XJTLU

ANNUAL LEARNING AND TEACHING COLLOQUIUM 2016

Imagining the Next 10 Years in Learning and Teaching

April 7-8th, 2016

XJTLU | ACADEMIC
ENHANCEMENT CENTRE

WELCOME TO THE XJTLU 2016 ANNUAL LEARNING AND TEACHING COLLOQUIUM

This year's theme *"Imagining the next ten years in learning and teaching"* kicks off the celebrations for XJTLU's 10th year anniversary and explores not only current but also potential future trends in learning and teaching approaches and practices. We will examine how these trends will fit into or around the XJTLU context as an independent transnational English as a Medium of Instruction (EMI) institution.

As always, this event is an opportunity for colleagues across the university to share their innovative and exploratory good practice with fellow peers. This year we have opened our doors to the outside world and provided the opportunity for colleagues across China and the East Asia region to attend and present. We have more than 20 external attendees from Singapore, Hong Kong, Beijing, Nanjing, Ningbo, Shanghai, Wenzhou, Wuhu, Yichun and Suzhou who are here to embrace the culture of learning and teaching at XJTLU, and to provide us with an insight into learning and teaching practice in their respective institutions and countries.

We are also extremely excited to have as our Keynote speakers Etienne and Beverly Wenger-Trayner world renowned pioneers in the field of social learning with a major focus on Communities of Practice, cross-boundary processes and the use of new technologies. Their keynote explores the future of learning and is entitled *"Finding yourself in a landscape of practice - imagining the future of learning"*. They have also graciously agreed to facilitate a Pre-colloquium CPS/CPD workshop on *"Planning and assessing the value(s) created by learning in communities"* which is opened to all colleagues who wish to attend.

This year, in comparison to last year, we have more than doubled our parallel sessions with 28 presentations not only from across various departments at XJTLU but also presenters from Singapore and Hong Kong who will be exploring "Flipped Classrooms" and "Communities of Practice" respectively.

To follow on from last year's "Educational Technology in Transition" event we are once again offering colleagues the opportunity to experience innovative developments in educational technologies from across various departments at XJTLU. This year on the morning of Friday 8th July at 09:30, our Educational Technologies Team will host an "Educational Technology Showcase" where demonstrations and examples of good practice will be presented by colleagues from across the University, and the development of key technologies at XJTLU will be explored by the team.

During the closing lunch we will celebrate the achievement of colleagues who have successfully completed the XJTLU Certificate of Professional Studies (CPS) in Learning and Teaching in Higher Education this academic year, and certificates will be awarded to those who have successfully completed the CPS programme recently.

The Academic Enhancement Centre would like to take this opportunity to thank everyone participating in the colloquium. We would like to also express our sincere appreciation to everyone who has supported this effort and helped make it happen, in particular University Marketing and Communication, Campus Management Office, and Management Information Technology and System Office.

The Academic Enhancement Centre team

KEYNOTE - Etienne and Beverly Wenger-Trayner

Finding yourself in a landscape of practice - imagining the future of learning

ETIENNE

BEVERLY

Etienne and Beverly Wenger-Trayner are internationally renowned social learning theorists and consultants. Their pioneering work in the field of social learning has been influential in such diverse fields as business, government, international development, healthcare, and education. Their consulting practice specializes in contexts where there are large-scale social learning challenges. They bring people together across organisations, geography, sectors, and disciplines to address complex problems. Etienne is known for his seminal work on communities of practice, and is currently Visiting Professor at the University of Brighton. Beverly is known for her work with international organisations including cross-boundary processes and the use of new technologies. Together they are developing and publishing conceptual frameworks and practices to address the learning challenges facing public and private organisations today.

Abstract: Learning is often viewed as something individuals do as they acquire information and skills. It is usually associated with some form of instruction. We will present a different perspective on learning, one that starts with the assumption that learning is an inherent dimension of everyday life and that it is fundamentally a social process. From this perspective, a living "body of knowledge" can be viewed as collection of communities of practice. Learning is not merely the acquisition of a curriculum, but a journey across this landscape of practice, which is transformative of the self. Achieving a high level of "knowledgeability" is a matter of negotiating a productive identity with respect to the various practices that constitute this landscape. Education is then a guided tour of the various practices that constitute this landscape. Teaching and research are just two of these practices, located like all others in a complex landscape, but with the additional twist that they have to prepare students for their own trajectory through landscapes of practice. This presentation will review the main tenets of this learning theory as well as more recent developments as they pertain to our understanding of learning in the 21st century.

PROGRAMME

Detailed Colloquium Schedule

THURSDAY 7th April	Event				Venue
9:30-11:30am	**Pre-colloquium CPS/CPD workshop:** *“Planning and assessing the value(s) created by learning in communities”* **Facilitators:** Etienne and Beverley Wenger-Trayner				G23W, Central Building, XJTLU
1:00-3:00pm *Start of the Colloquium*	**Colloquium Keynote:** *“Finding yourself in a landscape of practice - imagining the future of learning”* **Speakers:** Etienne and Beverley Wenger-Trayner				G23W, Central Building, XJTLU
3:00-3:30pm	**Group photo and get ready for the parallel sessions**				G23W, Central Building, XJTLU
	Session 1, Room G35E	**Session 2, Room G36E**	**Session 3, Room G39E**	**Session 4, Room G40E**	
3:30-4pm	Applying service-learning pedagogy in a Chinese university –Bo Wu (PH)	Towards impact + University: looking ahead to sustainability education at XJTLU in 2025 - Xuanwei Cao (IBSS)	Using a graphic organizer for comprehension & analysis - Maria Stenos (LC)	Enhancing classroom learning using a mobile application for guided exploratory site visits - Sophie Sturup (UPD), Hai-Ning Liang (CSSE)	Ground floor, Central Building, XJTLU
4-4:30pm	Unearthing the treasures in building a community: a case study in the University of Hong Kong - Tracy X.P. Zou, Grahame T. Bilbow (Centre for the Enhancement of Teaching and Learning, The University of Hong Kong)	Cultural intelligence in transnational education: a Chinese case study - Stewart Nield (LC)	Introducing customised video demonstration into the future lab-based teaching at XJTLU - Shaofeng Lu, Ying Cheng and Yang Du (EEE)	Large groups, embedded language support, and blended learning: how an IBSS-LC jointly delivered undergraduate module is responding to current global trends in higher education - Eoin Jordan, Gareth Morris (LC), Tao Bai (IBSS)	Ground floor, Central Building, XJTLU
4:30-5pm	Multi-disciplinary teaching and learning – planning ahead for collaborative practice in an innovative era - Ann Brantingham, Chengcheng Li, Gareth Morris (LC), Raffaele Pernice (UPD)	Written in the stars: the future of my classroom - Robert Holmes (LC)	"Research-led" approach: a model reshaping learning and teaching into the future - Xiaojun Zhang, Junzhe Guan, Xuzhe Tong (ILEAD)	M-learning at XJTLU: the case of ICE for mobile devices - Yuchen Huang, Yong Yue (CSSE)	Ground floor, Central Building, XJTLU
5-5:30pm	Toward an innovation and entrepreneur-friendly learning environment – Dawei Liu (CSSE)	Performance management frameworks in higher education in multicultural contexts: cultural dimensions models and behavioural preferences towards the design of performance indicators - Jean-Yves Le Corre (IBSS)	Research-led learning and teaching in civil engineering education - Chee Seong Chin (CE)	Ubiquitous digital repositories in the design studio - Theodoros Dounas (ARCH)	Ground floor, Central Building, XJTLU

