

Centre for Quality Support and Development

University Collaborative Awards for Outstanding Contributions to Teaching and Learning

Application ID: (for office use only)

Nominator's details:

Title: Professor

First Name: Katja

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School/Function: Vice-Chancellor's Office

Department/Section:

Team Leader's Details:

Title: Dr

First Name: Madeleine

Last Name: Davies

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Telephone: ext 7001

School/Function: SLL (School of Languages and Literature)

Department/Section: Department of English Literature

Team Name / Project Title:

Team Members (Please include the team leader here in addition to other team members)

Name	Employee number	School /Function	Role in Team	% of Award
Madeleine Davies	582794	SLL/DEL	Team Leader	50%
Eric Kindel	627119	SAC/ T&GC	Mentor to student designer	25%
James Lloyd	708917	SAC/T&GC	'Real Jobs' Coordinator	25%

Previous Funding

Has anyone in your team previously been awarded in these or any other Awards at the University? Yes

If yes, please give details of date and type of award:

Dr Madeleine Davies: University Collaborative Award for Outstanding Contribution to Teaching and Learning, 2017-18

Dr Madeleine Davies, University Teaching Fellowship (June 2017)

RUSU Awards for 'Teaching Excellence' (2017) and for 'Diverse and Inclusive Teaching Excellence (2018)

Case for award (The case for an award must be 1000 words maximum)

Please outline your case for an award, referring to the scheme criteria as appropriate:

This bid involves the collaboration between colleagues from two Schools in the innovative T&L project I led from the Department of English Literature between April and July, 2018. The project, a high-impact book titled *Second Sight: The Margaret Atwood Learning Journals*, connects closely with UoR T&L strategy and with the Curriculum Framework in its material commitment to increasing student engagement with academic study, developing assessment and T&L practice, valuing and encouraging inclusive practice, and equipping our students to become skilled, confident and highly employable graduates through the development of curricular and co-curricular opportunities.

Following my leadership of a TLDF project, 'Diversifying Assessment in SLL' (2016-17), I replaced an exam with a Learning Journal on my Part 3 module, 'Margaret Atwood'. I was hugely impressed by the engagement, creativity and criticality that my students demonstrated in their Blackboard journals presenting poems, paintings, close readings, 'inter-module' splices, and 'screenplay' extracts, each with accompanying analytical commentaries, and each revealing engagement and a rigorous attention to textual nuance.

As the module progressed, I decided that this work deserved to be shared more widely, not least because it demonstrated to colleagues the value of diversifying assessment (I had never seen work of this quality within the traditional exam format). Following conversations with my students and with the TLDs, I approached James Lloyd who coordinates the 'Real Jobs' student work-based learning scheme in the Department of Typography & Graphic Communications with a view to creating a UoR book showcasing the students' work. The students on the module were delighted with the idea and provided their journal entries on Word documents to preserve the confidentiality of the assessment process.

James taught me how 'Real Jobs' works; students bid for a commission from UoR or external clients in order to acquire hands-on experience of managing professional design work, this supervised by staff members. I immediately arranged funding from my TLD, Professor Katja Strohfeldt, to support the publication of the book with the Design and Print Studio. James then advertised the 'job' on the 'Real Jobs' site, and I was contacted within 15 minutes by an enthusiastic Part 2 Typography student (name removed) who not only wanted the experience of designing a book but who was also keen to learn more about Margaret Atwood's work. (Name removed) met with me and then began to 'build' the book, working closely with her supervisor, Professor Eric Kindel, throughout the project.

I recruited a Part 3 student co-editor (name removed) to help me select entries and edit the book and we worked closely with James, Eric and (name removed) as we moved through the editing and design process and towards the submission of the typescript. James was eternally helpful as we (in Literature) charted unfamiliar waters and Eric was permanently available to alert the student typographer to potential pitfalls and problems. We completed *Second Sight* within ten weeks of project initiation and it went to print in June 2018. The book was 'launched' at a staff/student party that I organized for Graduation Day 2018; the contributing students and their families celebrated the students' achievements in the book with colleagues from DEL and across the University.

Every element of the book, including the cover image, is the work of our students. Not only did *Second Sight* provide a memento for them of their time studying in DEL, it also allowed them to demonstrate the quality of

their writing to potential employers. In email correspondence with our graduates since last summer, I have learned that seven students took their copy of their book to interviews, discussed it within the conversations, and secured the job.

There have been several other signs of significant impact: colleagues at the University of Sussex and the University of Liverpool have asked for guidance about how they can imitate the project; the leading critic on Atwood's work, Professor Emerita Coral Ann Howells, commented that 'it really is ground-breaking, not only as a collective teaching and learning project but for those splendid student entries - the most original Atwood criticism I've seen for ages.' This critic has placed the book's title in her bibliography for the new edition of *The Cambridge Companion to Margaret Atwood* (2019). Perhaps most gratifying of all has been Margaret Atwood's own response to *Second Sight*: the author responded to the book by saying she was 'thrilled' with it and by requesting five more copies. This meant the world to me and to our students (I contacted them all to tell them).

Second Sight has been reprinted because the original print run sold out. Current students enrolled on the module (and on all my Learning Journal modules) use the book as a reference point for best practice journal writing. By consulting the book, they are able to see what can be achieved within this assessment format and it also encourages them to extend their thinking and to take confident creative and critical risks. Colleagues in DEL have been convinced of the value of diversifying assessment and have increasingly adopted journals on their own modules, and colleagues from beyond my School have approached me for guidance about how to introduce 'creative writing' into 'academic' modules to enhance student engagement. *Second Sight* is used for our Department Open Days and Visit Days to demonstrate the quality of our teaching in DEL and in T&GC, and to showcase our T&L co-curricular innovation and commitment to collaborative partnerships with students. The project is likely to become a TEF Case Study for SLL.

There could be no clearer demonstration of the collegial relationships between subject specialists and our students at the university, nor a more stunning display of their expertise, than *Second Sight*. I am leading the bid for this award on behalf of us all because I would like to see the support, dedication and skill of Eric Kindel and James Lloyd recognized, and because I would like the University to celebrate the creativity and commitment to our students' learning that underpins the highly successful *Second Sight* collaborative project.

Head of School/Service

My Head of School/Service is aware of this application: **Yes**

My Head of School/Service is supportive of this application: **Yes**