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Collaborating to Liberate

LIBERATE MY CURRICULUM

Arts Students' Union

Illustration: Nia Hefe Filiogianni

Lucy Panesar (Academic Support Lecturer), Ruth Collingwood and Leo Clarey (Academic Support Librarians)

LCC LIBERATING THE CURRICULUM STUDENT-STAFF COLLABORATION

LCC Liberating the Curriculum project is an open call for students and staff to champion and celebrate the liberating effect of books, text and resources. We hope that, through this initiative, staff and students across a course will be encouraged and inspired to explore wider sources to enhance in their studies or scholarship.

The project team will ideally be made up of students from across the course, a nominated member of the academic course team, UAL Educational Diversity Technologist as well as the course academic support lecturer and librarian.

Students will receive £200 award for their participation.

*** STEP BY STEP GUIDE TO THE PROJECT ***

Phase 1 - Project meeting to agree auditing framework/timelines

Phase 2 - Students audit unit level reading lists/resources

Phase 3 - Meeting to discuss findings/ area for enhancement

Phase 4 - Project team explores alternative resources

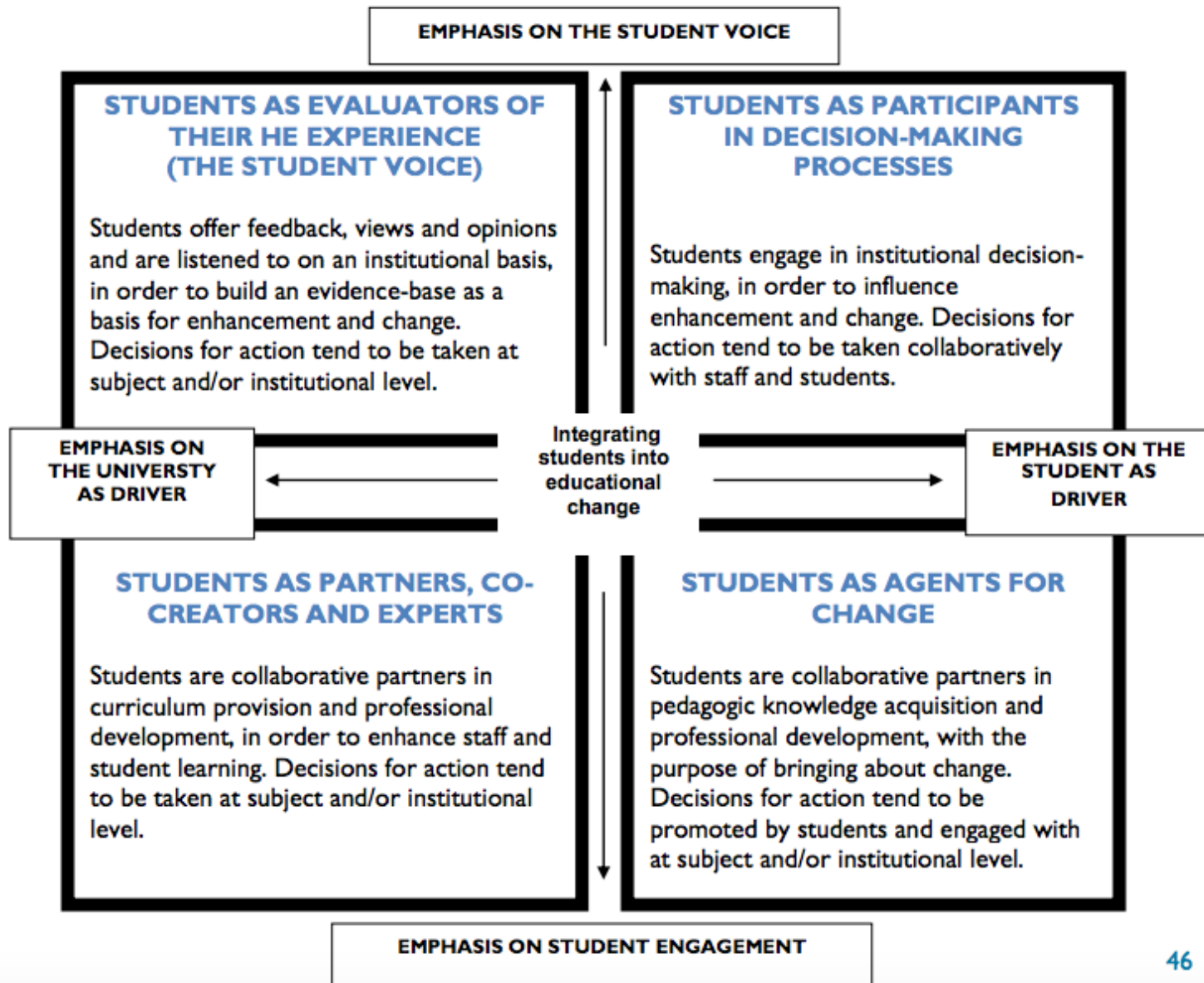Phase 5 - Meeting agrees revised reading lists

