

**ENGLISH MEDIUM INSTRUCTION (EMI) WORKSHOP REPORT**

**IN ASIA UNIVERSITY, TAIWAN**

**7-18<sup>th</sup> AUGUST, 2017**

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**Esa Unggul**

**Febriana Dwi Wahyuni, M.Si**

Universitas  
**Esa Unggul**

Universitas  
**Esa Unggul**

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**Esa Unggul**

**BIOTECHNOLOGY DEPARTMENT**

**FACULTY OF HEALTH SCIENCES**

**ESA UNGGUL UNIVERSITY**

**2017**

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## **BACKGROUND**

EMI is being used in universities, secondary schools and even primary schools and this has huge implications for education in all the countries concerned. This workshop seeks to empower discipline professors at Asia University, Taiwan, Diponegoro University and Esa Unggul Universtiry, Indonesia, by equipping them with essential strategies and skills for teaching their respective subjects through the medium of English. This is achieved by: Introducing key notions such as "English as a Lingua Franca", and "academic literacies"; Workshop participants reflecting on their own experience in learning and using English; Workshop participants familiarizing themselves with skills and techniques in facilitating learning; and Workshop participants taking part in practicums in which they have to deliver mini-lectures.

## **WORKSHOP LEARNING OUTCOMES**

By the end of the workshop, participants will be able to:

1. Plan the teaching of their academic course by making informed decisions on course content and structure, course delivery, design of learning tasks, and assessment schemes, all of which promote a learner-centered approach in tertiary education;
2. Conduct lectures in English effectively with proficient use of audio-visual aids;
3. Provide out-of-class support to student learning in seminars and tutorials and using online tools;
4. Provide timely and adequate feedback to students on formative assessment tasks.

## **METHODS**

### **Time and Place**

Date : 7-18<sup>th</sup> August, 2017

Place :Asia University, Taiwan

### **Trainees**

Trainees are lecturer from Indonesia and Taiwan

## Training Materials

The workshop materials are about English as a Medium Instruction (EMI). Its include learning culture, listening, speaking, EMI in tertiary education in Asia, and assessment.

## Reason for The Determination of the Material

Trainee got a knowledge how to conduct lectures in English and make a good assessment for students and themselves.

## Learning Methods

The materials are delivered by constant dialogue, make a group discussion, question and answer, and in the end of workshop each trainee make a presentation based on their knowledgment.

## Source of Fee

Some training fees (including handouts, program handbooks) and airport pick-up fees have been subsidized by Asia University, Taiwan. While, airfares, accomodation fees (dormitory) and food are subsidized by Esa Unggul University.

## Output and Outcome

In the end of this workshop, all of trainee are targeted to teach using English and make an assessment well.

## Workshop Structure

| Day  | Materials  | Instructor                |
|--|--|---------------------------|
| Monday, 7 <sup>th</sup><br>August<br>2017    | <ul style="list-style-type: none"><li>• Institutional level: Clear vision, long-term planning</li><li>• Departmental level: a learning culture, collaborative spirit</li><li>• Personal level: life-long learning, CPD participation</li></ul> | Dr. Keith Sai-Tao<br>Tong |
| Tuesday, 8 <sup>th</sup><br>August<br>2017   | <ul style="list-style-type: none"><li>• From listening to speaking</li><li>• Speaking persuasively</li><li>• Personal reflections; TED Talks viewing</li></ul>   | Dr. Keith Sai-Tao<br>Tong |
| Wednesday,<br>9 <sup>th</sup> August<br>2017 | <ul style="list-style-type: none"><li>• Genre in Education and Genre in Academia</li><li>• EMI in Tertiary Education in Asia</li><li>• personal reflections; TED Talks viewing;</li></ul>  | Dr. Keith Sai-Tao<br>Tong |