FRIDAY 8th April	Event			Venue
9:30-11am	**XJTLU Educational Technology Showcase:** Providing updates about key technologies and presenting examples of good practice from across the University			Room 1106, Central Building, XJTLU
	Session 5, Room 1113	**Session 6, Room 1115**	**Session 7, Room 1117**	
11-11:30am	The case for Exercise Zero at XJTLU in the next 10 years - Pascal Grange (MS)	Why flipped classroom? Adrian M. LEE (Centre for Development of Teaching and Learning, National University of Singapore)	Writing Centres: shaping the learning culture - Jessie Cannady, Murray Johnson (LC)	11th floor, Central Building, XJTLU
11:30-12pm	Preparing students for the future collaborative economy: a solution for assessing and motivating groupwork for an industrial design studio module - Wing C. Lau (ID)	Active learning with hands-on science: chemistry students learning Physics - Li Yang, Graham Dawson (CHEM)	Teaching and learning strategies for improving language accuracy in FYPs - Hui Yin, Songqing Li (ECC), Weiyi Chu (LC)	11th floor, Central Building, XJTLU
12-12:30pm	The patchwork assessment: a formative-summative assessment combo in an ecology module - Eduardo Medina Roldan (ES)	Enhancing active learning by developing a virtual construction site visit game - Cheng Zhang (CE)	The Prime Machine: a new learner-centred corpus application as a language reference and learning tool for students - Stephen Jeaco (ECC)	11th floor, Central Building, XJTLU
12:30-1pm	The development of an in-house placement test to improve understanding of future cohorts' English language needs - Nigel Dixon, Eoin Jordan, Ling Xia (LC)	How might we foster future faculty interdisciplinary networking in teaching and research - Mona Wells (ES)	Integrated exams in EAP: future challenges - Donald Meyer (LC)	11th floor, Central Building, XJTLU
1:00pm-2:00pm *End of Colloquium*	Closing Lunch			Room 1134, Central Building, XJTLU

PRESENTERS

• SESSION 1

• APPLYING SERVICE-LEARNING PEDAGOGY IN A CHINESE UNIVERSITY

BO WU (Public Health)

BO WU

Abstract:
Service-learning is an educational approach that combines classroom teaching and educational practice through serving the community in order to provide a pragmatic and progressive learning experience. It aims to cultivate students' civic engagement, critical thinking skills, and their personal transformation. I was trained in service-learning pedagogy in May 2012 at IUPUI, Indianan, USA. Since February 2013, I started to transform my curriculum at one of the Chinese universities. While it requires more time for the instructor to prepare teaching, I also had to adapt it to local situations. For example, some of the impacting factors include: a large size class (78 students in different years); lacking support from university administrators; very few connected local community organizations; a newly developed city in southeastern China. However, the effect of service learning is impressive and majority students enjoyed connecting the formal instruction in the classroom with real world experiences. Although currently lacking established community partnerships and university's administrative support, service-learning as an experiential learning approach is very promising because it engages students in activities which address human and community needs. With structured reflection designed to cultivate students' character, critical thinking, social responsibility, and problem solving skills, service learning is worthy to be included into university's learning and teaching agenda for the next ten years through continuously connecting university and community as well as promoting the university's reward system through reformed educational management.

• UNEARTHING THE TREASURES IN BUILDING A COMMUNITY: A CASE STUDY IN THE UNIVERSITY OF HONG KONG

TRACY X.P. ZOU, GRAHAME T. BILBOW (Centre for the Enhancement of Teaching and Learning, The University of Hong Kong)

TRACY X.P. ZOU

GRAHAME T. BILBOW

Abstract:
While many higher education institutions have started to develop communities of practice (CoPs) for teaching and learning enhancement, they sometimes encounter a situation that the CoPs only attract a certain group of people who would volunteer to participate in teaching and learning initiatives. Currently teaching-focused CoPs often have a limited impact on those who have been teaching for years or practicing innovative approaches but who do not typically regard themselves as belonging to a teaching community. At the University of Hong Kong, we have been cultivating a university-wide teaching and learning CoP with the aim of promoting dialogue about quality teaching practices. We follow a systematic process of identification, surfacing, synthesising, and sharing of quality teaching practices in strategically important areas to the University. The approach has been found effective in reaching out to teachers of various degrees of expertise and with different levels of engagement in teaching initiatives. One key element of the approach is to value and unearth effective practices in their specific contexts, leverage established expertise and resources, and build a platform to foster dialogue about practices. The effectiveness of the approach has important implications to future endeavours of teaching and learning enhancement. In particular, the CoP builds around effective practices that are attuned to the contexts and facilitates learning among colleagues in a collegiate manner. With the growth of CoPs, such learning opportunities would play an increasingly important role in shaping one's teaching philosophy and approach. These learning mechanisms have the potential to transform higher education institutions into more learning-oriented organisations.

• MULTI-DISCIPLINARY TEACHING AND LEARNING – PLANNING AHEAD FOR COLLABORATIVE PRACTICE IN AN INNOVATIVE ERA

ANN BRANTINGHAM, CHENGCHENG LI, GARETH MORRIS (Language Centre)
RAFFAELE PERNICE (Urban Planning and Design)

Abstract:
Drawing on examples from four Joint Delivery modules which are currently offered at Xi'an Jiaotong-Liverpool University this presentation provides a reflective and thought provoking discussion on the form, format and pedagogy currently underpinning some of the multi-disciplinary teaching and learning experiences offered at this internationally emerging institution and proposes suggestions for good practice in terms of taking them forward in future years. More specifically, through briefly highlighting the rationale behind the establishment of these modules, the curriculum and assessment developments that have taken place on them, and the evolving pedagogic practices which are employed by the practitioners who teach them the audience will be provided with a variety of collaborative teaching practice insights and also a number of ideas for how to better improve on what is currently offered in an exciting evolving area of learning and teaching. To do so this presentation will include, amongst other aspects, consideration of how to better use learning and teaching spaces, how to better integrate at times diverse topical elements, how and when to incorporate technology, and also how to better work with people from very different specialist and educational backgrounds, both staff and students. At the same time the reflective thoughts of those who have taught on these modules will be offered in terms of what was deemed to work well and what could be improved and also in terms of how some of the potential challenges facing multi-disciplinary teaching and learning collaborative practice might be either avoided or overcome in the years ahead.

ANN BRANTINGHAM

CHENGCHENG LI

GARETH MORRIS

RAFFAELE PERNICE

• TOWARD AN INNOVATION AND ENTREPRENEUR-FRIENDLY LEARNING ENVIRONMENT

DAWEI LIU (Computer Science and Software Engineering)

Abstract:
Student startups in China are in the stage of rapid development. This presents a challenge to educators: how to provide students with an innovation and entrepreneur-friendly learning environment? In this presentation I will review some case studies, from the perspective of a computer science teacher, on what has been done and what has yet to be done. Through these studies suggestions are given for promoting innovation oriented assessment and encouraging cross-disciplinary collaboration among students.

DAWEI LIU

SESSION 2

TOWARDS IMPACT + UNIVERSITY: LOOKING AHEAD TO SUSTAINABILITY EDUCATION AT XJTLU IN 2025

XUANWEI CAO (International Business School Suzhou)

Abstract:
The recent UN report "Transforming our world: the 2030 Agenda for Sustainable Development" released clear signals requiring integrated thinking, action and coordination at university level. The Agenda identified requirements and opportunities for universities to play a more important role to promote sustainable development within and beyond campus. Universities should and could serve as test sites and models for sustainable practices and societies. Where a university may have the largest impact, however, is with the students it educates. In 2015/2016 academic year, XJTLU has more than 10,000 students from more than 20 countries. If they graduate with the skills to help societies develop more sustainably, XJTLU will have indeed played a key role in leading Chinese higher education. Thus, if XJTLU ensures to cultivate next generation global citizens, we will have to provide our students with the skills, knowledge, and habits of mind that integrate environment and sustainability concerns into teaching, research, and community engagement. The aim of this paper is to propose a roadmap towards developing a sustainability education curriculum at XJTLU in the near future through investigating systematically the current sustainability education curriculum development among world top universities.

