

FORMACIÓ ESPECÍFICA PER AL PDI DE LA UNIVERSITAT POMPEU FABRA

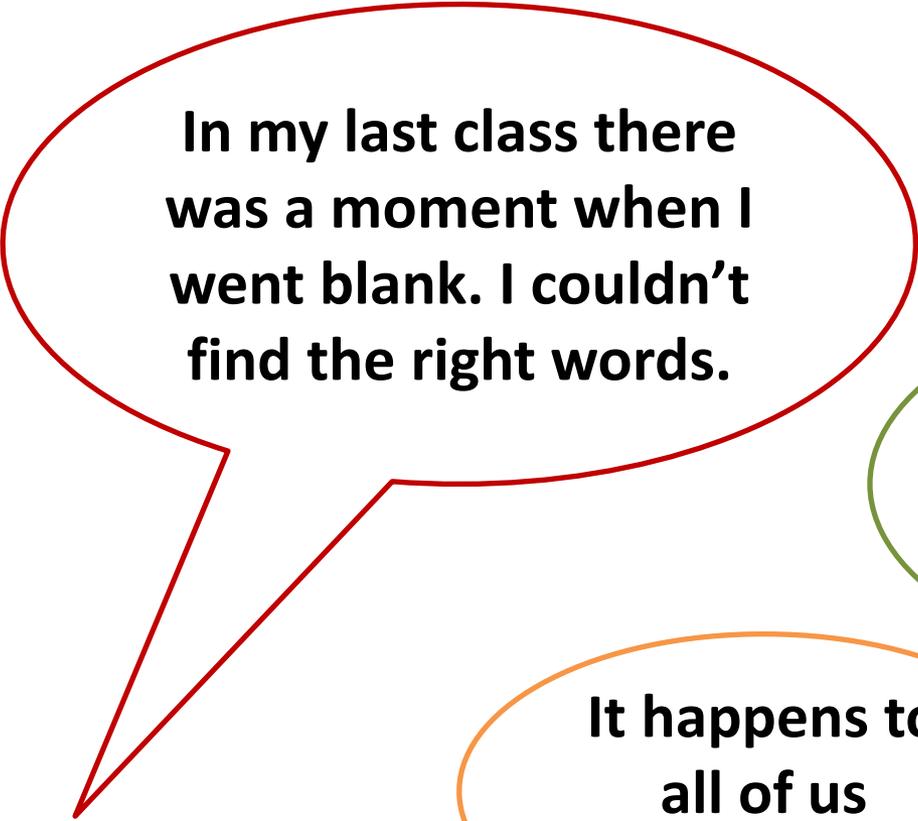
A problem-based approach

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**These workshops are
a bit like therapy!**

**Think about a class you've taught in
English that didn't go well.**



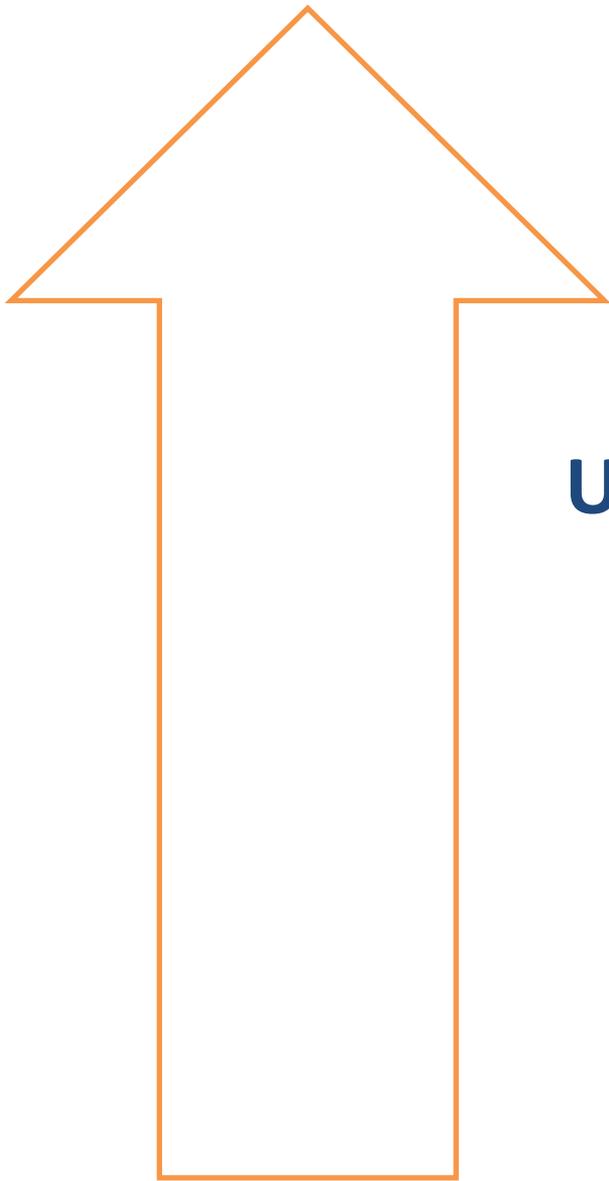
**In my last class there
was a moment when I
went blank. I couldn't
find the right words.**



