

Imperial College  
London

# Centre for Languages, Culture and Communication

Annual Report 2021-2022



# Introduction



Despite our very best wishes, the academic year of 2021/22 remained challenging and full of unknowns. The COVID pandemic lingered and our ability to deliver our teaching fully face-to-face remained compromised.

Yet, the dedication of our colleagues ensured that students continued to be provided with engaging and stimulating learning opportunities, whilst academics reviewed their modules to ensure that assessment loads were fair and manageable and aligned with the module's learning outcomes. The latter has led in many cases to reduced assessment, marking and administrative burden for our students and our staff, freeing some precious time to engage in further learning or activities.

This report is the testament to much of the work and soul behind everything we do, and it is with great pride that we share it with colleagues and friends.

**Dr Ana Costa-Pereira**

Director, Centre for Languages, Culture and Communication

# Overview 2021-2022

## The New Normal

The uncertainty caused by COVID-19 meant that the vast majority of undergraduate CLCC learning was undertaken remotely in 2021-2022. A small number of Horizons classes took place on campus where suitably sized large spaces could ensure adequate spacing. The Science Communication Unit was able to continue their post-graduate teaching on campus which allowed the students much needed opportunities to interact face to face and to be creative. Capacities of rooms for meetings and teaching were reduced to allow safe distancing and we used technology such as The Owl camera to enable hybrid meetings and some hybrid teaching.

## I-Explore

2021 saw the successful roll-out of I-Explore to 3rd and 4th years and the second iteration of the programme for 2nd year undergraduates. From a total of 3105 I-Explore students, 1200 were from the CLCC's Imperial Horizons programme, the largest contributor to the I-Explore programme. In summer 2022 discussions started regarding the transfer of administrative responsibility for I-Explore to CLCC from 2022-2023 academic year.

## Summer: In-Person

As staff returned to campus, mostly choosing a hybrid pattern of work, we were able to look forward to relaxing with colleagues at the various College Summer celebrations. Several members of the CLCC Admin Team were nominated for the President's Award for Excellence, and so attended the Garden Party in the Queen's Tower Rooms at the end of June.

The CLCC Staff Summer Party took place in the Garden Room and Terrace at 57 Princes Gate. There was a good turn out and we managed to enjoy our barbeque out on the terrace before the rain came and moved us inside. To mingle freely with colleagues was a novelty appreciated by all and set us on the path to returning to mostly on-campus classes from 2022-2023. The College also hosted an all-staff celebration party in July 2022. The party had a 'village fair' theme and was a well-deserved opportunity for staff to come together.



President's Garden Party

Summer Party: before and after the retreat indoors to avoid the rain!



# Staff Spotlight

## Reflecting on CLCC colleagues' achievements in 2021-2022

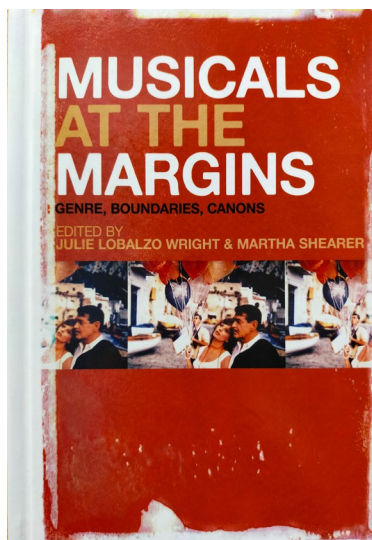
### Michael Paraskos

Dr Michael Paraskos was elected an Associate Fellow of the Master Carvers' Association in June 2022. The Master Carvers' Association is one of the oldest surviving artisan craft associations in Britain, being founded in 1897 to bring together stone and woodcarvers and their supporters.



### Eleonora Sammartino - Musicals at the Margins

Congratulations to Film Studies Lecturer Dr Eleonora Sammartino whose work was included in *Musicals at the Margins: Genre Boundaries, Canons* by Bloomsbury Academic. The book explores the musical on screen by looking at texts at the margins of the "canon" that can shed new light about this genre and its unstable boundaries. It was released in 2022 (hardback in 2021).



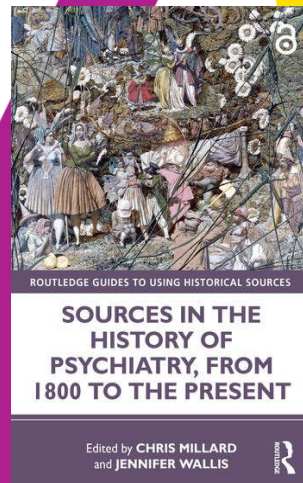
Eleonora's chapter, "Pitching Utopia: Popular Music, Community, and Neoliberalism in the Choir Film", focuses in particular on a cycle of films from *Sister Act* to *Pitch Perfect* that, although neglected in discussions of the genre, have helped revitalizing it.

The analysis traces the fundamental role of popular music in mediating musical conventions, such as qualities of spontaneity and authenticity that enable the formation of utopian communities. However, the socio-historical contextualisation of the choir film within neoliberalism demonstrates the untenability of utopia, with the reshaping of the classical musical conventions in favour of entrepreneurial individualism, self-government and self-empowerment.

### Jennifer Wallis

#### Sources in the History of Psychiatry

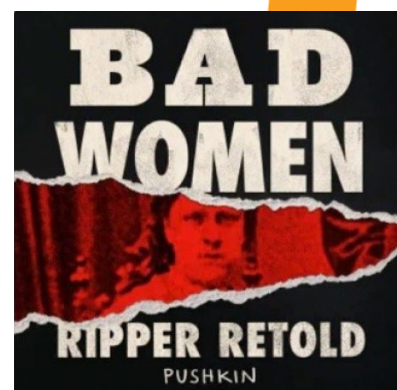
Dr Jennifer Wallis, together with University of Sheffield colleague Dr Chris Millard, co-edited *Sources in the History of Psychiatry, from 1800 to the Present*, which was published by Routledge in early 2022. The book brings together several experts in the field to offer practical advice on using a variety of historical sources in the history of psychiatry, from asylum casebooks to artworks. Five chapters from the book are available Open Access.



#### Bad Women podcast

In December 2021 Jennifer Wallis featured in the history podcast series *Bad Women* hosted by Hallie Rubenhold. Based on Rubenhold's prize-winning book, *The Five*, the podcast series explores and contextualises the lives of the five victims of Jack the Ripper, with a focus entirely on the women and not on their murderer.