XUANWEI CAO

CULRAL INTELLIGENCE IN TRANSNATIONAL EDUCATION: A CHINESE CASE STUDY

STEWART NIELD (Language Centre)

Abstract:
The purpose of this study is to examine levels of Cultural Intelligence (CQ) in students attending Xi-an Jiaotong Liverpool University in order to develop teaching practices that can improve cross-cultural skills in the future. CQ is a global leadership development concept that has expanded its scope over the last decade into wide ranging fields of study, including that of higher education. However, the area of CQ and transnational higher education, particularly involving Chinese students, is currently under-researched. As XJTLU continues to expand, equipping students with cross-cultural capabilities should be a primary focus for the university; yet, it is currently an area where students need to improve. The study compares CQ scores of XJTLU students with two other groups of Chinese university students. The results show that XJTLU students registered similar overall CQ scores when compared with a group of traditional, non-international Chinese university students, and significantly lower scores in comparison to a group of Chinese students studying at the University of Liverpool. The study goes on to offer a number of recommendations that have the potential to better prepare students for cross-cultural interaction in the future.

STEWART NIELD

WRITTEN IN THE STARS: THE FUTURE OF MY CLASSROOM

ROBERT HOLMES (Language Centre)

ROBERT HOLMES

Abstract:
This session will reflect on the future of higher education seen from my classroom and based on my experience of teaching EAP in China. I imagine my future classroom as a space where students engage in dynamic communication and inquiry based learning. I imagine students working on projects and assessments directly informed by needs identified by them and their lecturers within their chosen discipline. My story in China will frame the reasons I feel this is a necessary development and my desire to change my practice. Starting with a light bulb moment prompted by a student's question, I will describe how I recognized that my classroom currently operates as a patchwork of tasks which struggle to cover the diverse assessments and communicative events students face in their short, intense academic careers. Rather than prepare students to fulfill a limited range of assessment tasks and outcomes classes should equip students with the communication and critical thinking skills needed to meet the demands of their degree. I will describe this through my story and the people I've met at XJTLU, who are helping me realize an image for a future classroom that prepares students for the broader set of challenges they currently face.

PERFORMANCE MANAGEMENT FRAMEWORKS IN HIGHER EDUCATION IN MULTICULTURAL CONTEXTS: CULTURAL DIMENSIONS MODELS AND BEHAVIOURAL PREFERENCES TOWARDS THE DESIGN OF PERFORMANCE INDICATORS

JEAN-YVES LE CORRE (International Business School Suzhou)

Abstract:
A large number of institutions in higher education sector have designed performance measures and monitoring systems across the word. However there is a large diversity in those measures and great variability in the way those measures are used to monitor performance. Among other factors, cultural differences may imply different attitudes towards performance measurement. In practice, a wide array of options exist in developing and using performance measures in organizations. Performance measures can differ greatly on a number of attributes like long-term versus short-term orientation of indicators,future versus external orientation, or linking indicators to individual or team performance. This research paper investigates the interrelations between behavioral preferences of individual members of a group and their preferences towards performance measures and performance monitoring systems within the group. Several hypothesis are tested which aim to evidence those relationships. For example, the research will test the hypothesis that individuals with high context communication orientation may favour a higher level of subjectivity in performance indicators, among other hypothesis. The research adopts a quantitative approach using questionnaires to establish the cultural profile of a sample of +300 employees in the higher education sector in + 15 countries based on a cultural orientation model containing seventeen dimensions. The data collected will be compared to the results of interviews about their preferences in the design and use of performance indicators through correlation analysis. By demonstrating that cultural orientations can affect the attitudes of participants in performance management, the research could provide benefits to institutions in the higher education sector willing to design and implement performance measures in a multicultural context.

JEAN-YVES LE CORRE

SESSION 3

USING A GRAPHIC ORGANIZER FOR COMPREHENSION & ANALYSIS

MARIA STENOS (Language Centre)

Abstract:
This presentation is designed to demonstrate the efficacy of using say/mean/matter charts to clarify, analyze, and interpret complex readings. The chart is broken into three sections: say - the original quote or selection, mean - a simplified explanation or summary, and matter - the significance of the quote as it relates to a lesson, thesis, or any other assignment. The method will be introduced briefly, highlighting potential uses such as: a part of a reading assignment to check student comprehension, a drafting aspect of a research paper, or an outline for a science chapter reading assignment. Working with Chinese English as a Foreign Language (EFL) students for the past two years, I have seen great results using this method. I hope to provide other educators with a technique to aid them in checking comprehension and drawing out critical thought not only in their in class discussions, but especially in the analytical writing of their students.

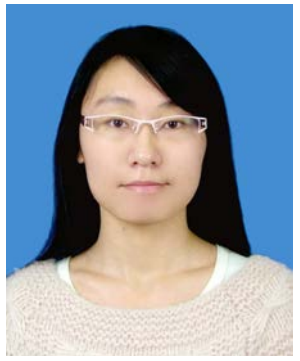
MARIA STENOS

INTRODUCING CUSTOMIZED VIDEO DEMONSTRATION INTO THE FUTURE LAB-BASED TEACHING AT XJTLU

SHAOFENG LU, YING CHENG, YANG DU (Electrical and Electronic Engineering)

Abstract:
Lab-based teaching in which hands-on experiments are to be conducted by students plays an important part for a wide range of engineering and science disciplines. In current practice, the lab-based teaching usually involves live demonstrations and hands-on experiments. This has become problematic when the number of students is large and insufficiency of the lab-supporting system becomes a common issue. In this project, we propose to introduce customized video demonstration (CVD) into our future lab-based teaching practice. These CVDs will be carefully designed based on students' learning needs to seamlessly integrate a wide range of theoretical and practical information and enhance future the lab-based teaching at XJTLU.

SHAOFENG LU



YING CHENG

YANG DU

"RESEARCH-LED" APPROACH: A MODEL RESHAPING LEARNING AND TEACHING INTO THE FUTURE

XIAOJUN ZHANG, JUNZHE GUAN, XUZHE TONG (Institute of Leadership and Education Advanced Development)

Abstract:
Research-led learning and teaching has been considered as an effective way to transform teaching from a teacher- centered passive learning model to a more student-centered active learning model. It is found that the "Research- led" approach helps to foster deep understanding and cultivate students' critical thinking. Therefore it may reshape learning and teaching and contribute to education reform in the future. However, there is no consensus on how to apply RLLT to teaching practices in different disciplines. Our presentation will therefore focus on our current findings in implementation of RLLT in teaching practices, and explore the role RLLT plays in reshaping learning and teaching, and promoting education reform. We will also invite Dr. Chee Chin from Department of Civil Engineering to share his expectations on implementing RLLT in civil engineering.

