

'When all factors are considered, the long-term prognosis for nuclear power is likely to depend most heavily on the cumulative safety record of nuclear power plants, as this will be the key determinant of public confidence in nuclear power. As of present, the record is excellent.' (Hollander, 2003).

'In the electrification of the economy, we do not count on a buildup in nuclear power... if we use full-cost pricing - requiring utilities to absorb the costs of disposing of nuclear waste, or decommissioning a plant when it wears out, and of insuring reactors against possible accidents and terrorist attacks - building nuclear plants in a competitive electricity market is simply not economical.' (Brown, 2005).

Criticality has an important place in the foundation curriculum

What do you notice about the writing development of the two students? Better? If so, how?
Do you see any influence from the evaluation checklists coming through?

Should an internationalised curriculum have criticality at its core?

Internationalisation at the University of Nottingham

Our students:
International
IELTS 6.5 and above
Mixed nationalities
Arts & Social Sciences

'Teach them to think': critical reading skills for international students through the use of evaluation checklists
Sandra Leigh & John Hill, CELC, University of Nottingham

Development:

Incidence of greater writer engagement with the text/notes to establish new viewpoints ('the media lecturer' (student A), 'these findings imply' (student B)).

Students interlinked with a stance in text. Not only as linear and unidirectional negotiation.

Influence of evaluation checklists evident - clearer identification of (1) performance of source authors ('believe', 'assume', 'claim'), and (2) evaluation criteria, e.g. claim to power nations (student A), technology claim to long vs short term (student B).

Task based



Text based



A writing list to process

Did this help?

Tracking the writing development of 2 students
- 1 Chinese
- 1 Turkish

Criticality to assess



Limitations

- Done over 2 weeks only
- Not a scientific study
- Done as a spontaneous reaction to reading/writing problem
- Student reaction to subject matter
- Checklists a little repetitive

Student reaction
Mainly positive

Use evaluation checklist



Student based



Notes:
Students were given the opportunity to write their own evaluation criteria. This was done in a workshop format, where they were given a list of criteria to choose from and then asked to write their own.

Future developments:

- Simplify checklists
- Integrate more comprehensively through the year
- Allow more for students' subject interests and cultural perspectives e.g. humanitarian intervention

Quotes (1)

Since Western anglophone countries... are instrumental in the internationalisation of education, there is a trend towards the internationalisation of the education practices of Western anglophone countries (Kardemirbasoglu, 2004).

Quotes (2)

Critical thinking can take different forms in different cultures. Critical and creative thinking have long been characteristics of education and intellectual traditions in China, for example, but we noticed in different ways (Higher Education Academy (HEA) Project, 2015).

Quotes (3)

They (international students) showed how they negotiate the West - by using English language to interpret themselves so that they can question and negotiate the Western practices critically and reflexively (Delizadeh, 2014).

Quotes (4)

We started with a basic dialogue between asking non-UK students to communicate whatever they find in British education, and UK education starting to become an international instrument. (Shawyer) By placing teaching and learning... at the centre of definition of internationalisation, it is possible to see ways in which distinctive UK education characteristics could be equated within an international education environment (Lemon and Poole, 2015).

In addition:

By showing students how to create their own evaluation criteria, we helped them utilize the 'critical space' (Hollard 2002) between writer and reader where subtypic cross-cultural interaction can take place (re a more inclusive definition of internationalisation).

'Teach them to think': critical reading skills for international students through the use of evaluation checklists



Sandra Leigh & John Hall, CELE,
University of Nottingham

Internationalisation

- A mutually beneficial meeting of cultures?
- A business opportunity?
- Cultural and economic imperialism?

Different views held, often in same institution

Internationalisation at the University of Nottingham



Should an internationalised curriculum
have criticality at its core?

Quotes (1)

Since Western Anglo-Saxon countries ... are instrumental in the internationalisation of education, there is a trend towards the universalisation of the education practices of Western Anglo-Saxon countries (Vandermensbrugghe, 2004).

Quotes (2)

Critical thinking can take different forms in different cultures. Critical and creative thinking have long been characteristics of education and intellectual traditions in China, for example, but may manifest in different ways (Higher Education Academy TIS Project, 2011).

Quotes (3)

They (international students) showed how they recolonize the West ... by using English language to empower themselves so that they can question and negotiate the Western practices critically and reflexively (Welikala, 2010).