|   |   |   |
|---|---|---|
|   | preparation for micro-teaching  |   |
| Thursday,<br>10 <sup>th</sup> August<br>2017  | <ul style="list-style-type: none"> <li>• Mini-lectures by participants, feedback and debriefing</li> <li>• personal reflections; TED Talks viewing</li> </ul>   | <ul style="list-style-type: none"> <li>• Dr. Keith Sai-Tao Tong</li> <li>• Mr. Edward Li</li> </ul> |
| Friday, 11 <sup>th</sup><br>August<br>2017    | <ul style="list-style-type: none"> <li>• Effective use of visual aids; the “assertion-evidence approach” to making presentations</li> <li>• The Q&amp;A session in an academic seminar;</li> <li>• Debriefing on Week One learning</li> <li>• Take home: Personal reflections</li> </ul>                          | Dr. Keith Sai-Tao Tong  |
| Monday,<br>14 <sup>th</sup> August<br>2017    | <ul style="list-style-type: none"> <li>• Mini-lectures by participants, feedback and debriefing</li> <li>• Personal reflections; TED Talks viewing</li> </ul>   | <ul style="list-style-type: none"> <li>• Dr. Keith Sai-Tao Tong</li> <li>• Mr. Edward Li</li> </ul> |
| Tuesday,<br>15 <sup>th</sup> August<br>2017   | <ul style="list-style-type: none"> <li>• Assessment literacy: what teachers need to know and why it is important; fundamental concepts in assessment</li> <li>• Learning-oriented assessments; assessments in different disciplines</li> <li>• Take home: personal reflections and project preparation</li> </ul> | Mr. Edward Li   |
| Wednesday,<br>16 <sup>th</sup> August<br>2017 | <ul style="list-style-type: none"> <li>• Articulating learning outcomes; assessment issues; task design and assessment criteria</li> <li>• Guest talk on EMI in Tertiary Education</li> <li>• Take home: Personal reflections and project preparation</li> </ul>  | Mr. Edward Li   |
| Thursday,<br>17 <sup>th</sup> August<br>2017  | <ul style="list-style-type: none"> <li>• Conducting tutorials and seminars; promoting reflections and critical thinking</li> <li>• Giving feedback to students</li> <li>• Personal reflections; preparation for project</li> </ul>  | Mr. Edward Li   |
| Friday, 18 <sup>th</sup><br>August<br>2017    | <ul style="list-style-type: none"> <li>• Group presentations: aligning teaching and testing in different subject disciplines</li> <li>• Take home: confidence and enthusiasm</li> </ul>   | Mr. Edward Li   |



## DAY ONE (7 August 2017)

- Explain the workshop structure from day one until day ten

### English in The World

- ❖ Only one out of four users of English in the world is a native speaker of the language.
- ❖ The three circles of English

#### 1. Inner Circle (320-380 milion)

The *inner circle* refers to the traditional bases of English , where it is the primary language: it includes the USA, UK, Ireland, Canada, Australia and New Zealand.

#### 2. Outer Circle (300-500 milion)

The *outer* or *extended circle* involves the earlier phases of the spread of English in non-native settings, where the language has become part of a country's chief institutions, and plays an important 'second language' role in a multilingual setting: it includes Singapore, India, Malawi and over fifty other territories.

#### 3. Expanding Circle (500-1000 milion)

The *expanding* or *extending circle* involves those nations which recognize the importance of English as an international language, though they do not have a history of colonization by members of the inner circle, nor have they given English any special administrative status. It includes China, Japan, Greece, and ... a steadily increasing number of other states.

- ❖ How commonly used is English in the world?

- English has official or special status in at least 75 countries, with a total population of more than two billion
- One out of four of the world's population speak English to some level of competence; demand from the other three quarters is increasing
- More than two thirds of the world's scientists read in English

• 80 per cent of the world's electronically stored information is in English

- ❖ What is a global language?

A language achieves a genuinely global status when it develops a special role that is recognized in every country. Such a role is most evident in countries where large numbers of the people speak the language.



## ❖ English as a Lingua Franca

- What is distinctive about ELF is that it is a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication.
- The prospect that a lingua franca might be needed for the whole world is something that has emerged strongly only in the second half of the 20<sup>th</sup> century, particularly with the development of organizations such as the United Nations, the World Bank, UNESCO, UNICEF, the World Health Organization, etc. Private enterprises may decide to adopt it for commercial reasons.
- A paradoxical situation: for the majority of its users, English is a foreign language, and the vast majority of verbal exchanges in English do not involve any native speakers of the language at all; on the other hand, there is a tendency for native speakers to be regarded as custodians over what is acceptable usage.

## DAY TWO (8 August 2017)

### Speaking Persuasively

#### ❖ The art of persuasion

- Logos, Pathos, Ethos

Logos: persuading by the use of reasoned argument

Pathos: persuading by appealing to the audience's emotions, sympathies or imagination

Ethos: using the trustworthiness or credibility of the character of the author to persuade

- Kairos: The term *kairos* generally refers to the opportune occasion for speech, the way in which a given context for communication both calls for and constrains one's speech or writing. The concept is linked to considerations of audience and to the appropriateness of language to the context.

