Passive to Interactive:

Engaging Pre-sessional Students
Working Together

• Pre-sessional Academic Manager
  Anne Chatterton

• Chinese Student Liaison Officer
  Ellis Ngui

• Pre-sessional Librarian
  Monna Rizvi

• Business Librarian
  Jamie Halstead
What is the purpose of a Pre-sessional course?

A bridge between A level/HND/school studies and HE

3 main goals:
1. To improve English
2. To develop Study Skills (leading to students becoming independent learners)
3. To introduce students to UK and academic culture
Pre-sessional Assessments

6 assessments:

• Portfolio of written work
• Read to Write exam
• Written Project
• Listening exam
• Presentation
• Seminar Skills discussion
The challenges of the mono-lingual Chinese class

• Students speaking L1 inside and outside of class

• Students want to be led by the teacher

• Students relying on other sources eg; essay mills
The opportunities of the mono-lingual Chinese class

• Use the university as a tool – SLAs, sports facilities, local library, book club

• Training the student – using what they are familiar with, restructuring the classes

• Not banning, but teaching good habits
Chinese Student Liaison Officer
Ellis Ngui

http://chinasights.blogspot.co.uk/2007/11/classroom-blackboard.html
Confucius’ Philosophy of Learning

… can be summarized as “effortful learning, behavioural reform, pragmatic learning, acquisition of essential knowledge, and respectful learning”

Case Study

I was invited to support in a disciplinary investigation meeting…

“What will happen to my classmate if I be honest?”
“Chinese culture teaches us not to be first or last, so that the majority prefer to wait for someone to speak first rather than make themselves the first one to try”

Jin & Cortazzi, 2011
Chinese Quotes

“The big tree catches the wind”
大树招风

If you are the leading bird you will be the first to be shot down”
枪打出头鸟
Educational background

Competitive

Stressful

Re-designing the Library Induction

Students have to move around the classroom and speak to each other!

Write a comment or reply to a post on www.mdxenglish.com

Team quiz – each student asks a question of the other team
Questions, questions…

What do you think?

On the Post-it notes write down:
• 1 thing you enjoyed today
• 1 thing you learnt
• 1 question

Your Librarian is: Monna Rizvi m.rizvi@mdx.ac.uk
Harnessing the competition
Harnessing the competition

www.socrative.com
Safety in numbers

When finished you will have 5 sets of:

1X Resource

1X Definition

1 X Good for.....

1 X Not so good for.....
Safety online

Question 4 of 7

Here is a reference for a web page:


Match the items on the left with the items on the right

<table>
<thead>
<tr>
<th>Organisation / Name</th>
<th><a href="http://libguides.mdx.ac.uk/plagiarismreferencing">http://libguides.mdx.ac.uk/plagiarismreferencing</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Web page title</td>
<td>10 November 2014</td>
</tr>
<tr>
<td>Date of access</td>
<td>Library Subject Guides: Referencing &amp; Plagiarism</td>
</tr>
</tbody>
</table>

Submit

Question 7 of 7

Drag the words and drop them to the appropriate places

1. Plan your ________ carefully so that you don’t have to ________ create the leaflet at the last ________ .
2. Take care to make ________ in your own ________, not copying from the source.
3. Keep a ________ of all the sources you use (e.g. author, date, publisher, title, page numbers)
4. Make sure your in-text ________ are all in the list of ________

minute record notes work citations references words

www.ispringsolutions.com
Critical analysis

Reading group titles include the following graded readers:

• Frankenstein
• The Godfather
• England
START HERE

In this practical session, you will learn how to find and reference eBooks and journal articles. You have 10 minutes to complete Step 9.

Step 1 Groups and research topic
Please split into groups of two-to-three people. Select your research topic from the cards available in the centre.

Please ask, as we go along, if you need any help or have any questions!

Step 2 Go to Summon
Open up a browser (Firefox or Google Chrome) and follow the instructions on Card 1. You have 5 minutes to complete Step 2.

You have 5 minutes to complete Steps 3 and 4.

Step 3 Finding eBooks using Summon
Search using Keyword 1. Follow the instructions on Card 2 and click on the Temporary folder search box. Type Keyword 2 to your username. Save to Temporary folder. Finding journal articles. Please click on the Temporary folder.

Step 4 Saving your research
Remember to evaluate what you find. Go back to the Summon page and add your research to the right of the two books. You should add your notes to temporary folder, which you can add to or delete from later on.

Step 5 Cite Them Right
Use Cite Them Right. Access the pre-session guide on Card 7 to get more support. Follow the instructions on Card 6.

Step 6 Save to Temporary folder.
Click on the Temporary folder. Add the article to the permanent folder. Type Keyword 2 to your username. Save to Temporary folder.

Step 7 Revising the references.
Harvard and your reference format. Change the citation format in Card 5. Follow the instructions on Card 5.

Step 8 Evaluate the references.
Follow the instructions on Card 4. Follow the instructions on Card 4. Use Cite Them Right. Use Cite Them Right. Access the pre-session guide on Card 7 to get more support.
Literature search

Electronic books (eBooks)

Journal articles

Card 6
Go to Cite Them Right online

- Select the Books, Journals & Newspapers box
- Click on the link for Cite them Right Online
- Find the reference format for an eBook using the tabs at the top
- Create a reference for your eBooks
- Pick up a Cite Them Right card for eBooks and another card for journal articles. Check that the reference you have created matches the format given in the example on the Cite Them Right card
Literature search
Conclusion

Small steps – big changes

iSpring Quiz: http://libguides.mdx.ac.uk/psg/ps
When the students move onto their degree programme...

Jamie Halstead
Library Liaison Manager
What have we learnt…

How can we aid communication?

• Be patient…
• Check that students understand you
• Slow down, use simple language…and offer to repeat - “Sorry, I said that a bit fast”
• Show an understanding… “leading bird…”
• Students to demonstrate an understanding
• Don’t give up or pretend
Evolving…

• A collaborative approach to support
• Using familiar methods (iSpring, Socrative)
• Extra support for key assignments
• Direct library feedback provided for key assignments
• 20% improvement on ‘good grades’