Technology enhanced learning on the IFP

CEDARS
University of Reading
11 July 2015
**InForm Conference 2015**

**TECHNOLOGY ENHANCED LEARNING ON THE IFP**

The International Foundation Programme at the University of Reading welcomes you to the sixth annual *InForm* conference.

Since the first issue of the *InForm* journal was published in 2008, it has provided a platform for lively dialogue on teaching and learning issues specific to the IFP academic community. A natural development of this success, the annual *InForm* conference, now in its sixth year, offers a welcome opportunity for face-to-face networking and the sharing of practice and research with colleagues from across the sector.

This year’s theme, and the stimulating line-up of presentations it has generated, recognises the diversity and scope of our academic community, which is characterized by a wide variety of programme structures, carefully crafted to meet the varied needs of our international learners.

We are delighted this year to welcome our keynote speakers, Paul Thompson from the University of Birmingham and Chris Cavey and Sara Pierson from the British Council.

We look forward to an enjoyable, thought-provoking and *InForm*ative day for all.

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*Louis Rogers*

Chair of the *Inform* Editorial Board
14.05–14.50
In the mic: student experience of
Blindead Learning applied in a business
studtes module
Dr Niki Myunagama, University of Reading
This presentation evaluates the
implementation of a blended learning
approach using various information
communication technologies applied in
one aspect of learning in a business
module. There is little research
conducted at the foundation level in
blended learning application and this is
one of the significant contributions
of research.

14.55–15.40
Use of assistive apps for English for
second language students with SpLDs
Victoria Maas, University of Sheffield
The presentation will discuss how
assistive apps can be used by English
as a second language students to support
their learning and to organise their work.
It will discuss the use of technology to
create a VLE that gives students the
ability to access their work from remote
locations.

15.40–16.00
Why you should use a randomiser in the
classroom
Hannah Gurr, University of Bristol
This presentation looks at ways of
randomising student with SPLDs or
those who need it. This will look at
the ways of using a randomiser in
classroom to support learner
engagement.

16.00–16.45
Screencapture: what is it and how could
you use It?
Dr David Nutt, University of Reading
Screencapture is an incredibly versatile
tool. From preparing short videos
for "flipped learning" to providing
feedback on student coursework,
screencapture enhances the student
experience and can even be fun. This
session will introduce screencapture and
eyou will get started with making your
own screencasts. Please bring a laptop.

15.00–15.15
Coffee

15.15–14.00
Keynote address 2
Strategy and impact: lessons the British Council is learning from running MOOCs
Chris Casey and Sara Parsons, British Council
This talk will look at how MOOCs fit into the British Council's cultural relations mission and the Council's strategy
for engaging with MOOCs. Will MOOCs change the landscape for the British Council and other cultural bodies? Chris will talk about
the practical challenges learners have from delivering online courses on this scale. How do you engage and retain learners at
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From Corpus to Classroom: Using
Corpus Data to Introduce Specific
Vocabulary
Adam Stewart, University of Brighton
This presentation looks at ways of
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activities focusing on subject specific
vocabulary not on the ANW. It also looks at
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to highlight genre variation, and gives
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KEYNOTE SPEAKERS
The Meadow Suite, Park House
09.40 am – 10.25 am
The potential for corpus enhanced learning on the IFP

Dr Paul Thompson
Senior Lecturer; Director, Centre for Corpus Research, University of Birmingham

For a long time, corpus tools, resources and techniques have been restricted mainly to the domain of academic linguistic enquiry. This was partly because corpus development used to be a labour-intensive endeavour and also because the tools were difficult to use and technological options were quite restricted. In the last ten years, however, masses of data have become available on the Internet, freeware and accessible tools have been developed, and corpus-based inquiry is becoming the norm in EAP research.

In this talk, I would like to review some of the findings that corpus-informed research has revealed about disciplinary differences in academic writing, and then discuss a number of ways that corpus research can both inform practice within IFPs and can also be done by teachers and students within such contexts, with some illustrations of how practitioners have created corpora and have integrated corpus work into their teaching. I argue that corpus data and programmes can enrich the content of teaching and also can constitute valuable resources for learners.

