Digital challenges in teaching and assessing advanced European languages students

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Studying a language degree at the University of Edinburgh

✓ Degrees are designed to include four years of study.

✓ Students study a wide range of subjects in their first 2 years, before specialising in the next two; Modern European Languages students spend 3rd year abroad.

✓ Up to 25% students opt for a joint honours degree (combined degree); Modern European Language: French & Spanish, Spanish & Italian, French & German, etc.

✓ As a result, language degree programmes follow similar structures.

✓ Working in a large institution with different language teams and experts that tend to work independently from each other has led us to identify a number of challenges to explore and resolve.
Correlation of our language programmes and the CEFR levels:

<table>
<thead>
<tr>
<th>Year</th>
<th>1/1A</th>
<th>1B</th>
<th>2</th>
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<tbody>
<tr>
<td>A1</td>
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<td>A2</td>
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<tr>
<td>C2</td>
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</table>
Main challenges

✓ No established links between various departments and the need to build bridges and working relationships between different university units.

✓ Available budget will vary from year to year and can only be known up to a few months in advance.

✓ Choice of VLE heavily influenced by institutional choices and available support - LEARN (Blackboard).

✓ New practices have to be implemented in a similar way within existing language courses and programmes, while asking minimal investment from teaching staff.
The challenge of recreating interaction for effective teaching and learning

✓ Lack of synchronous interaction between teacher and learners, and amongst learners themselves: one of the main challenges of online education.

✓ In the case of both formative and summative assessment, this raises the need for very clear communication of learning outcomes, instructions and feedback (including the use of rubrics).

✓ With a view to helping students develop effective learning strategies beyond specific learning goals.

✓ But also reintroducing a degree of interactivity/interaction both between teacher and learners, and amongst learners.
The challenge of recreating interactivity for effective teaching and learning

✓ Online components: Learning outcomes can be both presented through instructional documentation and via automatically graded activities.

✓ Automatically graded activities as self-reflective medium for learners on achieving learning goals and devising effective learning strategies.

✓ Use of discussion boards as essential peer-support based learning tools fostering critical thinking, essential to effective learning.

✓ Video-assignments.

✓ Feed-forward language essay exercise: using all the possibilities offered by online feedback tools to provide clear, effective feedback that fosters learning and self-reflective strategies.
The University of Edinburgh

The challenge of recreating interactivity for effective teaching and learning

✓ Template for 3 Hons Language courses at the University of Edinburgh: blending automatically graded activities, discussion boards, video-assignments and tutor-marked language essay.
Year Abroad online course - Portuguese

Course organiser: Helena MacDonald
Spanish, Portuguese and Latin American Studies
Department of European Languages and Cultures

The University of Edinburgh
50 George Square, room 3.12
Edinburgh

Tel: +44 (0) 131 651 3089
Email: htmacdon@ed.ac.uk
Year Abroad online course - French

Course modules

Module A

Module B

Module C

Module D
Course modules

Module A
Row houses, Trondheim. CC0 Creative Commons.

Module B
Statoil Fornebu Office, Oslo. CC0 Creative Commons.

Module C
Library and Community Centre, Vennesla. Photo: Helen & Hard.

Module D
Munch Museum, Oslo. Photo: Visit Oslo.
Introduction

**Theme:** Jämställdhet mellan kvinnor och män.

**Content:** Jämställdhet i Norden. Män våld mer kvinnor, maktstrukturer, löner och arbetsmarknad, hälsa och transport med mera.

**Language:** Vokabular, ordbildning, partikelverb, prepositionsfraser och idiomatiska uttryck.

**Activities:** Läs samtliga texter och lyssna på ljudfiler. Leta efter egna källor, som du finner intressanta och relevanta, inom området. Fundera på vad din uppsats ska komma att handla upp. Gör alla språkövningarna on-line.

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**Dossier of texts**

Dossier of texts

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**Comprehension activities**

Comprehension activities

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**Reflection activities**

Reflection activities
Tutor presentation

Luana Babini (02:56)

Dossier of texts

Dossier of texts

Comprehension activities

Comprehension activities
Formation of Active Particples

Let us now have a look at how the algorithm introduced in the previous section can be applied to the formation of Active Participles.