**Yeah! It's horrible,
but what I try to
do is...**



**It happens to
all of us
sometimes.**



Feedback 2

Use strategies in classroom

Feedback 1

Practice strategies

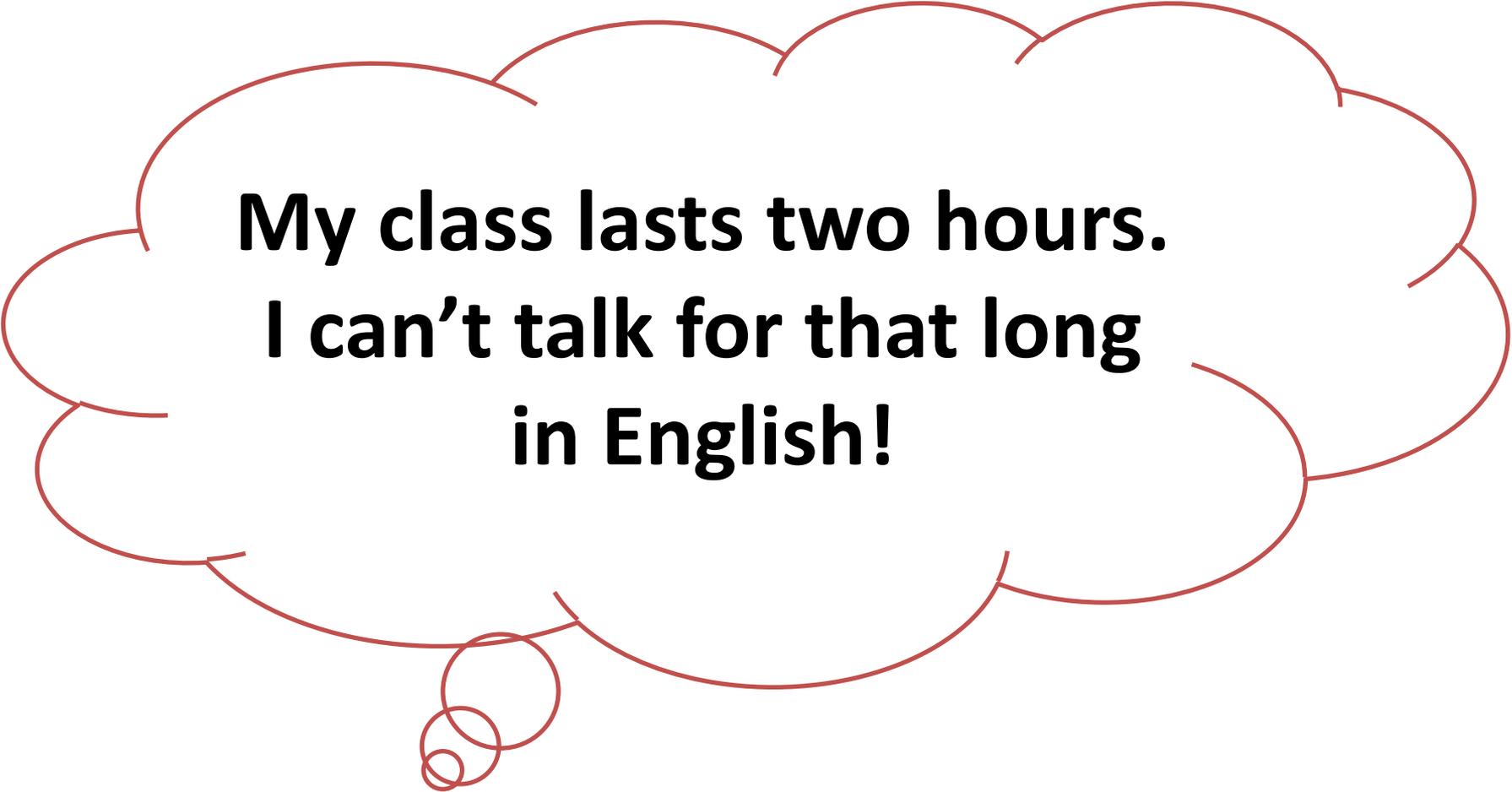
Develop strategies

Identify concerns

Honest exchange

Is that a concern I share?

**How could that technique be adapted
for my class/institution?**



**My class lasts two hours.
I can't talk for that long
in English!**

Is this
cheating?



This family of **Syrian refugees** has just arrived in **Hungary**.

- Which countries has the family already travelled through?
- What difficulties did they face there?

What current-affairs videos could be used for **problem-based learning** in my class / institution?

Bringing experts into the classroom



Using experts outside the classroom





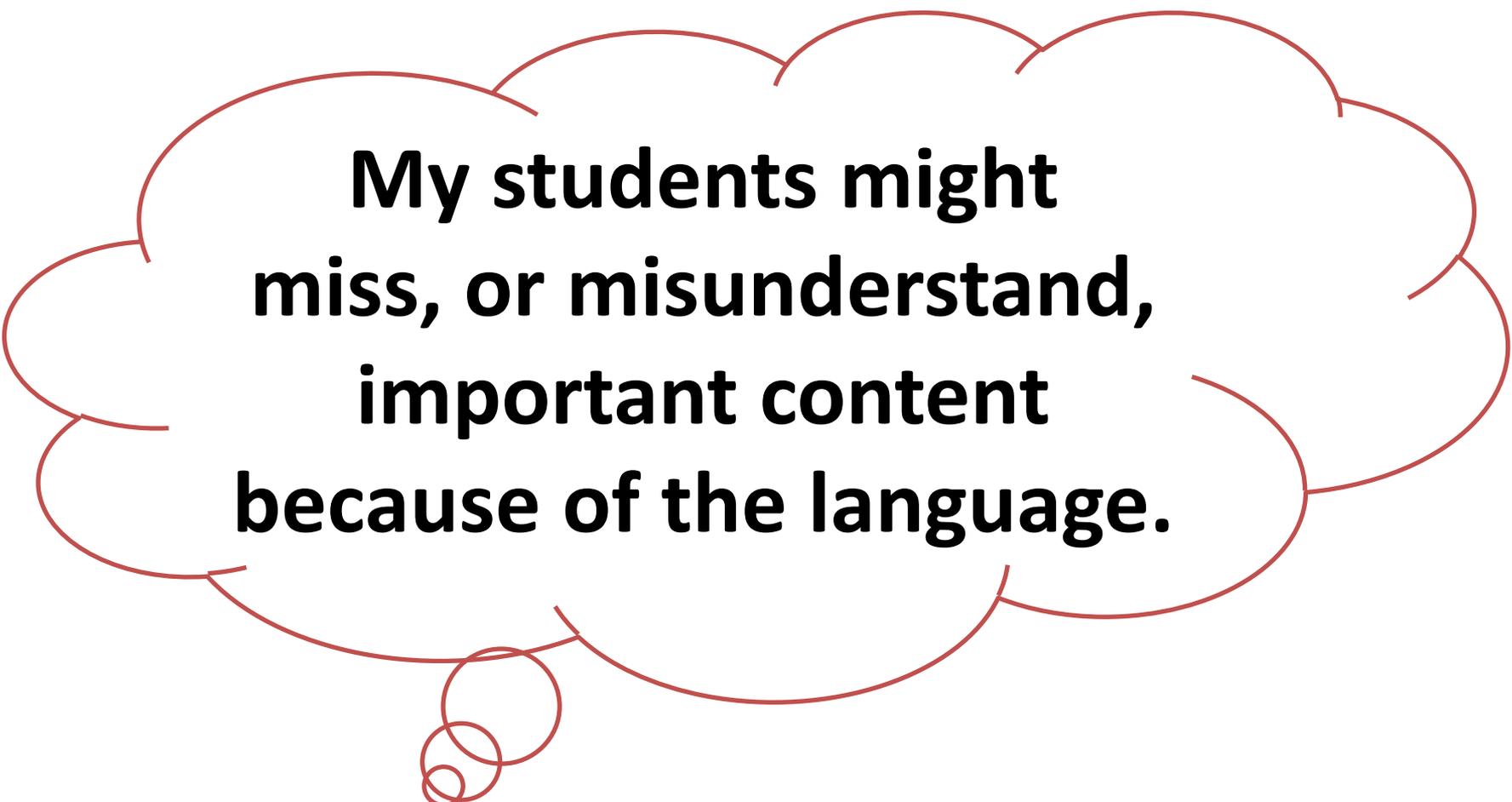
Basic expressions for classroom management