The Meadow Suite, Park House
13.15 pm – 14.00 pm
Strategy and impact: Lessons the British Council is learning from running MOOCs

Sara Pierson
Head of English for Education Systems, British Council

Chris Cavey
Open Learning Manager, English & Exams, British Council

Delivered in partnership with FutureLearn, The British Council’s first MOOC, Exploring English: language and culture, attracted over 120,000 learner registrations and more than 350,000 learner comments. FutureLearn’s biggest course to date. The second course which ran in February this year attracted over 105,000 registrations. Exploring English has attracted attention from the English Language Teaching community and beyond. Another British Council MOOC, Understanding Language: learning and teaching, was delivered through FutureLearn in partnership with the University of Southampton and attracted a global audience of over 50,000 drawn largely from the ELT community.

In this talk, Sara will look at how MOOCs fit into the British Council’s cultural relations mission and the Council’s strategy for engaging with MOOCs. Will MOOCs change the landscape for the British Council and other cultural bodies? Chris will talk about the practical challenges and lessons learnt from delivering online courses on this scale. How do you engage and retain learners at this scale and what did we find out about learner behaviour and motivation in MOOCs?

The mission of the British Council is to create international opportunities for the people of the UK and other countries, and builds trust between them worldwide. How might MOOCs fit into this role and what impact might they have on British Council strategy? Are MOOCs changing the landscape for the British Council and other cultural bodies?

Many IFPs have considered setting up MOOCs for a range of educational purposes, such as learning Academic English and dealing with cultural and academic expectations. This talk will look at the ways IFPs can learn from the British Council’s experience. It will look at how course design and management tried to engage and retain students for the duration of the course. We will look at how the course took off and how we dealt with the huge number of comments and questions. How would learners find answers when there were so many questions? How could we help them feel like valued members of this online classroom and help them develop as a community? Finally, what did we find out about the learners? How do they behave in MOOCs and what motivates them to join and to stay?
Complexion or Complex Ion: using a corpus of student-generated texts to teach Chemistry vocabulary  
Megan Bruce, Durham University Foundation Centre

Durham University Foundation Centre has a diverse cohort consisting mainly of international and mature local students. This talk explores one technological initiative that we have established to induct our students into their Community of Practice: the FOCUS corpus. This project, which has been running since 2012 has involved building a corpus of student-generated texts from different disciplines and levels of study to help Foundation students uncover how language is used in their subject.

Foundation students have two-fold vocabulary needs: they need to learn new words in their discipline and also learn new subject-specific meanings for words they already know (e.g. heat, weak). Our corpus, supported by a range of self-access facilities which we have designed, allows students to explore words in context and disambiguate different meanings.

As an online tool it can be used by students before they arrive to prepare them for their studies, as well as in class and throughout their degree to support their learning.

Student feedback from current and previous cohorts shows that the tool has been a success and it is already being shared widely.

Integrating Technology in a Mandatory Chemistry Module – Successes and Failures  
Sarah Henton, Sheffield International College

Virtual Learning Environments have become the norm in schools, colleges and universities over the last 10 years. In their most simple guise they can be merely a depository of information. Even at this level there is much to be gained in terms of using good design principles.

A key advantage of using a VLE is the ability to track student use which provides an important indicator of engagement. Use of this data will be explored in this talk. Additionally, the creation and use of Moodle quizzes will be discussed as part of the formative module assessment. Finally, the website memrise.com will be discussed. This website allows for the creation and use of Moodle quizzes will be discussed as part of the formative module assessment. Finally, the website memrise.com will be discussed. This website allows for the creation and use of Moodle quizzes will be discussed as part of the formative module assessment. Finally, the website memrise.com will be discussed. This website allows for the creation and use of Moodle quizzes will be discussed as part of the formative module assessment. Finally, the website memrise.com will be discussed. This website allows for the creation and use of Moodle quizzes will be discussed as part of the formative module assessment. 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Creating Core Design & Learning and Project Management Principles for implementing TEL on IFP Programmes  
Lisa Hanson and Claire Brett, University of Bristol