#### Persuasive strategies

- Building up anticipation - dramatic pauses
- Scene-setting
- Neat visuals
- Clear, simple, everyday language
- Stress, rhythm, and intonation

- Three types of stories:
  1. Personal stories
  2. Stories about other people
  3. Stories about brand success

### From Listening to Speaking

#### ❖ Discourse Markers

They are words or phrases that help to signal the direction in which language, particularly in a conversation, is going.

#### ❖ Strategies for Understanding a Lecture

1. Prepare yourself for the lecture.
2. Train yourself to be an active listener.
3. Focus on what the speaker is saying.
4. Look out for the lecturer's style and note the organization of the lectures.
5. Take notes while you listen.

### Listening to Connected Speech

#### ❖ Weak-Syllables

A syllable is a unit of organization for a sequence of speech sounds. Some syllables are *strong*, while some are *weak*. Those *weak syllables* are often transcribed as the symbol ‘ ’ (called ‘schwa’).

#### ❖ Linking

In real connected speech, you may find that not every word is pronounced clearly. Sometimes, you feel like listening to a stream of unintelligent sounds. This is because the speakers speak so fast and do not usually pause between words, so there is no silence to indicate word division. This is called linking. Linking very commonly occurs when a word-final consonant is followed by a word-initial vowel.

## DAY THREE (9 August 2017)

### From Genres in Education to Genres in Academia

#### ❖ Introducing TED Talks

TED (Technology, Entertainment, Design) is a media organization which posts talks online for free distribution, under the slogan "ideas worth spreading". TED was founded in February 1984 as a conference, which has been held annually since 1990. TED's early emphasis was technology and design, consistent with its Silicon Valley origins, but it has since broadened its focus to include talks on many scientific, cultural, and academic topics.

#### TED Talk Tip 1: Build a message map

- Create a Twitter-friendly headline
- Support the headline with 3 key messages
- Reinforce the 3 messages with stories, statistics and examples

#### TED Talk Tip 2: Identify the message map

#### ❖ Text and Context

- A text is “any instance of living language that is playing some part in a context of situation” (Halliday 1985:10)
- The language we use in any given instance of spoken or written text is systematically related to:
  - Our purpose for using language
  - The nature of the social activity taking place
  - The roles and relationships holding between the interactants
  - The nature of the text and the role language plays in it.

#### ❖ Genre

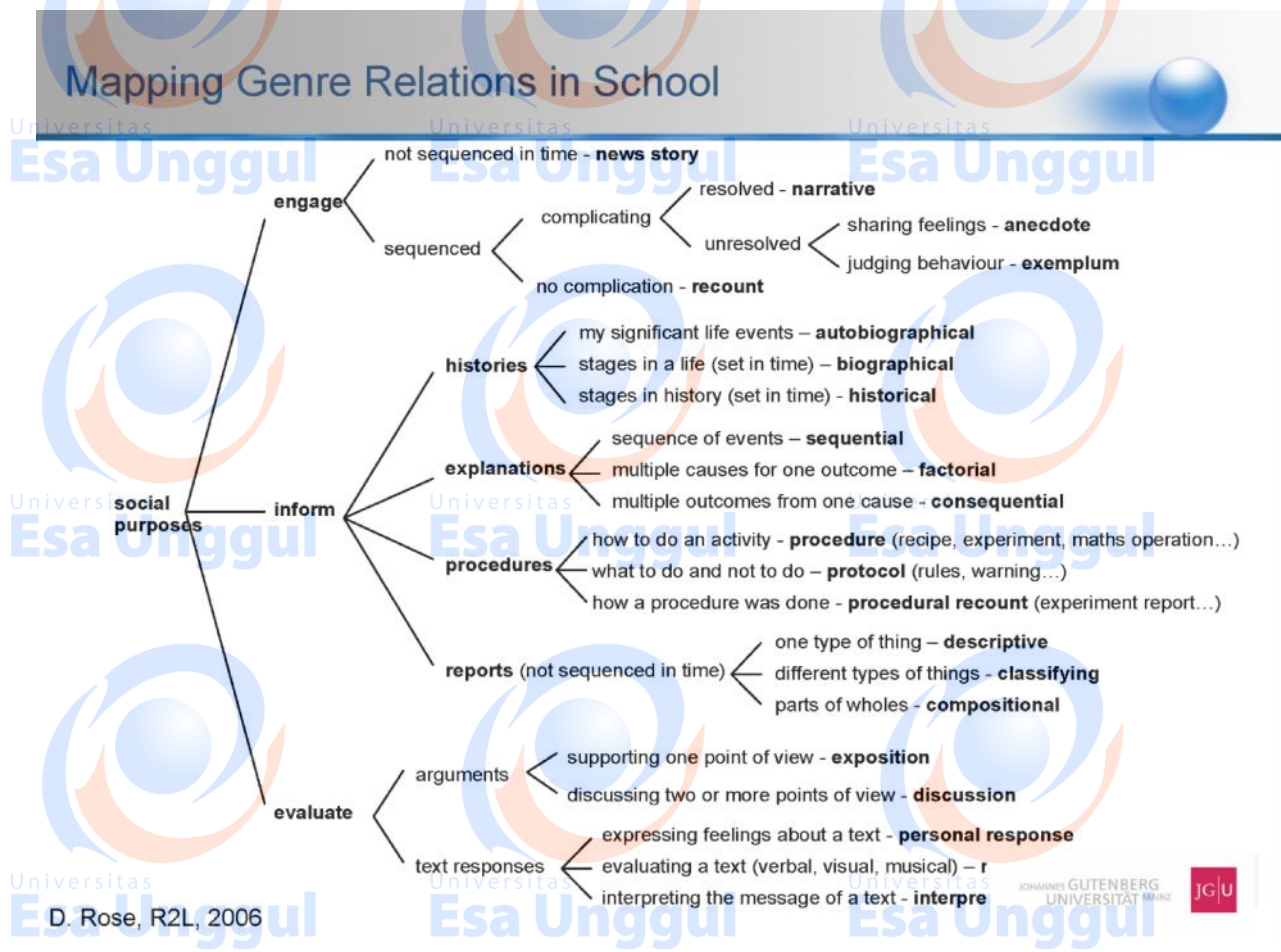
- Genre is defined as any “staged, goal oriented, purposeful social activity in which speakers engage as members of our culture” (Martin 1986:25).
- There are as many genres as there are social activities that are recognizable by the members of the cultural group interacting in those activities.

