

# FORMACIÓ ESPECÍFICA PER AL PDI DE LA UNIVERSITAT POMPEU FABRA

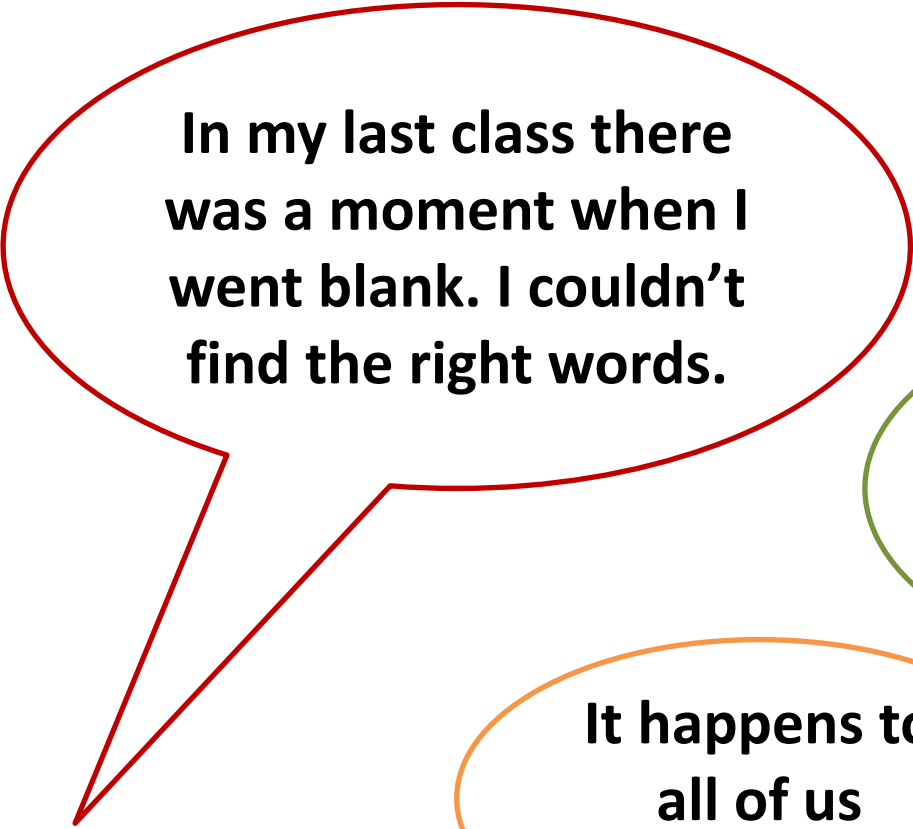
*A problem-based approach*

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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.**



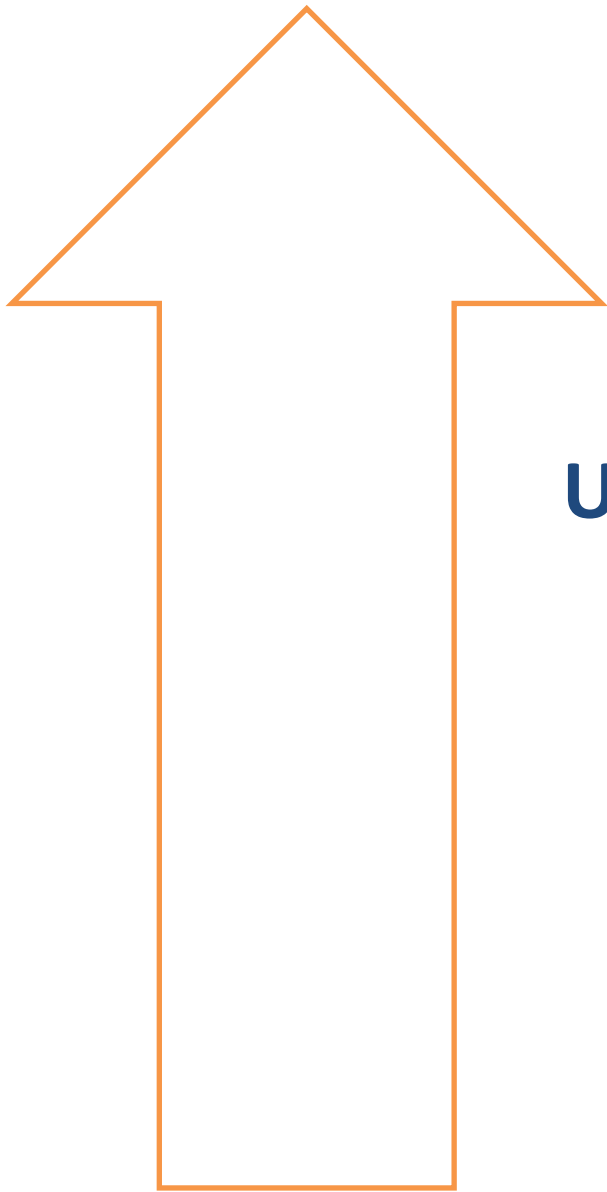
**In my last class there was a moment when I went blank. I couldn't find the right words.**