- Come in and sit down, please.
- Who wasn't here last time?
- Can everyone see alright?
- Please get out the materials from last week
- How did you get on?
- OK, let's move on.
- We need to keep the noise down a bit.
- Who would like to do this?
- OK everyone, just a couple more minutes to finish off this activity.
- Can you get into groups of three, please.
- Work with a partner/the person sitting next to you, don't do this on your own.
- What did you get for number 5?
- Is that clear or shall I go through it again?
- Let's hear from the group at the back/front.
- You'll find the instructions on the handout.
- Please review the material we covered today in class
- Don't forget to finish this off for next time.
- I'll put the homework on aula global
- The deadline for this assignment is...
- See you all again on Tuesday.

**My class lasts two hours.
I can't talk for that long in
English!**

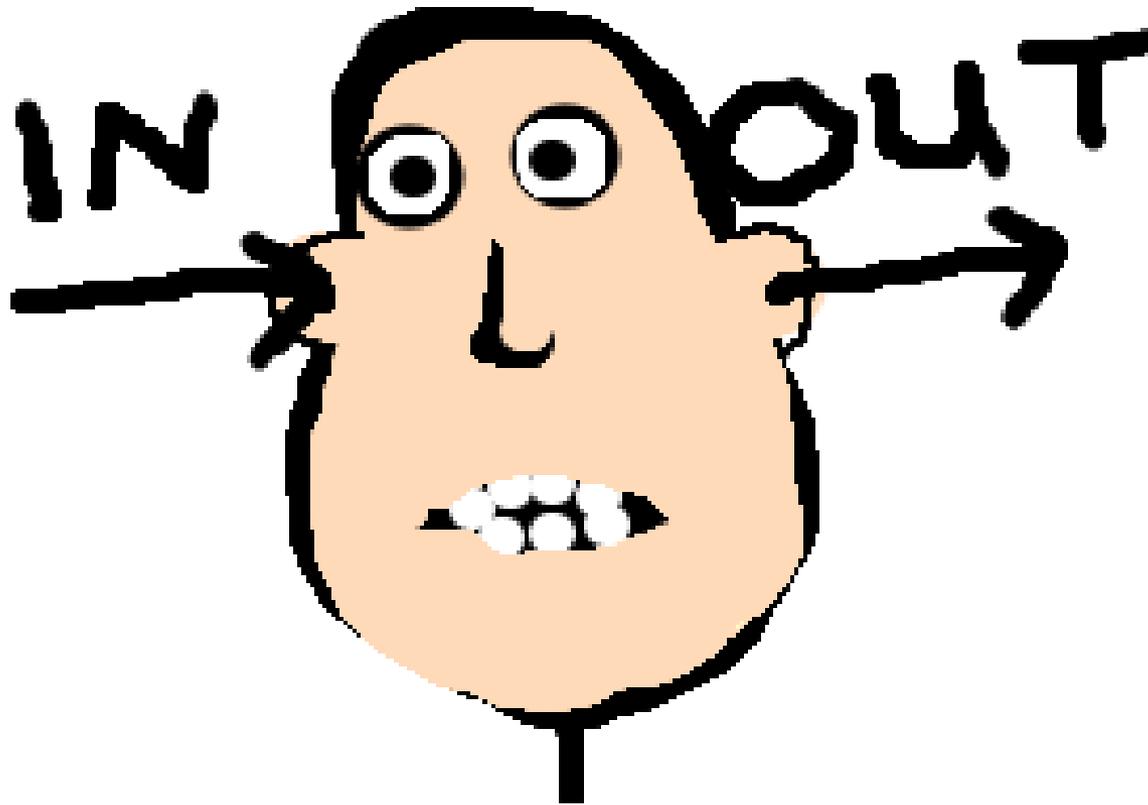
**Create
opportunities to
practice speaking
English in your
university.**