Phase 6 - Revised reading list/resources published

Student can submit expression of interests here
or contact z.sukabill@lcc.arts.ac.uk

The project, is funded by LCC's Teaching innovation and Learning found and is inspired by the Arts Student Union campaign which seeks to ensure a fair representation of ethnically diverse, queer, disabled and feminist thought in all courses.

Image by Ahsu Khanna

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Figure 4.5: A model for students as change agents (source: Dunne and Zandstra 2011, p. 17)

EMPHASIS ON THE STUDENT VOICE	
STUDENTS AS EVALUATORS OF THEIR HE EXPERIENCE (THE STUDENT VOICE)	**STUDENTS AS PARTICIPANTS IN DECISION-MAKING PROCESSES**
Students offer feedback, views and opinions and are listened to on an institutional basis, in order to build an evidence-base as a basis for enhancement and change. Decisions for action tend to be taken at subject and/or institutional level.	Students engage in institutional decision-making, in order to influence enhancement and change. Decisions for action tend to be taken collaboratively with staff and students.

EMPHASIS ON THE UNIVERSTY AS DRIVER

Integrating students into educational change

EMPHASIS ON THE STUDENT AS DRIVER

STUDENTS AS PARTNERS, CO-CREATORS AND EXPERTS	**STUDENTS AS AGENTS FOR CHANGE**
Students are collaborative partners in curriculum provision and professional development, in order to enhance staff and student learning. Decisions for action tend to be taken at subject and/or institutional level.	Students are collaborative partners in pedagogic knowledge acquisition and professional development, with the purpose of bringing about change. Decisions for action tend to be promoted by students and engaged with at subject and/or institutional level.

EMPHASIS ON STUDENT ENGAGEMENT

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Healey, Flint and Harrington (2014) *Engagement through partnership*. Available at: https://www.heacademy.ac.uk/system/files/resources/engagement_through_partnership.pdf

LCC Liberate the Curriculum

Author	Reading	Week	Gender			Ethnicity			Where the information was found
			Man	Woman	Other/ Unknown/ Non-Binary	White	BME	Unknown	
Batkin, Jane	Identity in Animation: A	1 to 10	0	1	0	0	0	1	https://staff.lincoln.ac.uk/b32805b6-98cb-448e-86
Beckman, Karen	Animating Film Theory	1 to 10	0	1	0	0	0	1	https://en.wikipedia.org/wiki/Karen_Redrobe
Bendazzi, Giannalk	Animation: A World His	1 to 10	1	0	0	1	0	0	http://www.giannalbertobendazzi.com/en
Collington, Mark	Animation in Context:	1 to 10	1	0	0	0	0	1	https://www.londonmet.ac.uk/news/articles/mark-
Herhuth, Eric	Pixar and the Aestheti	1 to 10	1	0	0	1	0	0	https://liberalarts.tulane.edu/departments/commur
Jenkins, Eric	Special Affects: Ciner	1 to 10	1	0	0	1	0	0	https://architecture.catholic.edu/research-and-fac
Tinwell, Angela	The Uncanny Valley ir	1 to 10	0	1	0	1	0	0	https://www.crcpress.com/authors/i7267-angela-t
Van Eck, Caroline	Art, Agency and Living	1 to 10	0	1	0	1	0	0	https://en.wikipedia.org/wiki/Caroline_van_Eck
Chambers, Ellie	The arts good study g	1 to 10	0	1	0	0	0	1	https://www.abebooks.co.uk/book-search/title/art
Clarke, Michael	Verbalising the Visual:	1 to 10	1	0	0	0	0	1	https://www.bloomsbury.com/author/michael-clarl
Cottrell, Stella	The study skills handb	1 to 10	0	1	0	1	0	0	https://en.wikipedia.org/wiki/Stella_Cottrell
Maeda, John	The Laws of Simplicity	1 to 10	1	0	0	0	0	1	https://en.wikipedia.org/wiki/John_Maeda
Baldwin, Jonathan	Visual communication.	1 to 10	2	0	0	0	0	2	https://bloomsbury.com/uk/visual-communication-
Berger, John	Ways of seeing. Londe	1 to 10	1	0	0	1	0	0	https://en.wikipedia.org/wiki/John_Berger
Bergstrom, Bo	Essentials of visual cc	1 to 10	1	0	0	1	0	0	www.bobergstrom.se/books.htm
Booth, C. Wayne, (	The craft of research.	1 to 10	3	0	0	3	0	0	https://www.amazon.co.uk/Research-Chicago-W
		TOTAL	13	6	0	11	0	8	