**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





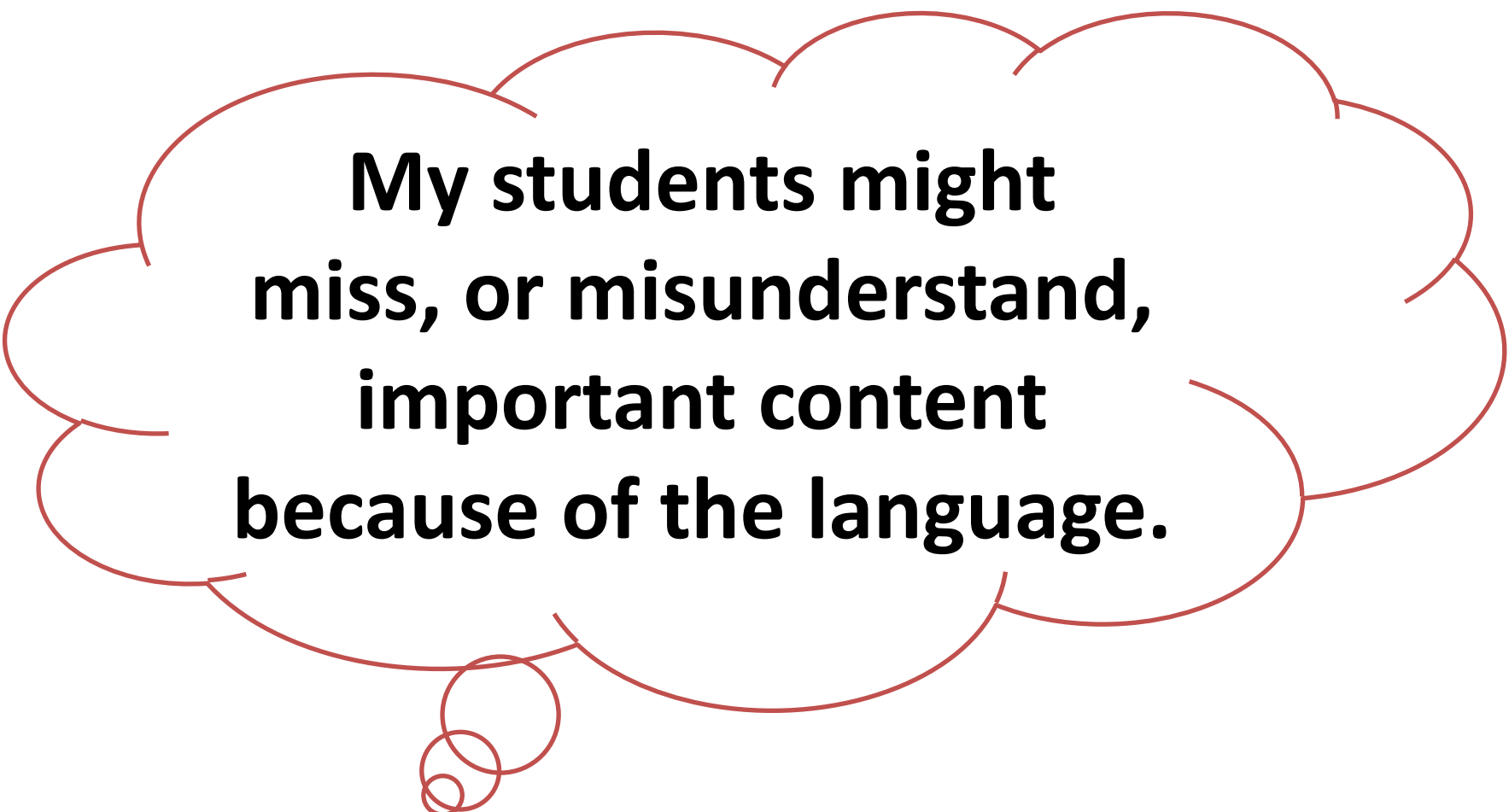
# Basic expressions for classroom management

