

# ‘EcoEAP’: The possibilities afforded by developing an ecological approach to EAP practice

University of Crete, September 2019

Neil Adam Tibbetts— University of Southampton

...an *ecological* approach?

***What do you think it is?***

# Canterbury Abbots mill project (<https://www.abbotsmillproject.co.uk/>)



Our habitat restoration programme is well underway. We have cleared the site of scrub undergrowth and rubbish (including several drug dens), erected a fence made traditionally from local chestnut, thinned and removed several sycamore trees and planted a native-tree hedge and other native trees around the site, sown native wildflower and grass seeds, laid a woodchip path and generally made the site safer and improved its biodiversity. We have also carried out some community archaeology in partnership with Canterbury Archaeological Trust as part of our pre-application evaluations. We have also launched our community education and research programmes.

The centre will demonstrate sustainable and compassionate living in action and provide an inclusive, interactive and accessible centre of education and research. By linking the past to the present and future it will weave a common thread in terms of sustainability and energy generation. The project focuses on providing positive examples, stimulating ideas, promoting education, generating research, raising awareness and sharing skills and knowledge. The centre will be a peaceful, welcoming and accessible place for all.



## OUR PROJECT MISSION

To develop an urban hub of sustainability and social justice, powered solely by non-centralised, renewable energy, principally through installing a water-wheel on the River Stour. This will include an education and research centre about sustainable and compassionate living, renewable energy and the importance of the River Stour in Canterbury's past, present and future, a vegan community café and a community-led woodland/wildlife area based on permaculture principles.

## OUR PROJECT VISION

To be regarded as the UK exemplar for sustainability and social justice; achieved through focusing on education and research and incorporating renewable energy, environmental science and technology.

## OUR GLOBAL VISION

A world where humans live in harmony with our natural environment, non-human animals and with each other and fully understand the social and environmental consequences of our everyday actions.

Abbots mill project sign

### University of Kent – Community newsletter



### Welcome to our new community garden

A new community garden has opened on our Canterbury campus, designed to become a sustainability hub centred on growing food. It will become a collaborative outdoor space for staff, students and members of the local community to use for a range of activities.

The Kent Community Oasis Garden (KentCOG) is being developed by the University's Student Wellbeing team with partners including local charity Kent Enterprise Trust (KET).

The garden provides a space for relaxation and learning new skills, with opportunities to take part in numerous seasonal initiatives including growing plants, wildflowers and vegetables. The garden is located along the Crab and Winkle pathway to the far east of the Canterbury Campus past the Park Wood accommodation.

Helping with its design – with an emphasis on accessibility – is *Gardeners' World* local expert Mark Lane. Other organisations actively involved with the garden include the Whitstable and Herne Bay Beekeepers group, Kent Union and its student-run Gardening and Foraging Society. Plants have been donated by the Canterbury Chartham Wyevale Garden Centre and Vincent Nurseries in Herne Bay.



The launch of the garden also fits in with several of the United Nation's Sustainable Development Goals that the University has pledged to follow.

KentCOG would love to hear from any members of the public with skills in gardening, foraging, design, art or permaculture who are interested in helping to develop the garden.

Email us now at [kentcog@kent.ac.uk](mailto:kentcog@kent.ac.uk)

Find out more about the project on the KentCOG blog:  
<https://blogs.kent.ac.uk/kentcog/>

# Some ideas...

- FLEXIBLE
- ORGANIC
- RESPECTS DIVERSITY
- SUSTAINABLE
- DURABLE
- SELF-PERPETUATING
- REUSABLE
- MULTI-PURPOSE
- GROWING/DYNAMIC

## LINKS?

Communities of Practice (Lave and Wenger, 1991; Wenger, 1998)

Academic literacies/literacy (Lea and Street, 1998; Wingate, 2015)

Ecolinguistics (Van Lier, 2010)

# Ecolinguistics

“An ecological approach aims to look at the learning process, the actions and activities of teachers and learners, the multi-layered nature of interaction and language use, in all their complexity and as a network of interdependencies among all the elements in the setting, not only at the social level, but also at the physical and symbolic level” (van Lier, 2010, p.3)

# Academic literacy

- “communicative competence in an academic discourse community” (Wingate, 2015, p.11)
- 3 capabilities of AL competency:  
“in addition to linguistic proficiency, (1) an understanding of the discipline’s epistemology, i.e. the ways in which subject knowledge is created and communicated, (2) an understanding of the socio-cultural context, i.e. the status of the participants in the academic community and the purpose of the interactions occurring in the community and (3) a command of the conventions and norms that regulate these interactions.” (ibid. p. 7)

# A basis for ecoEAP? Principles – after van Lier

- Relationships (not objects)
- Contexts
- Emergent patterns
- Quality
- Value
- Critical perspective
- Variability
- Diversity
- Agency

(van Lier, 2004)

*“there must be room in a learning environment for a variety of expressions of agency to flourish”*

...

*“the agency-rich environment can become the joint project of teachers and learners alike”*

van Lier (2010, p.5)

# Application

- **Natural – Environmental/Ecological:** the whole picture, holistic approaches, the importance of contextualised, situated approach to course design...
- **Social – (Ecological) Academic literacy:** understanding the community of practice and its wider context...
- **Personal/Mental - Engagement:** teachers/students engaged in their own learning, critical learning, more than just a pathway?