In Episode 15, Jennifer spoke to Hallie about the case of Jacob Levy, a man who spent time in a Victorian asylum due to his struggles with mental illness - leading to speculation among some that he was Jack the Ripper. Drawing on her research for her book *Investigating the Body in the Victorian Asylum* (2017), Jennifer discusses the diagnosis of 'General Paralysis of the Insane' and how the complexities of the condition make it difficult to be sure about Jacob's condition.



Listen to Bad Women Episode 15 (Apple Podcasts)

## Staff Spotlight (continued)

### Dr Elizabeth Hauke MD

Congratulations to Dr Elizabeth Hauke who completed her PhD in the late 2021, graduating in May 2022. Elizabeth is now a doctor of Educational Development Research as well as a qualified doctor of Medicine.



Written in a non-traditional narrative style, and embracing interdisciplinarity, Elizabeth describes her PhD thesis as "an easy, accessible and fun read" and encourages anyone to read it: it is freely available to download from Spiral.

"There is a lot packed into this work – ideas about education, the philosophy and more pragmatic understandings of authenticity, details about the design of my modules and specific learning activities within, stories from the classroom(s), drawings and poetry. There are even asides into architecture, music, photography and art. If it was a part of the process of this research, it is in there somewhere."

You can read about Elizabeth Hauke's PhD thesis 'Evoke (y) our authentic: an (auto)ethnographic exploration of my higher education classroom(s)' at [www.live.love.learn.education](http://www.live.love.learn.education).

#### Who's Looking at Who, Looking at Who?

Just prior to her PhD viva, in December 2021, one of Elizabeth's research papers was published in *Theory and Method in Higher Education Research Volume 7* (Huisman, J. and Tight, M. (Ed.)).

Entitled, "Who's Looking at Who, Looking at Who?", the chapter considers the values and challenges of a highly embedded participant ethnographic methodology that has evolved over the last four years in the course of

two formal ethnographic studies Elizabeth has undertaken at Imperial College London.

#### THEORY AND METHOD IN HIGHER EDUCATION RESEARCH

Edited by Jeroen Huisman and Malcolm Tight

THEORY AND METHOD IN HIGHER EDUCATION RESEARCH VOLUME 7

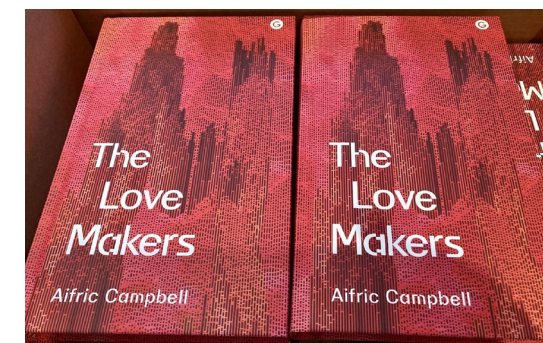
### Gita Ralleigh

Dr Gita Ralleigh's poetry book *Siren* was published by Broken Sleep Books in August 2022 and its launch event included readings from Gita and a number of fellow Broken Sleep authors.

Gita has also started writing as an ongoing contributor for the Synapsis online medical humanities journal affiliated with Columbia University, NYC.



### Aifric Campbell - The Love Makers



The buzz around Aifric Campbell's AI novel *The Love Makers* has continued throughout 2021-22.

The much-anticipated novel hit the shelves in November 2021, immediately featuring in reviewers' lists such as the Guardian's 'best recent science fiction, fantasy and horror'.

Amongst other activities, Aifric gave a lecture on *The Love Makers* at SISSA, Trieste, in February and in May she joined Professor Murray Shanahan and Dr Anita Chandran at an Imperial Lates event exploring advances in AI and robots in the context of human machine companionship. The event was chaired by MSc Science Communication student Shannon Clerkin. In June 2022, Aifric was a panellist at a Royal Institution event called 'The future of love in the age of AI'.

Writing for the Irish Times, Aifric described how "the book became a public engagement mission that aims to entertain, demystify, inform and provoke debate." and the debate over AI is showing no signs of slowing down.

The Love Makers combines both a novel and 12 essays from STEM academics and commentators from institutions including Cambridge, Leverhulme Centre for the Future of Intelligence, Hertie School, Berlin, UPenn, Dartmouth College, Kings College London, Sheffield and Imperial College London.



# Staff Spotlight

## The Case for Creative Writing in the STEMM curriculum

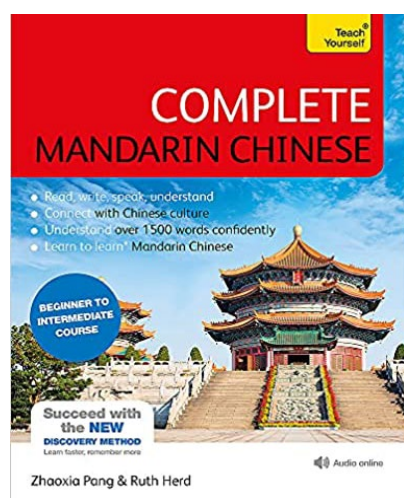
Imperial contributed to the English: Shared Futures conference on 9th July, with Aifric Campbell (writer), Gita Ralleigh (writer & medic) and Anita Chandran (writer & science communicator) representing the College. In their three-way presentation the writers explained how Creative Writing studies offer an innovative, interactive learning experience that promotes intellectual and personal development, encourages consideration of human factors and ethical issues in STEMM, develops creative perspectives on scientific topics, applies storytelling skills to public engagement strategies in science, cultivates an awareness of the societal context of their studies and prepares them for their future careers as scientists, technologists, engineers, mathematicians and medics.

## Complete Mandarin Chinese - Zhaoxia Pang & Ruth Herd

December 2021 saw the release of an all-new edition of *Complete Mandarin Chinese* from the Teach Yourself series.

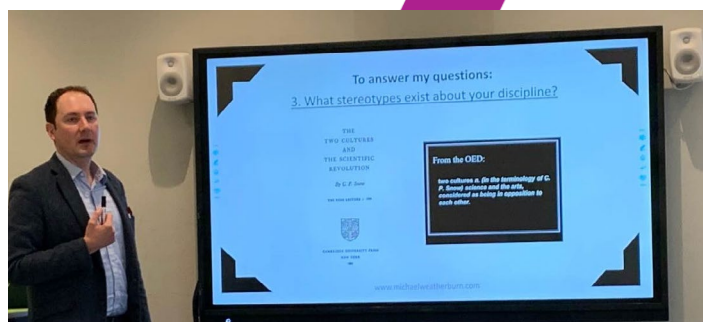
Dr Ruth Herd's latest work, written in collaboration with former colleague Zhaoxia Pang (SOAS), is a comprehensive book complete with audio language course to take learners from beginner to intermediate level.

