Work sheet

This is a menu of activities, some of which will be used, in the seminar "More than inquiring minds?"

A. Introduction: the background

B. Case studies (Ho.2, blue)
    Also "disciplinary voice": are case studies from another discipline of any use to you?

C. Graduate attributes discussion
    •   First, fill in the discussion on the back of this sheet
    •   Then see Ho.3 (green) for three more discussion questions

D. Also: "Dialogue" as central. Dialogue versus group discussion vs. alternating monologues

E. Our draft report: 5 mins skim read and critique. Please comment on how badly or well this style of document would suit you personally from the viewpoint of:
    •   Content
    •   Structural style (e.g. the sections it has)
    •   Typography, font, numbering of sections, footnotes, etc.

F. Discussion: Jargon and translation from education-speak. In many ways we and other discipline area projects in this QE-theme have found abundant good practice, but the author-teachers have not thought about it in terms of research-teaching links nor graduate attributes. Should we be attempting to support such "translation"? How e.g. by reporting case studies in the practitioner's own words, but then juxtaposing a commentary in educational terms (thus illuminating both)? Or by essays, or short briefing web pages, explaining terms? Or …

G. Discussion: what kinds of dissemination by us on this QE theme would suit you?
    •   Which kinds of information/ material / ideas
    •   Which media e.g. web pages, printed booklets, workshops like this, other?

H. Finale: transition to the next seminar

Graduate attributes: activity 1

Suggest three graduate attributes the development of which academics
can facilitate within the Arts, Humanities and Social Sciences:

1.

2.

3.

How many of these attributes would you associate with research-
teaching linkages and why?