#### ❖ Range and varieties of genres

The fact that genres are assumed, expected ways of interacting in a culture is significant for students who need to develop these assumptions and expectations. Part of a learner's language development is building the knowledge – linguistic and cultural – to enable them



to make competent choices in the various genres. For some ESL/EAL students, some of these genres may have already been developed in their first language. The features of these genres in their first language, however, are not necessarily the same in English.



## DAY FOUR (10 August 2017)

Mini-lectures by participants

## DAY FIVE (11 August 2017)

### Effective use of Audio-visual Aids in Presentations and the “Assertion-Evidence”

#### Approach to Presentations

Some useful principles to make an audio-visual presentations are:

1. Serial organizations, ex: “How ..... We discuss it next week”
2. Plan use of video/audio materials
3. Use visual to focus and stimulate students and help them anticipate

4. Make a role playing in certain courses that difficult for understanding
5. Make a colourful slide, so the students not bored in the class

### **Garr Reynold's Presentation Tips:**

1. Keep it simple
2. Limit Bullet (6 words for a line and 6 lines for 1 slide)
3. Limit transitions and builds (animation)
4. Use high quality picture
5. Have a visual theme, but avoid using Power point templates
6. Use appropriate charts
7. Use colour well
8. Choose your font well
9. Use video or audio
10. Spend time in slide shorter

### **Dealing with the audience's questions**

Discussion: Why are we anxious about the Q & A session?

- May not be able to comprehend the questions
- May not be able to provide a satisfactory answer
- The questioner may know more than you
- A point is raised have statement you don't know about
- Some people may ask irrelevant question

Positive Q/A for teacher/presenter

- Know about your own organization and your own explanation

Positive Q/A for students

- Learn to think critically
- Communication

Handling questions with confidence

There are 4 steps:

1. Listen
2. Probe

3. Answer

4. Check

Three type questions:

1. Open questions

Open questions are exploratory; they broaden a discussion, e.g.

- *Could you tell me your experience of using the system to track options trading?*
- *What do you find most problematic about the way the system works?*

2. Focused questions

Focused questions pursue a line of thinking; they move a discussion from the general to the specific, e.g.

- *You've raised the problem of communication several times. Could you tell us why you feel communication is a major issue?*

3. Closed questions

Closed questions narrow the discussion; they require a yes or no answer, but it also gives you an opportunity to reinforce your point, e.g.

- *Are you recommending that we implement this within two weeks?*

Answering questions

There are three tips for answering questions:

- Give a firm and concise answer
- Maintain eye-contact with the questioner
- Thank him/her for the question

You are often judged on your ability to manage interaction, so:

- Prepare carefully for questions;
- Watch and respond to audience cues;
- Use questions to reinforce your message
- Debrief after the presentation
- what worked and what didn't?