**Don't even try to!
Using a variety of
sources is enriching.**

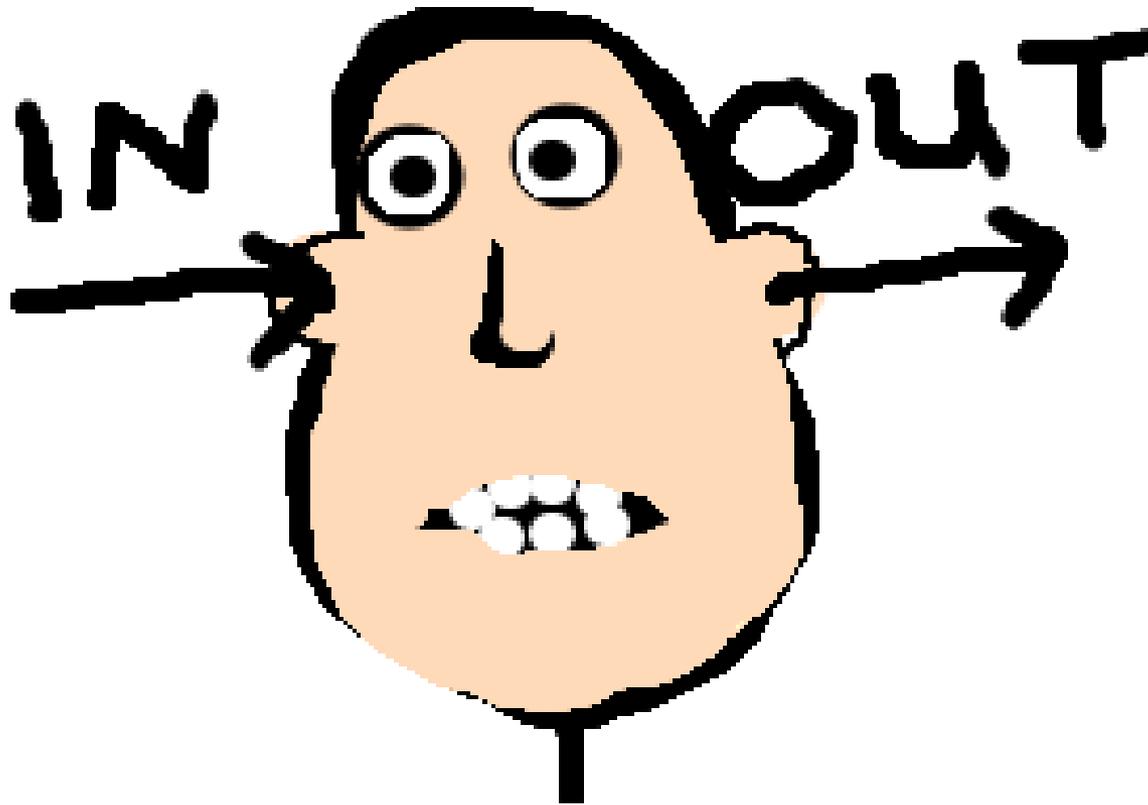


My students might miss, or misunderstand, important content because of the language.

Use visual as well as aural sources to reinforce transmission



Use **visual** as well as **aural** sources to reinforce transmission



Keywords

feedback

oral fluency

classroom management

problem-based learning

slides

handouts

gestures

aural

visual

group work

participation

sheltered content

classroom dynamics

learner autonomy

Content assimilated through **group work**



Use **images** and **objects**
to reinforce aural transmission



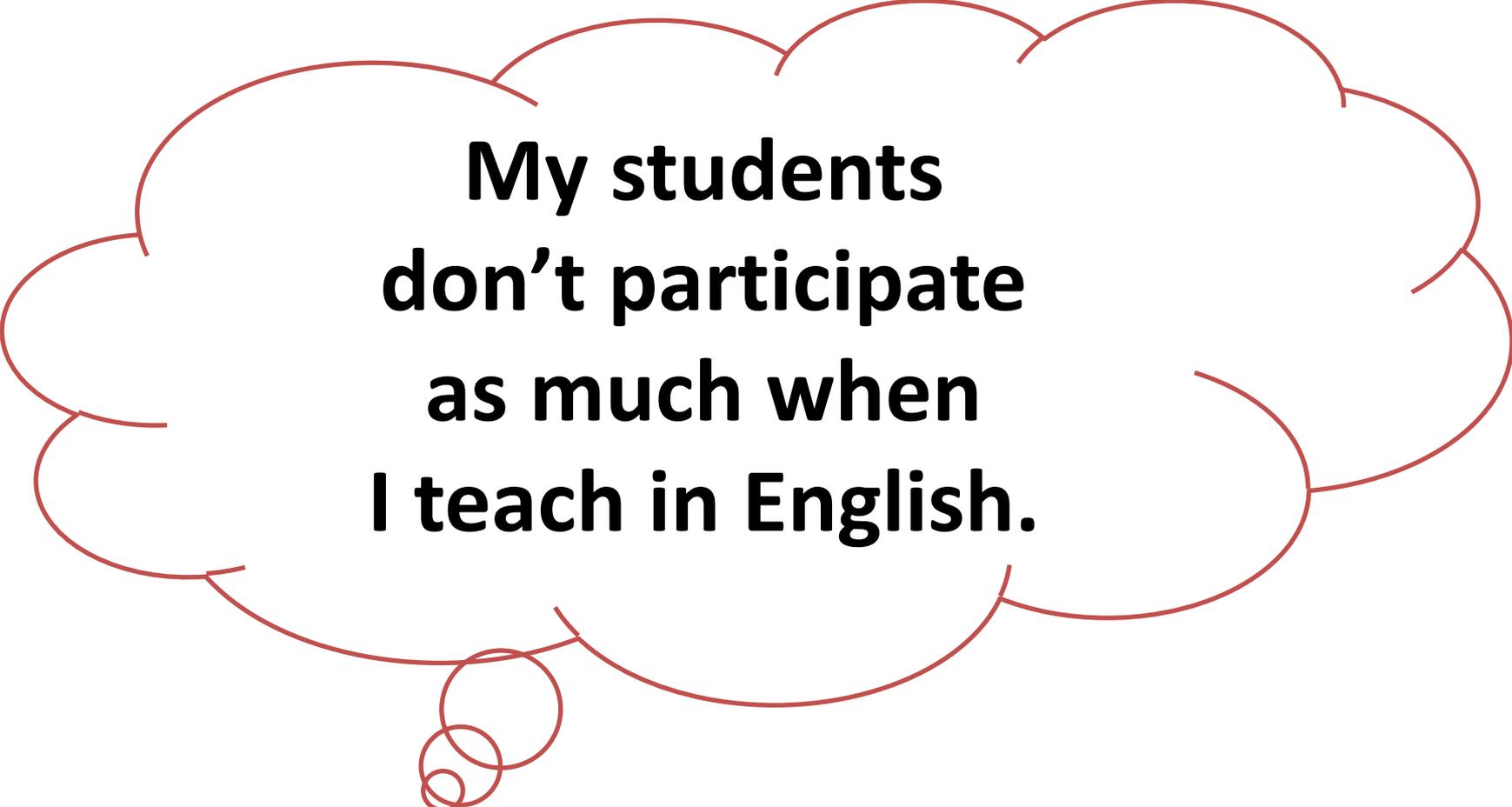
Use **images** and **objects**
to reinforce aural transmission



My students might miss, or misunderstand, important content because of the language.

Use text, keywords, and visual sources to reinforce the aural message.

Use group work. Students can resolve doubts and assimilate content through practice.

