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Verbatim Transcript

>> Paul: I'm Paul Ward. I'm head of the Department of English History and Creative Writing and Professor of Public History and Community Heritage.

There's a tremendous advantage to using new technologies with students in their learning. Often, they've come across them in their outside lives and they separated them from their studies, so they'll happily make short videos, they will be posting stuff on social media all the time, that is fairly normal.

So, what we wanted to do, was to get them thinking about how those sorts of technologies can enhance the way they learnt and in turn that would change the way they thought about the world outside of themselves. If they're thinking about their lives and things that could be captured digital and capture the movement, the sound and the creativity. Then they could bring that into their studies and what they can do is move wavy on the texts way beyond writing stuff down, to thinking about how they explain the infinite variety of the human world through these technologies and I think core to that, isn't thinking about these technologies, not as something that happens in other departments but something that happens has part of their History or English Literature or English Language or Creative Writing Degree.

We would expect them to be able to do critical analysis and would expect me to be able to interpret lots and lots of information with expect them to be able to communicate that both in writing and orally, but what happens when you give them different opportunities? Firstly there's that opportunity to gather the information differently and so 360 would be good example that, where they can film something and then bring it to us and they say this is my primary data. So, there's that the ability to create new data the ability to create new ways of addressing that data and then

alongside that there's the ability to use these new technologies as forms of communication, so it's just being assessed on written work or presentations instead there's a whole different set of ways of being assessed.

The idea of bringing the outside world into university, I think is a permanent feature. I think we can try that in to working with external organisation, so the bulk of what we've done at the moment, certainly my teacher, has been about working with the Everyman and Playhouse Theatres, in a strategic partnership where we build on it year after year but of course the more, the more examples of innovative and exciting student work we have the more external organisations we can work with. So, I would like to see those partnerships being at the core of developing this is a long-term strategy.

I can't imagine that we shouldn't be in a situation where every student who leaves our department has some sort of portfolio of creative work that they're taking with them and that in the future they are able to say the work was possible because of the learning environment because their fellow students because of the support they were going from staff and you could say that what that means is that that's how we recruit more students, students will begin to come to us expecting our experience of humanities degree to involve all these exciting things.

Developing the learning aspect of what they are doing along those lines makes so much sense. It adds so much value and I think importantly, and I'll, again come back to the point about what a humanities degree used to look like, it becomes so much more than just listening to a lecturer reproducing the sorts of work the lecturer did 30 years before 20 years before and it just has so many opportunities, so many possibilities and means that instead of leaving University with a sense that you bought a degree you leave University of sense that you've created something new that you take forward and that enables you to expand and change your world.

End.