Suitable for the self-study learner, use with a one-on-one tutor, or for the beginner classroom, Complete Mandarin Chinese can also be used as a refresher course, mapping on to the Common European Framework of Reference (CEFR) for languages, HSK references and vocabulary benchmarking.



## Michael Weatherburn

Hanken School of Economics, Helsinki



In June, Dr Michael Weatherburn visited Hanken School of Economics in Helsinki, Finland. In a talk entitled "Building bridges, interdisciplinarity in research, education and organisations", the Humanities & Social Sciences Field Leader talked about interdisciplinary work of the Centre for Languages, Culture and Communication and the College's work of bridging humanities, languages and sciences.

The talk coincided with Dr Weatherburn's appointment to the Royal Historical Society and Academy of Management History Division Committee for his work in promoting the teaching and use of history outside academic history departments.

## Prometheus Unbound

Away from the classroom, Michael released a song in June 2022: Prometheus Unbound, produced by Tiger Mendoza. Michael wrote and performed the vocals, with Ian de Quadros performing electronic instruments, Dan O'Driscoll on guitar, and Gary Leicester and Helena Markou on supporting vocals.



Listen to Prometheus Unbound (2022 mix) (Feat. Michael Weatherburn)

## Staff Spotlight (continued)

## Supporting an Imperial College Community Science Seed Fund Project - Angela Richards

"The preciousness of CLCC is that it provides a variety of accessible learning opportunities for both our degree students and members of the public", writes Dr Angela Richards. This ties in closely with the College's values as was demonstrated when Dr Richards was approached by the College's Office of the Associate Provost to be a scientific point of contact to one of its Seed Fund Projects.

The Community Science Seed Fund uses benefits of informal science learning to inspire the College's surrounding community from all backgrounds as well as creating opportunities for academics across the College and local residents to come together. Dr Richards was selected due to her CLCC teaching of topics on neuroscience, psychiatry and psychology in understanding human experience and mental health including Mindfulness which she has studied and currently practices.

Following a postponed start due to the COVID-19 pandemic, the recipient project, The Gift of Science, (founded by local resident Joy Goddard, www.thejengroup.com) successfully rolled-out an eight-week face-to-face in-person Mindfulness programme for White City residents including a show-case (edited) interview with Dr. Richards (The Science of Mindfulness - YouTube) and her questions and answers learning sessions during the project.

In September 2021, a closing event took place at The Invention Rooms at the College's White City campus, with Dr Richards awarding certificates to those who had participated in the programme. The occasion reflected the culmination of perseverance on the part of both local residents and members of Imperial College London who contributed to the project's success.



The Science of Mindfulness - YouTube interview

## Iria González Becerra

Dr Iria Gonzalez Becerra's paper reflecting on the creation of online presence during physically distanced teaching, and presenting the practicalities of running a Zoom-mediated theatre workshops at Princeton University was published in the Language Learning Journal. Online assessment practices developed throughout the experience, ranging from the gamification of content and the creation of rubrics which expanded the learning outcomes toward symbolic competence and creative use of language, were later applied to our own practices at Horizons. Read "Lessons from a distanced stage: embedding a Zoom-mediated drama workshop in a language classroom" (escholarship.org).

Findings were then applied to Imperial Horizons assessment during 2021/22 and were presented at the ELE-UK (Association for the Teaching of Spanish in Higher Education in the UK) annual conference held at the University of Warwick in June 2022. The presentation was entitled "Assessment for engagement o la evaluación en los tiempos del cólera".

Rubrics and examples of task and project based assignments were shared during CLCC Perpetual Beta sessions (see page 16) and formed the backbone of the Curriculum Alignment process where assessment was revised and is currently being redesigned across all the Spanish levels.



ELE-UK Conference, University of Warwick, June 2022



# Sci Comm Student Activities

## Communicators in Residence - Partnership with Institute of Infection

A new initiative for 2021-22 saw seven of our MSc in Science Communication students working as communicators in residence as part of a very worthwhile collaboration with the Institute of Infection.

Hidden Histories of Infectious Disease Research was the first project to come out of the year-long collaboration with the Institute of Infection. Alongside their studies, Master's students Clare Baker, Charlie Delilkan, Olivia Jani, Robert Miller, Mayah Pico, Anjana Vijay and Holly Worrall worked on communication pieces from the traditional to the more innovative, with the aim of disseminating infection research and providing a platform for public engagement whilst exploring the mission of the Institute of Infection to promote interdisciplinary activities.



The communicators in residence - each with their own set of expertise ranging from astrosociology, human science and healthcare, biology, art, neuroscience and bioarchaeology - had their work cut out. Not only were they required to deepen and share their existing knowledge and skills, but the projects required them to rapidly learn about new areas of infection-related research and generate distinctive outputs considerate of the audience experience. The work reinforces the importance of having a range of voices and perspectives in science communication and the power of interdisciplinarity. Congratulations to the whole team!

Read, watch and learn about the Hidden Histories projects.

## Fatima Sheriff and the University Challenge Victory

MSc in Science Communication student Fatima Sheriff was part of Imperial's 2021-22 University Challenge team which went on to win the competition in April 2022 for a record fourth time. Fatima, who is also president of the Quiz Society, a freelance film critic and Twitter user, generated a lot of interest on social media throughout the finals. She appeared to take it all in her stride, brushing off any suggestions that her team mates had behaved patronisingly. Fatima was also featured in the College's 'Imperial People' blog where she talks about being a Science Communication student and her advice to women in her field. Fatima's open and humble style make it clear why she's generated such a social media following and her interviews are well-worth a read.

Fatima's Imperial College London Interviews:

- [Fatima Sheriff's Imperial People Profile.](#)
- [News: Imperial wins University Challenge for historic fourth time.](#)
- [Feature on Imperial College University Challenge team 2021-22.](#)



# Undergraduate Student Successes

## 2021-22 Undergraduate Awards

### The Sir Arthur Acland Prize for Excellence in Humanities:

Jonah Hewett (3rd Year BSc Biomedical Engineering) for his History of Science, Technology and Industry essay, Photography, technology and propaganda in the Second World War.

### The Sir Arthur Acland Prize for Excellence in Languages:

Sajanthanaa Nageswaran (4th Year BSc Chemistry with Spanish for Science), for her work throughout her Language for Science degree and her 2021-22 research project.

### The President's Prize for Communication Skills:

Nell Pates (3rd Year BSc Microbiology), for Horizons module Science Communication.

A huge congratulations to our prize winners.

## Origins of CLCC Undergraduate Awards

Each year two Sir Arthur Acland Prizes for Excellence are awarded to undergraduate students of any department for excellence in Languages and Humanities subject areas. The President's Prize (formerly the Rector's Prize) for Communication Skills is awarded to the highest scoring student on the Imperial Horizons module Science Communication.