A large, hand-drawn red thought bubble with a scalloped edge and a small tail at the bottom left. Inside the bubble, the text is centered and written in a bold, black, sans-serif font.

**My students
don't participate
as much when
I teach in English.**

What is a cyanobacteria and how is it connected to the GOE?

What is a **cyanobacteria** and how is it connected to the **Great Oxygenation Event (GOE)**?

Past human footprints in modern landscapes

Multiple choice test (only one answer is correct)

- 1. What is a **cyanobacteria**?
 - a. the first intelligent bacteria
 - b. the first red bacteria
 - c. the first photosynthetic organism

 2. When did **oxygen levels** in the **atmosphere** start to increase?
 - a. 3 million years ago
 - b. 3 billion years ago
 - c. it never happened

?



Encouraging students to answer questions

Step 1: Encourage

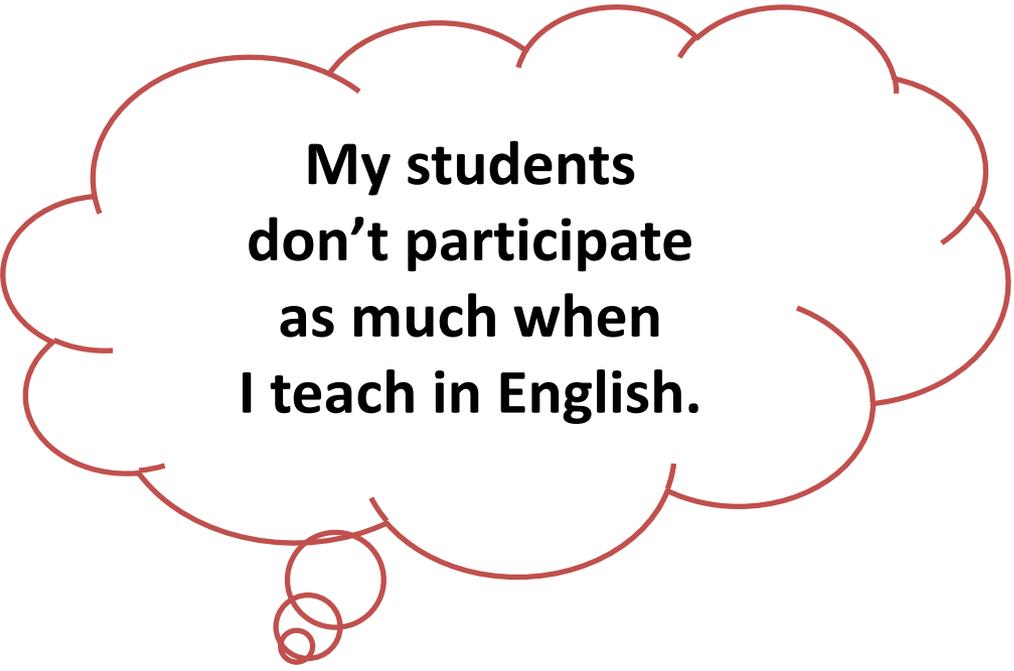
Thank you. Yes. Well done. Very good. Absolutely. Exactly. Good point. Very interesting, Excellent...

Step 2: Correct /go into more depth

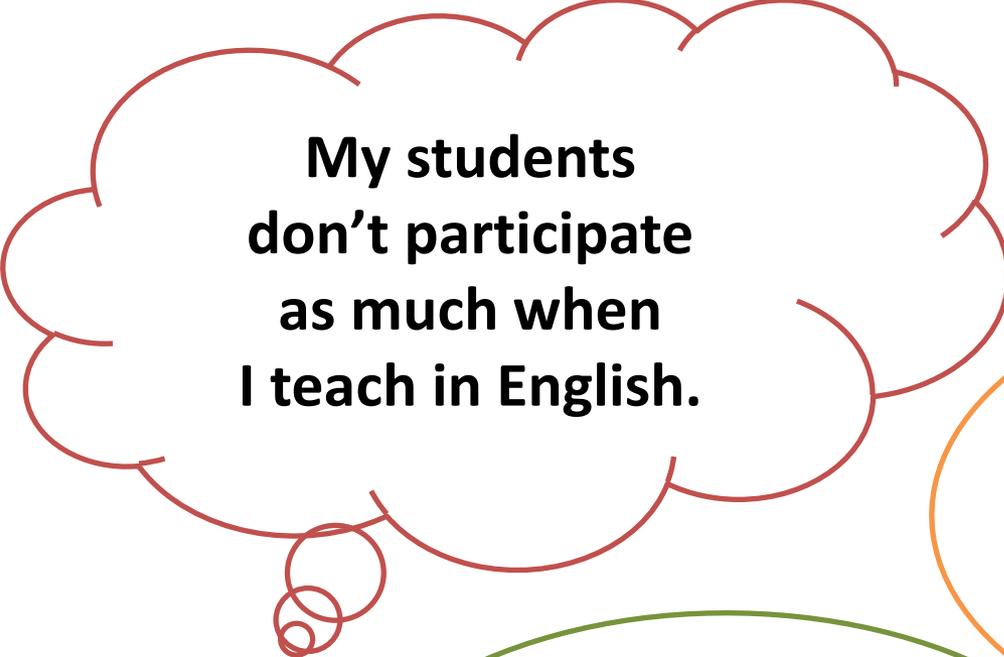
- Do you think there are any other possibilities?
- Some other important aspects that we could consider are...
- Has anyone got an alternative?
- There are a few other things we could also mention here. Any suggestions?
- But perhaps it would be better to...
- The only aspects I'd like to add are, first, ...second, ...
- You're right, but what about the possibility that...
- Regarding X, let's highlight some issues. First, ...Second, ...
- To make that even clearer we could...
- How could we put that in a more concise way?
- But what would work in every case? Does anyone have any suggestions?

?



