



INNOVATIVELY EVOLVING AN INTER-DISCIPLINARY COURSE TO ENHANCE STUDENT LEARNING

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OUTLINE

Joint Delivery Background

LAN004 'Imaging the City' (The Module)

LAN004 'Imaging the City' (2012-2015)

LAN004 Syllabus (2015-2017)

LAN004 Delivery Pattern (2015-2017)

LAN004 Content (2015-2017)

LAN004 Learning Space (2015-2017)

LAN004 Staffing (2015-2017)

LAN004 ICT (2015-2017)

JOINT DELIVERY BACKGROUND

Origins of Joint Delivery at XJTLU

- concerns over students struggling with language and academic content (2013/14)
- to ease transition from Year 1 (language & study skills) to Years 2-4 (subject specific skills)
- recommendation from Language Centre's Internal Periodic Review to enhance shared teaching module delivery

Results:

Academic Year	Number of Joint Delivered Modules	Number of collaborative departments
2013/14	1 FOM002 now LAN004	3
2016/17	23	11

Jordan (2016)

FOM002 (LAN004) 'IMAGING THE CITY' (2013-2014)

- 2013-14 Semester 2 – **FOM002**
- First Joint Delivery module
- First use of student-produced video
- First outdoor film festival of student
- Module owned by UPD. Marking sh
- Rethinking the large classroom struc
language
- Delivery: 4 hours week =
 - day 1 - pre-lecture (1 hour/LC) & Lecture part 1 (1hour/department)
 - day 2 - Lecture part 2 (1hour/department) & post-lecture (1 hour/LC)



FOM002(LAN004) 'IMAGING THE CITY' (2014-2015)

- New classroom (from lecture theatre to FB351)
- Language Centre takes module ownership.
 - Content controlled by the departments
 - Assessment controlled by the Language Centre
- Introduction of methods to integrate topics – concept mapping
- Added language criteria to the Learning Outcomes
- Change in contributing departmental staff (UPD and ECC)

FOM002(LAN004) 'IMAGING THE CITY' (2014-2015)

Syllabus

1. Introduction and overview of the module and key general language.
2. The systems of meaning in the city
3. The Social Life of Space.
4. The city and representation in film/cinema.
5. Race and the city
6. The city and print media.
7. Protest and the city – a study of urban unrest
8. Civic identity construction through the discourse of heritage protection and regeneration
9. Film production
10. The Changing Language of the City
11. The changing nature of the city
12. The image of the city in literature
13. Future proofing the City

LAN004 SYLLABUS INNOVATIONS (2015-2017)

□ Syllabus & Teaching Plan

Week Number	Teaching Mode	Topic	Lecturer / Seminar Tutor
Week 1	[Blue Block]	The City and Print Media	Dx_Kuang Gareth and Ann
[Yellow]		The Image of the City in Literature	Dx_Volkova Gareth and Ann
[Green]		Systems of Meaning in the City	Dx_Dodgovic Gareth and Ann
Week 4		Representations of the City in Film	Dx_Sava Gareth and Ann
Week 5	Lecture Seminar	The Changing Nature of the City	Dx_Pernice Gareth and Ann
Week 6	Lecture Seminar	Reading the City: Elements and Representation	Dx_Pernice Gareth and Ann
Week 7	Mid-term Exams		
[Green]	[Blue Block]	Representations of the City in Film	Dx_Cope Gareth and Ann
Week 9		Linguistic Landscape in the City	Dx_Li Gareth and Ann
Week 10	Lecture Seminar	The Social Life of Space	Dx_Pernice Gareth and Ann
Week 11	Lecture Seminar	The Construction of Civic Identity	Dx_Pernice Gareth and Ann
Week 12	Lecture Seminar	Heritage Protection and Regeneration	Dx_Pernice Gareth and Ann
Week 13	Lecture Seminar	The City from Past to Present: Memory and Traditions	Dx_Pernice Gareth and Ann
Week 14	Lecture Seminar	Cities in the Future	Dx_Pernice Gareth and Ann

