

<p>Institution: Aberystwyth University</p> <hr/> <p>Unit of Assessment: 28a</p> <hr/> <p>a. Context</p> <p>We specifically target a number of non-academic groups for impact purposes: a) schools b) the general public, mainly of course in the form of groups likely to be interested in languages and foreign literature, and c) bodies such as museums and archives who have direct interests in the type of research we conduct. A slightly unusual case in this third group (professional bodies) was that of doctors and health professionals (via a Literature and Medicine Conference at Santiago de Compostela's School of Medicine).</p> <p>Principal impact types have been as follows</p> <p>a) Outreach activities within schools and influence on teaching curricula within other HE institutions, in the UK and abroad.</p> <p>The Department has made a point of getting to schools to talk about its work. Thus SIBONA lectured on Camus in Llanfyllin School (Powys) in September 2011, TROTTER spoke in Worksop College in January 2012 and at Stourbridge Sixth-Form College in March 2013; DAVIES and GOÑI PÉREZ have participated in GCSE/sixth-form days at Burnham Grammar School, Maidenhead (July 2009, and March 2011); DAVIES spoke at Palmers School, Grays, Essex, on language and the Nazis, in 2009; GOÑI PÉREZ spoke at a Swansea Consortium meeting (July 2009) and at Wycombe School (March 2010); the Department is actively engaged with the Routes into Languages programme, and with collaborative activities with local schools, which involve amongst other things the use of student ambassadors.</p> <p>Clearly it is desirable that HEI modern linguists contribute to the development of thinking about pedagogy within the discipline. DAVIES'S work (of direct relevance to the principles underlying the teaching of German) has been particularly important in this respect, especially in the German-speaking world, where teacher-training is more closely incorporated into the mainstream university system. Her academic research is listed in reading lists in Basel, Fribourg, Gießen, Jena, Leipzig, Kiel, Zurich), and her article in <i>Der Deutschunterricht</i> (2007) is on a reading list for teachers in the education ministry of Brandenburg-Berlin (a website with resources for teachers): http://bildungserver.berlin-brandenburg.de (20/09/12), as well as being referred to and used as the basis for exercises in two books which aim to help teachers of German to prepare students for the Abitur (German A levels): (1) Klösel, H. (2009) <i>Deutsche Sprache der Gegenwart. Themenheft Zentralabitur</i>. Klett; (2) Brenner, G. et al. (2011) <i>Kursthemat Deutsch. Sprachwandel und Sprachvarietäten</i>. Cornelsen; in May 2009 she gave an invited lecture at Zürich University's Institut für Lehrerbildung – the audience was academics but also DidaktikerInnen, teachers, psychologists working as researchers or practitioners in the field; in January 2013 she gave a workshop in the same institute to teachers on how to teach a pluricentric language; she also gave a paper at the XV. Internationale Tagung der Deutschlehrerinnen und Deutschlehrer in Bolzano in July 2013; DAVIES has also been asked to contribute an article on her pluricentricity project to <i>Sprachreport</i>, the magazine produced by Institut für deutsche Sprache for a general/lay audience; the AND is used for seminars by France Martineau in Ottawa.</p> <p>b) Public dissemination of our research via radio interviews and other press coverage.</p> <p>Public dissemination is not the same as impact but it is an obvious route to it. TROTTER has been interviewed by Radio 4 (Today programme) regarding the AND, and GOÑI PÉREZ has been interviewed by the European Radio Net (Culture) regarding the international nineteenth-century project on <i>La Ilustración Española y Americana</i>.</p> <p>c) Interactions with museums, and involvement in other forms of media output.</p> <p>Museums are a clear instance of a professional group with which university departments have much in common, and we have made a point of nurturing relationships with such institutions. TROTTER has recorded a portion of the <i>Chanson de Roland</i> for an audio presentation at Battle Abbey Museum, and has translated and recorded a rendition of an Anglo-French document for the National Museum of Wales in Cardiff. Other opportunities to bring our research to the attention of a wider public through the use of different media have also been taken: SIBONA co-organized a</p>

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public lecture given by the Canadian poet Gary Geddes (whose works Sibona has translated) in Aberystwyth in January 2008; HAMMEL set up a public exhibition on the Kindertransport in Aberystwyth (February/March 2012). Trotter was also an expert witness in a National Geographic film on Marco Polo; BARON was part of a event at the University of Leicester which presented Cuban cinema to a broader public; the AND has been publicized via the online archivists' mailing list; BARON publishes in *Cine Cubano* (Havana), a journal widely read by non-academic audiences with an interest in Cuban cinema.

Participation in events which bring together academic and non-academic audiences.