Anne Barrett (College Archivist) and Dr Michael Weatherburn (Humanities and Social Sciences Field Leader) have recently discovered the origins of the Acland Prize and that it dates from 1925/26 rather than 1947/48 as previously supposed. The history is now updated on the CLCC History webpages.

Learn more about the history of the Acland prizes on the CLCC's History's webpage

## Psychology of Performance - Puppetry with Rachel Warr

For a second year running, students in the Psychology of Performance Horizons module have had the opportunity to work with acclaimed puppeteer Rachel Warr. Rachel joins the students in-class and uses the sessions to teach about the science of teamwork and leadership in a hands-on way.

Across the year, Psychology of Performance students also learned from professional magicians, surgeons, musicians, and fighter pilots and took a field trip to the Royal College of Music Performance Simulator for personalised presentation coaching.



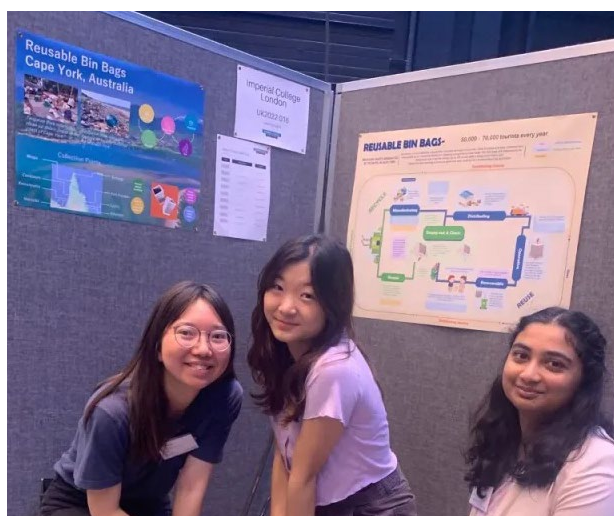


# Student Successes

## Change Makers students make their mark at the Engineering for People Design Challenge 2022

On 17th June, Change Makers students taking the module Global Village: Innovation Challenge and Global Village: Visual Arts Challenge participated in the Engineers without Borders Engineering for People Design Challenge 2022. Students both presented their engineering design for the competition finals and displayed their artwork created as part of the Horizons module. A team of our students qualified for the Grand Finals of the Engineers Without Borders Engineering for People Design Challenge competition and two more of our students were individually chosen to exhibit their art.

This year the Engineering for People Design Challenge was focused on Cape York in Australia. Students investigated the lives of its Aboriginal and Torres Strait Islander communities and the environment in which they lived.



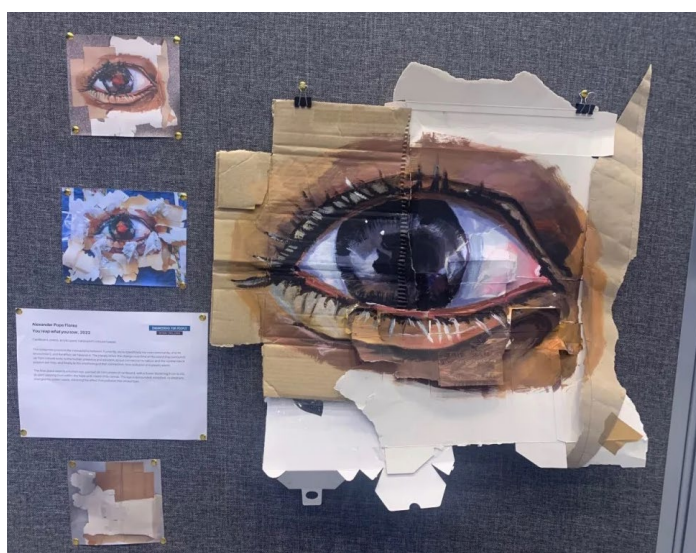
### Innovation through Circular Design

Anjali Devadasan, Sheung Sheung Chen and Yui Harayama presented a proposal for Reusable Bin Bags. Following principles of circular design, the bin bags could be cleaned at a processing site and then reused without creating more plastic waste. The bin bags would be strategically placed at popular tourist destinations and sensors within the bags would notify the collection service when they were full and ready to be replaced. The judges were impressed.

### Reflexive Art

Visual Arts Challenge students took inspiration from the communities of Cape York's approach to the environment, whilst recognising the different threats they faced.

Read Mark Pope's full report ([livelovelearn.education](http://livelovelearn.education))



'You reap what you sow' by Alexander Popa Florea.



'Threats to Diversity' by Tianle Shao

## Student Successes

### Horizons students contribute to research on the future of literature

Congratulations to the Advanced Creative Writing class 2021-22 for their contribution to a University of East Anglia (UEA) project.

Dr Aifric Campbell's Advanced Creative Writing students provided an outstanding contribution to UEA's flagship project, Future and Form, funded by Arts Council England. In a workshop, Testing the Prototype: the Future of Writing, Imperial students investigated an interactive creative writing tool developed with award-winning writer, Tash Aw, in partnership with the British Archive for Contemporary Writing (UEA) and technology partner, Guildhall Live Events. Future and Form "aims to increase engagement with literature among new and traditionally hard to reach audiences," investigating how the role of the writer might change over the next 50 years and how interactive immersive technologies might influence the writing process.



Our Advanced Creative Writing class worked in groups to identify challenges and opportunities on a range of issues from design to learning outcomes, and presented their policy decisions on funding in workshop.

UEA were especially interested in feedback from STEM students, acknowledging that "insights/ reflections from the students on this prototype is an incredible resource for us to have... This feedback via padlet is hugely interesting and valuable as it can contribute to a case study for a research project. (AHRC funding permitting)". The Advanced Creative Writing student cohort included undergraduates in Mechanical Engineering, Electrical and Electronic Engineering, Chemical Engineering, Biomedical Sciences, Biotech, Medicine, Computer Science, Physics, Mathematics and Bioengineering.

### Benjamin Herriton

An Horizons Advanced Creative writing student has debuted in two publications. The student, who writes under the pen-name Benjamin Herriton, had a short story published in illustrated journal Popshot, and a further story published in Issue 5 of journal Samfiftyfour.

Read Benjamin Herriton's PUSH in Popshot Issue 37 (page 6) Samfiftyfour journal Issue 5



### Visual Culture Field Trip

Imperial Horizons students taking 3rd/4th Year module Visual Culture, Knowledge and Power were treated to a field trip on Friday 29th November. The group visited the gallery at Queen's House, Royal Museums Greenwich, with their module leader Dr Gus Subero.