**DAY SIX (14 August 2017)**

Mini-lectures by participants

Presentation be held by participants who have not made a presentation at the previous meeting.

## DAY SEVEN (15 August 2017)

### Assessment Literacy: What we need to know and why it is important

We all have had *bad* assessment experience before. Assessment is an indispensable part of teaching. We, as teachers, need to know what assessment is about so that we can use it well.

- In higher education, academic literacy refers to:
  1. The ability to read and write effectively within the university context in order to proceed from one level to another
  2. The ability to read and write within the academic context with independence, understanding and a level of engagement with learning
  3. Familiarity with the discourse (use of language with certain conventions) in a discipline.
  4. Familiarity with the methods of inquiry of a discipline
- Computer Literacy refers to people who have:
  1. a basic grasp of the fundamental principles of how computer works
  2. the ability to use computer efficiently and appropriately
    - the ability to use the basic operating system (Windows, Mac, Linux) and common applications (spreadsheets, word processors, database programs) and electronic communication
    - the ability to use computer to access or search for information and interpret the information to plan actions.
  3. an understanding of how non-technical people communicate with technical people
- Teachers who is assessment literate should be skilled in:
  1. choosing assessment methods
  2. developing assessment methods
  3. administering, scoring and interpreting the results
  4. using assessment results to inform decisions
  5. developing appropriate grading procedures
  6. communicating assessment results to stakeholders
  7. recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

(American Federation of Teachers, National Council on Measurement in Education, & National Education Association 1990)

- Liz Hamp-Lyons (2017) says assessment literacy for teachers should include these four aspects.
  1. Possession of knowledge about the basic principles of sound assessment practice
  2. Familiarity with standards of quality on those assessments that will impact the people we care about
  3. Competence to judge assessment methods and techniques in relation to a specific context
  4. Understanding of the primary purpose of assessment is to improve learning and teaching
- Teachers can help their students best when they have the assessment literacy to
  - discharge their assessment duties properly
  - keep up-to-date with new ideas in assessment, relevant to their teaching context
  - help students scaffold their learning to stretch their potential and reach their targets
  - respond appropriately to questions from students or other stakeholders about learning and achievements
  - make use of assessment results to make informed decisions.

**Understanding Assessment: Some fundamental principles**

1. Purpose of assessment – Why do you want to assess?

There are a number of reasons for educational assessment.

- ❖ selection & placement
  - ❖ diagnosis
  - ❖ progress
  - ❖ achievement
  - ❖ grading
  - ❖ certification
- Formative (multiple, continuous)
- Summative (one-off, at the end)

2. Validity – the ability, knowledge or skills you are assessing

Define the construct (or trait) clearly and carefully.

- ❖ What makes up the construct? One indivisible entity or made up of multiple components?
- ❖ Do you want to assess competence (underlying ability which is usually unobservable) or performance (surface behaviours)?
- ❖ Is the construct directly observable?
- ❖ Is the construct measurable, quantifiable?



### 3. Test methods

Once you know what to assess, you need to decide how to collect evidence of the existence of the construct.

- ❖ MC / T or F / gap fills / short answers / essays / reports / thesis
- ❖ experiments / product development / research / capstone project /
- ❖ project presentations / poster presentations / oral defense / interviews
- ❖ field work / practicum / practice / observations
- ❖ essays / reports / lab reports / theses

### 4. How would you judge your students' ability?

- ❖ Error-free approach – compare to a checklist of major errors
- ❖ Best-take approach – compare to the best of one's ability
- ❖ Norm-reference – compare students with one another
- ❖ Criterion-reference – compare performance against standards

### 5. Impact and washback

- ❖ students – emotions, attitude, self-pride, value, opportunities, career, outlook to future
- ❖ learning – study strategies, priorities
- ❖ teachers – performance indicator, appraisal
- ❖ teaching – pedagogy, priorities
- ❖ institution – ranking, certification

### **Learning-oriented Assessment**

#### ➤ Assessment adds burden to teachers.

- Assessment is likely to be seen as an enemy than an ally in our work.
- Assessment involves time-consuming procedures, e.g. setting papers.
- Marking is boring.
- Assessment engenders negative feelings.
- The motivation to transform assessment and to handle it more productively is strong