A red thought bubble with a scalloped edge and a small tail at the bottom left. Inside the bubble, the text reads:

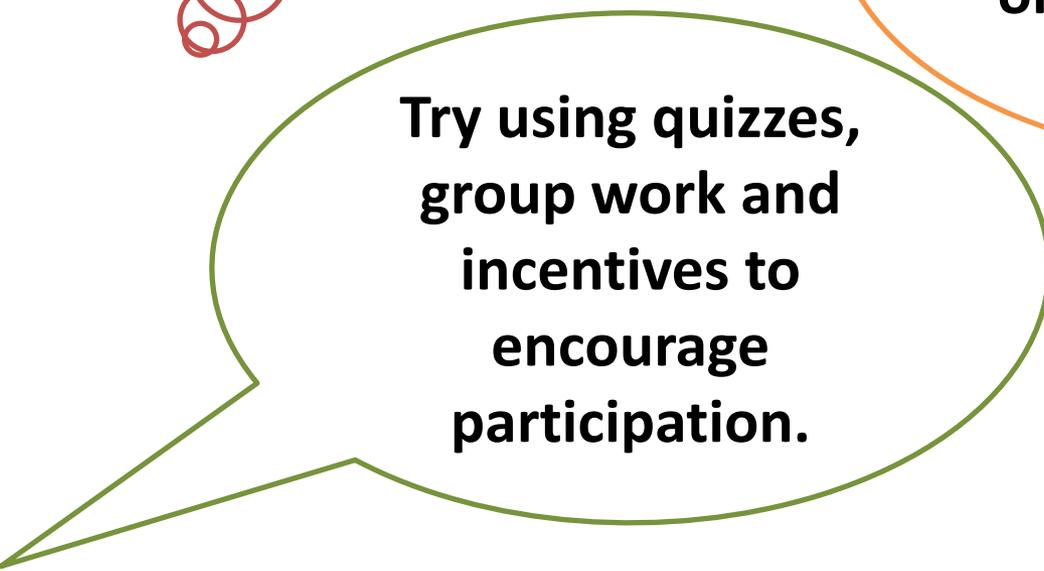
**My students
don't participate
as much when
I teach in English.**

A red thought bubble with a scalloped edge and a tail pointing towards the bottom left.

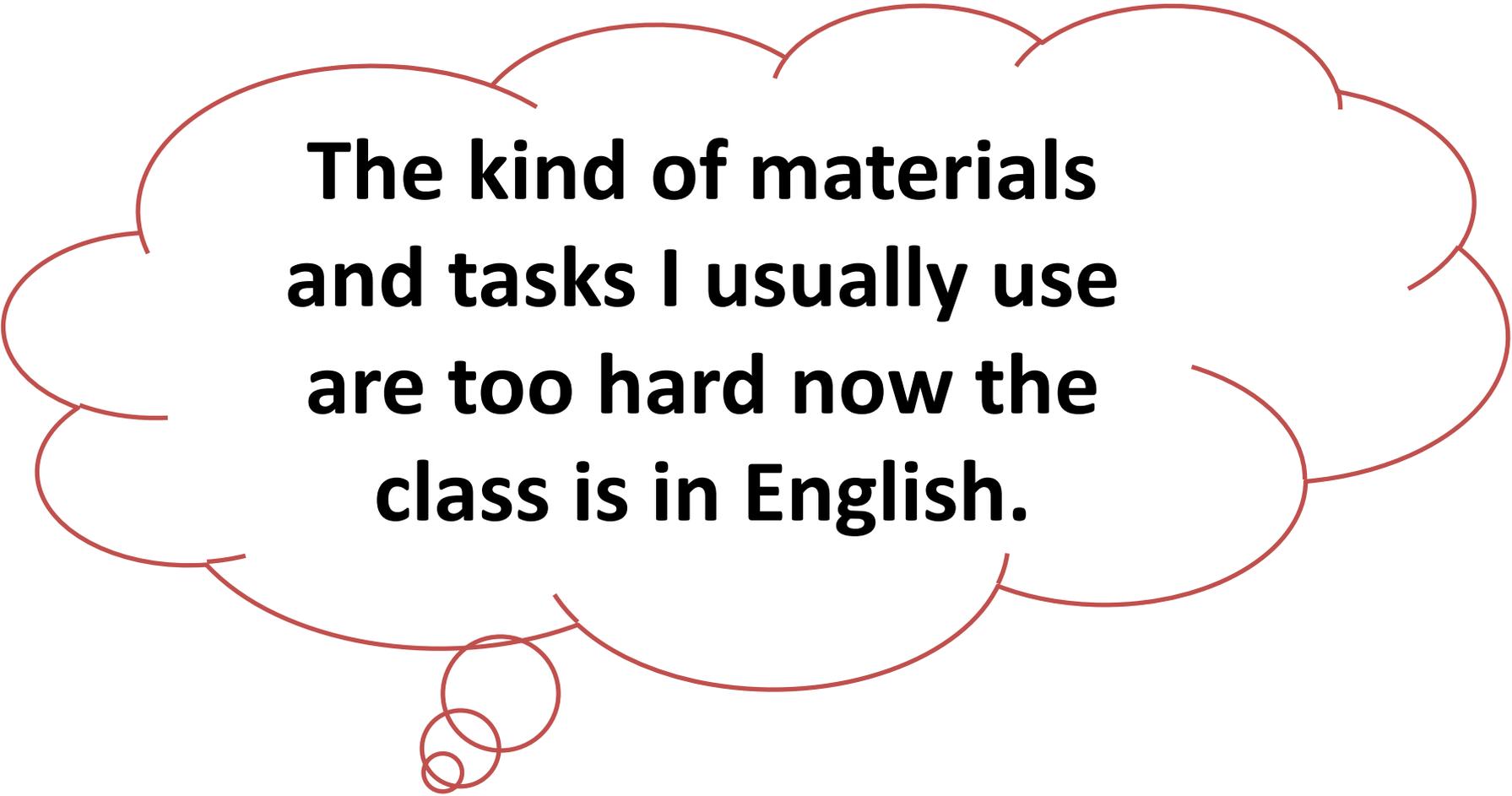
**My students
don't participate
as much when
I teach in English.**

An orange speech bubble with a pointed tail pointing towards the bottom right.

