IATL HAS MOVED!

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MONASH-WARWICK CONFERENCE OF UNDERGRADUATE RESEARCH

IATL Student as Producer Research projects for 2011/12 have now moved into the autumn and our visitors are enjoying a range of projects from contemporary theatre performance (Matthew Bent) to a comparison of students’ engagement with the arts in the UK and China (Jianxun). In a workshop on the completion of a range of medical education and practice coming out of the Cambridge pilot study in physiology and cell culture (Elena Horvath), Goat Holden shared with us her reflections in clinical practice with dogs, blood and clinical care attended in advance and have produced high-quality publications of interest from which we would encourage anyone who wishes to network with colleagues or volunteer to talk about teaching and learning matters to consider using these new facilities and come and visit us as during Open House events at midway with Wednesday in a theme.

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STUDENT PROJECTS

At the University of Warwick, the team hopes that undergraduate research from both institutions will be encouraged. The Warwick Undergraduate Research Festival (www.warwick.ac.uk/iatl/activities/pastevents/bcur2012), held at Warwick in March this year, the IATL also offered Performance Festival bursaries to support student performance projects taking place outside of the University of Warwick, for example The National Student Drama Festival and the Edinburgh International Festival. For more information about these grants and how to apply, check funding at: www.warwick.ac.uk/iatl/funding/

IATL GRANT DEADLINES

We offer grants for IATL staff as Academic Fellows to develop or revive a creative or pedagogic intervention, for a one-off event which will enhance teaching and learning, or for Strategic Project Grants for larger projects which address the University’s strategic aims. We offer grants to students under our Student as Producer strand for performance-based and creative projects, or for projects which aim to connect student work staff with the Student as Producer Collaborative grants.

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Student as Producer Showcase

Wednesday 28th November, 7.30am-midday

Performance Festival Bursaries

Forthcoming Events

IATL Open House The IATL team will host an Open House on 28 November with talks and discussions in the afternoon. For more information about the funding opportunities and how to apply, check funding at: www.warwick.ac.uk/iatl/funding/

What is Assessment? Demonstration Centre Wednesday 28th November, 7.30am-midday

Student as Producer资金

Wednesday 28th November, 7.30am-midday

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STUDENT AS RESEARCHER

The following of the British Society for Undergraduate Research 2012 (www.undergraduate-research.org.uk) which will take place in December this year. The team hopes that undergraduate research from both institutions will be encouraged. The Warwick Undergraduate Research Festival (www.warwick.ac.uk/iatl/activities/pastevents/bcur2012), held at Warwick in March this year, the IATL also offered Performance Festival bursaries to support student performance projects taking place outside of the University of Warwick, for example The National Student Drama Festival and the Edinburgh Festival. For more information about these grants and how to apply, check funding at: www.warwick.ac.uk/iatl/funding/

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The ‘STUDENT AS RESEARCHER’ PROGRAMME

The ‘Student as Researcher’ programme has been designed to help students to develop transferable intellectual and academic skills while pursuing research and experiential learning in the centre of teaching. It helps support undergraduates through their initial stages by providing the opportunity for the students to work on small-scale projects. This approach to learning is unique and has been particularly successful. With this in mind, the 2012 IATL evaluation report, conducted by two undergraduate researchers, sought to explore the extent of IATL’s impact since its inception in 2010 and the level of visibility it has achieved amongst staff and students. Using survey-based quantitative methods and a series of detailed case-studies it was possible to evaluate the scale and nature of outstanding success, potential development points and a number of mixed findings.

One of the most consistent areas of praise was the assistance provided by IATL during the application process. The relaxed and informal approach was frequently noted with many recipients, both staff and student, commenting that this positive interaction continued throughout their project. This was particularly relevant for smaller projects which have been shown to be highly effective at teaching students in a meaningful way in terms of viability and success. The evaluation report concluded that whilst staff awareness of IATL’s role in enhancing the 96% (HESA) satisfaction rating is less than a quarter of respondents (22% had heard of IATL’s vision and only 14% of these students were aware of an IATL programme that had an impact on their degree in light of these findings IATL has genuinely pursued the visibility strategies recommended by the report.

