

# CREATIVE ENGAGEMENT: *DER FUND* BY VEZA CANETTI



A German text transformation project

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# OUTLINE

- Scholarship: text engagement, autonomous learning, accessibility, creativity
- Project aim
- Project idea: Veza Canetti and *Der Fund*
- Creator and creation
- Project planning stages
- The legal bit

# SCHOLARSHIP

- Nurturing a sense of **ownership** of and self-development through their work is a crucial part of **creative learning**. Unless they do so, pupils will continue to be passive creatures and will never develop the **level of autonomy** and improved learning performance of which they are capable. (David Starbuck 2012, 30)

*I enjoyed working with others as a team to tackle the story of “Der Fund” and present it in a new and interesting way that shows the creativity and diversity of the German Department as a whole. We were able to show that through our common knowledge of the German language, one story could be translated to an audience through a variety of means, be it speech, music, or paintings.” (Sian, Year 2)*

# LANGUAGE LEARNING AS A HOLISTIC PROCESS

- holistic learning experience – contextualised learning with all senses (eg. VARK)
- value non-academic skills
- foster creativity
- strengthen student confidence
- independent learning and autonomous learners (Boud, 1988)
- intercultural awareness
- real-world connection
- transferable skills (Jaques & Salmon, 2008: 93-94)

# WHY VEZA CANETTI?



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- centenary of women's suffrage
  - lesser known female Austrian author
  - Austrian authors in UK exile
- 
- 1897 – 1963
  - Elias Canetti's wife
  - novels, short stories, many posthumously published

# WHAT COULD WE DO IN A TEXT TRANSFORMATION PROJECT?

What? Why? Who?  
How? When? Where?

*“...one story could be translated to an audience through a variety of means, be it speech, music, or paintings.” (Sian, Year 2)*

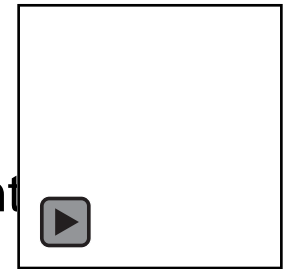
# WHAT COULD WE DO IN A TEXT TRANSFORMATION PROJECT?

- **focus on source text**
- translation
- creative writing: text types, narrators, register, reduction and expansion, ...
- performance: dance, scetch, pantomime, theatre, film, staged reading, ...
- musical interpretation
- visual interpretation: painting, drawing, photography
- inter- and intratextuality
- exhibition, installation
- ...



# DER FUND – WHAT DID WE DO?

- team: 5 students (year 1, year 2, final year), 1 PhD student
- paintings
- music
- translation
- staged reading (including an introduction and a Q&A)



# WHY CREATE A TEXT TRANSFORMATION PROJECT?

- learning objectives
- benefits for learners
- benefits for teachers
- institutional aspects