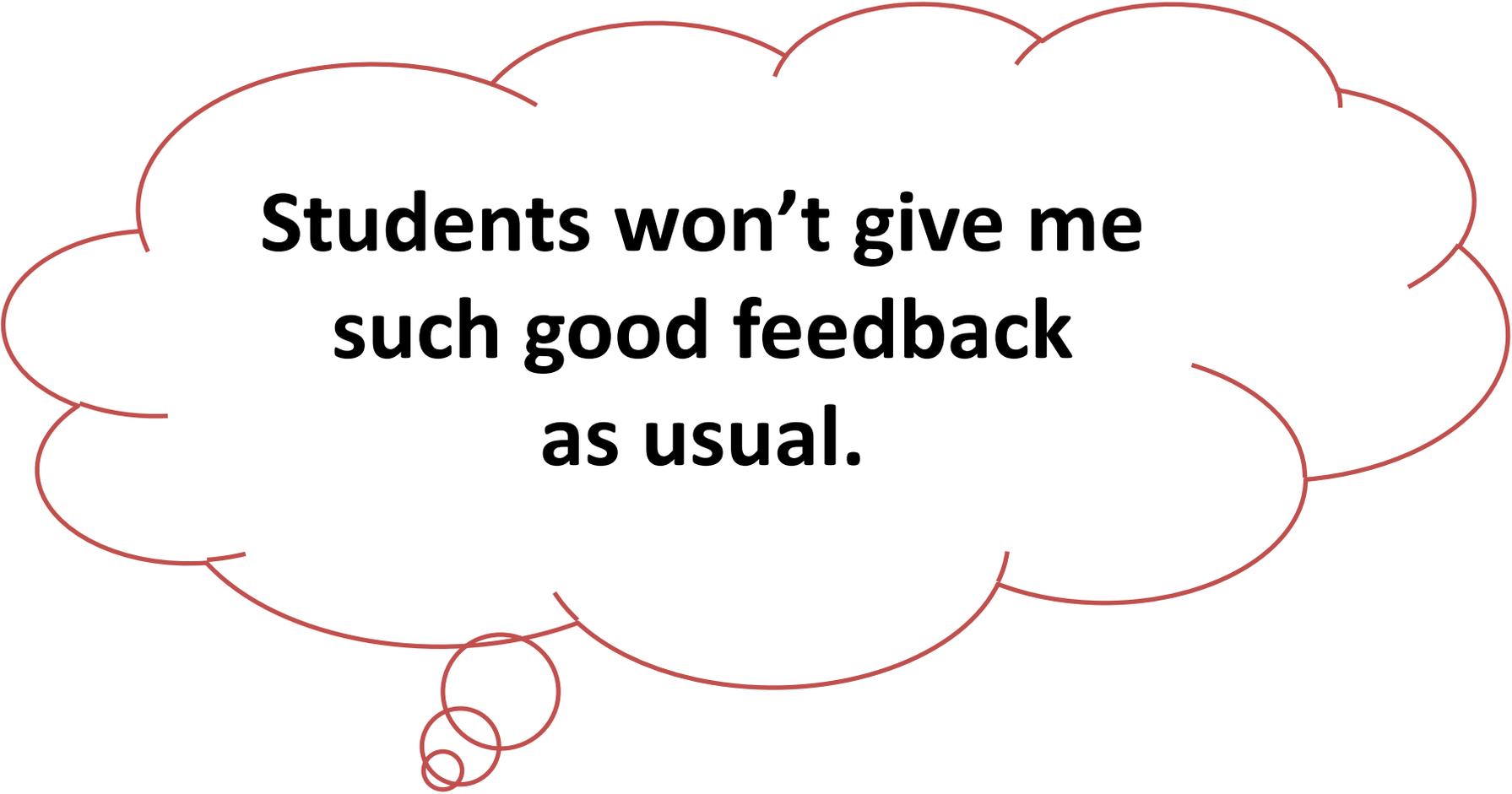
**Improve class
dynamics by learning
students' names and
organizing the space
well.**

A green speech bubble with a pointed tail pointing towards the bottom left.

**Try using quizzes,
group work and
incentives to
encourage
participation.**



**The kind of materials
and tasks I usually use
are too hard now the
class is in English.**



**Students won't give me
such good feedback
as usual.**

Valoració global del professor / la professora

1 2 3 4 5 6 7 8 9 10

Commentari:

Vaig treure un 4,5 en aquesta matèria perquè el professor no parla bé l'anglès i no vaig entendre res.

Office hours

Do come and see me if you would like to talk about any aspect of the course.

Thursdays 10.00–12.00, room 20.153

Please email first to make an appointment

sarah.collins@upf.edu

Day 1: Icebreaker

1. Which topics covered in this course interest you most? Why?
2. Which aspects do you think will be most difficult for you?
3. If you have difficulties, how could you address them?

Quick end-of-class reflection

1. What was the most important thing you learned during the class?
2. What was the most difficult point for you?
3. What questions do you still have?
4. What did you find most useful for understanding the class material?
5. Try to summarize the main ideas of the class in a sentence.

Mid-term questionnaire

I'm _____ satisfied with my progress in this course.

very / quite / not very / not at all

I've attended _____ of classes.

100% / more than 80% / less than 80%

My participation in group work has been _____.

as active as possible / quite active / not very active / minimal

I've completed _____ of the homework assignments.