See PDF4 (It can be downloaded and printed for future reference)

Remember that both Present and Past Active Participles agree with the noun they qualify in gender, number and case, e.g.:

С невысокого, изрытого корнями обрыва Ассоль увидела, что у ручья, на плоском большом камне, спиной к ней, сидит человек, держа в руках сбежавшую яхту, и всесторонне рассматривает ее с любопытством слона, пойманного бабочку. Ассоль сползла по обрыву и, близко подойдя к незнакомцу, возвилась на него изучающим взглядом. (А.Грин. "Алые паруса")

There are five different activities in Unit 1. They are to be completed online in order. When you have completed an activity, carry out a self-assessment to ensure that you have mastered the content before proceeding to the next one.
QUESTION 1

1. Islas Canarias
2. Cuba, Puerto Rico, República Dominicana, norte de Colombia y Venezuela
3. Bolivia, Ecuador, Perú, sur de Colombia y Venezuela, norte de Argentina y Chile
4. Chile
5. Región centro-norte de la península ibérica
6. Región sur de la península ibérica
7. Costa Rica, El Salvador, Guatemala, Honduras, México, Nicaragua, Panamá, sur de los Estados Unidos
8. Argentina, Paraguay y Uruguay

- ▼ Variedad caribeña
- ▼ Variedad castellana
- ▼ Variedad chilena
- ▼ Variedad canaria
- ▼ Variedad rioplatense
- ▼ Variedad andina
- ▼ Variedad andaluza
- ▼ Variedad mexicana y centroamericana
Online communication and learning groups:

✓ Use of discussion boards as essential peer-support based learning tools fostering critical thinking.
Blended Learning:

✓ Flipped classroom: grammar videos.


Watch Media

Las construcciones concesivas. Semana 2. Semestre 2.

Watch Media


Colabora: Louis Ashe-Jepson, estudiante de cuarto año.

Miembro de Spanish Peer Support
Las construcciones finales (10:51)

La pastilla gramatical:

Las construcciones finales.

Páginas 122-123.
Blended Learning:

✓ Data-Driven Learning.

**Grammar Clinic: pre-test 7**
Analysis Last Run 08 November 2017 12:17. Run Item Analysis again to display the latest question data

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**Grammar Clinic: pre-test 8 (subjuntivo 2ª parte)**
Analysis Last Run 15 November 2017 12:15. Run Item Analysis again to display the latest question data

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</tr>
<tr>
<td>00 hr 00 min</td>
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</tr>
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Online assessment:

✓ Video-assignments: the case of video-essays and documentaries.

Documentaries

1. La influencia del árabe en la lengua española

2. La influencia de las lenguas indígenas en el español

3. Los fenómenos gramaticales de variación dialectal
### Online marking:

<table>
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<td>82</td>
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<tr>
<td></td>
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<td>30%</td>
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<td></td>
<td>Tarea 1: Hispanic Linguistics</td>
<td>31%</td>
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<tr>
<td></td>
<td>Tarea 1</td>
<td>31%</td>
<td>81</td>
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</table>
nosotros hacemos cuando estamos cansados. Si, también es un gesto, pero aquí no creo que sea una manera de comunicación, sino algo que nuestro cuerpo hace automáticamente y sin pensar. Todo depende, creo, de la persona y del momento. Si hay la intención bostezar, pues sí, es comunicación y si no, es simplemente cansancio.

**Pregunta 1**

2. Hace un tiempo, apareció en una revista española una noticia sobre un conflicto matrimonial entre un futbolista y su mujer: El futbolista envió por error a su mujer un mensaje de teléfono móvil dirigido en realidad a otra chica. ¿Coincide siempre el destinatario con el receptor de un mensaje? (15%)

[80 palabras aproximadamente]

Evidentemente, en este caso vemos que no, no es siempre que el destinatario coincida con el receptor. Aquí, como vemos, el mensaje en realidad fue destinado a la otra chica y no a su mujer, pero en fin fue recibido por la mujer de
Doing a written language assessment and want to avoid academic misconduct?
A few (non-exhaustive) tips

The following information is based on actual academic misconduct reports that were filed in the last session. Please read the advice carefully to familiarise yourself with good academic practice and avoid academic misconduct. If in doubt at any point during the year, remember that help and support are always available and do not hesitate to get in touch with your tutor or course organiser.