□ Syllabus & Teaching Plan

Week Number	Teaching Mode	Topic	Lecturer / Seminar Tutor
Week 1	Lecture Seminar	Reading the City: Elements and Representation	Dx_Pernice Gareth and Gloria
Week 2	Lecture Seminar	The Changing Nature of the City	Dx_Pernice Gareth and Gloria
Week 3	[Blue Block]	The City and Print Media	Dx_Kuang Gareth and Gloria
[Yellow]		The Image of the City in Literature	Dx_Ford Gareth and Gloria
Week 5		Representations of the City in Film	Dx_Sava Gareth and Gloria
[Green]		Representations of the City in Film	Dx_Clement Gareth and Gloria
Week 7	Mid-term Exams		
Week 8	[Blue Block]	Linguistic Landscape in the City	Dx_Li Gareth and Gloria
[Green]		Pidgin English in Shanghai in the Late 19th Century	Dx_Ruan Gareth and Gloria
Week 10	Lecture Seminar	The Social Life of Space	Dx_Pernice Gareth and Gloria
Week 11	Lecture Seminar	The Construction of Civic Identity	Dx_Pernice Gareth and Gloria
Week 12	Lecture Seminar	Heritage Protection and Regeneration	Dx_Pernice Gareth and Gloria
Week 13	Lecture Seminar	The City from Past to Present: Memory and Traditions	Dx_Pernice Gareth and Gloria
Week 14	Lecture Seminar	Cities in the Future	Dx_Pernice Gareth and Gloria

Original preference for mixed sessions replaced with block pattern (guard against random incoherent syllabus) to facilitate greater subject understanding and comprehension and ensure adequate assessment coverage

LAN004 DELIVERY PATTERN (2015-2017)

□ Delivery Schedule

Lecture room: FB351

Lecture time: Monday 4-6pm

Seminar room: FB351

Seminar times: Thursday 9-11am

Note: The lecture and seminar sessions may alternate depending on staffing

□ Delivery Schedule

Lecture room: SC169

Lecture time: Tuesday 9-11am

Seminar room: FB351

Seminar times: Monday 1-2pm OR 2-3pm AND Thursday 1-2pm OR 3-4pm

Note: The lecture and seminar sessions may alternate depending on staffing

1. All in Learning Space FB351 now split due to no.s (more interactive – traditional lecture)

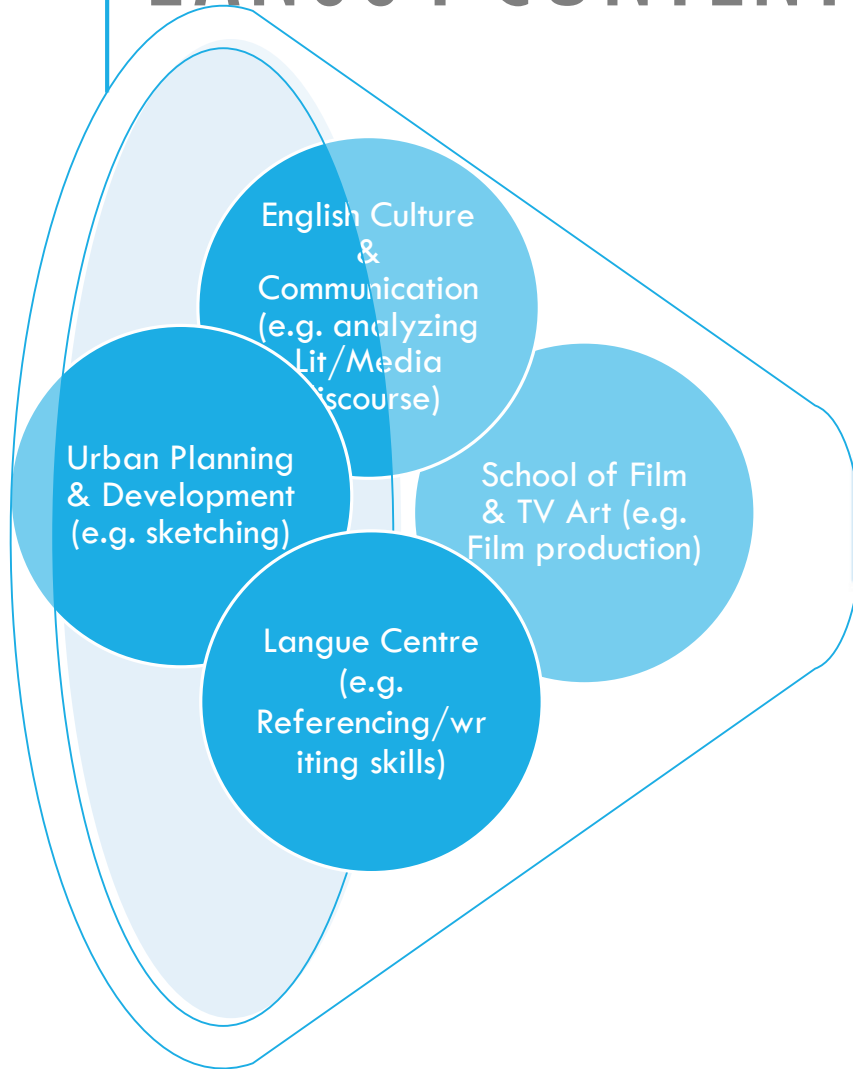
2. Seminars now 1 / 2 / 1 pattern vs. 2 / 2 pattern