Audiences for our work have by no means been solely academic. In July 2008, BARON was invited to speak on Cuban cinema at the Kinsale Arts Festival, Ireland; in March 2013, he organized a Cuban Film Festival in conjunction with Wales One World (WOW) international film festival: two internationally-recognised Cuban film directors presented their films at the Aberystwyth Arts Centre to a public audience, with question and answer sessions; two Cuban film-makers gave a workshop on film-making to university students and also to the general public interested in filmmaking practices; GOÑI PÉREZ has been involved in a series of Tangiers conferences which deliberately bring in both academics (from the UK, Spain, France, Morocco and the US) as well as writers from beyond the academy; HAMMEL organized a public talk by a former Kindertransportee; she was invited to give a keynote address to the North American Kindertransport Association in Los Angeles in November 2012, and spoke to the Aberystwyth Branch of the University of the Third Age in January 2013. GOÑI PÉREZ is part of the non-academic Association of Tangier, which promotes work regarding culture and education; and is a co-founder and editions for Les Éditions du Paquebot, Eugene (USA), Aberystwyth (UK), Paris (France), a not-for-profit-making publishing company (<http://leseditionsdupaquebot.com>) which publishes bilingual Spanish/French and English books to cover the gap left by commercial publishers. There has also been useful involvement in public discussions of languages or of our research areas. Thus SIBONA chaired two sessions of the monthly Reading Group of the French Institute in London, on Giono, in November 2011 and on Sartre in January 2012; he gave three talks to French and Japanese audience on links between French and Japanese literatures, invited by the Association Culturelle Franco-Japonaise de Marseille in Kyoto, Tokyo and Kagoshima in April 2012; DAVIES was invited to be the main speaker at a Welsh-medium conference for Modern Languages in Wales at Gregynog Hall, speaking on 'Yr iaith safonol yn y dosbarth Almaeneg – dilema'r athrawon', and was invited to give talk at the Gesellschaft für Deutsche Sprache in London in November 2013 on 'Die Rolle von Mythen bei der Produktion von sprachlichen Normen' (the audience will be a mixture of academic and lay people).

Relation to range of research

Departmental research is broadly sub-divided into linguistic work, and cultural/literary studies and of necessity, our impact activities reflect this. Thus, in every single case identified above, there is "underpinning" research work: impact activity accompanies and is a different manifestation of academically-grounded expertise.

b. Approach to impact

The recruitment problem in Modern Languages has meant that we have long been conscious of the usefulness of making a case for our discipline and within that, for the Department's work. We have thus taken every opportunity to speak to schools, non-academic learned societies, and the wider public, and some of this is indicated above in section (a). One major research project in the Department (the Anglo-Norman Dictionary) took the desirability of achieving public impact seriously from the inception of the project in 2001 and deliberately established a freely-accessible website (no fees, no passwords) which opened in 2005.

Our view has been that engagement with a wider public is part of our role as publicly-funded academics and that it will be beneficial to our work to achieve such engagement. In some areas of our work (DAVIES on the nature of German to be taught, HAMMEL with her Kindertransport work, BARON in his engagement with professional film-makers in Cuba), it is in any case axiomatic that non-academic groups are involved with the research itself, and so impact is not something which

has to be added, but an element which is integral to the academic research itself. HAMMEL could not work on the Kinderstransport without dealing with those with direct experience of it; a central aspect of BARON's work is that he cooperates with professionals in the field; and DAVIES depends for some of her primary data on teachers.

c. Strategy and plans

The unit has made considerable efforts to enhance its overall profile, in terms of "impact" as well as in a more academic context. All initiatives to increase exposure to academic and non-academic audiences are and have been supported, without exception. Monies available as a result of considerable research grant success are used exclusively to support research and its promotion – but in a broad sense. This might mean (for example) underwriting of publication of conference proceedings arising from international collaborations between Aberystwyth, the British Council, and universities in Morocco – not (or not exclusively) "academic", but which have in addition a wider function of enhancing cooperation with North Africa. Money from the same source has been deployed to ensure publicization of activities, publication of academic books, and the presence of colleagues at events which promote our discipline more generally, whether to an academic or to a non-academic audience.

Future planning for impact includes several probable ways of enhancing it. One is through research grants, where impact (for example in the AHRC's "Pathways to Impact") is now built in from the outset. In all likelihood, in future we will more consciously involve those with whom we work, in better-designed impact-delivery plans. For example, film-makers or those involved in German teacher-training could be explicitly associated with and indeed part of research projects. School outreach will be more strategically planned in order to maximize impact, and we will attempt to capture its effect directly at the point of delivery. We plan to develop podcasts or online materials for school use, on areas of our research which coincide with school curricula. We anticipate that the need to produce evidence of impact in future will in fact enhance the impact itself because we will have to think more carefully about how we achieve it. These developments do not amount to a major alteration in what we will do, but they will constitute a significant professionalization of our activities under this heading, and they will feed back into research which is more outward- and public-facing.

d. Relationship to case studies

The case studies are particular exemplifications of a broader impact strategy which involves all research-active colleagues in the unit. Thus, we could (for example) equally have chosen to present DAVIES'S work on German language as a case-study: there is abundant evidence of her impact in German-speaking countries, on teacher-training which (in those countries) is more closely aligned with academic programmes than in the UK.