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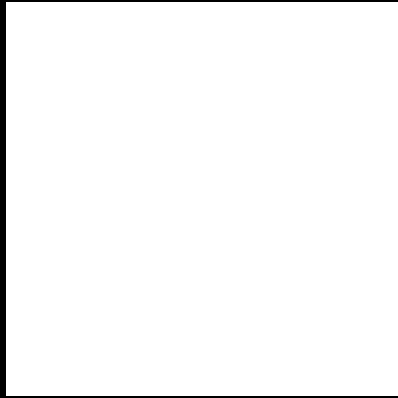
Participant Reflections

BA Design Management Cultures

Unit *Locating Design Management and Cultures* (yr1)

Challenges and solutions:

■   The discipline can be a challenge - Western/white-centric...

 … & importance of *acknowledging* this through readings
e.g.   www.decolonisingdesign.com

■   Need to include certain core knowledge

■   Reading lists take time and require careful thought – avoiding 'tokenistic' inclusion

■   Importance of alternative formats e.g. TEDtalks, podcasts, AV material, special collections

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BA Design Management Cultures
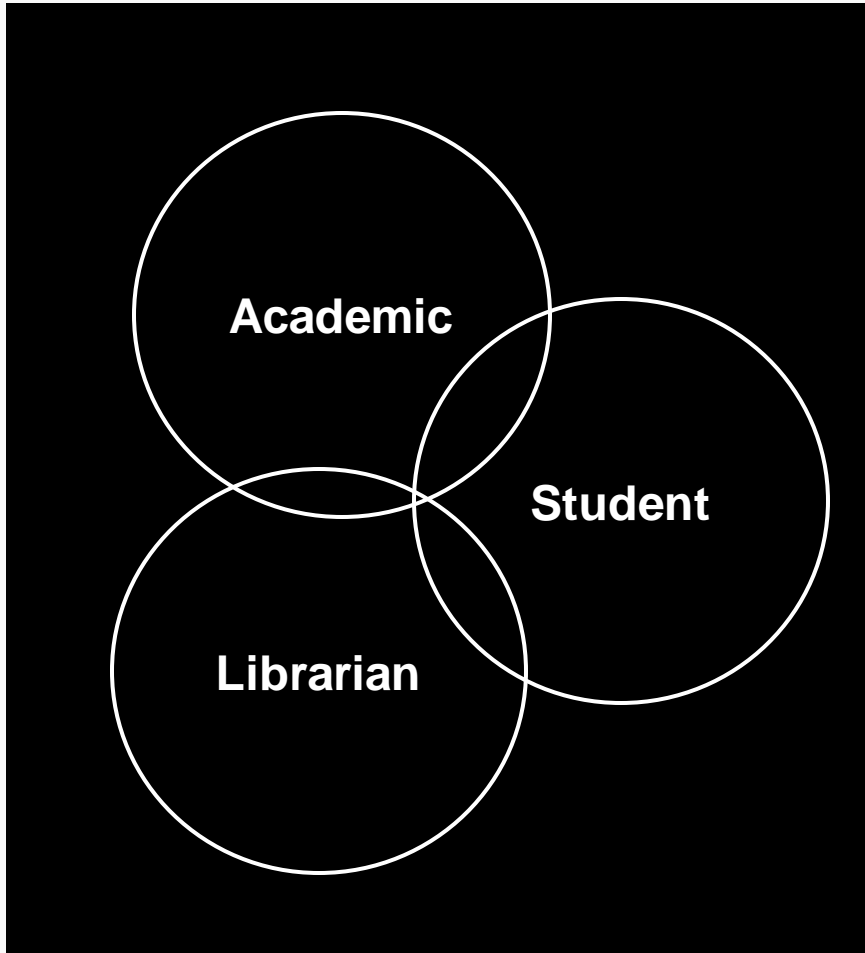
- Clarity of roles & responsibilities