XIAOJUN ZHANG

JUNZHE GUAN

XUZHE TONG

RESEARCH-LED LEARNING AND TEACHING IN CIVIL ENGINEERING EDUCATION

CHEE SEONG CHIN (Civil Engineering)

Abstract:
There have been various articles published by educational sectors with regards to the adoption of Research-Led Learning and Teaching (RLLT) approach to enhance students' skills and competencies. However, there is generally a lack of understanding about the fundamental concept and principle of RLLT and how it should be implemented in real-life practice. RLLT should not be just about utilizing lecturer's disciplinary research expertise as provision to support students' learning. The real value of RLLT is supposed to develop students' engagement, critical awareness and independent learning capability on methodical exploration and inquiry of the study subject aimed at knowledge and skills enhancement and innovation. The development of student's creativity, independent and lifelong learning abilities could be better fostered through student's active engagement in learning and teaching as well as research activities of investigative nature. The Department of Civil Engineering at Xi'an Jiaotong-Liverpool University has a commitment to develop and implement RLLT into curriculum design. Special emphasis is placed on innovation, practical/problem-solving and self-discovery capabilities to guide students to develop into globally competitive professional engineers. In this session, the development of RLLT threads, curriculum design model, proposed method of implementation, direction of fit, assessment design, case studies and expectations for future development in civil engineering under the RLLT framework will be presented.

CHEE SEONG CHIN

SESSION 4

ENHANCING CLASSROOM LEARNING USING A MOBILE APPLICATION FOR GUIDED EXPLORATORY SITE VISITS

SOPHIE STURUP (Urban Planning and Design)
HAI-NING LIANG (Computer Science and Software Engineering)

SOPHIE STURUP

Abstract:
In this presentation, we describe our experiences with the design, development, and deployment of a mobile learning (m-learning) application for urban planning and architecture students. M-learning is gathering significant pace and can have a big impact for learning and teaching environments in the next decade. The m-learning tool is intended to encourage students to experience, observe and critique aspects of the city Suzhou as part of their formal and informal learning, especially outside of the classroom. In this project we are also exploring how to use an app to bring hands-on learning to students in a large class and promote active learning both within the class and beyond. We see this project as having two distinct goals: the creation of an educational urban tour app, reflecting best practices in tour and tour app development; and the testing of the value of teaching with such an app to students' understanding and engagement with urban theory and urban space. In this presentation we present some results of using the app for the first in S2 of 2014/2015. Our findings appear to show that an m-learning application to be provided to supplement classroom teaching can be a worthwhile investment to enrich students' experiences in tomorrow's universities.

HAI-NING LIANG

LARGE GROUPS, EMBEDDED LANGUAGE SUPPORT, AND BLENDED LEARNING: HOW AN IBSS-LC JOINTLY DELIVERED UNDERGRADUATE MODULE IS RESPONDING TO CURRENT GLOBAL TRENDS IN HIGHER EDUCATION

EOIN JORDAN, GARETH MORRIS (Language Centre), TAO BAI (International Business School Suzhou)

Abstract:
In response to the colloquium theme of "imagining the next ten years in learning and teaching", this presentation will consider how a 2015-16 IBSS-LC jointly delivered Y1 undergraduate module (MAN001) has responded to three global trends that are likely to shape higher education provision in the medium-term. These trends are: (i) pressure on educational delivery from the massification of higher education, (ii) growth in numbers of non-first-language English speakers studying academic content through English, and (iii) growth in mobile internet access. With regard to (i), the presenters will explain how MAN001 was delivered to over 1000 students with limited staffing, while still promoting an interactive approach to learning. Concerning (ii), the presenters will describe how English language support was embedded into this module to help all students engage with academic content in English. Regarding (iii), the presenters will detail the ways in which mobile internet connectivity and the university's Virtual Learning Environment were utilized to provide a blended-learning style educational experience to students. In addition to describing the module, the presenters will evaluate its success, and discuss possible future enhancements.

EOIN JORDAN

GARETH MORRIS

TAO BAI

M-LEARNING AT XJTLU: THE CASE OF ICE FOR MOBILE DEVICES

YUCHEN HUANG, YONG YUE (Computer Science and Software Engineering)

Abstract:
Mobile learning (or m-learning) is broadly defined as learning and teaching aided by mobile devices. With the pervasiveness of mobile devices, m-learning has become an important movement within universities and will be important in the next decade to support student centered learning environments. XJTLU is active also in this movement. Last year the Academic Enhancement Centre released ICE for mobile devices (ICE mobile) to further enhance students' learning possibilities and experience. In this presentation, we present and discuss some usage patterns and adoption of ICE mobile by students. We also provide some feedback from students in terms of their experiences with the system. Finally, based on the data collected, we provide a framework of factors that can help predict the further adoption of future m-learning systems and tools in universities of the future.

YUCHEN HUANG

YONG YUE

UBIQUITOUS DIGITAL REPOSITORIES IN THE DESIGN STUDIO

THEODOROS DOUNAS (Architecture)

THEODOROS DOUNAS

Abstract:
This paper investigates the usability and effect of a ubiquitous digital repository in the architectural design process. Acknowledging the post-digital era where students work with diverse media either digital or analogue, the project explores the suitability of a digital log in augmenting conceptual thinking, feedback provision and intellectual exchange by means of a studio in an architectural undergraduate course. Students integrate a digital log into their workflow resolving a design task of an architectural studio. A server-based repository serves as students' individual archive as well as a share-point for peer-students' informal exchange and tutors' feedback. Students integrated the repository into the design process rather hesitatively. The initial hypothesis that the familiarity and the wide-spread use of digital technology such as mobile phones and tablets in daily life would facilitate the integration of the digital technology into the design thinking process has to be further qualified. The conclusion of the study is that sketching and organization habits from the analog media the students have learned persist even with a more digitally inclined generation. The use of digital tools that obliterate the analog-digital division, holding the best of both worlds are still subject to the constraints of timely introduction in the curriculum, cultural resistance in terms of organization of a project and more so void of experimentation in their use by students.

SESSION 5

THE CASE FOR EXERCISE ZERO AT XJTLU IN THE NEXT 10 YEARS

PASCAL GRANGE (Mathematical Sciences)

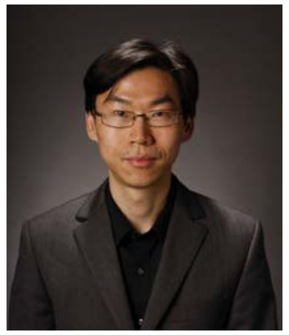
Abstract:
The interactive use of technology is transforming teaching and learning on a global scale, especially in quantitative subjects such as the mathematical and physical sciences. Text and code can be shared instantly in order to estimate orders of magnitude, model phenomena, and challenge the results of research. In the emerging model of Massive Online Open Courses (MOOCs), learning materials are already giving rise to the interactive development of valuable textbooks, starting from downloadable drafts and code templates. It is still difficult to foresee to what degree MOOCs will permeate academic training in the next 10 years. However, some of their interactive character can be transposed to XJTLU, at least in the context of the Applied Mathematics programme. What I call "Exercise 0" (the weekly editing of lecture notes and tutorials by students, with reporting by email and revisions posted on ICE), creates a secure environment for students to engage into critical thinking at their own pace. Students, while learning, contribute regularly to a body of mathematical resources to be further used in teaching. This process combines developmental and transmission-based approaches, and could give rise in the medium term to published resources (in the form of e-books supported by software, with acknowledged contributions from students), thereby strengthening the impact of XJTLU on learning and teaching styles.

PASCAL GRANGE

PREPARING STUDENTS FOR THE FUTURE COLLABORATIVE ECONOMY: A SOLUTION FOR ASSESSING AND MOTIVATING GROUPWORK FOR AN INDUSTRIAL DESIGN STUDIO MODULE

WING C. LAU (Industrial Design)

Abstract:
Teamwork is essential in today's and future economy regardless of professions. It is particularly true for industrial design since professional designers are expected to collaborate with other domain experts in order to tackle complex projects from a multi-disciplinary perspective. Unfortunately, simply putting students into a group does not create effective teamwork and most likely will decrease the overall productivity. Past experience suggested that many Mainland Chinese students are uncomfortable with groupwork resulting in low motivation, participation and performance. The challenge of assessing groupwork in an introductory industrial design studio module is presented. Our results after implementing the team project management system (SCRUM) suggest that students can excel in a collaborative environment while groupwork can be assessed reliability using proven components and processes governing team interactions. The old belief that nonperformance is a trait of a particular student (a good student vs. a bad student) should be reconsidered. It appears that student behaviours are modifiable given an appropriate environment and framework for interaction. The limitations and implications of the prescribed method to prepare students for the future collaborative economy are discussed at the end.



