their writing to potential employers. In email correspondence with our graduates since last summer, I have
learned than seven students took their copy of their book to interviews, discussed it within the conversations, and
secured the job.
 There have been several other signs of significant impact: colleagues at the University of Sussex and the
University of Liverpool have asked for guidance about how they can imitate the project; the leading critic on
Atwood’s work, Professor Emerita Coral Ann Howells, commented that ‘it really is ground-breaking, not only as a
collective teaching and learning project but for those splendid student entries - the most original Atwood criticism
IΖve seen for ages.’ This critic has placed the book’s title in her bibliography for the new edition of The Cambridge
Companion to Margaret Atwood ;ϮϬϭϵͿ. Perhaps most gratifying of all has been Margaret Atwood’s own response
to Second Sight: the author responded to the book by saying she was ‘thrilled’ with it and by requesting five more
copies. This meant the world to me and to our students (I contacted them all to tell them). Second Sight has been reprinted because the original print run sold out. Current students enrolled on the module
(and on all my Learning Journal modules) use the book as a reference point for best practice journal writing. By
consulting the book, they are able to see what can be achieved within this assessment format and it also
encourages them to extend their thinking and to take confident creative and critical risks. Colleagues in DEL have
been convinced of the value of diversifying assessment and have increasingly adopted journals on their own
modules, and colleagues from beyond my School have approached me for guidance about how to introduce
‘creative writing’ into ‘academic’ modules to enhance student engagement. Second Sight is used for our
Department Open Days and Visit Days to demonstrate the quality of our teaching in DEL and in T&GC, and to
showcase our T&L co-curricular innovation and commitment to collaborative partnerships with students. The
project is likely to become a TEF Case Study for SLL. There could be no clearer demonstration of the collegial relationships between subject specialists and our
students at the university, nor a more stunning display of their expertise, than Second Sight. I am leading the bid
for this award on behalf of us all because I would like to see the support, dedication and skill of Eric Kindel and
James Lloyd recognized, and because I would like the University to celebrate the creativity and commitment to
our students’ learning that underpins the highly successful Second Sight collaborative project.
Head of School/Service
My Head of School/Service is aware of this application: Yes
My Head of School/Service is supportive of this application: Yes