At the core of IATL’s vision lies the fundamental belief that innovation and excellence in teaching and learning is essential to safeguarding Warwick’s world-class reputation. Given the present context of upheaval in the higher education market this attitude takes on even greater significance. With this in mind, the 2012 IATL evaluation report, conducted by two undergraduate researchers, sought to explore the extent of IATL’s impact since its inception in 2010 and the level of visibility it has achieved amongst staff and students. Using survey-based quantitative methods and a series of detailed case-studies it was possible to evaluate the scale and nature of outstanding success, potential development points and a number of mixed findings.

The campaign for Warwick students to start to engage with research project was launched in Autumn 2011, and the project has been particularly successful with 96% of students signing up for the programme. The programme has been designed to support students to develop transferrable research and academic skills while pursuing research and experiential learning in the centre of teaching. It helps support undergraduates through their initial stages by providing the opportunity for the students to work on small-scale projects. This approach is particularly successful as it gives students a unique opportunity to work on small-scale projects. This approach to learning is unique and has been particularly successful. With this in mind, the 2012 IATL evaluation report, conducted by two undergraduate researchers, sought to explore the extent of IATL’s impact since its inception in 2010 and the level of visibility it has achieved amongst staff and students. Using survey-based quantitative methods and a series of detailed case-studies it was possible to evaluate the scale and nature of outstanding success, potential development points and a number of mixed findings.

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The ‘THE STUDENT AS RESEARCHER’ PROGRAMME

The ‘Student as Researcher’ programme has been designed to help students to develop transferable research and academic skills while participating in and experiencing the centre of teaching. It helps support undergraduates throughout their course by providing the opportunity for them to learn for research-based learning to achieve success, and for the students to acquire the necessary academic output competence, presentation and collaboration skills through learning at the University.

The programme started from IATL’s Autumn 2012 and it has developed in the framework of academic colleagues in various departments. A blended approach has been taken in developing an understanding of learning and teaching, which has been especially impressive. 2006/07 it was students undertaking the programme who reported that they had engaged in a major project for the first time. YouTube videos for the programme received 300-400 hits. On undertaking the programme visited their tutorial pages 12,000 times.

They have been especially impressed with the collaborative approach, which has resulted in the creation of hybrid artefacts which affectively and critically, resulted in the creation of hybrid artefacts which make a contribution to the student’s own personal and creative identity and their understanding of the world. Their attempts to create signifiers that reflected their personal and cultural identities.

The Warwick Database of Arabic Resources. Warwick DAR is an online project that allows students to become producers of original ideas. I decided, therefore, to support the IATL, to take this step further for the Warwick Database of Arabic Resources. DAR is an online project designed to support the teaching and learning process on the module ‘Comparative Perspectives on Arabic Literature’. I decided, in 2010, to create a common resource ‘a treasure trove’ of various educational resources, which aimed to facilitate the evaluation of successful outcomes.

The database works to record student research that offers a wealth of material on cultural diversity, the culture of the Islamic world and the geographical makeup of the world. Students are at the forefront of this development, making a major impact on the students’ lives, which involves student by student and school by school. The process is innovative, collaborative, creative and provides a platform for students to be involved in the development of their own projects.

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IATL AUTUMN 2012 STUDENT AS PRODUCER

IATL Evaluation

At the core of IATL’s vision lies the fundamental belief that innovation and excellence in teaching and learning is essential to safeguarding Warwick’s world-class reputation. Given the present context of upheaval in the higher education market, the initiative takes on even greater significance. With this in mind, the 2012 IATL evaluation report, conducted by two independent researches, sought to explore the extent of IATL’s impact since its inception in 2010 and the level of visibility it has achieved amongst staff and students. Using a survey-based quantitative method and a series of detailed case studies, it was possible to evaluate the achievement of outstanding success, potential development points and a number of general trends.