Quotes (4)

We started with a bald dichotomy between: asking non-UK students to accommodate whatever they find in British education; and UK education shifting to become an international environment. [However] By placing teaching and learning ... at the centre of definition of internationalisation, it is possible to see ways in which distinctive UK education characteristics could be sustained within an international education environment (Luxon and Peelo, 2011).

which is more cost, and of increasing resources against possible accidents and terrorist attacks - building nuclear plants in a competitive electricity market is simply not economical.' (Brown, 2009).

Criticality has an important place in the foundation curriculum

Our students:

International

IELTS 5.5 and above

Mixed nationalities

Arts & Social Sciences

Our Brief

- No specific content required
- Analytical thinking skills to prepare students for UG study - 'Teach them to think'

Task based



The University of
Nottingham

Centre for English Language Education (CELE)

Foundation Certificate: WCS Coursework Writing semester 1

Course Assessment (25% of the total mark for the module)

Answer one of the following questions:

1. What are the main causes and effects of air pollution in developing countries?
2. Explain three ways in which changing our habits and lifestyles could help to reduce pollution.
3. What is the connection between urbanisation and pollution?

Essay length: 1000 words

Deadline for submission: Monday 10/1/11, 2 p.m.

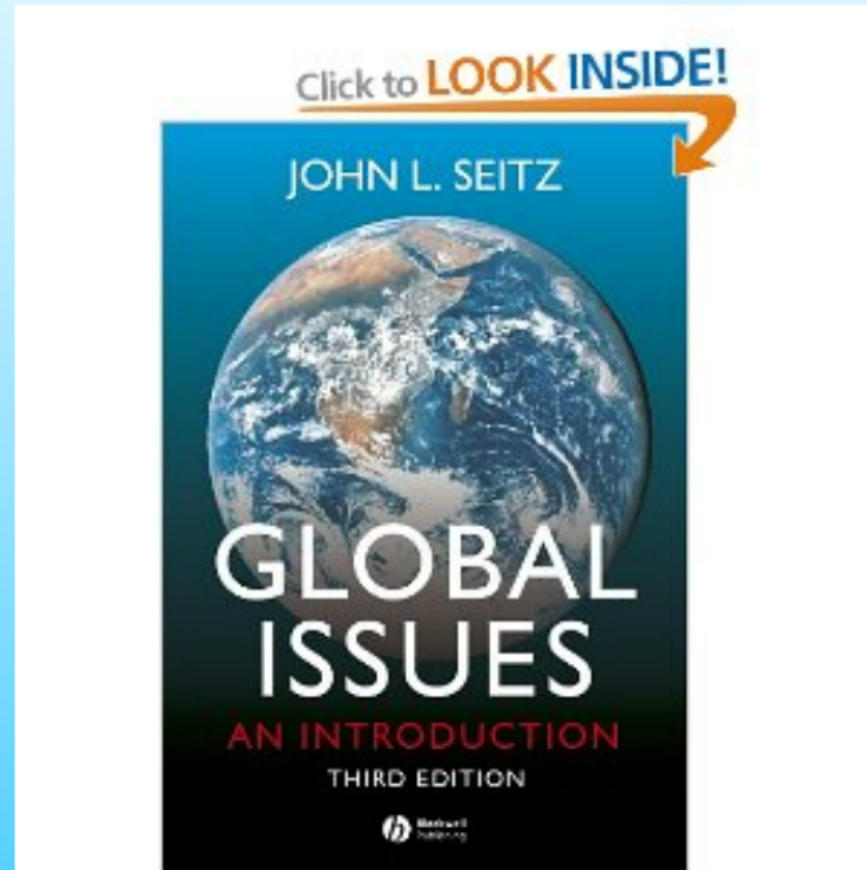
See course handbook about where and how to submit your essay.

You are expected to use a minimum of 5 sources, 1 only of which may be a website. More websites may be used if the list is longer than 5 items but the tutor will be mainly interested in how you deal with *academic* sources. NB books or academic articles from online collections do not count as websites.