The students were able to view the iconic Armada Portrait of Elizabeth I as part of their exploration of what images and artefacts tells us about society, how we perceive it, and how we identify with it.



# Horizons Students open up

Cleo Bowen interviews two students who made Horizons a key part of their UG studies.



*“Horizons helped me understand that science isn’t self-sufficient and never happens in a vacuum, but rather it is deeply rooted in the values and context of the society it is part of.”*

- Maria

Maria Portela (pictured, left) was the winner of the Acland Prize for Humanities in 2020-21 and (at 2022/23) taking her fifth Horizons module whilst studying for her BSc Molecular Bioengineering degree. Hermine Tranié (pictured, right) studied MSc Mathematics at Imperial, graduating in 2021. Hermine went on to study MSc&T Data Science at Ecole Polytechnique, Paris before undertaking a Masters in Business Analytics (MBAn) at MIT.

## You both have impressive Horizons histories. Can you tell us which modules you (have) studied during your time at Imperial?

**Maria:** In my first year I studied Science, Art and Design and Introduction to Philosophy. In my second year I did Science Communication. Then in my 3rd year, this time for credit, I took History of Science, Technology and Industry. I then had a Year in Industry and completed a Humanities Project at the same time. Now in my final year I am studying Contemporary Themes in Global Politics. All these classes were fascinating!

**Hermine:** I took a Horizons module every year that I studied at Imperial. First Entrepreneurship, then Understanding our Digital World and finally History of Science, Technology,

## Casting your mind back, can you remember your initial reaction when you heard about the Horizons programme?

**Maria:** Knowing about Horizons actually played an important role in my decision to accept my offer to study at Imperial instead of other prestigious universities in the UK that don’t offer similar programs. I have always been a generalist and value interdisciplinarity – I’m studying Bioengineering after all! I valued the opportunity to expand my education beyond science and engineering, in a formal and structured setting.

**Hermine:** When I heard about the Horizons programme, I

jumped on the opportunity to study something outside what my Mathematics curriculum could give me, and to broaden my horizons! I so much liked the idea of having a humanities class, that although I wanted to continue studying languages, I took humanities Horizons, and then a language evening classes.

## What aspects of teaching and learning did you most enjoy in the modules?

**Hermine:** The modules I took were focused on hands-on learning and interacting with classmates. It was very different to my other classes, which was appreciable to vary learning experiences.

**Maria:** One thing that immediately stands out is the class discussion. Being surrounded by an extremely diverse, intelligent and driven cohort of peers is one of the privileges of studying at Imperial, and Horizons classes are some of the times when that stands out the most. The class discussion is always thought provoking, and students are actively encouraged to bring their different backgrounds and subjects to the table.

Another key benefit of Horizons for me is the opportunity to think about science and technology from a different angle, and to reframe it in the context of wider society in its historical, cultural and political contexts. Horizons helped me understand that, contrary to common perception, science isn’t self-sufficient and never happens in a vacuum, but rather it is deeply rooted in the values and context of the society it is part of. These classes have given me the tools to understand those relationships better and thus, hopefully, become a better scientist.

## What aspects of teaching and learning did you most enjoy in the modules?

**Hermine:** The main skill that Horizons helped me acquire was probably presentation and public-speaking skills. Presenting structured ideas and delivering them clearly is something that I now need every day and I’m glad that I got to practice it in my undergraduate degree.

**Maria:** Social science skills such as conducting interviews and creating surveys, writing long essays, using sources outside of scientific journals (such as interviews, podcasts, newspapers etc). It increased my confidence in public speaking and evidence-based argumentation. It helped me develop awareness of alternative scientific careers, namely in science publishing and policy making, as well as any skills gaps, I would need to address in order to qualify for those careers.

## Other than subject matter, what skills do you think your Horizons modules have helped you acquire?

**Hermine:** The main skill that Horizons helped me acquire was probably presentation and public-speaking skills. Presenting structured ideas and delivering them clearly is something that I now need every day and I’m glad that I got to practice it in my undergraduate degree.

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## What would you recommend new students know about the Horizons programme?

**Hermine:** It’s worth it! Don’t drop the course! I remember having long days in the library studying lectures, doing problem sheets, and not being very motivated to go to a class that did not even count for my degree. But it was probably the highlight of my day each week, meeting undergraduates from many other programs, learning new topics and listening to fascinating guest speakers. And to be honest, it was probably one of the most important parts of my time at Imperial.

**Maria:** I hope new students know about the Horizons program, the range of skills it helps them develop and the fascinating range of subjects it offers. The opportunity to interact with peers from other courses and get very different backgrounds and expertise in one room is also a big selling point for me.

Knowing that a ‘fail’ (if the module is taken for extra credit) won’t show on the transcript can be very reassuring for students who are undecided on whether to take one of these modules but worry they might be unable to keep up with the extra workload.

*“It was the highlight of my day each week, meeting undergraduates from many other programs, learning new topics and listening to fascinating guest speakers. And to be honest, it was probably one of the most important parts of my time at Imperial.”*

-Hermine

## Did your Horizons study influence any of your other activities at Imperial – in your degree, societies or student roles, or anything else?

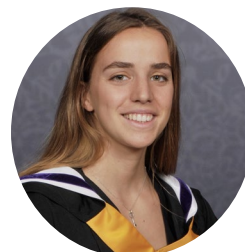
**Hermine:** One could say that my second Horizons module: Understanding our Digital World, was a real turning point in my studies. Indeed, thanks to my amazing lecturer (Dr Michael Weatherburn, who I am still in touch with today), I learned about the importance of data in the real world, and the challenges that arise from its application everywhere. I then co-founded with some classmates the Ethical Awareness society to address challenges of how to use data sustainability and welcomed Michael for fascinating talks on the matter. I then became the Vice President of Imperial’s Data Science Society to implement an ethical aspect to its functioning.

**Maria:** I don’t think for me it had such a direct influence, but it is hard to assess indirect impacts.

(continued overleaf)



## Do you see a link between any of your professional/career choices and your Horizons modules?



**Hermine:** In addition to my work with the Ethical Awareness and Data Science societies at Imperial, my Horizons lecturer was one of my references for my graduate studies at MIT. Dr Weatherburn guided me throughout my questioning process for academic/career choices post-Imperial. Thank you again Michael!



**Maria:** My Horizons studies helped me fully realize the importance of interdisciplinarity in the construction of solutions to pressing global problems. Science and technology are deeply linked to history, culture and politics, and all of these areas constantly influence and shape each other. I intend to pursue a scientific career with a strong component of interdisciplinary research, and this is a learning I will take on. It helped me understand the power of consulting with experts in different fields, and also gain tools to speak the same language.