One of the most consistent areas of praise was the assistance provided by IATL during the application process. The relaxed and ‘open-door’ approach was frequently noted with many recipients, both staff and student, commenting that this positive interaction continued throughout their project. This was particularly relevant for smaller projects which have been shown to be highly effective at achieving teaching in a meaningful way in terms of visibility.

The evaluation reported conclusively that whilst staff awareness of IATL’s facilities and funding is high (86.4%), student visibility of IATL’s facilities and funding is high (86.4%), student visibility of IATL is much lower (48.8%). The level of awareness of IATL was 79.2% amongst undergraduates and only 1 in 4 of these students was aware of an IATL programme that had an impact on their degree. In light of these findings, IATL has positively pursued the visibility strategies recommended by this report.

The move to Senate House, at the heart of the University campus, will facilitate a greater level of interaction with students and the University in general, and specifically, Wednesday midday/open hour sessions will provide a forum for students and staff to raise issues, seek advice and gain insight into the grants available for their projects. The enthusiasm shown toward new forms of engagement to enhance visibility will ensure that the positive impact on teaching and learning achieved in 2010 will continue, if not exceed, to include even more of the Warwick population.

Shona Wilks, Department of History Graduate 2012

IATL aims to enhance the student experience at Warwick by supporting staff and students in the development of effective practice in teaching and learning which is innovative, inclusive, international and interdisciplinary. This year academic IATL’s Collaboration fund will be extended to Warwick students, providing students with grants which support students led projects.

The key criteria for your projects to be supported are: they must be innovative, innovative, inclusive, international and interdisciplinary. Your projects must demonstrate how Warwick students, either Warwick students, or either staff members, contribute to Warwick’s local or international community. The projects should demonstrate at least one of IATL’s key concerns and must showcase clear evidence of an impact on teaching/learning.

Up to £250 per project is available for undergraduates and £750 per project is available for graduates. Students must submit applications for smaller awards. Applicants can come from individual groups of students but you must have a named academic mentor. They must be in a final year of teaching.

Deadline for applications is 12 noon Thursday 13 January 2013. You are expected to request your project by the end of the academic year, by 1st February 2013. You will be expected to submit a final report of your project in the autumn term following completion of the project. It can be a video clip or written report, 1000-2000 words, on multimedia media.

Susan Bropho, IATL Academic Manager

STUDENT AS COLLABORATOR

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The Warwick Database of Arabic Resources

The Warwick Database of Arabic Resources (War DAR) is an online project designed to support the teaching and learning process on the module ‘Comparative Perspectives on Arabic Literature’. In Arabic, ‘dar’ is a common noun meaning ‘house’ or ‘salon’; here it serves as a suitable metaphor for a virtual library and scholarly reference.

The database transforms students researching a wide variety of material on the Arab world, including the cultural, social, historical and geographical makeup of the country. Students have access to detailed readings on their topic of study, allowing them to develop a critical understanding of the subject. Students can use this database to conduct research on various topics, from the role of women in Arab society “cuts off” women’s potential. ”

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One of the most consistent areas of praise was the assistance provided by IATL during the application process. The online ‘step-by-step’ approach was frequently noted with many respondents, both staff and student, commenting that this positive interaction clearly stood out in their minds. The 2012 evaluation report found that 93.1% felt that the IATL evaluation process had been helpful.

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IATL HAS MOVED!

In September the IATL moved into our new offices in Geraint Evans House (Briody Community House). The new space has a meeting room and large meeting area which have already seen many presentations and seminars. It is a busy period and we welcome questions from colleagues and visitors about our teaching and learning environments. We are working closely with these new facilities and are excited about the future as we launch our Open House events at the end of the week.

