

Joint Delivery: Development and Practice

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In this presentation ...

- **Development of Joint Delivery modules over the last 4 years**
- **Demonstration of LC's involvement in different kinds of Joint Delivery modules**
- **Feedback from departmental staff and students**
- **Q&A**

Development: Definition and Purpose

- Shared module teaching between Departments and the Language Centre
- To meet module-specific needs for English language and study skills support
- To help students transfer their learning from EAP to their study in their departments
- Facilitate deeper communication between LC and departmental staff regarding English language and study skills development

Development: Concept

- Content and Language Integrated Learning (CLIL)
- Students engage in authentic academic tasks, supported by LC tutors
- Particular focus on:
 - Vocabulary
 - Understanding lecture content
 - Working with assigned readings
 - Writing/speaking required for academic assessments

Development: History

- Began with 1 module in 2013-14
 - As a way to develop shared module teaching within Y1
- 8 modules 2014-15
- 16 modules 2015-16
- 23 modules 2016-17
 - 5 of 6 XJTLU clusters involved
 - 11 departments
 - Years 1-4 and postgraduate ... so far!

Development: Framework

- We currently offer 2 main formats of collaboration with departments:
 - Co-delivery (eg LAN002)
 - Assisted delivery (eg ARC107)



Demonstration

Co-Delivery (CD)	Assisted Delivery (AD)
<p data-bbox="301 615 933 675">Department – lectures</p> <p data-bbox="301 768 716 822">LC – seminars</p>	<p data-bbox="1074 582 1823 711">Department – lectures/seminars/tutorials</p> <p data-bbox="1074 808 1754 1090">LC – taking notes/some seminars/tutorials on language and study skills/ICE activities</p>

Demonstration - CD

Lecture – English Department

- Introduce a poem stanza by stanza
- ‘A very long sentence’, ‘reads very slow’
- ‘Iambic meter’

Seminar - LC

- Explain terminology - ‘*stanza*’ & ‘*enjambment*’
- Revisit the same stanza
- (Introduce other terms later – not included in the clip)