WING C. LAU

THE PATCHWORK ASSESSMENT: A FORMATIVE-SUMMATIVE ASSESSMENT COMBO IN AN ECOLOGY MODULE

EDUARDO MEDINA ROLDAN (Environmental Science)

Abstract:
Ecology has been described as one of the most vast and diverse of the natural sciences, in terms of scope and conceptual/methodological approaches. Such extension together with particularities of teaching Undergrad Level 1 students (British System) in mainland China makes it challenging to introduce a general module on this subject, balancing material coverage and development of "other" critical attitudes (e.g., metacognitive development). In this talk I discuss the application of the patchwork text as an assessment designed to link several pedagogic objectives in a Sino-British University in mainland China. I focus on two main interrelated pedagogic aims, (i) development of metacognitive skills and independent learning and (ii) reflection of the nature of science and scientific knowledge (epistemological hereafter). The first objective is addressed through the production of a reflective diary as part of the assessment. The second one is addressed by explicitly linking the portfolio-like characteristics of the patchwork text with the practice of the scientific method (i.e., hypothesis creation, definition and operationalisation of variables, construction of models, quasi-falsification, etc.).

EDUARDO MEDINA ROLDAN

THE DEVELOPMENT OF AN IN-HOUSE PLACEMENT TEST TO IMPROVE UNDERSTANDING OF FUTURE COHORTS' ENGLISH LANGUAGE NEEDS

NIGEL DIXON, EOIN JORDAN, LING XIA (Language Centre)

Abstract:
The Language Centre (LC) currently uses a commercial test, the Oxford Online Placement Test (OOPT), to place year 1 entry students into English language ability streams. However, while the OOPT provides a broad indication of English language ability, it is not tailored to the needs of an academic environment, or to the Chinese context. In response to these shortcomings, a project was established to develop an in-house test with content tailored to LC English for Academic Purposes (EAP) provision at XJTLU. This project aims to facilitate better understanding of future cohorts' English language abilities at point of entry. To develop the test, candidate sections targeting different language skills were trialed with students already taking EAP modules. After statistical analysis of results, specifications and test items were prepared for a full pilot test, which was administered early in the first semester to 344 students who had also taken the OOPT. The students' results in the two placement tests were compared with their results in Y1S1 EAP module assessments. Module results showed stronger correlations with the in-house placement test than the OOPT, suggesting that the in-house test may be a more accurate predictor of students' performance in EAP modules.

NIGEL DIXON

EOIN JORDAN

LING XIA

SESSION 6

WHY FLIPPED CLASSROOM?

ADRIAN M. LEE (Centre for Development of Teaching and Learning, National University of Singapore)

Abstract:
The Flipped Classroom has become quite the buzz in higher education. It is an approach that blends online instruction and offline learning. In this talk, I will discuss the design and implementation of a flipped classroom pedagogy for a second-year core chemistry module at NUS over the past 4 years. At the centre of this implementation was the use of technology to deliver content online and so use contact time to put that content into context. Technology pervaded all aspects of implementation from the online foundational material to the online pre-class testing to the in-class learner response system. A highlight of the flipped classroom experience was the active learning approach taken in small class settings, during which students were required to put into practice the concepts learnt previously. I will report on student perception of the approach, how that perception changes over the semester, together with the impact of the approach on student learning.

ADRIAN M. LEE

ACTIVE LEARNING WITH HANDS-ON SCIENCE: CHEMISTS STUDENTS LEARNING PHYSICS

LI YANG, GRAHAM DAWSON (Chemistry)

Abstract:
Learning Physics in relation to Chemistry is important in a Bachelor of Chemistry program. One strategy in teaching science is through stimulated learning. Virtual environments for active learning offer students guided linking of theory with practice. Students are grouped together to conduct a pre-allocated group project. It addresses directly to three elements namely team, communication and technology. Ability to be a self-learner, to work independently and cooperatively, to gain problem solving skills and creativity, and active engagement in Physics are the main mechanism in this regard. Students are guided through the entire group project period; new ideas were proposed from the student groups and well-researched topics were presented to the class. Via CHE108 General Physics for Chemists, the assessment method is to become more viable with the same learning outcomes. By addressed directly to the student's attitude of learning, group project stimulates the meaning of learning and promote Design and Thinking concept to students, which remains a valuable method of contributing to the educational preparation of Chemistry students for contemporary society.

GRAHAM DAWSON

LI YANG

• ENHANCING ACTIVE LEARNING BY DEVELOPING A VIRTUAL CONSTRUCTION SITE VISIT GAME

CHENG ZHANG (Civil Engineering)

CHENG ZHANG

Abstract:
A virtual construction site investigation game is developed in the present research project. 3D environment is built based on different construction sites that were visited by civil engineering students. Pictures are embedded to demonstrate realistic scenes, which were taken by students for different structures at different construction stages. Navigation and Interactions are developed to enable the students to explore the virtual sites freely and get instant feedback. Different modules are developed, which includes Questions and Tasks. Question module provides a traditional way to check how much the student mastering the knowledge by answering questions shown on the screen. Task module assigns different tasks to students, for example, to find a location where falling risk should be prevented, and what kind of prevention measures should be applied? Unity, a cross-platform game engine, is selected as the main development platform for this research project. The architecture, mechanism and the implementation are described in detail in this paper. A pedagogical methodology for improving the quality of learning is thus developed by transforming traditional instructional delivery techniques into technology-based active learning. Students' engagement in the learning process is improved by establishing a contextual connection between ordinary textbook materials and technologies that students use in their daily routines.

• HOW MIGHT WE FOSTER FUTURE FACULTY INTERDISCIPLINARY NETWORKING IN TEACHING AND RESEARCH?

MONA WELLS (Environmental Science)

Abstract:
Interdisciplinarity, as it informs knowledge creation and knowledge integration, is a central issue in education and life-long learning and is also crucial in supporting the future development of research-led teaching. A group of XJTLU faculty and international facilitators have been working on a project, one objective of which is to investigate ways to stimulate faculty-interdisciplinary networking in both teaching and research. The core methodology of the project is concept mapping, which may be used as a visual approach to structuring knowledge and understanding the progression of how learned concepts are integrated. This presentation will provide an overview of preliminary results and will focus on the faculty side of our pedagogical research. We have found, as pre-anticipated, that concept mapping is user-friendly, practical for implementation, and a valuable tool for the future development of interdisciplinary content-based teaching initiatives. In contrast, our approach has been less valuable in the area of stimulating interdisciplinary research, though not due to shortcomings of the approach itself. We find that, for both education and research, other developmental challenges are limiting factors. Our findings may be useful to consider in the context of ten-year strategic planning for instructional technology and research policy.

MONA WELLS

• SESSION 7

• WRITING CENTRES: SHAPING THE LEARNING CULTURE

JESSIE CANNADY, MURRAY JOHNSON (Language Centre)

Abstract:
As XJTLU celebrates its first 10 years, we imagine the possibilities for future decades. The inception of a Writing Centre, as an extension of Continuing Support, is a fortuitous new addition to our institution. Writing Centres play an integral role in the culture of academic learning as places that foster the development of necessary skills beyond a student's degree programme, such as critical thinking, self-discovery and reflection. As a fledgling team, the XJTLU Writing Centre seeks to determine the needs of departments and students in their written work, to publicise these services throughout XJTLU, to provide specialised support, and to integrate within the larger university community. This session will introduce the goals of the XJTLU Writing Centre and seek to ascertain the requirements and expectations of the academic staff.