- Time limitations

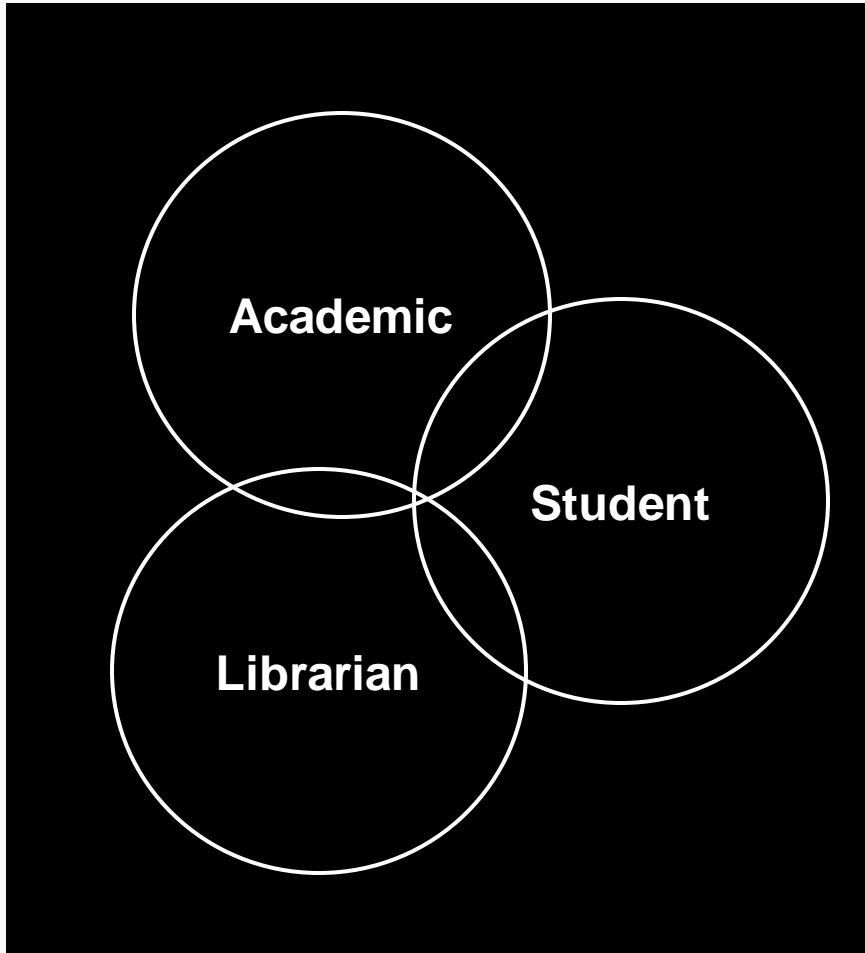- A starting point for something more?

- Closer liaison

BA Animation

Unit *Introduction to Animation* (Yr1)

Diversifying animation:

- Influence of western mainstream animation

- Including the viewpoint of international animation

- More than books…

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BA Animation

- Student's viewpoint

- Approach

- Librarian's contribution

- Closer liaison

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Moving forward

Considerations:

- To employ students to audit other courses instead of their own course (as they do <u>at UCL</u>)

- To support academics to work with students and librarians to source and select wider texts

- To promote the liberation of curricula as a necessary and exciting challenge for all members of the academy

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