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Tasks graded in difficulty
through the year

Content based



A core academic text

Text based



University of
Nottingham

Centre for English Language Education (CELE)

Foundation Certificate: WCS Coursework Writing semester 1

Suggested Reading List

* Chapters or books available on half-day loan from John Hall (International House room A05)

† Available electronically from Ebrary

Coursework Writing

Core Texts

* Middleton, N. (2008) *The Global Casino: an Introduction to Environmental Issues*, 4th Edition. London: Hodder Arnold

Seitz, J.L. (2008) *Global Issues*. Oxford: Blackwell.

Other Reading

† Ackerman, F. (1997) *Why Do We Recycle?: Markets, Values and Public Policy*. Washington DC: Island Press

+* Arun, J. L. and Patz, J. A. (2001) *Ecosystem Change and Public Health: A Global Perspective*. London: John Hopkins University Press

+* Brimblecombe, P. (2001) 'Urban air pollution'. In Brimblecombe, P. and Maynard, R.L. (eds) *The Urban Atmosphere and its Effects*. London: Imperial College Press

* Brown, L.R. (2009) *Plan B 4.0: Mobilizing to Save Civilization*. New York: W.W Norton & Company.

† Chinese Academy of Engineering. (2004) *Urbanization, Energy and Air Pollution in China: The Challenges Ahead*. Washington: National Academy Press

Cunningham, W. P., Cunningham, M.A. and Saigo, B.W. (2005) *Environmental Science: a Global Concern*. New York, London : McGraw-Hill
(*Chapter on 'Air Pollution')

† Grossman, E. (2006) *High Tech Trash: Digital Devices, Hidden Toxins and Human Health*. Washington: Island Press

Hanley, N., Shegryn, J.F. and White, B. (2001) *Introduction to Environmental Economics*. Oxford: Oxford University Press

(*Chapter 11 'Controlling Water Pollution')

†† Hester, R.E. and Harrison, R.M. (eds) (1998) *Air Pollution and Health*. Cambridge: The Royal society of Chemistry

† Hill, M.K. (2004) *Understanding Environmental Pollution: a Primer*. New York: CUP

©John Hall Foundation Certificate/Module reading documents/WCS/CWC/WCS Sem 1/WCS/Cwk sem 1/WCS/Cwk sem 1/WCS Reading List 2010-11.doc

A reading list to process

Rationales

- Direct and explicit teaching of thinking skills (Granville & Dison, 2005; Fisher, 2001)
- Encourage students to use more top-down reading skills: utilising their own cultural and educational background knowledge (Unrau, 1997) and practising reading that is 'resisting' (Spolsky, 1989) or 'active' (Grabe, 2009)
- Providing authentic academic reading purposes: reading for assignments and to integrate and evaluate information from different sources (Unrau, 1997; Grabe, 2009; Green et al, 2008)

Reading using the
tutor's checklist:
humanitarian
intervention

An evaluation checklist

Evaluation Checklist

Purpose:

Identify why you want to read this text.
Identify the type of information you expect to find

My questions or comments:

Organisation of text:

How is the text organised?
Is this organisation easy to follow? Why or why not?
Is there a thesis statement or central viewpoint?
Is it supported throughout the text or paragraph?
Are there enough details and examples?

My questions or comments:

Questions:

Comprehension Questions:

Unanswered Questions:

Facts & Opinions:

Identify the key ideas presented by the writer.
Identify whether these are mainly facts or opinions
How reliable are the facts provided?
How does the writer present his/her opinions?

My questions or comments:

Discussion:

Explain to your partner/group how the text is relevant to your reading purpose.
Say whether you find the text effective (or not) identifying specific paragraphs or sentences or words that make it so.
Explain if and how you will use it in your essay
Comment on how the text is organised: could the writer have organised it differently or more effectively?
Additional questions and comments
Say whether you agree with each other's comments and contributions (you can agree to disagree!!)

Author & Attitude:

Who is the author?
What is the author's purpose?
Is the author 'present' in the text? How so?
What is his/her stance?
How is this presented? (refer to specific words/sentences in text)
What is the author's attitude?
How is this presented? (refer to specific words/sentences in text)
Are some ideas implied in the text? Which ones?

My questions or comments:

Conclusion:

Is the information included that which you expected?
Is this text relevant to your essay?
Is the information reliable?
Is the information comprehensive? (e.g. does it deal with all your evaluation criteria?)
Is the writer's argument valid?