JESSIE CANNADY

MURRAY JOHNSON

• TEACHING AND LEARNING STRATEGIES FOR IMPROVING LANGUAGE ACCURACY IN FYPS

HUI YIN, SONGQING LI (English, Culture and Communication)
WEIYI CHU (Language Centre)

Abstract:
Based on the empirical findings of language errors in Final Year Projects (FYPs) also referred to as undergraduate dissertations at XJTLU, we would suggest some directions for the practice of teaching and learning in academic writing for improving language accuracy in FYPs. Top three error types were found to involve word form, subject-verb agreement and non-finite verb observed through an analysis in 20 FYP samples. The error patterns suggest the importance of appropriate teaching materials in language, content, methods of delivery, etc. to help students avoid such language errors. A number of suggestions are made with regards to how to design teaching materials if considering factors like students' needs, different ways of teaching and learning, and different medium of instruction. Based on the coded errors, we will establish a database of FYP useful to raise students' awareness of typical errors. With popularity of technology, we suggest more use of electronic resources to encourage students' self-study in the future. Authentic examples from FYPs could be used to design writing practice posted through ICE. Based on the error patterns and examples of FYPs, on-line writing workshops will be designed as self-study material for students. This study also informs us of prominent effects of language transfer. We will present a contrastive analysis of writing errors between English and Chinese from the linguistic and cross-cultural perspective. Comparative teaching methodology will be recommended as another strategy to help students avoid L1 negative transfer in FYPs to reduce language errors.

HUI YIN

SONGQING LI

WEIYI CHU

THE PRIME MACHINE: A NEW LEARNER-CENTRED CORPUS APPLICATION AS A LANGUAGE REFERENCE AND LEARNING TOOL FOR STUDENTS

STEPHEN JEACO (English, Culture and Communication)

STEPHEN JEACO

Abstract:
While corpora play an important role in lexicography, language descriptions, and in published materials development, corpus software is generally difficult to use and can easily overwhelm students and teachers. For his doctoral research, the presenter developed a new software tool which draws together examples from a variety of sources and displays information about the context and patterning in a way which has been specifically designed for language learning. It provides real examples and linguistic information in a highly intuitive form. As well as traditional KWIC, it has "Cards" which show results with sentences before and after the search term with paragraphing. It displays collocations in full, and has visual cues and evidence for a range of statistical measures for typical contextual environments. The TDF aims to make the fruits of this work available to students and tutors, and to explore student use and attitudes in a longer term study. This presentation will introduce some of the main features of the software, including support for making queries, comparing words and phrases and exploring the results. It will also outline some of the ways in which evaluation of this tool is now ongoing, and how it is hoped the concordancer will become a useful writing tool for EAP and independent study. The software has recently been made available and can be accessed through the XJTLU network.

DONALD MEYER

INTEGRATED EXAMS IN EAP: FUTURE CHALLENGES

DONALD MEYER (Language Centre)

Abstract:
This session will briefly discuss future directions for designing and using material for Integrated Assessment/Testing in English for Academic Purpose (EAP) Courses (integrating Reading, Listening, Speaking, and Writing skills to create a written or spoken product), and also a discussion will be held about the future challenges in application and validity educators may face as student cohorts seek out further international education.

XJTLU EDUCATIONAL TECHNOLOGIES SHOWCASE

April 8th, 9:30-11am
Central Building Room 1106

Join us at this exciting event to learn about future directions in educational technology provision at XJTLU, and discover how colleagues are utilising a wide range of technologies to enhance their teaching and provide students with innovative and engaging learning and assessment opportunities.

Featured speakers:

FACILITATING PEER-BASED ASSESSMENT OF GROUP PROJECTS WITH WEBPA
- YI LIN (Chemistry)

FACILITATING GROUP-BASED ASSESSMENTS WITH MAHARA
- JIAXIN XU & RUI XU (Language Centre)

WIRELESS SHARING OF MOBILE-BASED CONTENT VIA AIRSERVER SOFTWARE
- TIEW ON TING (Electrical and Electronic Engineering)

FOSTERING IN-CLASS STUDENT ENGAGEMENT AND INTERACTION WITH ACTIVE RESPONSE
- ALAINNA THOMAS (Urban Planning and Design)

LARGE-SCALE PEER-REVIEW ASSESSMENTS USING ICE'S WORKSHOP ACTIVITY
- EOIN JORDAN (Language Centre)

CREATION OF FLIPPED CLASSROOM-STYLE RESOURCES WITH ONLINE LECTURE
- SARA STERLING (Industrial Design)

USING DIGITAL RUBRICS TO IMPROVE MARKING WORKFLOWS
- SOPHIE STURUP (Urban Planning and Design)

SUPPORTING AND ASSESSING STUDENT WORK PLACEMENT ACTIVITIES WITH MAHARA
- JUN XIA (Civil Engineering)

STUDENT-PRODUCED VIDEO CONTENT FOR ASSESSMENT
- ANN BRANTINGHAM (Language Centre)

USING EVERNOTE AND IPADS TO ENHANCE DESIGN WORKFLOWS
- THEODOROS DOUNAS (Architecture)

ABOUT AEC

ACADEMIC ENHANCEMENT CENTRE

WHO WE ARE:

Dr James Wilson (Director), Room 1160B, Central Building, ext. 0416

Yao Wu (Centre Administrator), Room 1160, Central Building, ext. 1013

Dr Dawn Johnson (Educational Developer, Learning and Teaching), Room 1160, Central Building, ext. 1014

Dr Henk Huijser (Educational Developer, Learning and Teaching), Room 1160, Central Building, ext. 3284

Dr Jianmei Xie (Educational Developer, Research), Room 1160, Central Building, ext. 4843

