

Location, location, location: group activity

Collection: Course design

Resource: Designing an innovative English Literature module

Approximate duration

One hour

Learning outcomes

Completing these activities should help participants to

1. develop a willingness to take risks in trying a new pedagogic strategy;
2. have available an extended repertoire of tools and media for engaging students – simply having more options to choose from;
3. acquire the confidence to propose and argue to colleagues for a new module or form of assessment, or of teaching;
4. be able to navigate the usage of their own research in the light of pedagogic need.

Introduction

What is sometimes referred to as 'the spatial turn' in English studies has led to a flowering of courses based around the spaces and locations in which texts were produced and on which they focus rather than (or as well as) theme, author or period. Some modules, like the module taught by Hannah Crawforth at King's College, London on 'Shakespeare's London' also take advantage of the location of the institution in which they are taught. Still others involve community groups in the local area, sometimes forming part of an outreach programme. This activity invites you to investigate your own teaching areas to see if there is any scope for extending them in these ways.

The activity

1. Talk to the participants about the potential of using resources in their local area in their module design such as the following:
 - Historic sites, outside or inside, in the local area (groups of buildings with a particular function e.g. docks, historic houses, deserted mines, etc.)
 - Local museums and galleries.
 - Landscape or townscape of relevance to a local writer
 - Voluntary organisations you and your students might work with
 - Commercial organisations you and your students might work with

To help you contextualise things for the participants, you might like to look at the Subject Centre's webpages on '[community engagement](#)'.

2. You could begin the session by playing the video of Hannah Crawforth talking about her use of locations in London on a Shakespeare module. We are very grateful to our colleagues for allowing us into their classrooms, lecture halls and offices to observe and discuss their teaching. As you work with these examples of teaching and course design please keep your commentary focused upon the activity and refrain from criticisms that would be unhelpful or unkind in a face-to-face encounter.
3. Divide the group into pairs.
4. Ask each participant to write down a list of local resources they might use in their future teaching.
5. Each participant reads out her or his list to her or his partner, with explanations as appropriate.
6. The participants share their ideas in their pairs.
7. Structure the concluding plenary discussion by location category: for example, start by asking 'Has anyone decided to use a stately home?', and so on.



Relationship to the Professional Standards Framework

- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.

<http://humbox.ac.uk/2731/>

Resources in the Course design Collection

- Course design: introduction to the collection
- Designing an English degree programme: resource overview
 - Designing in employability: individual activity
 - Designing in employability: group activity
 - Managing transition from A Level: individual activity
 - A delicate balance: group activity
 - A delicate balance: individual activity
- Designing an innovative English Literature module: resource overview
 - Location, location, location: individual activity
 - **Location, location, location: group activity (*you are here)**
 - Questions, questions
 - Integrating research into a module: individual activity
 - Integrating research into a module: group activity
- Filling the gaps: resource overview
 - Filling the gaps between sessions: individual activity
 - Filling the gaps between sessions: group activity
- Adapting a module: resource overview
 - Adapting a Literature module: individual activity



3 | This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.

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- Adapting a Literature module: group activity
- Pacing it out: individual activity
- Curriculum framing
- Mapping and applying desirable student attributes: resource overview
 - Imaginary modules: individual activity
 - Imaginary modules: group activity
- Designing a creative-critical module: resource overview
 - Thinking about modules: individual activity
 - Thinking about modules: group activity



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