Pros – Clear division of pre / post lecture support

Reality – Lack of time, material sometimes delayed (unforeseen staffing challenges)

Future – Status Quo but refine / improve activities BUT likely influenced by student no.s

LAN004 CONTENT (2015-2017)



Seminars' Content

1. linking subjects, ideas and themes with everyday life (e.g. city observations)
2. associating academic skills, study skills, language use with the subject based content (i.e. linking EAP & Dep. Content)
3. generating curiosity, creativity, critical thinking and reflection (e.g. concept-mapping, group discussions)
4. bridging the gap between students/Dep/LC
5. serving as foundation for year 2nd, 3rd, 4thbuilding on connecting and thinking
6. contributing to university cohesion

LAN004 ASSESSMENTS (2015-2017)

7. Personal notes used in quizzes promoting note-taking in lectures and aiding engagement and attendance while facilitating greater reflection on taught content in lectures
8. Assessment descriptors designed based on Learning Outcomes

□ Learning Outcomes

- A. Demonstrate understanding of some of the key issues of urbanization and urban culture past, present and future
- B. Compare and contrast the representation of urban societies and cultures in a range of media
- C. Apply concepts related to cities and urban culture to their local environment
- D. Make connections between different themes presented in the module as they relate to cities
- E. Produce academic language at CEFR B2 level

Initial Assessment

Sequence	Method	Assessment Type	Learning Outcomes Assessed	Week	% of Final Mark	Resit (Y/N/S)
001	Individual Written Task	Coursework	B,E	Week 06	35	S
002	Group Project	Coursework	A,C,D,E	Week 13	50	S
003	Weekly Quizzes	Coursework	A,D		15	S

Resit Assessment

Sequence	Assessment Type (EXAM or CW)	Learning Outcomes Assessed	Week	% of Final Mark
R001	Individual Written Task	A,B,C,D,E	TBC	100

		Core Task Requirement			
Core Features	10%	The video fulfills the core task requirements (see task sheet)			
		Issues and Concepts (Learning Outcome A and C)	Connections (Learning Outcome D)	Language Use (Learning Outcome E)	
	5%	Demonstrates some evidence of understanding some of the key issues of urbanization and urban culture (past, present and or future)	10%	10%	Sufficiently clear pronunciation for listener to understand without serious strain
	5%	Demonstrates some evidence of being able to apply concepts related to cities and urban culture to the local environment			Demonstrates some evidence of making connections between different themes presented in the module coherently and appropriately in light of the task
Advanced Features	5%	Demonstrates a good understanding of some of the key issues of urbanization and urban culture (past, present and or future)	10%	10%	Sufficiently clear pronunciation throughout the response with only occasional minor strain
	5%	Demonstrates well the ability to apply concepts related to cities and urban culture to the local environment			Demonstrates good evidence of making connections between different themes presented in the module coherently and appropriately in light of the task
Exceptional Features	5%	Demonstrates an very strong understanding of some of the key issues of urbanization and urban culture (past, present and or future)	10%	10%	Mostly clear pronunciation and some use of intonation throughout the response
	5%	Demonstrates a strong ability to apply concepts related to cities and urban culture to the local environment			Demonstrates strong evidence of making connections between different themes presented in the module coherently and appropriately in light of the task

LAN004 LEARNING & TEACHING SPACES (2015-2017)

To what extent do we change our teaching practice in the face of changing learning and teaching spaces?

The teaching space is as influential on learning as the teaching method, and the space often indicates the method.

Rust (2006)

There is need for a space (flat room with movable furniture) that allows for student interaction, which has been shown to stimulate learning.