My comments:

Now compare with other books that cover this topic

A more complex
task: reading
contrasting
sources for a
purpose using a
self-produced
checlist

Sample of a student produced checklist

'What part is nuclear energy likely to play in the move to a non-fossil fuel economy?'

1. How convincing is each writer in answering this? Produce a checklist of key questions:

EXAMPLE

	y/n and comment
Is the information academically reliable? (date, publisher, source etc)	
Is there a viewpoint/stance?	
What is it?	
Is the stance sufficiently supported? How?	
Are examples and details given?	
Does the author cover the topic sufficiently or are there gaps?*	
What is my view on the author's stance?	
Convincing? (Why? Why not?)*	
How does its information and views compare with other texts?	
How will I use it in my essay?	

2. In order to answer the questions marked *, what issues will each writer need to address to convince you that this specific question has been adequately covered?

EXAMPLE

	y/n and comment
safety	
cost	
technology	
political issues	
strength of competing energy sources	

'In the electrification of the economy, we do not count on a buildup in nuclear power...if we use full-cost pricing - requiring utilities to absorb the costs of disposing of nuclear waste, of decommissioning a plant when it wears out, and of insuring reactors against possible accidents and terrorist attacks - building nuclear plants in a competitive electricity market is simply not economical.' (Brown, 2009).

'When all factors are considered, the long-term prognosis for nuclear power is likely to depend most heavily on the cumulative safety record of nuclear power plants, as this will be the key determinant of public confidence in nuclear power. As of present, the record is excellent.' (Hollander, 2003).



Follow up

Students make notes then
write a paragraph
comparing and evaluating
the info from the books

They also incorporate what
they have learnt about
paragraph development and
referencing via analysis
of models

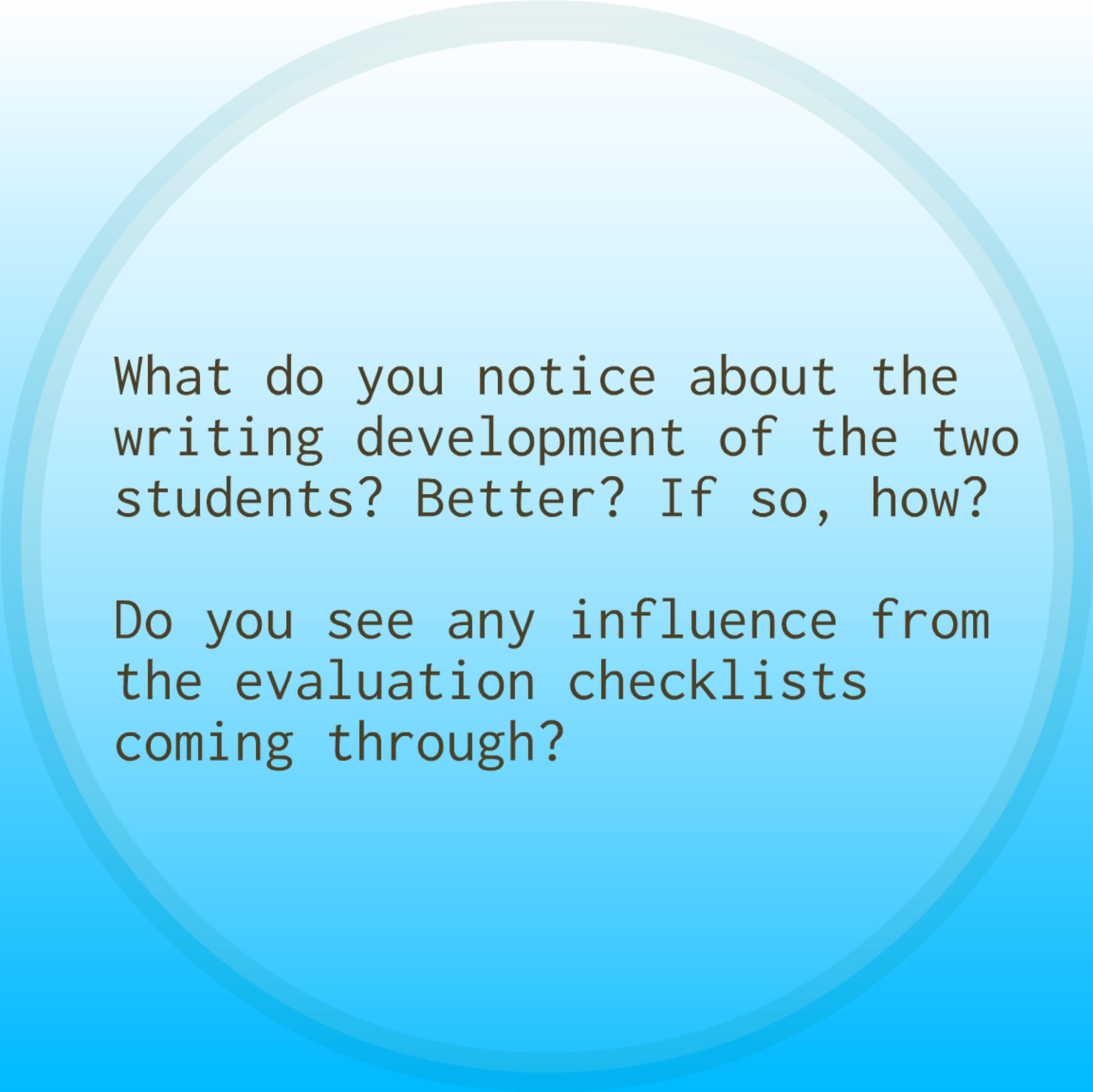
Did this help?

