

AAP 374 – Mediterranean Landscapes

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General information

This is a new module in which the IBL component rest largely in seminars and in the assessed work. Similarly to various other modules in the CILASS project, AAP 374 provides an example of a structure in which IBL components are substantially and continuously present throughout module, but which retains a lecture format for content delivery.

Key IBL components of the module

Critical evaluation skills

1. There are a substantial number of tasks which students carry out as part of the module which develop their ability to become critical readers and thinkers. Each week, students are asked to comment on an image or quotation and to summarise an article. These pieces of work are then submitted via WebCT. As part of the summary, students are asked to comment on the article's strengths and weaknesses, thereby inculcating the importance of critical reading and the ability to write in an evaluative fashion. The continuous nature of the reading and reflecting, insofar as these are weekly tasks, means that the students must also engage in depth with the full content of the module.
2. The essay which is the major component of the mid-term assessment further develops students' critical approach to developing knowledge. They are asked to write a critical evaluation of one of three field survey projects, focussing on the extent to which project methodology is appropriate to project aims.

'Modelling the process of research'

This is a key CILASS objective, which allows students to learn more deeply about their subject as research is self-directed, as well as to enhance their transferable skills such as public speaking abilities.

1. In Week 6, students are asked to present and briefly talk to a Powerpoint poster based on the survey critique. The seminar also includes time for the class to reflect on presentation strategies. Presentation and peer-review are important parts of the research process and this experience will allow students to become more confident as practitioners of the discipline.
2. The essay which is the major component of the end-of-term assessment requires students to produce a briefing document setting out the aims and rationale for adding a landscape history component to a regional survey project. This essay is an excellent example of a student-directed inquiry, in which students are required to learn autonomously and which makes explicit links between teaching and research.