Demonstration - CD



Demonstration - CD

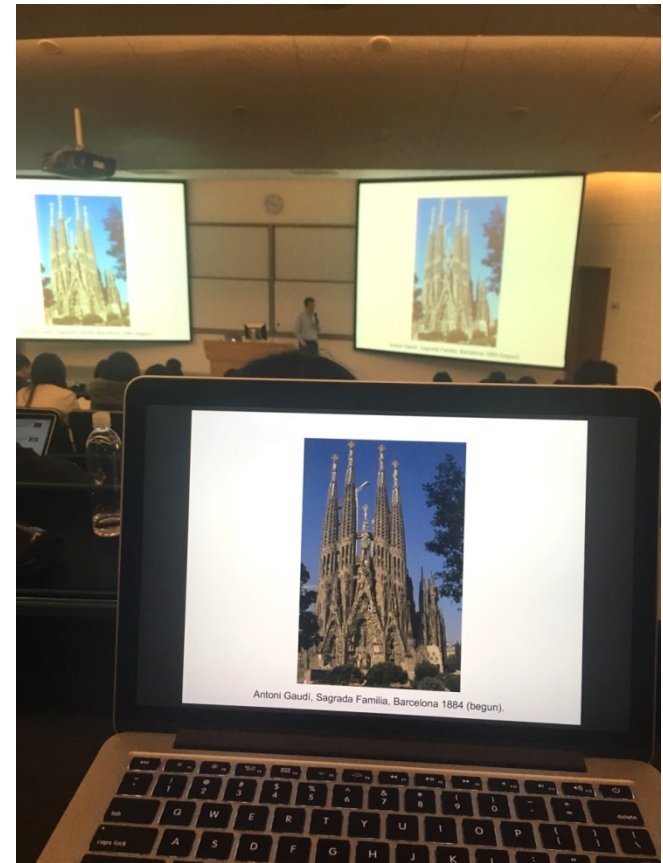
■ Poetry Terms

STRUCTURE (What a poem looks like)	RHYTHM (What a poem sounds like)		MESSAGE (What a poem means)
<p data-bbox="369 808 575 896">Stanza</p> <p data-bbox="316 972 674 1058">Enjambment</p>	<p data-bbox="697 644 929 729">Rhyme</p> <p data-bbox="697 1008 948 1165">Metrical Foot</p> <p data-bbox="697 1243 948 1329">Caesura</p>	<p data-bbox="973 644 1315 729">Alliteration</p> <p data-bbox="973 743 1315 829">Rhyme</p> <p data-bbox="973 843 1315 929">Assonance</p> <p data-bbox="973 1008 1180 1093">Trochee</p> <p data-bbox="1205 1008 1348 1093">Iamb</p> <p data-bbox="973 1108 1147 1193">Dactyl</p> <p data-bbox="1161 1108 1367 1193">Anapest</p>	<p data-bbox="1406 672 1702 758">Metaphor</p> <p data-bbox="1406 808 1599 893">Simile</p> <p data-bbox="1406 936 1649 1022">Imagery</p> <p data-bbox="1406 1065 1760 1122">Personification</p> <p data-bbox="1425 1158 1702 1243">Symbolism</p> <p data-bbox="1528 1279 1615 1322">etc.</p>

Demonstration - AD

Context

- Year-2 Module @ Department of Architecture – *History of Western Architecture*
- Two lectures / week; No seminar/tutorial



Demonstration - AD

▼ 17 October - 23 October



Readings for the lectures

For the October 17 and October 20 lectures students should focus on pages 457, 460-474, 520-525, 529-531, and 543 of Francis D. K. Ching, Mark Jarzombek, and Vikramaditya Prakash, *A Global History of Architecture*.

ARCHITECTURE



[Images for October 17 lecture](#) 2.3MB PDF document Uploaded 13/10/16, 13:35



[Captions and list of names for October 17 lecture](#) 63.8KB PDF document Uploaded 13/10/16, 13:38



[Images for October 20 lecture](#) 1.5MB PDF document Uploaded 13/10/16, 13:36



[Captions and list of names for October 20 lecture](#) 60.3KB PDF document Uploaded 13/10/16, 13:38



[Monday Lecture Recording](#)



[Thursday Lecture Recording](#)



[Post-Lecture Quiz: Renaissance Architecture in Italy](#)



[Post-Lecture Quiz: Renaissance Architecture outside Italy](#)

LC



Demonstration - AD

▼ 26 September - 2 October



Readings for the lecture



For the September 26 lecture students should focus on pages 306-307, 322-327, 362-363, and 367-378 of Francis D. K. Ching, Mark Jarzombek, and Vikramaditya Prakash, *A Global History of Architecture*.



[Images for September 26 lecture](#) 1.7MB PDF document Uploaded 22/09/16, 11:15



[Captions and list of names for September 26 lecture](#) 56.8KB PDF document Uploaded 22/09/16, 11:16



[Survey - Your Note-Taking Experience in ARC107](#)



[How to Take Great Notes](#)



[Week 4 Thursday Note Taking Session](#) 2.9MB PDF document Uploaded 28/09/16, 12:49



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Feedback from Staff and Students

COM001

*Intro. to Communication
2015/16*

Week 7 class
survey:

*Which tools or
activities have
most helped you to
understand the
lectures?*

Number 1 answer:
Tutorial group

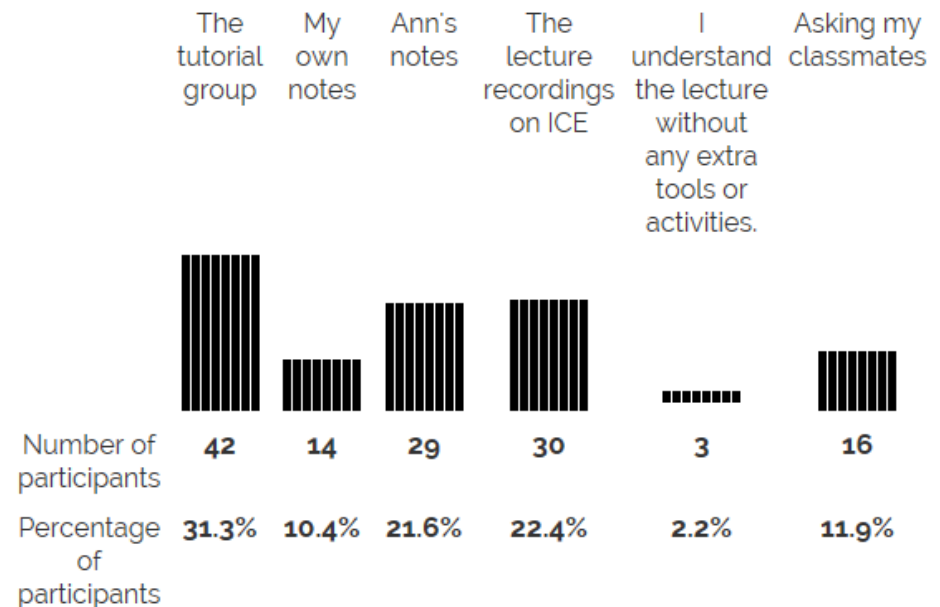
Lecture comprehension

[View 52 responses](#)

Which tools or activities have most helped you understand the lectures? (Choose 3)

Your selection: The tutorial group; My own notes; Ann's notes; The lecture recordings on ICE; I understand the lecture without any extra tools or activities.

Responses



Feedback from Staff and Students

Do you think the LC tutor(s) in this module helped you understand the content?

- ***They helped a lot. For ENG 003 and LAN 001, lectures are sometimes hard to understand, both for the reason that the topics delivered are often new and unfamiliar as well as my English skills were not good enough. The seminars pick up the main ideas and elaborate on them, making things clearer.***
- ***Yes. LC tutors gave language support such as vocabulary. LC tutors will always use simple language to explain a difficult concept, which helps me to understand better.***
- ***The tutors actually showed the examples in fairly various and vivid ways.***
- ***Holding seminars. The most beneficial part is the tutor going through the lecture topic again, but in a more accessible manner.***

- Online survey student responses, March 2017

The seminars help me to look back on the lecture contents and organize different kinds of coursework for me to better understand media and communication.

- MQ student feedback COM001 2015/16

Thanks for your study tools!

– email from a student in CDE002 (assisted delivery module) February 2017

Feedback from Staff and Students

Responses to an e-mail survey of departmental staff involved in JD modules in 2015-16

- *The seminars provided by LC were closely related to the lectures ... especially helpful to prepare students [for] the vocabulary and content prior [to] the lecture.*
- *First of all by contributing to the students' ability to verbalise and textualise their thoughts. Secondly by emphasizing the importance of gradual improvement through feedback. An overall positive aspect was the LC staff contribution in engaging students with the module content by initiating and stimulating discussion in class.*

- Report on modules jointly delivered by the Language Centre and academic departments (October 2016)

Feedback from Staff and Students

In terms of enhancing students' learning experiences, it appears that modules owned by departments, rather than those owned by the LC, have achieved higher student satisfaction ratings on MQ's. It also appears that the following aspects of JD modules were particularly effective:

- ***assistance with module readings;***
- ***assistance in guiding students through coursework assignments;***
- ***helping to prepare students for content input sessions, both in terms of relevant terminology and necessary note-taking skills;***
- ***extensive usage of ICE to provide an interactive learning experience.***

- Report on modules jointly delivered by the Language Centre and academic departments (October 2016)

Feedback from External Examiner

The JD External Examiner's report

The following comments and suggestions were provided by the JD External Examiner in her report:

- ***The main point I want to highlight here is that these joint-delivered programmes are very innovative in the way they combine input from the Language centre and the specific disciplines and departments.***
- ***It would be great to see more places and courses adopting this kind of approach. They are therefore a credit to University.***
- ***Joint delivery is by nature challenging but the approach here seems to be working and a crucial aspect of this seems to be the flexibility that the Language Centre have in terms of being able to offer different models of joint delivered courses.***

- Report on modules jointly delivered by the Language Centre and academic departments (October 2016)

What happens next

- Expanding Initiative
- Expressions of interest welcome from HoD's
 - Assisted Delivery
 - Departments not currently involved
- Contact LC Acting Director in first instance
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Q & A