- 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.**

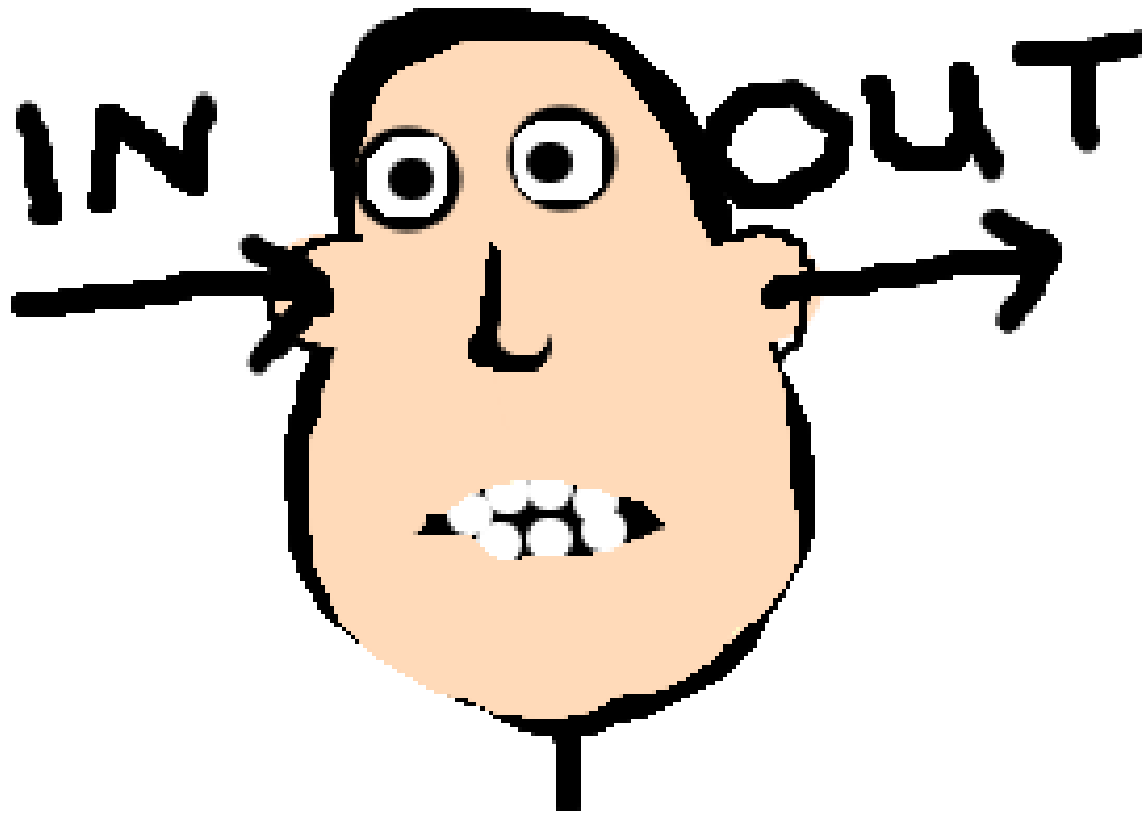
**Don't even try to!  
Using a variety of  
sources is enriching.**