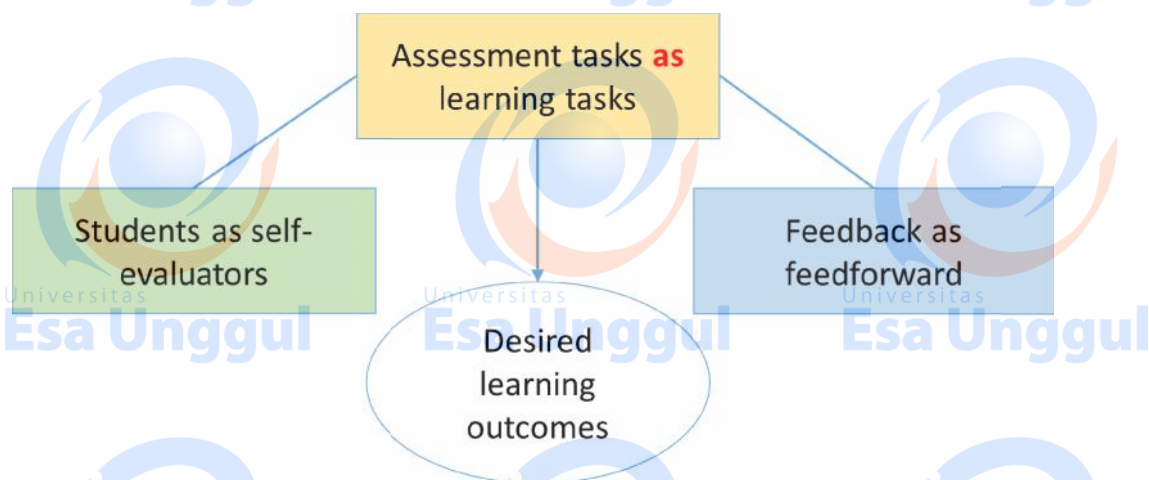
#### ➤ Assessment can distort learning.

- To students, assessment frames the curriculum and it often distorts learning.
- Badly designed assessment leads to the use of lower order study strategies e.g. memorization, regurgitation.

- The result is → surface learning
  - Students value only the test results, grades, but not the feedback and learning.
- Assessment and learning are partners.



- **Assessment of Learning:** Summative  
Summative assessment evaluates performance at the end of a unit of study, a course, or a programme and is often used for purposes of accountability, admission decisions, promotion and selection. It measures or summarizes, what a student has learned (Poehner & Lantolf, 2005: 250)
- **Assessment for Learning:** Formative
- Evaluates students ‘in the process of ‘forming ’ their competences and skills with the process of helping them to continue that growth.’ (Brown, 2004, p.6)
  - Uses information from assessment to feed into our teaching and, possibly, to give learners feedback (Spratt *et al.*, 2011, p.105)
- **Assessment as Learning:** Interactive and dialogic



- The Elements of Learning-oriented Assessment
  - Assessment tasks as learning tasks
  - Students as evaluators of their own work
  - Feedback as feedforward
- Why assessment tasks as learning tasks are better?
  - They are often closely related to some kind of ‘real-life activity, reflecting what students need to do in their chosen field of practice.
  - They are likely to provide some particular challenge and interest to students.
  - They clearly and directly promote the knowledge and skills that the course requires, so students appreciate the purpose and value of the tasks.
  - The tasks extend, rather than duplicate, what is done in class time.
- Students as evaluators of their own work can help them
  - come to grips with the nature of good work in their discipline as they consider criteria and standards and apply these to work of varying quality;
  - develop the ability to evaluate their own work, something that will be crucial in their working lives;
  - understand how their work is assessed by teachers, letting them know more about assessors’ minds work, and what the assessment criteria actually mean in practice;
  - develop a collaborative approach to learning.
- Turn feedback into feedforward.
  - There needs to be an appreciation of the students’ work, recognizing what has been achieved and where further development is required.
  - There needs to be an explanation of this appraisal, by relating feedback to the purpose of the work and to the criteria used in judging its quality.
  - There should be opportunity for action by the student based on what he or she has learnt from the feedback.
- Alignment with Outcomes-based Education
  - A prevailing trend in university education is the development of outcomes-based education and associated assessment.
  - Outcomes statements of university programs and courses focus on the outputs rather than the inputs of teaching.

- This aligns well with ‘learning-oriented assessment’, which focuses on how assessment can support the learning process and eventually lead to the development of enhanced student performance.
- Assessment Tasks as Learning Tasks
  - Tasks should be aligned with curriculum objectives and content in a way that promotes productive learning.
  - Assessment tasks should mirror the kind of learning we wish to promote. Complex learning outcomes require complex assessment tasks.
  - Tasks should motivate students to produce their best performance.
  - Assessment tasks should facilitate student involvement through self-monitoring and peer critique.
  - Tasks should be sequenced and planned so that they facilitate feedback that is timely and can be acted upon. (Carless et al., 2006: 166)
- Scaffolding is important
  - Scaffolding is a temporary structure which provides help at specific points in the learning process.
  - It allows students to complete a challenging task which they would not be able to accomplish without help.

