

# InForm Conference 2011 Programme

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| 9.00        | <b>Registration and Coffee</b>   |  |
| 9.30-10.30  | <p>Keynote address</p> <p><b>How the 'Teaching International Students' project suggests a way of improving learning for all</b></p> <p>Jude Carroll, Oxford Brookes University</p> <p><i>This presentation focuses on classroom teachers' role in delivering the frequently cited (but often rhetorical) benefits from internationalisation. Can they become the reality for all students or must they remain the aspirations of marketing brochures and senior managers? Jude Carroll will introduce the Teaching International Students project and point to the project's developing resources for classroom teachers dealing with diverse student cohorts. She makes a case for sharing the responsibility for adjustment and adaptation between teachers and students so all students, whatever the level of study, have an opportunity to succeed.</i></p> |  |
| 10.30-11.00 | <b>Coffee and Refreshments</b>   |  |
|             | <b>Parallel Sessions</b>   |  |
|             | <b>IFP Issues</b>  | <b>EAP and Beyond</b>  |
| 11.00-11.45 | <p><b>Testing, Testing, 1,2,3...</b></p> <p>Chris Walklett<br/><i>International Academy, University of Essex</i></p> <p>It is difficult to know how to comprehensively (yet fairly) 'test' foundation year students in Academic Skills. What are we testing for? How can we ensure that it is not just a box ticking exercise? Are these problems further exacerbated by having to cater for both native and non-native students?</p>  | <p><b>'Teach them to think': critical reading skills for international foundation students through the use of evaluation checklists</b></p> <p>John Hall and Sandra Leigh<br/><i>CELE, University of Nottingham</i></p> <p>Instructions from academic schools when setting up our International Foundation Programme were; 'you teach them to think, we'll teach them the rest.' This presentation outlines a project to develop critical reading skills for extended written tasks using evaluation checklists and suggests how this helps students in their own writing.</p> |
| 11.45-12.30 | <p><b>From intercultural awareness to global citizenship: engaging home students and staff in the process of internationalisation</b></p> <p>Edward Bressan and Louise Green<br/><i>Oxford Brookes University</i></p> <p>This interactive workshop explores some of the issues that have arisen when embedding the practice of Global Citizenship in the curriculum. The specific emphasis will be on how home students and staff react to and are enthused by the University's strategic imperative to promote Global Citizenship.</p>  | <p><b>Whose 'English' in English for Academic Purposes?</b></p> <p>Stuart Perrin<br/><i>Queen Mary, University of London</i></p> <p>It is time re-evaluate what is meant by 'English' within EAP. Debates on ownership of 'English' and 'Englishes' and delivery of programmes away from English L1 speaking countries challenge the status quo. This talk highlights ways to develop within the 'local' context, without compromising academic rigour and validity.</p>   |

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| 12.30-13.30 | <b>Lunch</b>   |  |
|             | <b>IFP Issues</b>  | <b>EAP and Beyond</b>  |
| 13.30-14.15 | <p><b>Going the distance: Nigerian disabled scholarship students and their transition to foundation studies</b></p> <p>Victoria Crane<br/><i>Nottingham Trent International College</i></p> <p>Betty Alali Odema<br/><i>Nottingham Trent International College Alumnus</i></p> <p>In January 2010, Nottingham Trent International College enrolled twelve physically disabled Nigerian students on pathway programmes to undergraduate studies. The research explores their experiences of studying in the UK, transition to higher education and informs the college, university and education community about the support entitlement of physically disabled international students.</p> | <p><b>Internationalising the Seminar: Communicative Strategies from EAP across the Curriculum</b></p> <p>Ellie Kennedy<br/><i>Nottingham Trent International College</i></p> <p>International Foundation Programmes prepare students for university seminars by teaching them seminar skills. This presentation argues that, in addition, subject tutors should be encouraged to employ communicative strategies from the EAP classroom. Communicative teaching methods can make subject seminars more interactive and help international students grasp key subject concepts.</p> |
| 14.15-15.00 | <p><b>Internationalisation - to the classroom and beyond!</b></p> <p>Maxine Gillway<br/><i>University of Bristol Language Centre</i></p> <p>To be truly beneficial to all concerned, internationalisation needs to be fully exploited at classroom level. Our IFP 1) uses international students as a resource, and 2) views intercultural competence as a learning outcome. Successful learning and assessment activities will be presented including cross-cultural group research projects and asynchronous discussion boards.</p>  | <p><b>Teaching Thinking Skills: A practitioner enquiry into the effectiveness of TS for postgraduate pathway students.</b></p> <p>Steven Herron<br/><i>INTO Newcastle University</i></p> <p>The presentation begins by outlining thinking skills and the stages involved, followed by the importance of metacognition to our postgraduate pathway programmes. The final section covers a practitioner enquiry into the potential of thinking skills and the Cognitive Dimension Matrix in relation to student learning and staff development.</p>                                  |
| 15.00-15.30 | <p><b>Round Table Discussion</b><br/>Chaired by Anthony Manning, University of Kent</p>  |  |