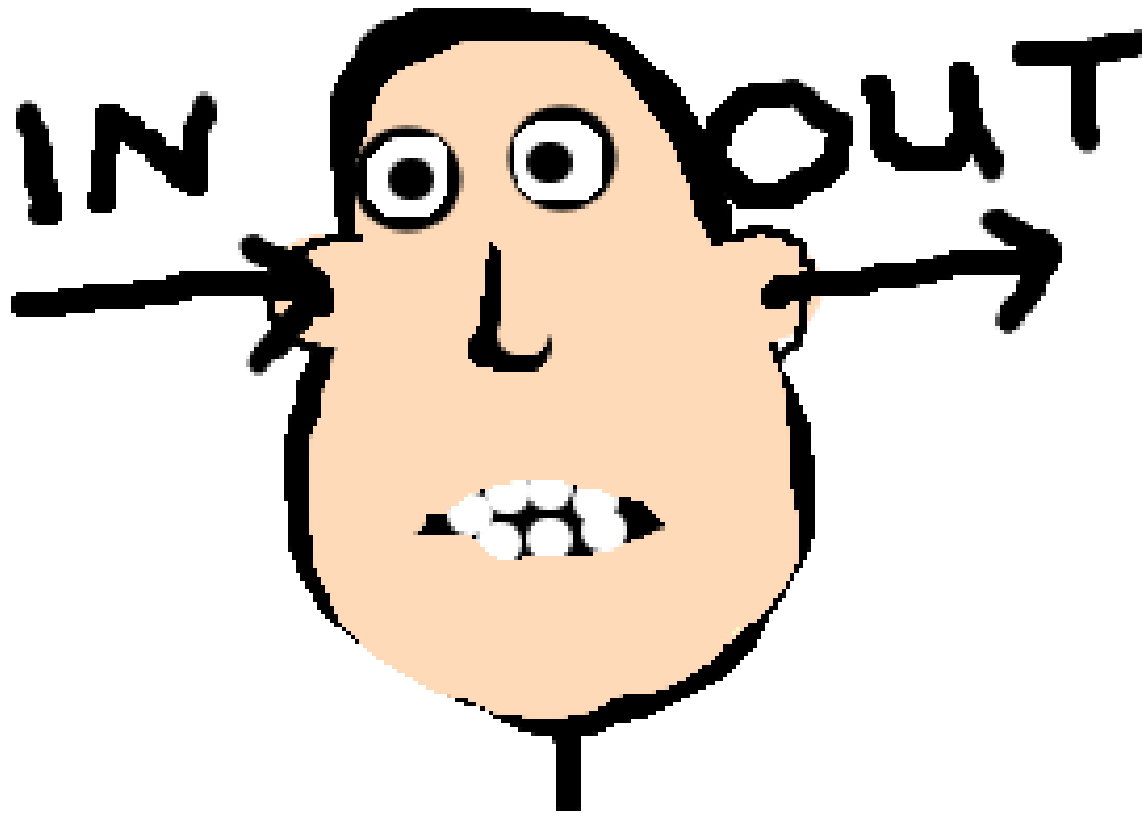
**My students might miss, or misunderstand, important content because of the language.**



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



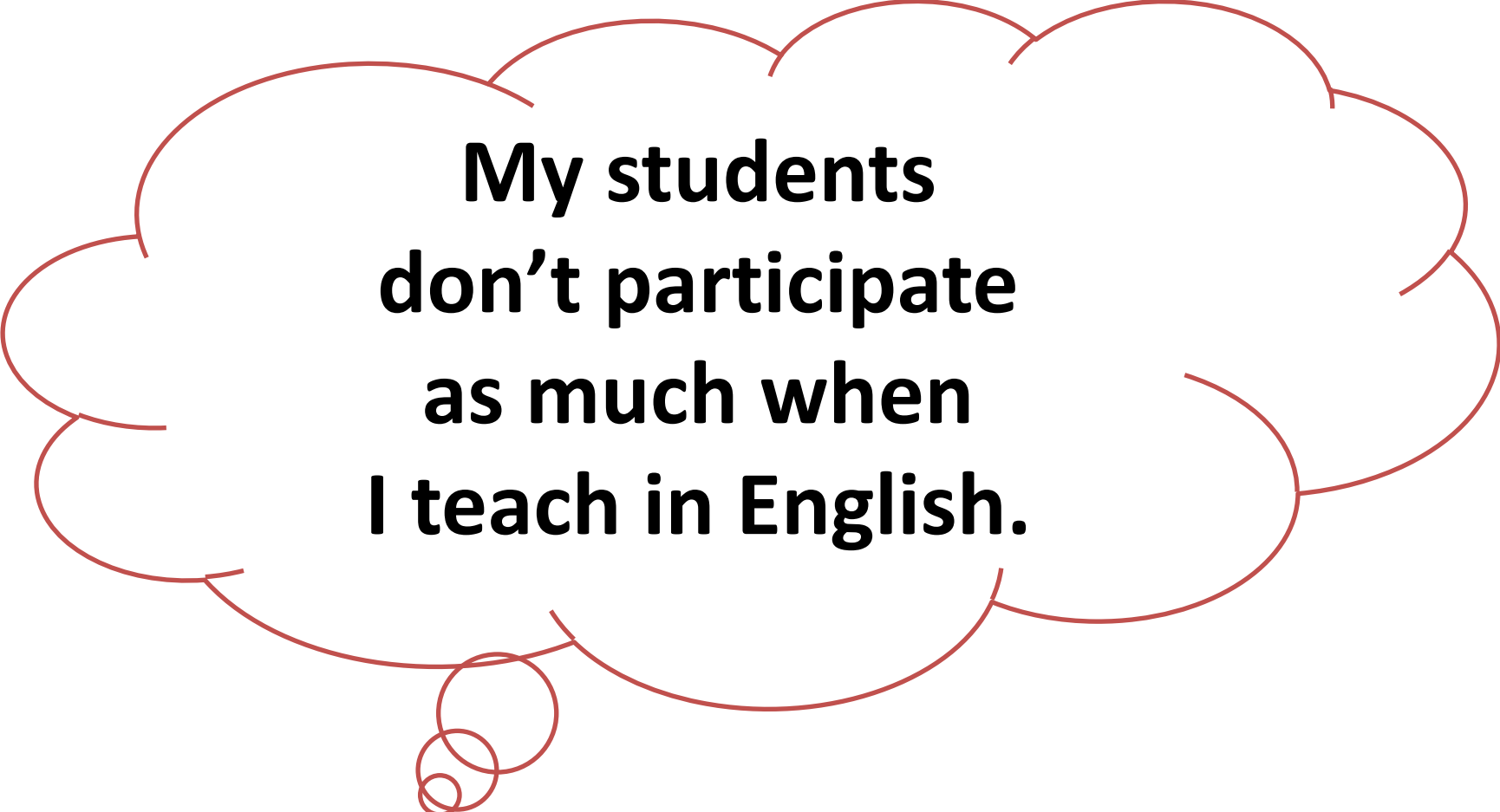
Use **images** and **objects**  
to reinforce aural transmission