In a busy language centre such as the Centre for English Language and Foundation Studies (University of Bristol), with differing programmes and demands on full time staff it can be difficult to maintain TEL as a priority. This presentation will share the design & learning and project management principles developed in response to the problems encountered in the experience of creating a pre-arrival preparation course for differing entry points of a Pre-Sessional course. Living the IFP at Bristol as an example, we will show you how these principles can be easily transferred across all programmes, in order to embed a unified TEL element across a Centre.

Although the team were experienced and confident in designing traditional courses or modules, a lack of specific TEL design experience resulted in a reliance on more traditional classroom based design & learning principles for materials creation. At the same time, learning to use new platforms and content creation tools led to an overenthusiastic approach to technology and a product which was technology rather than student driven. In terms of project management, problems with timescales and opportunities for collaboration occurred.

The solutions lay in the creation of a core set of design & learning and project management principles for the Centre. The design & learning principles are student centred and promote effective online interaction while the project management principles cover the support needed and the management of the set-up, creation and evaluation stages. This will result in coherent, clear and quality TEL elements across programmes.

Integrating Corpus analysis into everyday classroom practice  
Dr Tatyana Karpenko-Seccombe, University of Huddersfield

I will be looking at direct classroom application of corpora and Concordancers as opposed to indirect applications for research, lexicography and material development (Leech 1997). I will be looking at methods of integrating corpus-based learning into everyday classroom environment empowering students to become “language detectives” (Johns 1997, 101).

I will share with colleagues the ways in which I use corpora in the classroom Concordancers can be used for this specific group of learners

• to explore typical collocations of key-words in their subject areas through building their own corpora in their specific area of study
• to discover patterns of recurrence
• look into word-building
• to analyse grammatical features and usage of words
• to understand differences in meaning
• to understand meaning in context
• to take note of different frequencies and implications of these differences
• to explore stylistic peculiarities of academic writing in comparison with other genres
In the mix: student experience of Blended Learning applied in a business studies module
Dr Meiko Murayama, University of Reading

More and more higher education institutions are increasingly interested in exploring the possibilities of different ways of teaching using non-traditional methods. This study explores, in partnership with Intel, how students have responded to the technologies and the mix or blend that was introduced by the tutor and how, in particular, the technologies affected or enhanced the learning. While there are no universally agreed definitions of blended learning and it is still a young research field, there is some common understanding of the basic characteristics. For this research, blended learning is viewed as the blending of various types of teaching modes, including traditional face-to-face teaching and technologically enhanced learning and the use of different intermediaries and tools to affect this. For this blended learning case, different communication technologies have been used e.g. devices including PCs, notebook computers, tablets, smartphones, and a range of software / apps such as Blackboard, Skype, Socrative and Facebook which were drawn into the blend alongside a range of lectures, workshops, exercises, fieldwork and self-generated material by students such as video-clips.

The students were encouraged to adopt and apply various technologies to communicate, record and research. Such technologies became essential in the process of learning, communication and writing assignment. The assessment presented in the research examines how different technologies were adopted and experienced by the students in their learning. Student questionnaires, marks and feedback are used to assess how the blended learning mix has enhanced their learning.

Google Translate– Threat or Opportunity?
Mike Groves, University of Bath

Google Translate is free, available through web browsers and mobile apps, and has claimed to translate more content each day than all the professional translators combined. This presentation will highlight the abilities of this survey by examining in a structured fashion the output of Translate and compare it to low level students’ interlanguage. The analysis shows that, for some students, the translation software’s output is superficially more accurate than their own interlanguage. However, uncritical adoption of this by students may actually affect this. For this blended learning case, different communication technologies have been used e.g. devices including PCs, notebook computers, tablets, smartphones, and a range of software / apps such as Blackboard, Skype, Socrative and Facebook which were drawn into the blend alongside a range of lectures, workshops, exercises, fieldwork and self-generated material by students such as video-clips.