These studies also strengthened my conviction of the importance of science and technology literacy in society. This is linked to my current plans of pursuing a career in academia with a strong component of outreach and public engagement, and potentially some influence in evidence-based policy making/advising as well.

Thank you Maria and Hermine for sharing your Horizons journeys, experience and plans with us. We wish you all the best in your next steps.

## Japanese Speech Contest 2022

Yuki Tokumaru reports on Imperial students' contribution to the BATJ 17th Annual Contest

The Finals Day of the 17th Japanese Speech Contest for University Students, an online event for the second consecutive year, was held on the 5th March 2022, with twenty-seven students from eleven universities taking part as finalists.

From Imperial, there were not many participants in this year's competition, quite unusually: no students came forward to enter the Individual Presentation Category and only one group of three Imperial Horizons students entered the competition for the Group Presentation Category.

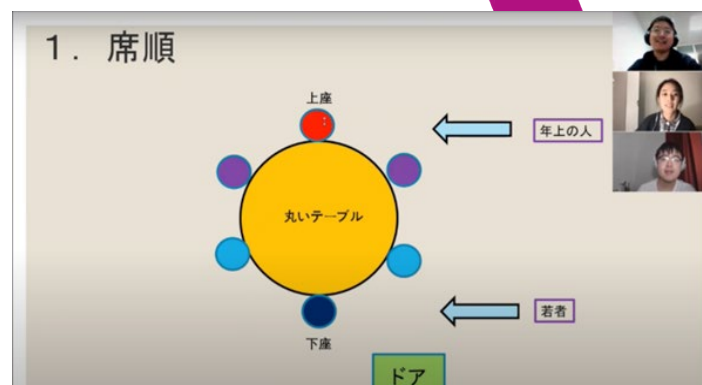
However, we are happy to announce that the only group, under the name 「中国の三人」 ("Three Chinese"), was still selected as one of the five winner Groups in the Group Presentation Category.

The group consisted of Jaijie Liu (2nd Year BSc Chemistry, Japanese Level 2), Mutian Tang (1st Year BSc Biochemistry, Japanese Level 2) and Zeming Hao (1st Year BSc Mathematics, Japanese Level 1) and their engaging presentation about "Chinese Table Manners"

(「中国のテーブルマナー」) entertained the audience on the Finals Day.

We are proud of the students' achievement and my special thanks goes to Satoko Kataoka, who jointly coached the group.

(Pictured, right: Team Imperial with their winner group certificates.)



Giving the Presentation about Chinese Table Manners by Zoom



## CLCC Research Seminars 2021-22

Once again, the CLCC ran a series of research seminars, given by CLCC staff on alternate Thursday afternoons. The programme was initially thought up by Professor Charmian Brinson and intended as a way to share the work that goes on behind the scenes at the Centre. As always, the year 2021- 2022 was a rich and varied one, showcasing the wide range of interests and knowledge of staff members. With the COVID-19 restrictions still in operation, some talks were given on Zoom but some of the later talks were delivered in real life and it was wonderful to be together again with colleagues and other audience members and to take the questions live.

Charmian Brinson herself, recovered from many months of serious illness and hospitalisation gave a talk: *Working for the War effort: The Contribution of 'enemy aliens' to the British War effort in the Second World War* on the subject of her recent book. The talk attracted an external audience too and useful contacts were made. Charmian's former PhD student, Anna Nyburg, also contributed a talk on the refugees to Britain from Nazism, this time on refugee engineers - the subject of a forthcoming conference in September 2023.

Anna, who coordinates the seminar series, noted "I still remember the talk that Gareth Mitchell (Sci Comm) gave many years ago about the soundscape of The Archers. I was delighted that he returned, following years of radio silence, to speak about Dylan Thomas' Under Milk Wood, surely one of the most memorable plays written for radio."

There were talks reflecting the teaching in CLCC, for example Iria Gonzales-Becerra and Gorka Bilbao-Terreros' talk on flipped language teaching. There was Elizabeth Hauke's Dear Diary, special during the pandemic, a talk from Cristina Cabral of SOAS about racism and toys and - to demonstrate our versatility if that was still needed - a talk from Ruth Herd about whisky production, sadly without samples. There were also flying cars from Mark Pope and Michael Weatherburn and George Waddell fascinated us with his insights into judging expert performances. Something for everyone? We are already looking forward to next academic year's cornucopia.

### Programme 2021-22

| Date                     | Seminar Title (Speaker)   |
|--------------------------|---|
| Thursday 28th October    | Contextos: developing interactive readings for a flipped languages classroom. (Iria González-Becerra & Gorka Bilbao-Terreros -Princeton University) |
| Thursday 11th November   | You Be the Judge: The Science, Practice, and Art of Evaluating Expert Performance. (George Waddell)   |
| Thursday 25th November   | What happened to our flying cars? Fresh evidenced-based approaches to futures thinking. (Michael Weatherburn & Mark Pope)                           |
| Thursday 6th January '22 | The lack of representation of Black dolls in the UK toyshops (Cristina Cabral)  |
| Thursday 20th January    | Engineer Refugees from Nazism in Britain and their innovations (Anna Nyburg)  |
| Thursday 3rd February    | Understanding Under Milk Wood (Gareth Mitchell)   |
| Thursday 17th February   | On the Production Methods of Pot-still Whisky – a snapshot of whisky manufacture a century ago in the 'Whisky Capital of the World'. (Ruth Herd)    |
| Thursday 3rd March       | Working for the war effort: the contribution of 'enemy aliens' to British propaganda during the Second World War (Charmian Brinson)                 |
| Thursday 17th March      | Like a stick of rock or Dear Diary (Elizabeth Hauke)  |



# Events & Activities

## Perpetual Beta: CLCC post-pandemic practice sharing sessions

Dr Iria González Becerra, in collaboration with Dr Melanie Seddon and Tunde Vodicska, launched Perpetual Beta in Autumn 2021. After two years of reactive approaches to our teaching, the aim of these sessions was to create a forum for showing, telling, asking and/or finding in-house help; creating a community of practice in the distance and proving that the pandemic, after all, had provided fertile ground for innovation and creativity; levelling our relationship with technology and providing new solutions that we will continue applying throughout the 'new normal'.

Perpetual Beta takes its title from a paper by Greg Kessler of Ohio University. "Much of what makes the co-construction of participatory culture so compelling is the fact that it is in a state often referred to as perpetual beta. It is very difficult to predict exactly how these rapidly evolving tools will change in the future. It is also difficult to predict exactly how we will adapt our behavior to these changes. However, with a little effort, we can stay informed throughout this evolution. Developing a sense of curiosity about this evolution can be very rewarding, particularly if you engage with others in the process." Kessler, G. (2013). Collaborative language learning in co-constructed participatory culture. *CALICO Journal*, 30(3), 307-322.

