

Marketplace of ideas in ICCHS

What did/do you do?

A marketplace of ideas is similar to a trade fair, but students promote information rather than products.

Who is involved?

Run by postgraduate students; facilitated by Gerard Corsane in ICCHS.

How do you do it?

As a group, identify main issues and ideas in the subject area (in this case, cultural heritage). Then let students vote for which team they'd like to be in. Each team appoints a chair, collector, literature researcher and web researcher. Gathering material and designing material are shared responsibilities. Students have one timetabled session and a set number of self-directed learning weeks in which to work together and plan their stall for the marketplace session.

The marketplace session has two people at the team stall to present and answer questions, with the other team members free to visit other stalls. The stall should have supporting material: a visual display, possibly with food, to attract 'customers'; an A4 handout; a bibliography; copies of material, and a computer (laptop) display.

Why do you do it?

For many reasons, including:

- because one team can't cover everything
- to encourage team research
- to learn from each other, and with each other
- to allow students some freedom to specialise in their interest areas
- to get students into critical engagement learning
- to let students take control of the learning experience
- to get students into the range of sources of evidence
- for fun!

Does it work?

Gerard has photos of students at marketplace stalls, smiling, and interacting with each other. I consider this evidence that the marketplace of ideas works.

Teaching and Learning Case Study

HaSS 'communicating
with students' pro-
ject, 2010/11

Gerard Corsane,
ICCHS

Coherent Curriculum theme:

- Student Engage-
ment
- Research-informed
teaching