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TwEditing: Using Twitter to develop editing skills for international foundation year students.
Alison Gardner, University of Keele

The session will present a case study of a workshop in which students used the micro-blogging site to develop editing skills.

Editing is a difficult task and is particularly challenging to international students who may not have the higher level English language skills to be confident with editing their work. Twitter is a free micro-blogging social media site that restricts users to posts of 140 characters. Due to this restriction, it provides a useful and accessible tool that can be used to challenge the students editing skills and to provide a collaborative learning environment.

Students were invited to edit a selection of student written paragraphs and to tweet their responses to the course twitter account. The twitterfeed was displayed on the interactive whiteboard and offered the opportunity for discussion of each response.

Discussion of responses highlighted areas where the original author had repeated themselves, focussed on words that could be removed without changing meaning and allowed for discussion as to the purpose of the words. Hence, this activity provided not only general skill development but also provided a useful language enhancement opportunity.

Use of Twitter in this context can be extended beyond the small classroom to allow for more interaction within larger lectures and also as a prior activity in preparation for tutorials. Hashtags, online posting of the activity and replies also allow for continued conversation beyond the main session and institution.

Hopefully there will be an opportunity for an interactive element if wifi is available to delegates.

Use of assistive apps for English for second language students with SpLDs
Victoria Mann, University of Sheffield

Assistive technology is technology that is used by people with disabilities to support them in communicating and learning. It can be used in an educational context to facilitate learning, organisation and time management. It is frequently recommended for students with specific learning difficulties. One example is software, which reads aloud highlighted text, enabling students to listen to text and to have essays read back to them.

Assistive technology can, however, be very expensive, limiting availability to students.

The presentation will discuss how free assistive apps can be used by students to support their learning, revision and exams. The assistive apps can be combined to create a personalized virtual learning environment, which enables students to access their work anywhere in the world, via cloud technology. One example of this is combining a note taking app with an audio reader app, whereby students use the app to take notes, which they upload to a cloud. The notes can then be read back to the students via an audio reader; alternatively they could be transformed into flash cards, using a flash card maker app.

The presentation will discuss how assistive apps can be used in an IFP context and will demonstrate a variety of free apps that tutors could suggest that students utilize to support their learning and organization.
Using digital video to illustrate interaction in the classroom
Christopher Copland and Huw Llewelyn-Jones, University of York

Three digital video sequences which illustrate different forms of interaction in seminars will be presented. Chris will show how these can be used for staff development to prompt reflection on effective techniques for group work, as well as how the clips can play a part in direct teaching. Huw will then demonstrate how quality audio–visual of complex classroom activities can be made at relatively modest expense with widely available equipment. Participants will be directed to an online source where they can look at the materials in more depth and make use of them, if they wish, in their own contexts.

The clips feature:
- a Management seminar involving native and non-native speakers
- an Education ‘reading circle’ involving only Chinese speakers of English
- an ELT discussion involving the different cultural perspectives of a range of non-native speakers.

A preliminary study on perceived effectiveness of Socrative as classroom response system (CRS) in Foundation studies
Tilo Wodzinski and Esther Chang, University of Reading Malaysia

Classroom Response Systems (CRS) have become widely adopted and researched tools in higher education classrooms. There seems to be a consensus among scholars and teachers that implementing this instrument for technology enhanced learning can improve teaching effectiveness. Particularly in larger classes, this approach has previously been shown to improve levels of student engagement, facilitate active learning and therefore contribute to improved learning experiences and ultimately better learning outcomes.

The purpose of this study is to investigate the perceived effectiveness of using Socrative as a software-based CRS in the classroom to increase levels of student engagement. This next generation virtual CRS can overcome certain limitations of traditional ‘clickers’, by providing increased usage flexibility, which consequently imposes new challenges. By using smartphones, tablets or laptops, 62 Foundation in Business Programme (FiB) students in the University of Reading Malaysia (UiRM) used Socrative in-class on a regular basis over a period of several months. They were surveyed to examine their experience and a presumed correlation of the usage of Socrative and levels of student engagement.

