedagogy in Arts and Humanities university classrooms [Texto impreso] : what faculty members do / Rafael Carballo, Almudena Cotán, Yolanda Spinola-Elias.

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. 39-41.

This article shows the educational strategies developed by faculty members that their students with disabilities considered as excellent for carrying out an inclusive pedagogy in Higher Education. One hundred and nineteen faculty members from 10 Spanish public universities participated in the study, 24 of whom were from the field of Arts and Humanities. Through a qualitative methodology, individual semi-structured interview was used for data collection. The data were analyzed inductively through a categories and codes system. The results show how the participants considered students' opinions when designing their methods. Moreover, the study shows the teaching strategies that the participants used to ensure the participation of all their students. Lastly, the article describes how the participants attended to the concerns of students with disabilities. Finally, we discuss these results with previous studies, and we consider the main elements for an inclusive pedagogy that may serve as an example for other faculty members.

Arts and Humanities in Higher Education. --2021, v. 20 (February), n. 1, p. 21-41

1. Inclusive pedagogy 2. Arts and Humanities faculty members 3. Higher education 4. Students with disabilities 5. Qualitative methodology

5

A qualitative investigation of stress related to studying architecture at degree level in the UK [Texto impreso] / Yarong Xie ... [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. 18-20.

Architecture students have been reported to experience significant stress, yet little has been researched. This study aims to examine how architecture students experience and cope with stress. Twelve participants studying Architecture at bachelors and masters levels took part in individual interviews. Interviews were transcribed verbatim and analysed using thematic analysis. Three over-arching themes emerged: sources of stress in architecture studies, effects of stress and coping with stress. Participants reported of experiencing stress due to heavy and constant workloads, accepting the culture of working hard, subjective aesthetics, tutors and their critique. Stress experiences differed for year 1 and year 3 undergraduates. Students reported feelings of demotivation as a result. Many participants reported time management and making use of the supportive network of tutors and peers as coping strategies. Some participants acknowledged that things get better with time and the reward from producing a piece of work helped them to restore their motivation.

Arts and Humanities in Higher Education. --2021, v. 20 (February), n. 1, p. 3-20

1. Stress 2. Coping 3. Motivation 4. Architecture 5. Qualitative research 6. Thematic analysis