Tracking the writing
development of 2 students

- 1 Chinese
- 1 Turkish

Criticality is assessed

3. CONTENT OF THE PROJECT: LITERATURE, KNOWLEDGE AND SOPHISTICATION OF ARGUMENT		
BAND (W/IELTS EQUIV.)	MARKS /20	
A (7.5+)	18 - 20	<ul style="list-style-type: none"> - Clear, fulfilled purpose and strong awareness of reader; answers question fully - Evidence indicates excellent reading skills and topic knowledge - Ability to incorporate ideas from relevant reading with a promising level of sophistication: <ul style="list-style-type: none"> - Convincing degree of argumentation, detail, and examples - Developing ability to synthesise, compare, contrast, and evaluate alternative ideas/viewpoints from different sources where required - Ability to carefully illustrate cause and effect relationships - Logical and well-argued conclusions are drawn
B (6.5-7)	14 - 17.5 (distinction)	<ul style="list-style-type: none"> - Fulfilled purpose and awareness of reader; answers question - Evidence indicates good reading skills and topic knowledge - Ability to incorporate ideas from relevant reading with a degree of sophistication (see above) - Mostly logical and well argued conclusions are drawn
C (6)	12 - 13.5 (merit) 8 - 11.5 (pass)	<ul style="list-style-type: none"> - A purpose is given but there are occasional weaknesses in its fulfilment; occasional lack of clarity in answering the question - Evidence indicates adequate reading skills and topic knowledge - Adequate ability to incorporate ideas from some relevant reading, though there is some dependence on one or two key texts, and the argument is not particularly sophisticated; however: <ul style="list-style-type: none"> - Cause and effect relationships are made sufficiently clear - Some argumentation, detail, and examples are provided; - At the higher end there may be an attempt to compare and evaluate evidence; at the lower end a more superficial approach (e.g. some repetition of ideas/no evaluation) is more in evidence - Conclusions are drawn but not always logical or well argued



What do you notice about the writing development of the two students? Better? If so, how?

Do you see any influence from the evaluation checklists coming through?

Improvements:

Evidence of greater writer engagement with the texts/issues to establish own voice/stance ('the results indicate' (student A), 'these findings imply' (student B)).


Sources marshalled with a stance in mind. Not quite so linear and mechanical. More sophistication.

Influence of evaluation checklists evident - clearer identification of 1) purpose/message of source authors ('believe', 'assume', 'claim'), and 2) evaluation criteria, e.g. cost to poorer nations (student A), technology costs in long vs short term (student B)



In addition

By showing students how to create their own evaluation criteria, we helped them utilise the 'textual space' (Hyland 2002) between writer and reader where embryonic cross-cultural interaction can take place (re a more inclusive definition of internationalisation):



Student reaction

Mainly positive

Future developments:

- Simplify checklists
- Integrate more comprehensively through the year
- Allow more for students' subject interests and cultural perspectives e.g. humanitarian intervention