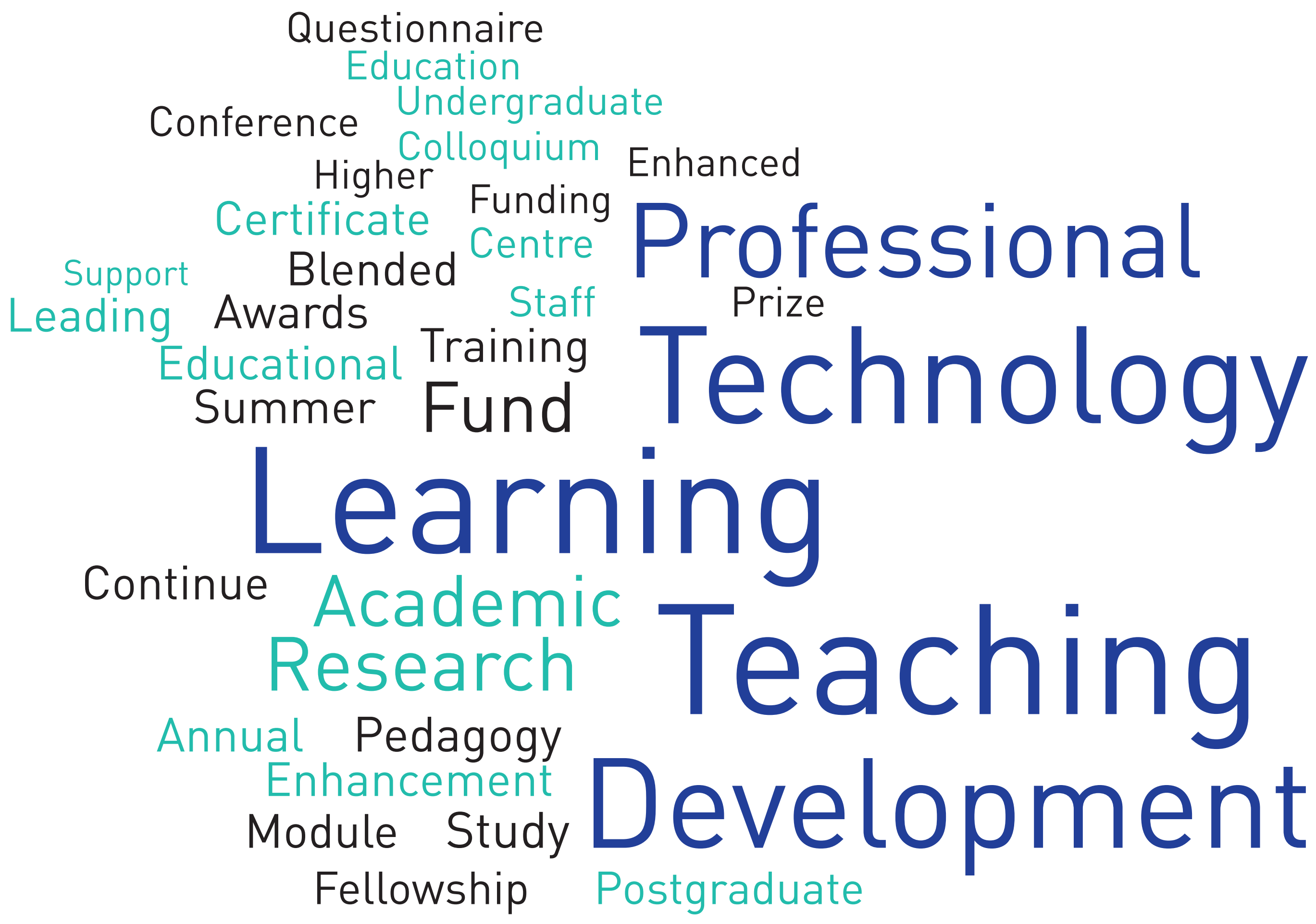
Roland Sherwood (Educational Technologist), Room 1160, Central Building, ext. 1212

Na Li (Educational Technologist), Room 1160, Central Building, ext. 1279

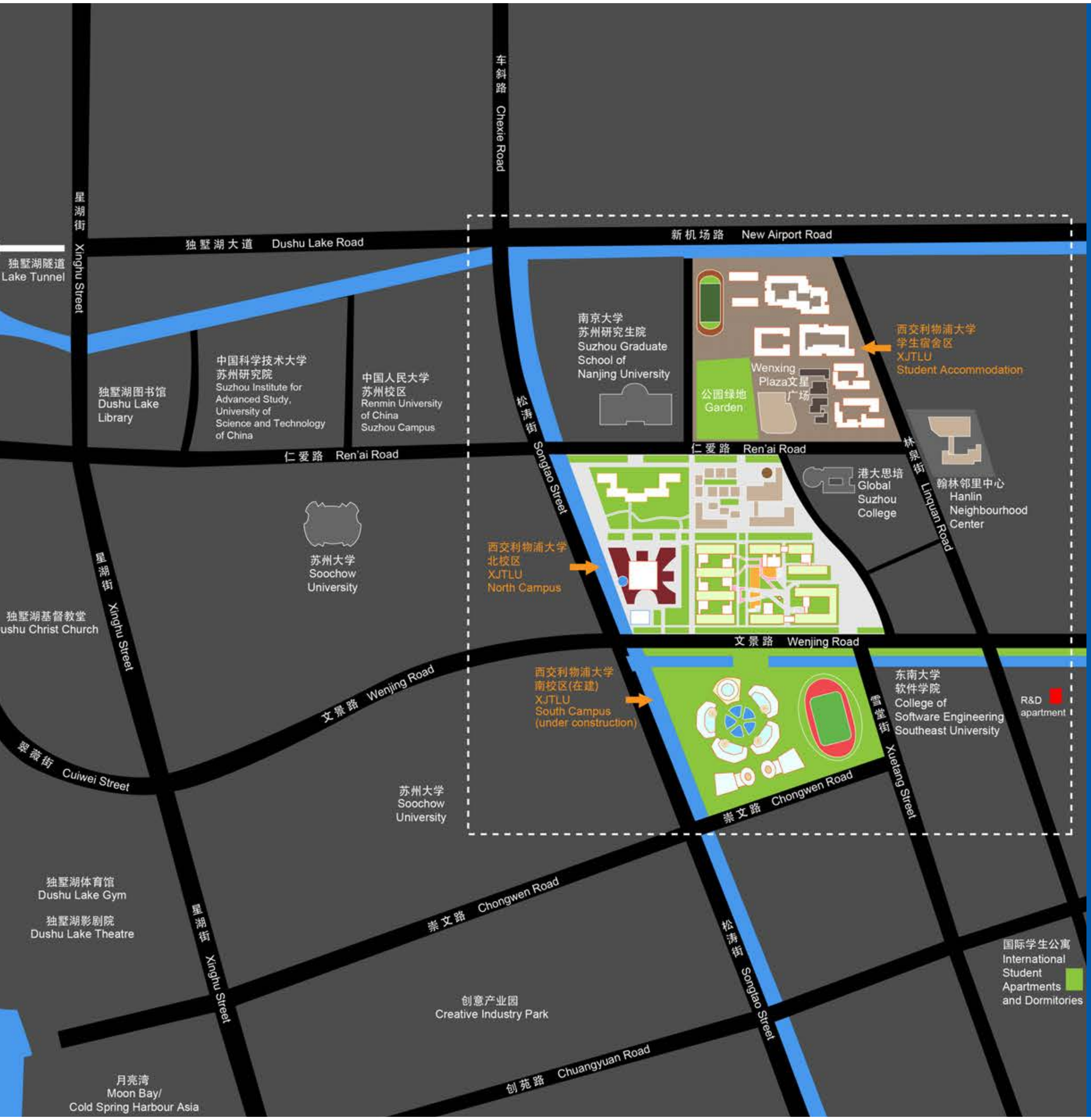
Yezi Yang (E-learning Officer), Room 1160, Central Building, ext. 7883