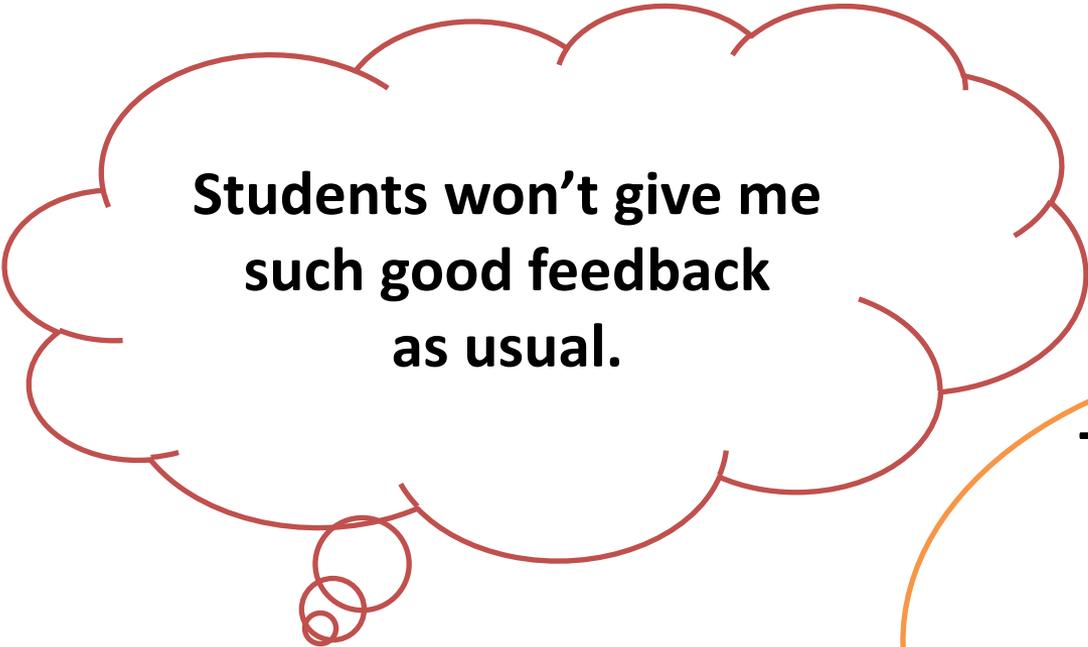
all / most / some / none

I think I could improve my performance by...

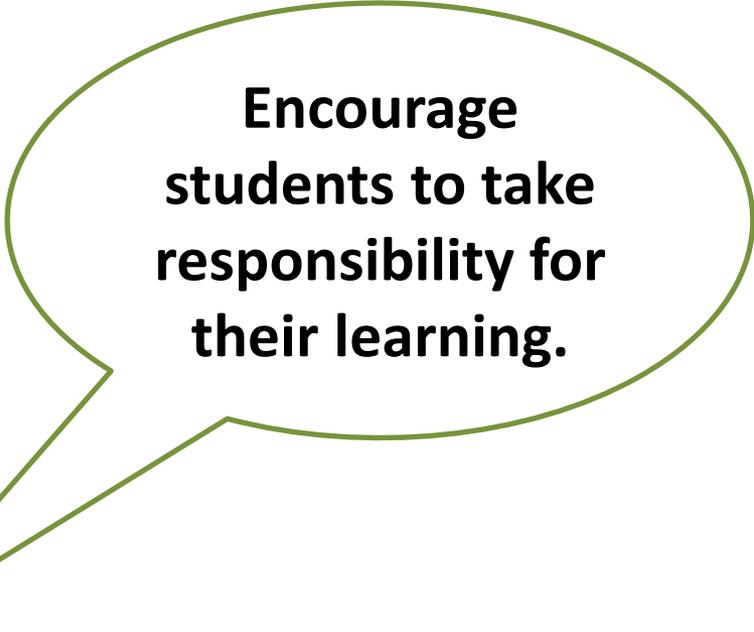
I'd like to make these suggestions to the teacher...

Reflect: what worked, what didn't?
What next?

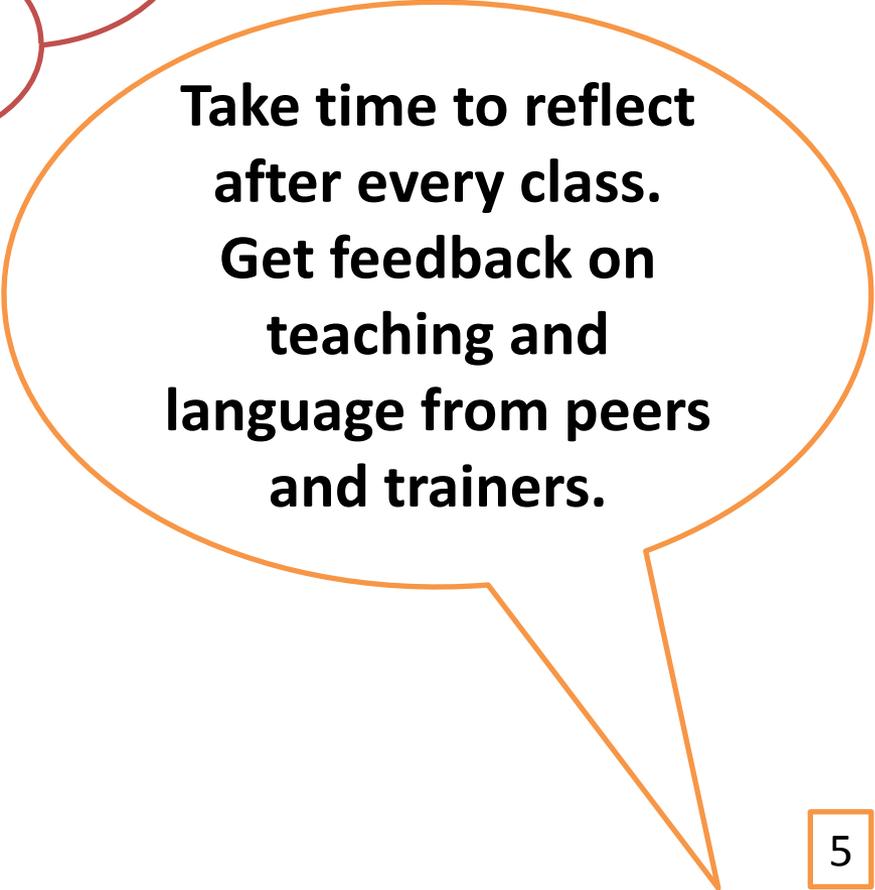




**Students won't give me
such good feedback
as usual.**



**Encourage
students to take
responsibility for
their learning.**



**Take time to reflect
after every class.
Get feedback on
teaching and
language from peers
and trainers.**

Thanks to these PDI whose ideas were included today...

Daniela Bellani	(Social and Political Sciences)
Núria Boada Centeno	(Experimental and Health Sciences)
Josep Capdeferro	(History of Law)
Clara Cortina Trilla	(Demography)
Dolors Folch Fornesa	(Chinese Studies)
Agustí Garrido i Camprubí	(Economics)
Cristina Gelpí Arroyo	(Translation and Language Sciences)
Karina Moret Miranda	(Contemporary History)
Silvia Morgades Gil	(International Law)
Antoni Porrás Sánchez	(Business Studies)
Lorena Ramirez Ludeña	(Philosophy of Law)
Javier Ruiz Perez	(Archaeology)
Plácido Lizancos Mora	(Architecture - University of A Coruña)

...and to the many others doing a great job in our classrooms.