## DAY EIGHT (16 August 2017)

### Articulating Learning Outcomes and Assessment Criteria

Goals: **Larger aims** of the course, project or activity, for example, development of abilities or skills

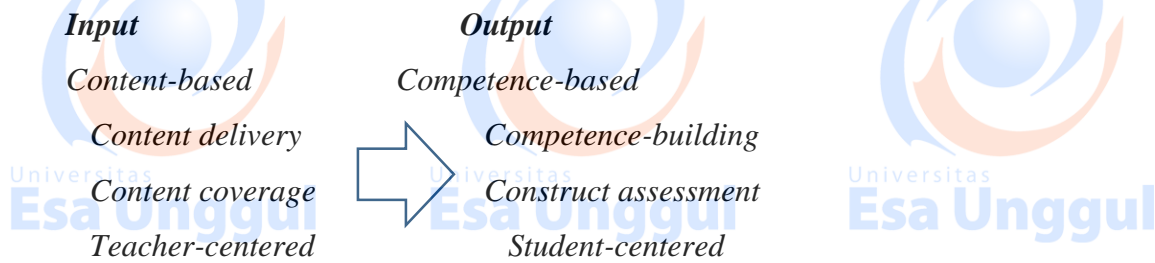
Objectives: **Plans or map of actions** within the goals to achieve these objectives, for example, specific learning activities or instructions

Learning Outcomes: What students can **produce** or things that they **can actually do**, and through which students will be assessed

- Teaching excellence is nothing without student engagement
- Outcome-based education means starting with a clear picture of what is important for students to be able to do, then organising the curriculum, instruction, and assessment to make sure that this learning ultimately happens (Spady, 1994)

- Outcome-based education has brought two changes:

1. Change in Perspective



2. Change in Process

- a. Start with the end in mind. Determine the outcomes that students are expected to achieve.
- b. Then work backward to design the curriculum, instruction and assessment.

- **Intended learning outcomes**

A learning outcome is what a student CAN DO as a result of a learning experience. It describes a specific task that he/she is able to perform at a given level of competence under a certain situation.

The three broad types of learning outcomes are:

1. Disciplinary knowledge and skills
2. Generic skills
3. Attitudes and values

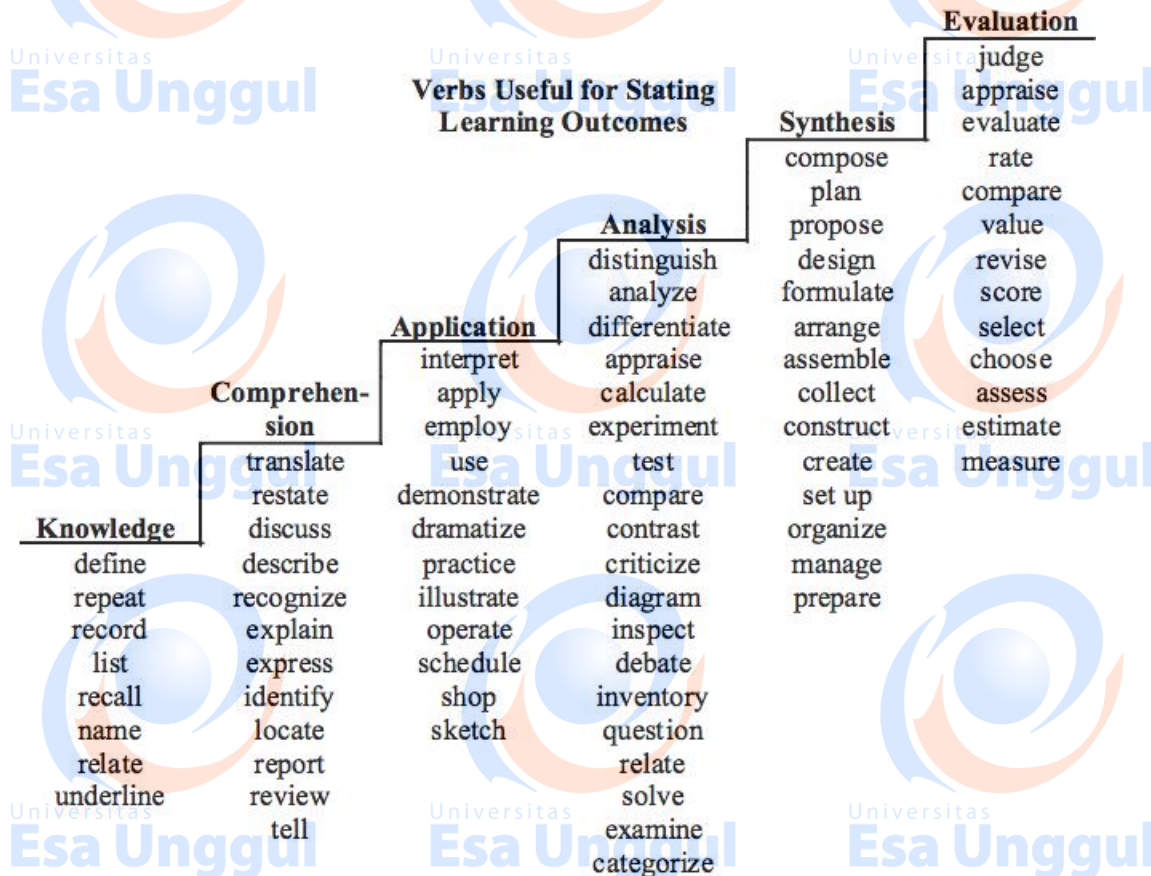
- Good learning outcomes statements start with **performance-based action verbs**.