**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

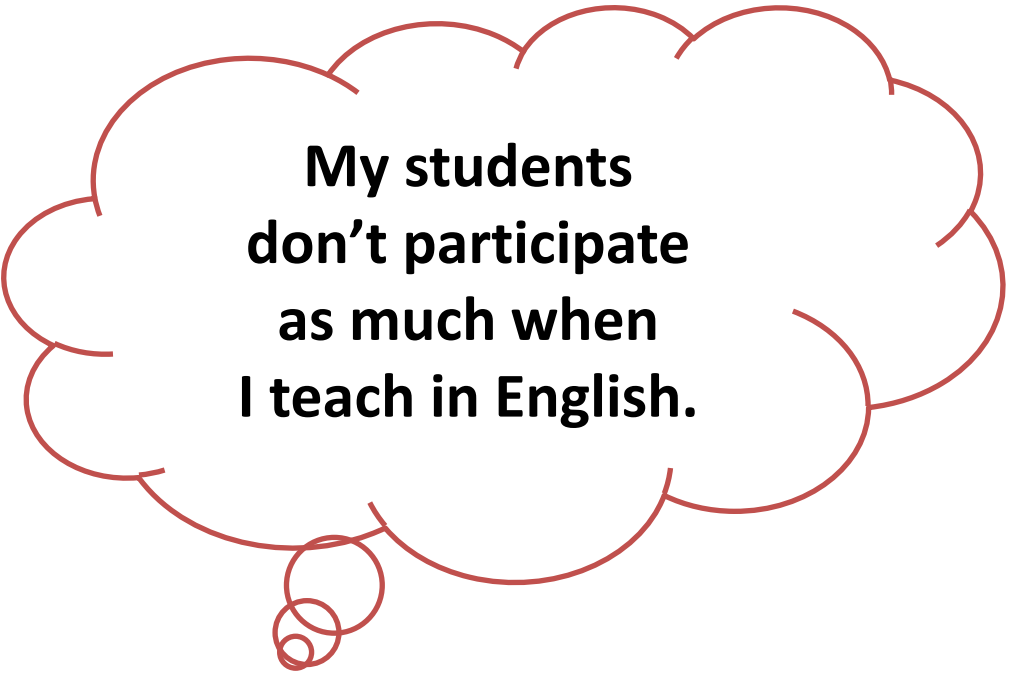
Thank you. Yes. Well done. Very good. Absolutely. Exactly. Good point. Very interesting, Excellent...