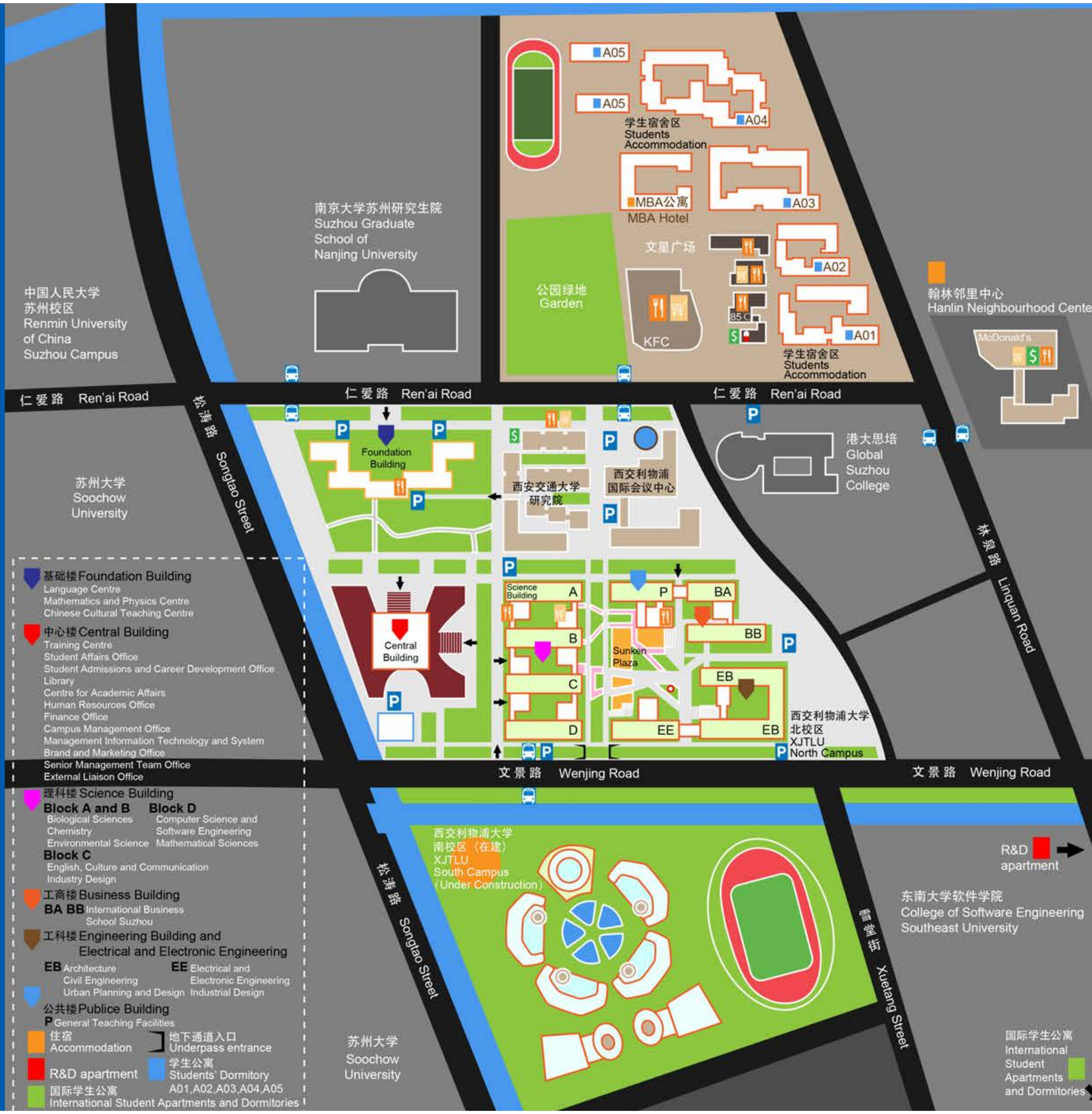
Office 1160, Central Building,
Xi'an Jiaotong-Liverpool University
No.111 Ren'ai Road,
Dushu Lake Science and Education
Innovation District,
Suzhou Industrial Park, Jiangsu
Province, P R China, 215123.

www.xjtlu.edu.cn/en/academics/aec.html


Questionnaire
Education
Conference
Undergraduate
Colloquium
Enhanced
Higher
Funding
Certificate
Centre
Professional
Support
Blended
Leading
Awards
Staff
Prize
Educational
Training
Technology
Summer
Fund
Learning
Continue
Academic
Research
Teaching
Annual
Pedagogy
Enhancement
Module
Study
Development
Fellowship
Postgraduate

UNIVERSITY MAP


车斜路 Chexie Road
星湖街 Xinghu Street
独墅湖大道 Dushu Lake Road
新机场路 New Airport Road
独墅湖隧道 Lake Tunnel
独墅湖图书馆 Dushu Lake Library
中国科学技术大学苏州研究院 Suzhou Institute for Advanced Study, University of Science and Technology of China
中国人民大学苏州校区 Renmin University of China Suzhou Campus
南京大学苏州研究生院 Suzhou Graduate School of Nanjing University
公园绿地 Garden
Wenxing Plaza文星广场
西交利物浦大学学生宿舍区 XJTLU Student Accommodation
仁爱路 Ren'ai Road
港大思培 Global Suzhou College
翰林邻里中心 Hanlin Neighbourhood Center
林泉街 Linquan Road
松涛街 Songtao Street
苏州大学 Soochow University
西交利物浦大学北校区 XJTLU North Campus
独墅湖基督教堂 Dushu Christ Church
文景路 Wenjing Road
翠薇街 Cuiwei Street
西交利物浦大学南校区(在建) XJTLU South Campus (under construction)
东南大学软件学院 College of Software Engineering Southeast University
R&D apartment
雪堂街 Xuetang Street
崇文路 Chongwen Road
独墅湖体育馆 Dushu Lake Gym
独墅湖影剧院 Dushu Lake Theatre
国际学生公寓 International Student Apartments and Dormitories
创意产业园 Creative Industry Park
创苑路 Chuangyuan Road
月亮湾 Moon Bay/ Cold Spring Harbour Asia


A05
A05
A04
学生宿舍区 Students Accommodation
MBA公寓 MBA Hotel
A03
A02
A01
文星广场
公园绿地 Garden
KFC
85°C
学生宿舍区 Students Accommodation
南京大学苏州研究生院 Suzhou Graduate School of Nanjing University
中国人民大学苏州校区 Renmin University of China Suzhou Campus
翰林邻里中心 Hanlin Neighbourhood Cente
McDonald's
仁爱路 Ren'ai Road
仁爱路 Ren'ai Road
仁爱路 Ren'ai Road
松涛路 Songtao Street
苏州大学 Soochow University
Foundation Building
西安交通大学研究院
西交利物浦国际会议中心
港大思培 Global Suzhou College
林泉路 Linquan Road
Science Building
A
B
C
D
P
BA
BB
Sunken Plaza
EB
EE
EB
Central Building
西交利物浦大学北校区 XJTLU North Campus
文景路 Wenjing Road
文景路 Wenjing Road
西交利物浦大学南校区（在建） XJTLU South Campus （Under Construction）
R&D apartment
东南大学软件学院 College of Software Engineering Southeast University
松涛路 Songtao Street
雪堂街 Xuetang Street
苏州大学 Soochow University
国际学生公寓 International Student Apartments and Dormitories
基础楼Foundation Building
Language Centre
Mathematics and Physics Centre
Chinese Cultural Teaching Centre
中心楼Central Building
Training Centre
Student Affairs Office
Student Admissions and Career Development Office
Library
Centre for Academic Affairs
Human Resources Office
Finance Office
Campus Management Office
Management Information Technology and System
Brand and Marketing Office
Senior Management Team Office
External Liaison Office
理科楼 Science Building
Block A and B
Biological Sciences
Chemistry
Environmental Science
Block D
Computer Science and
Software Engineering
Mathematical Sciences
Block C
English, Culture and Communication
Industry Design
工商楼Business Building
BA BB International Business School Suzhou
工科楼Engineering Building and Electrical and Electronic Engineering
EB Architecture
Civil Engineering
Urban Planning and Design
EE Electrical and
Electronic Engineering
Industrial Design
公共楼Publice Building
P General Teaching Facilities
住宿 Accommodation
地下通道入口 Underpass entrance
R&D apartment
学生公寓 Students' Dormitory A01,A02,A03,A04,A05
国际学生公寓 International Student Apartments and Dormitories

Xi’an Jiaotong-Liverpool University
西交利物浦大学

CONTACT US

EDUCATIONAL DEVELOPMENT
AEC@xjtlu.edu.cn

TECHNOLOGY ENHANCED LEARNING
TEL@xjtlu.edu.cn

POSTGRADUATE RESEARCH DEVELOPMENT
PGR-AEC@xjtlu.edu.cn