Perpetual Beta welcomed a range of internal speakers and colleagues from other departments sharing what worked for them and what they learned through the shift to online teaching.

- **4th November - Interactive whiteboards** Mark Pope & Ramón Álvarez
- **18th November - Assessment FOR learning** Elizabeth Hauke
- **8th December - Technology mediated feedback** Brett Harmony & Michael Weatherburn
- **27th January - A whistle-stop tour of H5P** Melanie Seddon
- **23rd February - Exploring Blackboard Assessments with Iria González-Becerra & Tunde Vodicska**
- **8th June - "Do I say it best when I say nothing at all...? Looking at the lived experience of Teaching and Learning of introvert students undertaking Post Graduate courses in the Faculty of Medicine at Imperial College."** Heather Hanna

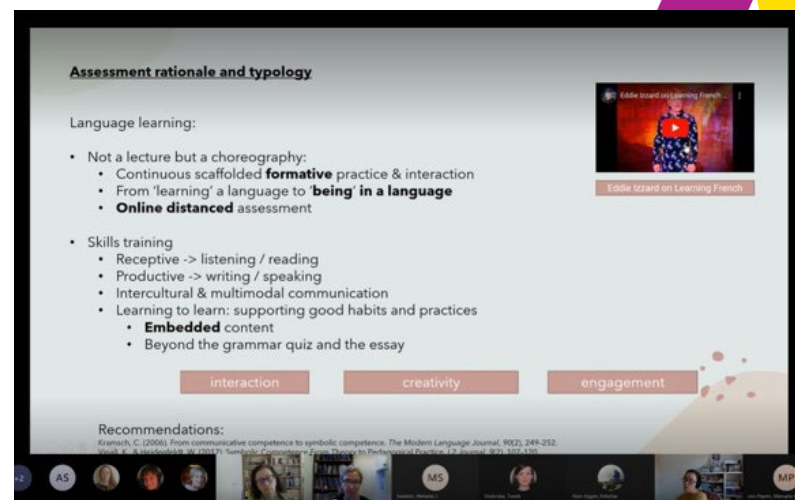
## Languages Promotion

On Thursday 26 May, the Languages team took to the ground floor of the Sherfield Building with a stall promoting the full range of the programme's offering. The event was a success with plenty of student interest and achieved its aim of increasing sign-ups for the Languages Pairs scheme.

This was just one of the face-to-face events that could recommence post-pandemic. In February, students from Clayesmore School and their teacher Howard Smith visited for a campus tour, Languages and Horizons presentation and Q&A with year abroad students.



Languges Stall (L-R): Dr Anna Ponomareva (Russian), Dr Ruth Herd (Mandarin), Dr Yuki Tokumaru (Japanese), Dr Fliiss Starr-Egger (German), Camille Foncel (Languages Administrator).



## Events & Activities (continued)

### New German Class at White City

German language tutor Julia Dorfler began the first ever German course at Imperial's White City campus. The Imperial CDT React German Classes, for Chemistry PhD students, are at beginners level and students study for 1.5 hours per week.

Research Postgraduate Melanie Nutter helped organise the course which was set up to prepare students for a German presentation event in Germany. To cover the associated costs, the department of Chemistry approached PhD sponsors.



### Summer School Outing

Dr Sarah James led our first Adult Education Summer School outing in 2022, with a day school by coach to visit the medieval churches of east Kent. Twenty-two adult education students joined her on visits to some stunningly beautiful ancient buildings, including the parish churches at Patricbourne, Wingham and Wickhambreaux.

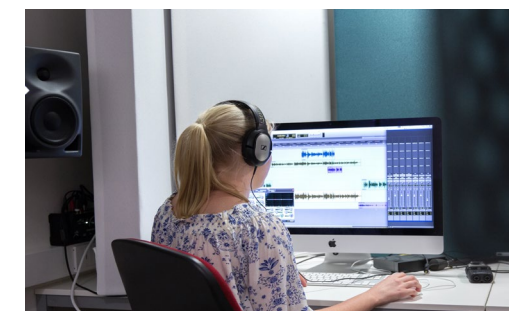


Dr Sarah James and adult education students outside Ickham parish church, on the day trip to see the medieval churches of Kent.

### SCU/Polish University Podcast Collaboration: Minding Science

In 2020-21, the Science Communication Unit established a collaboration with four leading universities in Poland: the Adam Mickiewicz University, Poznan; the Jagiellonian University, Krakow; the Medical University Gdansk; and the Warsaw University of Technology. 2021-22 saw this collaboration bearing fruits, including a podcast series called Minding Science. The podcasts explore different themes in science communication, including uncertainty in science. Each around 30 minutes in length, the podcast have their own page on the SCU website and feature Jay Balamarugan, Sophie Burley, Laura Rodriguez Bello, Leigh West, Dave Warrell, Charlotte Burton, Isobel Chandler, Urszula Kaczorowska, Gareth Mitchell and Stephen Webster.

- Listen to the Minding Science Podcasts



### CLCC Gallery Exhibitions

The CLCC Gallery emerged from lockdown with an exhibition of work by students on the practical photography course run by Honey Salvadori.

Students on Marianne Walker's Learning to Draw evening class also exhibited their work with an exhibition at the ACS Studios Gallery in Brixton in July.





# Events & Activities

## Deaf/deaf Awareness Project

In early 2022, Dr Fliss Starr-Egger, Nikiasha Thompson and Dr Michael Weatherburn received funding from the Equality, Diversity and Inclusion (EDI) Seed fund for a Deaf/deaf Awareness Raising project. The project created a video, information display screens and two-meter-tall 'totem' information stands which can be viewed around campus.

The project highlights an important aspect of equality, diversity and inclusion: following 19 years of campaigning, legislation giving official status to British Sign Language (BSL) was approved by parliament in Spring 2022.

British Sign Language modules are available to Imperial College London students as part of the Horizons programme.



BSL students practise signing in the video

## Jacqui Beckford Talk

To coincide with the launch of the Deaf/deaf awareness raising project, the Centre for Languages, Culture and Communication hosted a public lecture on 9th May on the topic of deafness and hard-of-hearing in the twenty-first century. Jacqui Beckford, a British Sign Language interpreter with over 25 years' experience interpreting, delivered the talk verbally, alongside her sister Yvonne who is deaf, and a fellow BSL interpreter.

Jacqui is a founder member of the Interpreters of Colour Network (IOCN) an organisation addressing the under-representation of people of colour in the sign language interpreting and translation profession. Using Yvonne's experience as an example, Jacqui discussed issues around the recognition of the needs of deaf people, and the importance of IOCN in helping bridge cultural and religious difference in interpreting contexts.