## Step 2: Correct /go into more depth

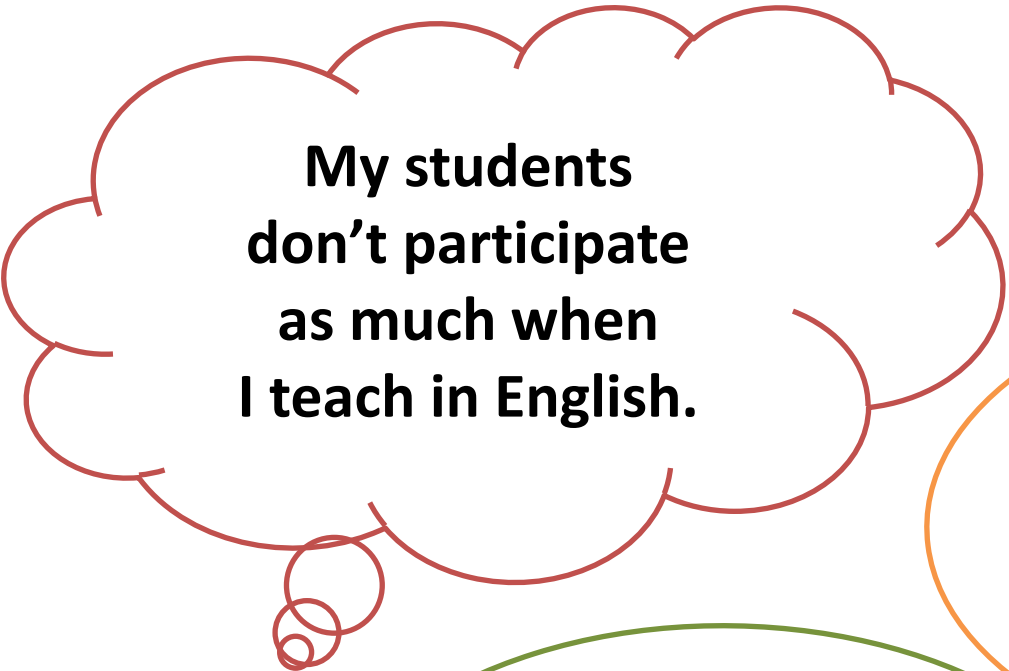
- Do you think there are any other possibilities?
- Some other important aspects that we could consider are...
- Has anyone got an alternative?
- There are a few other things we could also mention here. Any suggestions?
- But perhaps it would be better to...
- The only aspects I'd like to add are, first, ...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 border and a small tail at the bottom left. Inside the bubble, the text reads: 