| Action verb/Performance | Learning Content   | Condition  |
|-------------------------|--|--|
| 1. Explain              | How a thesis operates  | In an analytical essay                           |
| 2. Justify              | The structure of argument  | Within Supreme Court dissent                     |
| 3. Describe             | The complexity of the political relationship                     | Among Western democracies                        |
| 4. Use                  | The programming skills for the design of visual sensitive robots | Using the GTP Version III System                 |
| 5. Evaluate             | The environmental factors  | In terms of their effects on indigenous cultures |



|            |   |                                |
|------------|---|--------------------------------|
| 6. Analyze | The leadership styles of some of the Fortune 500 CEOs | Through in-depth case analyses |
|------------|---|--------------------------------|

**Bloom's Taxonomy**



**DAY NINE (17August 2017)**

**Conducting Seminars and Tutorials**

**Preparation required for student-led seminars / tutorials**

Student Leaders:

- choose a topic
- define the aims and scope of the seminar
- find relevant reading materials
- write an abstract
- send abstract and assigned reading(s) to class one week before the seminar
- prepare a seminar structure

Participants:

- read critically the reading(s) assigned
- prepare notes based on the reading

### **The Many Roles Played by a Successful Seminar Leader:**

- an initiator: who gets things started quickly and effectively
- a task classifier: who previews events in the discussion to clarify the goals of the session or set its direction
- a questioner: who provides the general direction of the discussion
- an evaluator: who asks questions or makes comments to set the standards of the interaction
- a summariser: who recounts the group's progress
- an encourager: who elicits participation from all members and does not allow a few to dominate
- a supporter: who provides positive feedback and enthusiasm

### **Two major functions of seminars / tutorials**

#### 1. Review materials in the lectures

The role of the seminar leader is to check understanding

- Concentrate on the theme highlights
- Focus on the main arguments as revision
- Provide significant examples as illustration
- Check progress

#### 2. Enhance students' awareness of the themes of the lectures

The role of the seminar leader is to stimulate more thoughts

- Focus on the discussion
- Ask thought provoking questions to challenge students
- Encourage creative / multiple perspectives
- Provide further readings

### **Giving Feedback**

- Link learning outcomes to learning objectives and goals
- Focus feedback on observations (evidence-based)

- Concentrate on the positives before the negatives.
- Any negatives should be constructive.
- Keep feedback non-judgemental and supportive.
- Make guidance or suggestions for improvement specific.
- Follow the SMART principles.

## DAY TEN (18 August 2017)

Group presentations: aligning teaching and testing in different subject disciplines

- Form a group of three in the same (or related) discipline to prepare for the presentation.
- The presentation is 15 minutes + 5 minutes Q & A – no more than 15 slides.
- We presented “**an assessment scheme designed for a particular course taught to a particular group of students**”.
- A presentation include:
  - Course content, structure, class size
  - Course objectives and learning outcomes
  - Students and their abilities (useful if you could also include their learning difficulties)
  - Assessment types (Assignments? Tests/Examinations? Projects? Portfolios? Peer evaluation)
  - Assessment weightings
  - Alignment with teaching and learning (how assessment enhances student learning and your teaching)
  - Support and scaffolding for students