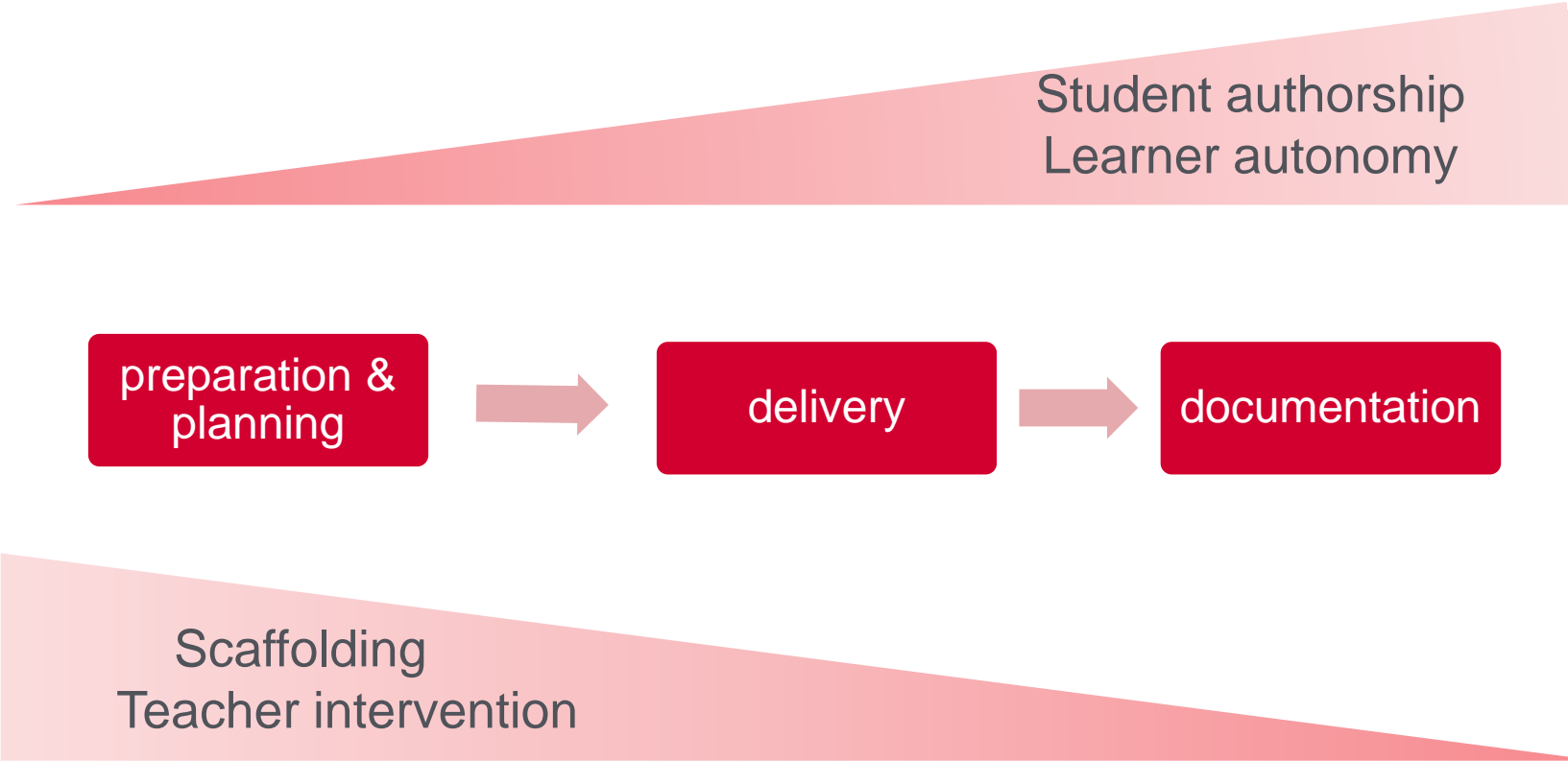


# WHO IS THIS FOR? WHO CREATES?

- (potential) student body
- audience
- authorship
- autonomous learners



# PROJECT PLANNING



Student authorship  
Learner autonomy

preparation &  
planning

delivery

documentation

Scaffolding  
Teacher intervention

# PLANNING STAGE

- reasons for creating a text transformation project
- learning objectives
- impact

# MOTIVATION AND INCENTIVES

## Intrinsic

- creative work on German texts, interest in topic
- personal skills, academic skills

## Extrinsic

- professional placement on final record
- transferable skills, academic skills

Engwistle, 1998: 16-17

# DELIVERY

## Teacher

- participate in regular meetings
- monitor
- provide input
- play the devil's advocate
- mediate
- support
- feedback

## Students

- engage with text and find interesting aspects
- organise
- work as a team
- create
- disseminate (advertising)
- act responsibly, accept responsibility
- feedback

# DELIVERY – WHAT DID WE DO?

- music, visual interpretation, translation
- staged reading, artist biography, Q&A

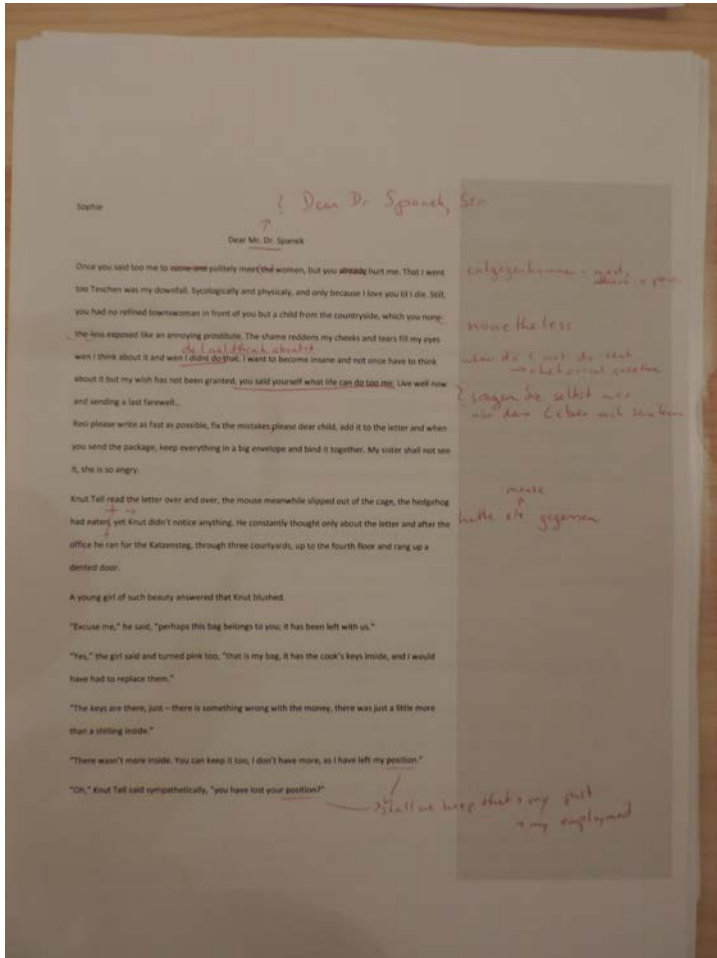




# DELIVERY – WHAT DID WE DO?

## Translation

*"I found the letter particularly difficult to translate, considering the character is illiterate, meaning I had to decipher her spelling errors to understand the text, followed by purposefully creating spelling mistakes in the target text. [...] As a team, we had to discuss particular words and our preferred translation in order to keep consistency throughout the text. Words such as "Katzensteig" and the "lost property office" had to be carefully examined, even the smaller details such as question of capitalising the words "lost property office" were discussed"(Sophie, Year 4)*



# DOCUMENTATION

- professional track reports
- exhibition at university - dissemination
- blog entry - dissemination

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