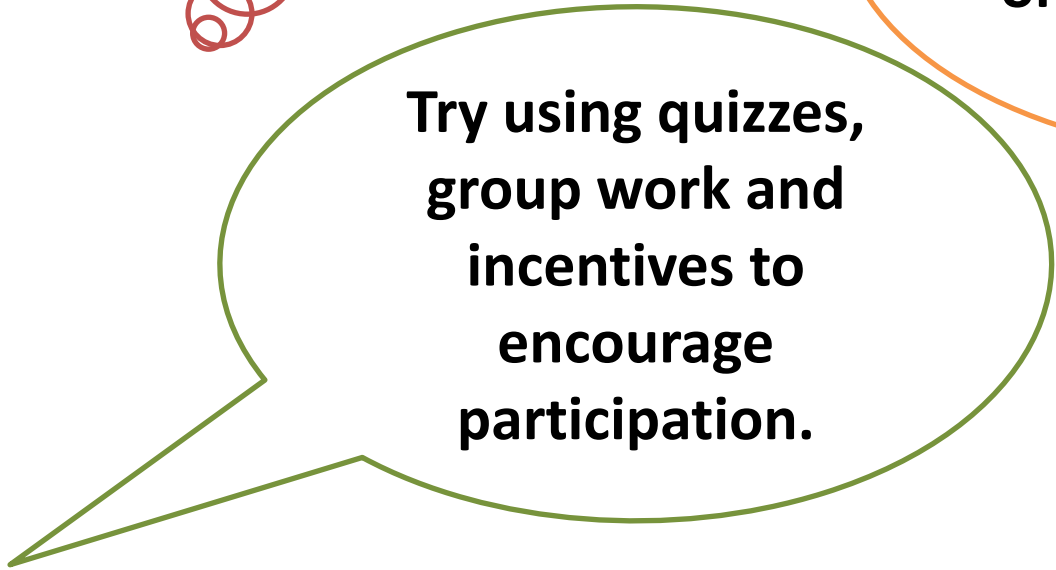
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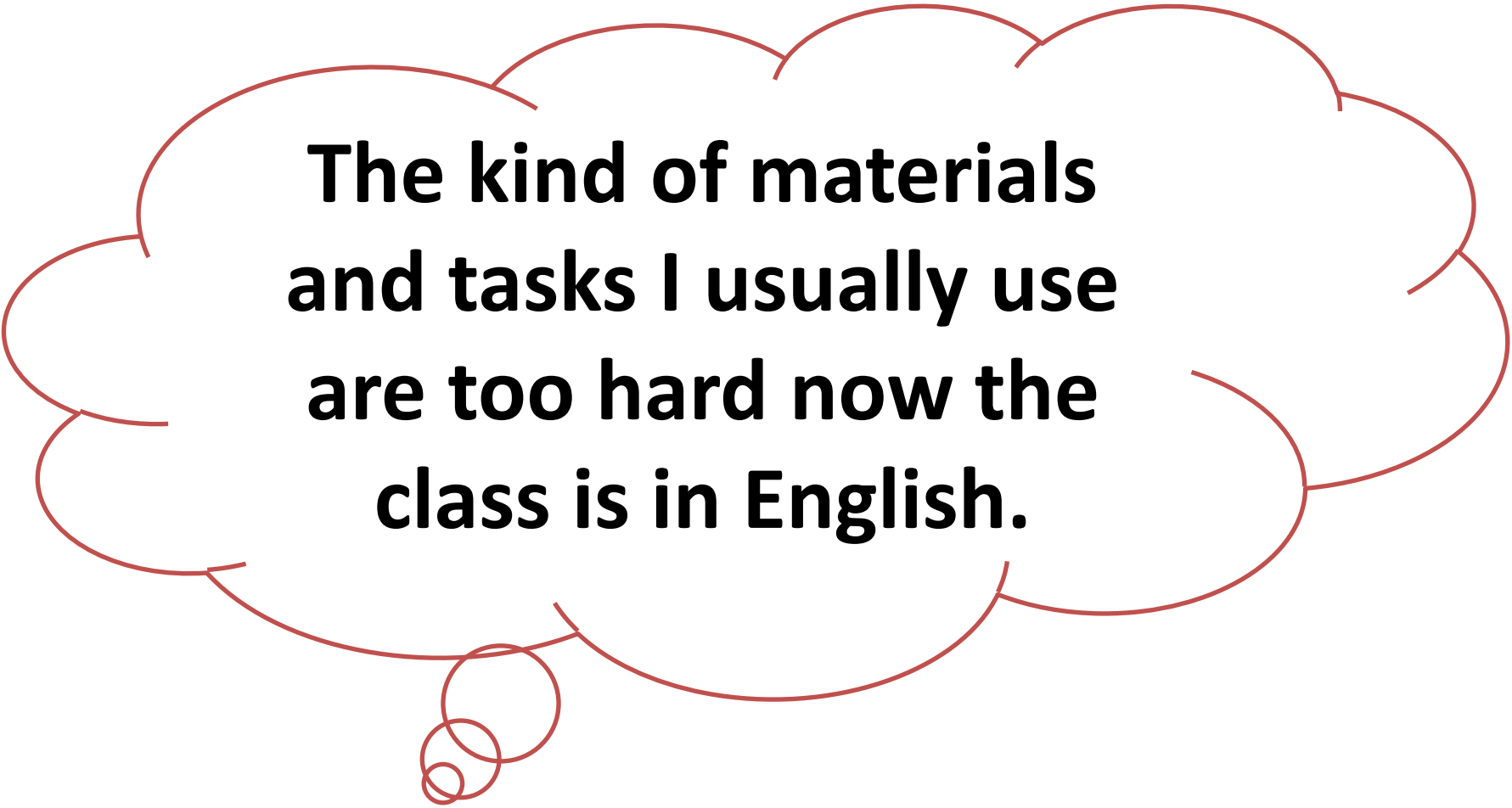


**Improve class  
dynamics by learning  
students' names and  
organizing the space  
well.**



**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](mailto: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...**