"Plagiarism is the act of copying or including in one’s own work, without adequate acknowledgement, intentionally or unintentionally, the work of another or your own previously assessed original work." (Academic Services, 2017)


<table>
<thead>
<tr>
<th>Good scholarship</th>
<th>Poor scholarship (and how to avoid it)</th>
<th>Academic misconduct</th>
</tr>
</thead>
<tbody>
<tr>
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<td><img src="https://via.placeholder.com/150" alt="Red X" /></td>
<td><img src="https://via.placeholder.com/150" alt="Red X" /></td>
</tr>
</tbody>
</table>

### Checking vocabulary etc.

Looking up words and phrases in dictionaries (paper and online dictionaries from reputable academic publishers) and other relevant reference works, reading through the whole entries, looking up examples, etc. to gather as much information as possible. This will take some time but it is invaluable for learning, as you are working on your grammar and vocabulary by taking the time to read through the whole entry, while thinking about language production or translation processes.

### Checking grammar

Checking grammar rules regarding syntax (word order) and morphology (word form) in grammar books (paper or electronic, from reputable academic publishers), in order to choose a verb construction, the right pronoun, the right determiner, tense, mood, sentence structure, subordinate clause, etc.

Using any online translator like Google Translate, etc. for part of a sentence, whole sentences or whole paragraphs (you will effectively be submitting for assessment work that is not your own). It is not helpful for your learning as the machine does not tell you about the translation process. Do not be tempted to use automatic translators even for language work that is not assessed, for example in preparation for a tutorial: you will have wasted precious learning time. The same goes for using Wordreference forums as a translating tool, asking users to translate sentences or phrases for you.

You will make progress by tackling difficulties!

Asking a friend or a tutor to reread your assignment before submission, checking for grammar or spelling errors.

Continued…
Video feedback:

✓ Feed-forward language essay exercise: using all the possibilities offered by online feedback tools to provide clear, effective feedback that fosters learning and self-reflective strategies.

Tarea 3 corregida
Attached Files:  9_LP1 assessment 3 Liviy Ambrose.pdf (353.036 KB)

Videofeedback

Ejemplo de tarea corregida
Attached Files:  Tarea 3_El texto argumentativo_Ejemplo de tarea corregida.pdf (11.851 KB)
Tarea 3 y videofeedback

Tarea 3 corregida
Attached Files: 9_LP1 assessment 3 Livly Ambrose

Videofeedback
Watch Media

Ejemplo de tarea corregida
Attached Files: 3_Tarea 3_ El texto argumentativo

LP1 - 2017 Feb 27 (10:40)

Dale Ambrose - LP1 assessment 3

Tarea 3

Ejemplo de tarea corregida

Dale Ambrose - LP1 assessment 3

Videofeedback

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Ejemplo de tarea corregida

Dale Ambrose - LP1 assessment 3

Videofeedback

Watch Media

Ejemplo de tarea corregida

Dale Ambrose - LP1 assessment 3

Videofeedback

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Ejemplo de tarea corregida

Dale Ambrose - LP1 assessment 3

Videofeedback

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Ejemplo de tarea corregida

Dale Ambrose - LP1 assessment 3

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Ejemplo de tarea corregida

Dale Ambrose - LP1 assessment 3

Videofeedback

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Ejemplo de tarea corregida

Dale Ambrose - LP1 assessment 3

Videofeedback

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Overview:

E-Learning free valuable class time to allow for essential revision of key learning stages and the breaking down of these stages into as many steps as necessary.

E-Learning encourages reflective teaching and learning:

✓ through the clear and precise description of key learning stages and
✓ by actively involving students in the teaching process, sharing our goals as teachers to motivate and guide students with enhanced openness and clarity.

E-Learning fosters students’ self-reflection as an essential part of learning:

✓ Through the process of submission of tests – feedback – resubmission after feedback analysis.
✓ Through online formats explicitly devoted to self-reflective practices.
✓ Through collective exercises involving peer-to-peer interaction: wikis, discussion boards, group video essays; etc.
Future Actions

✓ Proactively encourage and support all language sections with developing, setting up and maintaining online materials and programmes.

✓ Widen the conversation at departmental level to reflect on all online practices of our students, in particular unguided access to increasingly effective online translators (Google Translate, etc.).

✓ Self-reflective practices fostered by e-Learning are essential in teaching students about the use of these tools and how to assess the pedagogical value of an online tool.

✓ Take the lead in proposing and assessing new online tools, in particular involving access to language corpora (oral and written).
The E-Learning Symposium 2019
University of Southampton

Department of European Languages and Cultures
School of Literatures, Languages and Cultures
The University of Edinburgh
http://www.ed.ac.uk