This presentation will theoretically explain and practically demonstrate the usage of Socrative in the classroom. Participants are encouraged to download and install the mobile application for their own usage and experience during the session. Hands-on examples will illustrate practical ways this tool can positively affect students’ engagement levels in the classroom.

The session will conclude with a display of visual impressions of students using Socrative in class, followed by the opportunity to ask questions and discuss experiences.

Why you should use a randomiser in the classroom
Hannah Gurr, University of Bristol

Teachers use 60–90% of their time in class asking questions. Who answers? Some students switch off and opt out, while others take part, even dominate. One way to mitigate this is to nominate students to answer and teachers may have sound reasons for their choices. However, it is all too easy for teachers to focus on certain class members and ignore others; humans are bad at choosing at random. Professor Dylan Wiliam asserts that students who answer the questions actually become more intelligent, whereas others in the same classroom are forgosing that opportunity to get smarter. Of course, there must also be a classroom culture where it is acceptable for students to be wrong. If teachers allow students to choose whether they participate, they are making the achievement gap bigger. I present four low- to high-tech randomisers that teachers can use immediately to boost student engagement.

Screen capture: what is it and how could you use it?
Dr David Nutt, University of Reading

The session will be run by David Nutt, a member of the GRASS project team at the University of Reading. GRASS (Generating Resources and Access to Screen capture Software) is a two-year project funded by the University’s Teaching and Learning Development Fund with the aim of supporting and encouraging the use of screen capture software in teaching and learning. See blogs.reading.ac.uk/grass for more information.

The session will start with a brief introduction to screen capture, illustrated with examples from a wide variety of fields. This will be followed by a hands-on session in which participants will be encouraged and supported to make their own screen cast using Jing, a free screen capture tool.

Participants will need to bring a laptop and will need internet access to install Jing, although this could be done in advance.

From Corpus to Classroom: Using Corpus Data to Introduce Subject Specific Vocabulary
Adam Stewart, University of Brighton International College

This presentation focuses on using corpus data to quickly design classroom tasks which introduce and practice subject specific vocabulary that is not included in the academic word list (AWL). It uses ideas from recent presentations at BALEAP, as well as journal articles about vocabulary variation across academic disciplines. The aim is to suggest a framework that EAP tutors can use to select and introduce subject-specific vocabulary, even in situations where they do not have extensive knowledge of the subject area, and where classes might have mixed cohorts.

The talk looks at using a range of free web based tools to generate word lists from texts, as well as matching these with subject specific word lists to create vocabulary lists of words not on the AWL. There are suggestions for using concordance data from the British Academic Written English corpus (BAWE) to look at common collocations of key vocabulary. It looks at ways this data can be quickly transformed into classroom activities such as gap fills, matching, and deducting meaning from context.

There are ideas connected to comparing and contrasting vocabulary from across disciplines; this will focus on academic vocabulary that is used in particular disciplines, rather than at specific technical terms. There are practical suggestions for introducing subject vocabulary in classes where students are on different foundation programmes, or who are going on to different degrees, are in the same EAP classes.
This is a call for papers for Issue 16 of InForm

The submission of papers is now invited for the sixteenth edition of InForm from members of the academic community associated with international foundation programmes. Issue 16 will be published in December 2015.

We are interested in articles related to the variety of academic disciplines commonly found across international foundation programmes and remind contributors that InForm is not predominantly an English language teaching journal. InForm also includes a letters page with readers’ responses to the articles included in previous editions. Letters should be no longer than 200 words.

Journal articles (of no more than 1200 words) should be sent by email to inform@reading.ac.uk by 12.00 pm on 31 October 2015.

For more information and a full writer’s guide please visit www.reading.ac.uk/inform

We regret that contributing authors to InForm will no longer receive payment for papers published.

If you wish to discuss an idea for an article, please email us on inform@reading.ac.uk
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