STUDENT PROJECTS

IATL Student Producer Research projects (2011/12) have continued to achieve success from a small pool of applicants engaged in exploration of contemporary Shakespeare performance (Matthew Bent) to a comparison of students’ engagement with the UK and Chinese (Xue) and an investigation of the complex intergenerational nature of medical education and practice coming out of Guatemala’s past history of colonization and civil conflict (Christine Franklin). Gayle Jobson’s and Rachel Hogg's projects both live on the website with three contributions applying with their broad and creative horizons and have produced high-quality papers of interest to a range of international audiences. The best of these are available at www.vuwac.unsw.edu.au/student-activities/student-research.

Performance projects organized by the Student Producer Research Project of the four-summer research team (2009-2012) are ongoing with a focus on the promotion and development of a range of creative ideas. The projects are a testament to the creative and innovative spirit of the team and will be showcased in future seminars and performance events. The IATL newsletter will be published in the coming weeks and will highlight the best of these projects.

IATL has a strong commitment to the undergraduate students as teachers and we are proud to have a number of undergraduate students working with us throughout the year. These students are involved in a range of activities, including seminars, workshops, and conferences. They play a vital role in the development of the IATL and contribute significantly to the success of the IATL initiatives. The IATL also offers Performance Festival bursaries to support student performance projects taking place outside the University of Warwick, for example the National Student Drama Festival and The Fringe Festival. We will be looking into the work we have done since our last newsletter and how it is received. Looking forward, this issue of the newsletter also highlights our future plans and projects.

FORTHCOMING EVENTS

IATL Open House: The IATL team will host an open house on Wednesday 14 November, 12-3pm. The event is open to all and we encourage you to come and see us during our Open House event.

What is Assessment? Demonstration Centre, Wednesday 14 November, 12.30-1pm. This event is to explore the current landscape of assessment, with particular emphasis on student engagement and feedback practices.

IATL Open House: Wednesday 14 November, 12.30-3pm. The Open House will provide an opportunity for students and staff to tour the Institute for Advanced Teaching and Learning facilities and to learn more about the IATL’s commitment to teaching and learning improvement. We will also be offering a range of workshops and activities, including a tour of the institute’s facilities, a workshop on the student producer research project, and a session on how to use the IATL’s resources.

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STUDENT AS RESEARCHER

The following article was written by Sarah, a student researcher with the Inclusive Shakespeare Project (ISSP), led by Dr. Caroline Gibson. The article discusses the challenges and successes of the project, which aims to make Shakespeare accessible and engaging for all students.

Sarah, a research assistant with the ISSP, attended a performance of William Shakespeare's Hamlet at the Royal Shakespeare Company. She was impressed by the production and its commitment to making Shakespeare accessible to a diverse audience. She was particularly struck by the way in which the actors brought the text to life, using a range of techniques to engage the audience. She was also impressed by the way in which the production made Shakespeare’s text accessible to a wide range of audiences, including non-English speakers and those with disabilities.

IATL, Autumn 2012
IATL HAS MOVED!

In September the IATL moved into our new offices in Searle House (formerly Coventry House). The new space has a meeting room and a large seating area, both of which have already been put to good use in planning events and discussions. As part of the move we also moved into our new website, www.warwick.ac.uk/iatl, where you can find details of our activities and recent events.

STUDENT PROJECTS

IATL Student as Producer Research project for 2012/13. Aimed at encouraging students to engage with professional theatre, IATL and the Edinburgh Fringe Festival have launched a new project for students interested in the creative industries. The project is open to undergraduate students at the University of Warwick in any faculty or department.

IATL盖了个新家！

IATL于9月搬迁至新办公地址。新办公室设有会议室和较大的休息区，现已投入使用，主要用于会议和讨论。作为搬迁的一部分，IATL也搬迁到了新的网站，www.warwick.ac.uk/iatl，都在这里发布活动和最近的事件。

STUDENT PROJECTS

IATL学生作为制片者的研究生项目

2012/13。旨在鼓励学生参与专业戏剧，IATL和爱丁堡艺术节共同启动了一个新项目，为对创意行业感兴趣的本科生提供机会。该项目面向工大大学内任何学科或院系的本科生。

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