Students were filmed signing for the project video

An issue of increasing importance across the Western world, deafness and hard-of-hearing affects 11 million people in the UK in all spheres of life, including in UK universities.

As the project lead, Dr Fliss Starr-Egger would like to thank Dr Robert Sternberg, Alex Fitzsimmons, BSL Level 1 students, Claire Stapley, Cleo Bowen and Valentin Meneveau for their generous contributions of time and effort to the project.



One of the Deaf/deaf Awareness project's 'totems'.

## Events & Activities

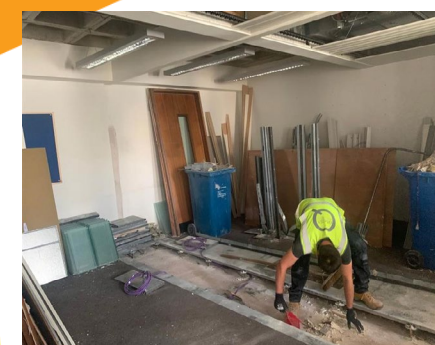
### Office and Centre Refurb

In summer 2022, a transformation took place on Level 3. Thanks to a successful bid to the President's Community Fund, a long-awaited renovation to the main CLCC admin office space and reception was undertaken, together with student areas within the CLCC and CFAE, to establish a CLCC 'Creative Hub'. The funding has made the reception and break out area of the CLCC a more welcoming, bright and inclusive space for students and staff to connect, communicate and work in. Writeable walls, sofa pods, and freshly decorated walls and ceilings, including the instantly recognisable and iconic CLCC coloured lines (also known as squiggles, lines and roots), transformed the space into the creative, collaborative and colourful space we now all enjoy.

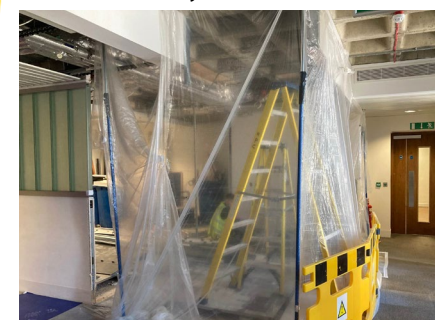
Office/reception - before



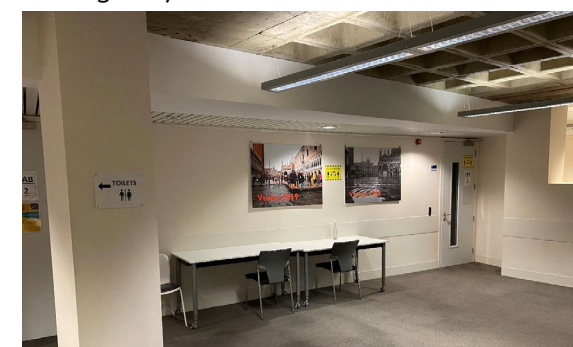
Office/reception - after



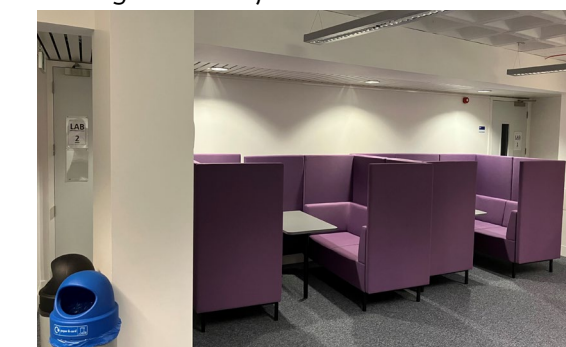
work underway - summer 2022



Seating - before



Seating booths - after



New decor and writable walls in foyer area





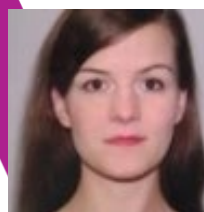
# Staff News



## WELCOME TO CLCC

### Tunde Vodicska

We are extremely fortunate to now have Tunde from the Ed Tech Interdisciplinary Lab to guide us and look after our learning technology needs.



### State-side Sabbatical

In summer 2022 we welcomed back Dr Iria Gonzalez-Becerra (Coordinator of Spanish) who had spent 2 years teaching Spanish at Princeton. Iria's perspective from managing online delivery during the pandemic in the USA has been invaluable (see page 7 for full report) in innovating and developing online learning and assessment resources.

### Part-time teaching staff

We welcomed the following teaching staff in academic year 2021-2022:

- Mihoko Naguchi (Japanese)
- Verena Moerwald (German)
- Nikiasha Thompson (British Sign Language)
- Sehoon Lee (Korean)
- Terigele Terigele (Mandarin & Mongolian)
- Paul Craddock (Video Production for Mobile Devices)
- Pedro Luis Rubio Terés (Introduction to Global Politics)
- Davide Turi (Entrepreneurship)
- Cosmin Badea (Contemporary Philosophy)
- Georgina Holmes (Understanding and Researching Society)
- Aran Shaunak (Digital Media Campaigning - Science Communication Unit)
- Sarah Cohen-Rivers (Science and Development - Science Communication Unit)

## FAREWELLS

### Mara Benetti

Mara joined the Italian team in October 1997 to teach Italian on both day and evening programmes. She brought great energy, enthusiasm and humour to her classes and was well liked by her students. As a dancer, she was always lively and joyful and tended to sing or hum to herself, on occasion. She contributed to the writing of the Palgrave Italian books which provided a mainstay to her teaching. She also worked assiduously on the MSc in Scientific, Technical and Medical Translation which later moved to UCL in 2012. She made a conscientious and well thought out contribution to the Italian programme and will be greatly missed by her friends and colleagues. Mara retired at the end of the 2021-2022 academic year.



### Dr Lorenzo Pasculli

We were sorry to say good bye to Lorenzo at the end of the academic year 2021-2022. Lorenzo had achieved near-legendary status with the students who loved his charismatic teaching style which included props such as a Sherlock Holmes deer-stalker hat!. Lorenzo taught the first year Horizons module Criminal Minds: The Psychological and Social Causes of Crime, second year module Law & Professional Ethics for Science & Technology and third year module Conflict, Crime & Justice. All his modules were popular with students and heavily over-subscribed. We wish Lorenzo the very best.



### Dr Melanie Seddon

Melanie was a member of the Interdisciplinary EdTech Lab assigned full-time to CLCC to help us with learning design. We were sorry to lose Melanie in October 2022 and wish her all the best in her new role at the University of Southampton.





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