



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title		Code
EXPERIENTIAL LEARNING AND RESEARCH PROJECT IN SPACIAL HUMANITIES		
Academic staff		Core academic unit(s)
Coordinator: prof. dr. Loreta Vaicekauskienė Other(s): <i>group of teachers</i>		VU Faculty of Philology
Study cycle		Type of the course unit
Master		Optional
Mode of delivery	Semester or period when it is delivered	Language of instruction
Lectures, seminars, tutorials, individual work	Spring	English
Requisites		
Prerequisites: none	Co-requisites: Choosing a theoretical course in spacial humanities would be an advantage for your learning	

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	32	98

Goals of the course		
<p>The idea of this course is to help students acquire the necessary knowledge and tools for independent cultural or (socio)linguistic study in the field of spacial humanities in creative and analytic way. NB. A more specific version of the course content and assignments is available on the VU Teams / Moodle platform.</p> <p>General skills: <i>Analytical, critical and creative thinking:</i> to critically evaluate, systematize and process information from various sources; to improve existing and generate new ideas. <i>Problem-solving, social and communicative skills:</i> to identify relevant problems to be solved, to discuss alternative choices; to offer and apply problem-solving solutions; to make informed decisions, based on facts and experience; to engage in constructive teamwork. <i>Academic and professional ethics:</i> understand and respect ethical requirements; to comply with the principles of responsibility and integrity; to engage in dialogue and seek mutual understanding.</p> <p>Subject-related skills: Application of the theories and methods of the field; creative, explorative and (self)reflective abilities; ability to formulate a research question and to communicate research findings to different audiences.</p>		
Learning outcomes	Study methods	Assessment methods
Students will have the opportunity to experience and test theoretical approaches in practice, to foster awareness on socially sensitive issues, as well as develop creative	Selected experiential tasks, group discussions, developing of a research project	Peer-to-peer evaluations; (individual or

and analytic skills when interpreting different aspects of the studied phenomena.						group) research project	
Topics		Lectures	Tutorials	Seminars	Total	Self-study	Assignments
1. Presentation and discussion of the goals and assignments of the course		2			2		
2. A marketplace for project ideas. Students are invited to share their ideas on what topics they would like to study and how. Discussion can include proposals by teachers.				2	2	2	Readings and discussion of relevant papers in the field; developing of research questions, data collection, analytical / experiential approaches. Peer-to-peer review: supportive critique.
3. Experiential knowledge: doing and reflecting. Guiding principles of experiential study. Introspection, auto-ethnography, observation, interviewing and more.		2		4	6	4	
4. Research in special humanities: based on students' choices relevant research methods and theoretical approaches are presented and discussed.		4	4	4	12	6	
5. Developing of a chosen research project. Presentation of the project.		2	6	2	10	84	Various experiential assignments (see below); analysis of various case studies (i.e. sami and romani languages in Scandinavia; karaim in Lithuania and others; minority language policies in the region; language revitalisation projects; social and cultural dynamics of a chosen place; spatial constructions in a literary work; places of memory etc.)
Total:		10	10	12	32	96	
Assessment strategy	Weight %	Deadline				Assessment criteria	
1) Participation in seminars/workshops and completion of individual/group experiential tasks and a reflection paper (students can choose from a list of options or come up with their own). Please choose 1-2 experiential tasks (30 percent)	2) Group or individual research paper on your study community / comparative study of several communities (70 percent)	During the term				Completed required number of tasks and an individual written reflection on the process and results of your experiential learning tasks (see the possible structure of reflection below)	
		By the end of the exam session				Clearly articulated and focused research question, critical engagement with existing literature in the field, use of relevant concepts, clear explanation of research design and analytical methods, relevant and sufficient data, depth of analysis, independent thinking, clear and logical structure,	
The project can be in written or multimodal, combining sound, video, image etc. The scope of the group project is 10-15 pages for groups of two-three students. The list of references							

<p>should consist of at least 6-8 entries. Individual papers: 6–10 pages (3000-5000 words), including literature (at least 5 entries). The number of total pages for the project can be agreed upon with the teachers, taking into consideration the potential multimedia content.</p>		<p>avoiding plagiarism and respecting academic integrity.</p>
<p>Possible experiential tasks (including written reflection)</p>		
<ul style="list-style-type: none"> • One week observation diary of a chosen phenomenon and process documentation • Introspection/auto-ethnography (e.g. multilingual-me) • Student-pair interviews of chosen informants / experts in the field • Imaginary reality scenario • Text intervention (rewriting a given text with emphasis on spatial aspects) • Creation of an object (e.g. a hashtag; a meme; a draft of a novel etc.) • Visit to an exhibition on place/migration etc. • Exploration (city mapping; multilingual literature (Polish-Russian-Lithuanian; Lithuanian-Russian and others; relevant TV series (e.g. on German sorbs), etc.) • Field encounters: meetings with people working in relevant fields (e.g. sellers in a multilingual market in Vilnius or Vilnius county; multinational companies; exhibition curators and artists exploring space and place as conceptual themes) • Other 		
<p>How to structure your reflection</p>		
<p>1. Introduction: introduce the focus of the reflection; identify the experience or issue being reflected on; state which theory/theories will be used to frame the reflection.</p> <p>2. Description or context: describe the project(s), providing enough context for someone unfamiliar with the experience to follow.</p> <p>3. Theoretical framework: introduce the theory/theories in more depth, reference the sources.</p> <p>4. Analysis and reflection: analyse the experience making connections between theory and practice, consider contradictions, limitations, or alternative interpretations.</p> <p>5. Implications or conclusion: reflect on what has been learned, on how this reflection informs future thinking, practice, or understanding, pose remaining questions or future directions.</p>		
<p>Readings</p>		
<p>Literature is self-selected or based on the core course reading list Also check the course page on Teams/Moodle</p>		