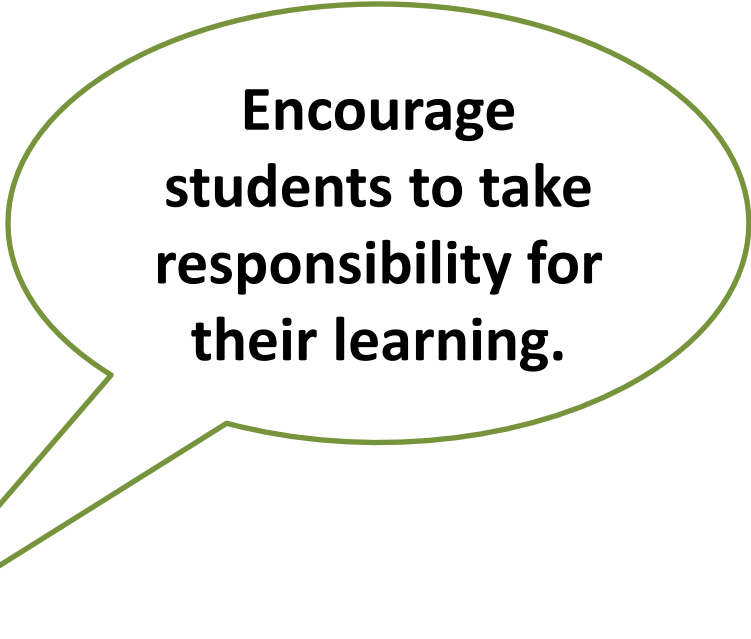
Reflect: what worked, what didn't?  
What next?



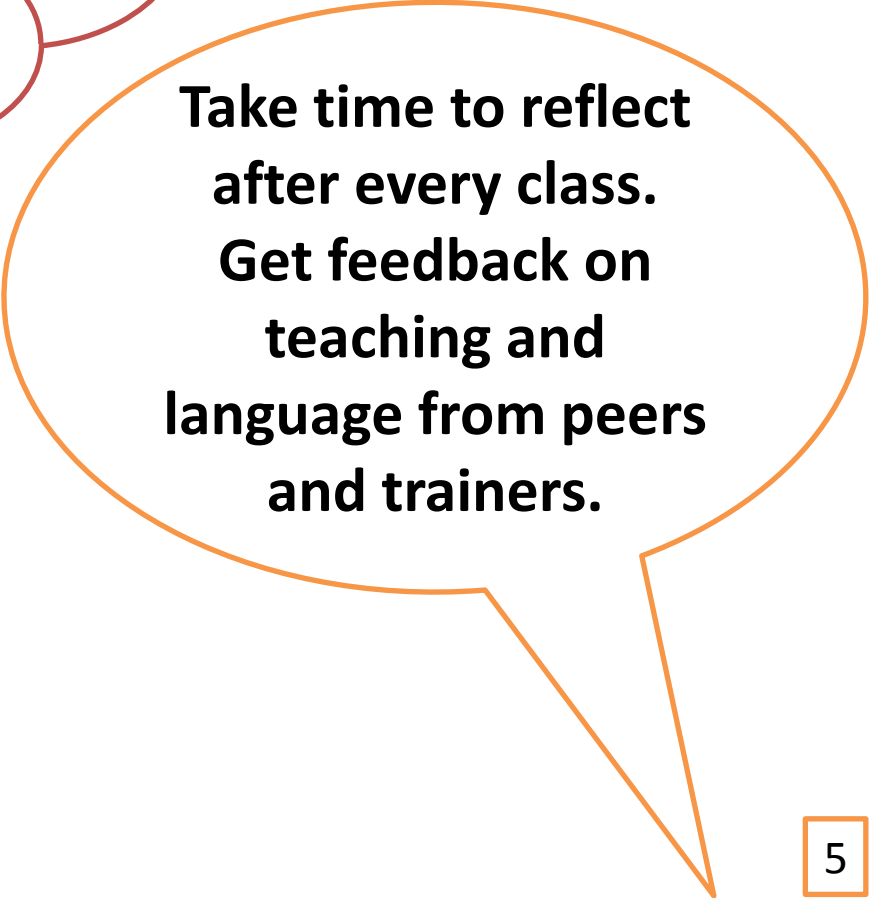




**Students won't give me  
such good feedback  
as usual.**



**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.**