(Vygotsky, 1962, 1978; Bruner, 1986, 1990,
as cited in Rust, 2006)

LAN004 LEARNING & TEACHING SPACES (2015-2017)



LAN004 LEARNING & TEACHING SPACES (2015-2017)



Collaborative, multi-disciplinary modules can combine traditional learning spaces and flexible learning spaces

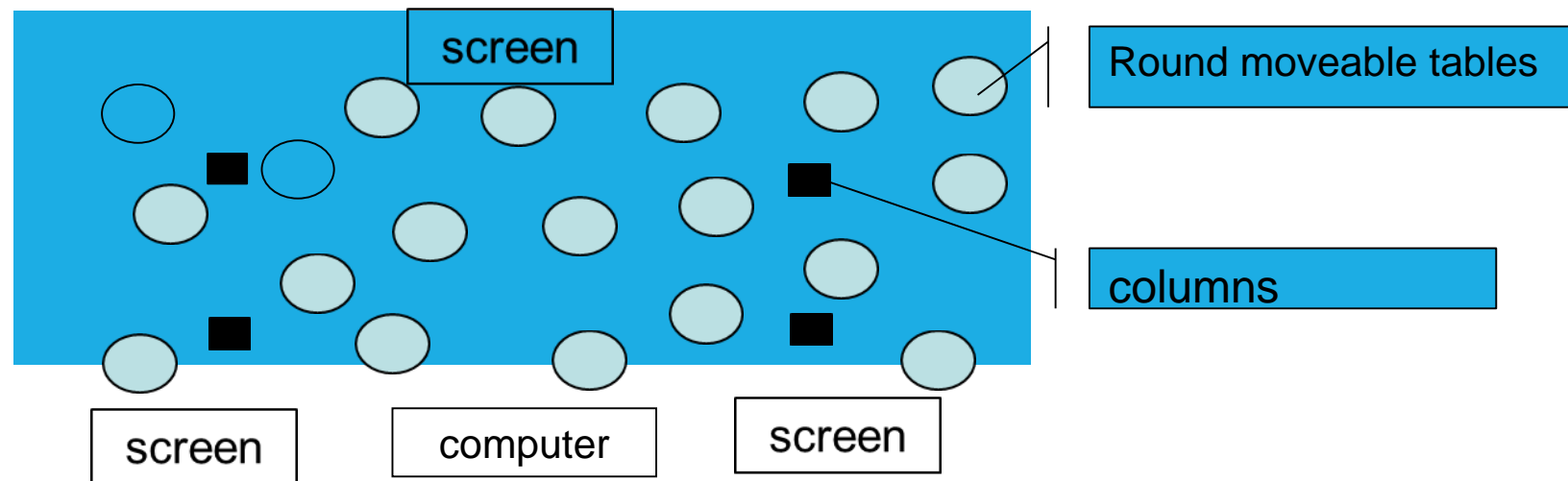
e.g. Rooms FB351, 151, 359, 595, 694 are flexible learning spaces that can accommodate large class sizes – but these spaces are still limited for the JD numbers



LAN004 LEARNING & TEACHING SPACES (2015-2017)

Methods for promoting interaction in large classes

- Small group discussions
- Virtual chat on screen (ICE shared notepad & chat activities or Padlet.com)
- Concept maps
- Role-play in groups
- Debates
- Poster displays



FB351 room layout

LAN004 ICT INNOVATIONS (2015-2017)

- **The target is to integrate and further refine students language/communications skills with more focused elements from Urban Planning & Design knowledge.**

The class uses of variety of tools, technologies and techniques:

- **PPT and traditional lecturing methods**
- **Video presentations**
- **Group based discussions**
- **Manual and visual training (e.g. hand drawing; mental maps)**
- **“Active Learning” strategies (before/during/after the actual lesson)**
- **“Peer-to-peer Learning” strategies**

THINKING FORWARD

The target is to promote and foster in the student:

- 1- Interdisciplinary and multidisciplinary learning
- 2- Creative thinking
- 3- Effective communication strategies
- 4- Collaborative approach

Possible new directions/actions :

A- New **Pilot projects** and collaboration between departments on shared themes (e.g. ECC and UPD, ...)

B- **Joint research programs**

C- **Teaching and learning cooperation**

SUMMARY

Joint Delivery Background

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LAN004 ICT Innovations (2015-2017)



THANK YOU

Any Questions?

REFERENCE LIST

Jordan, E. (2016) *Departmental/LC joint delivery module options for 2016-17*. Internal XJTLU report. Unpublished.

Rust, C. (2006), *Re-designing Universities: Social Learning Space: Introduction to Symposium*. Available from:
http://www2.warwick.ac.uk/fac/cross_fac/iatl/cetl/news/symposium (Accessed: 6 April, 2016).