Similar to bio-logics, socio-logics and ideo-logics (Door and Bang, 1996 in do Couto, 2014, p.123 ) or van Lier's physical, social, symbolic (2010, p.3)



# The context...

## Pre Masters

**MIPS** = Masters with Integrated Preliminary Study

24 month

(September start)

IELTS 5.5

or

18 month

(January Start)

IELTS 6.0



## MIPS: Core Modules

UNIVERSITY OF  
Southampton

Programme  
revised 2016

- English for Masters study
- Critical and Contextual Thinking
- Cultural Perspectives (s1 only)
- Research Project – related to subject of masters degree (s2 only)



## MIPS: Entry Requirements

UNIVERSITY OF  
Southampton

A bachelor degree *BUT* are not considered adequately qualified for direct entry to their chosen Masters programme

Normally a 2:2 equivalent

PLUS

English Language requirement  
IELTS or equivalent

5.5 (September entry) or 6.0  
(January entry)



## MIPS: Pathways

1. MANAGEMENT\* Programmes: MBA, Management, Marketing and Accounting & Finance
2. LAW
3. MUSIC
4. MECHANICAL ENGINEERING
5. HEALTH SCIENCES
6. HUMANITIES
7. + MEDICINE (2018)



# Before...

## HUMA5000/5007 English for Masters Study 2014-15 Syllabus – Weekly Objectives

Week 8	<p>Writing conclusions p88</p> <p>Hedging p90, p102, p130</p> <p>Giving references p91</p> <p>Grammar &amp; vocab p92</p>	<p>Identifying main ideas and supporting information p128</p> <p>Organising information for an essay p82</p> <p>Skimming and scanning texts p84</p> <p>Taking notes p87</p> <p>Vocab: collocations p87</p>	<p>Referring backwards and forwards in presentations p88</p>	<p>Understanding lists of items in a lecture p94</p> <p>Reconstructing your notes p97</p>
Week 9	<p>Contrasting information p145</p> <p>Grammar &amp; vocab p108 -109</p> <p>Taking a stance: expressing disagreement p146 – 47</p>	<p>Reading critically p98</p> <p>Taking notes p100</p> <p>Vocab: inferring the meaning</p> <p>Revising general nouns p129</p>	<p>Concluding your presentation p103</p> <p>Pronunciation p106</p>	<p>Understanding the relationship between parts of the lecture p122</p> <p>Understanding descriptions of process p123</p>
Week 10	<p>Describing information in figures &amp; tables p133 – 35</p> <p>Structure and content of reports p116</p> <p>Describing events in a time sequence p118</p> <p>Cause &amp; effect p119</p> <p>Grammar &amp; vocab p120 – 21</p>	<p>Understanding figures and tables p110</p> <p>Scanning p111</p> <p>Taking notes p113</p> <p>Significance of references p113</p> <p>Vocab: avoiding repetition p114</p>	<p>Taking part in tutorials and joining in discussions p114</p> <p>Asking for and giving information p131</p> <p>Pronunciation p116</p> <p>Intonation p132 (wh-)</p>	<p>Understanding vague language p124</p> <p>Listening for a lecture summary p125</p> <p>Comparing notes p125</p>
Week 11	<p>Peer correction</p> <p>Proofreading</p> <p>Grammar &amp; Vocab p136 -37, p148 – 49</p> <p><b><u>Submit long essay 1,200 words Thursday 12<sup>th</sup> December 2013 4pm (30%)</u></b></p>		<p>Review of presentations: language and structure</p> <p>Pronunciation p144 – 45</p> <p>Evaluating visual aids p144</p> <p>Summarising what has been said p143</p>	<p>Overcoming problems in listening to lectures p150 – 53</p> <p>Understanding specialised terms, reasons, signals of incomplete information. reference p150 – 52</p> <p>Listening and annotating slides p152</p>

# *Transition...*

proposed changes to the module I made in 2015-16  
(from notes for a meeting of module coordinators)

## MIPS2015-16 English Module HUMA5000 - syllabus overview SEMESTER 1

### Key Points:

- 3 'themes' 1. **Teamwork** (weeks 1-3), 2. **Learning** (weeks 4-6), 3. **Analysis** (weeks 7-10) + Review (weeks 11 and 12)
- More integration between R/W tutor and L/S tutor
- NO mid-term tests for Reading/Listening –formative exams at end of the semester (summative end of Sem. 2)
- New for L/S – seminar discussions\*
- New for R/W – report writing/reflective report\*\* and extensive reading project\*\*\*

### Assessment:

- **Listening and Speaking**– 1 group presentation (individual performance assessed) assessed in week 10 + 1 seminar discussion -assessed in week 12 – marks can be included in year ending portfolio  
End of semester Listening and Note-taking exam (same format as 2014)
- **Reading and writing** –2 long writing tasks -1 essay (submit week 8) and 1 report (submit week 12) + short reflective writing tasks (not assessed)  
End of semester Reading and writing exam (same format as 2014)

## *Points to include...*

- **collaborative research projects** which require students to interact with other members of the academic community and the learning environment as a whole;
- **innovative teaching practice**, such as the use of unassessed extensive reading, encouraging development of voice and identity in writing and a move away from explicit teaching of functional language;
- **a critical approach** using authentic materials on topical issues such as the internationalisation of universities, being an international student, 'interdisciplinarity' in academia etc.
- **reflective practice** as a key feature of assessment.



# Themes...

## SEM 1

Week/Topic	Description	Speaking assessment	Writing assessment
TEAMWORK	<b>Teamwork games and presenting in a group</b>  Getting to Know you exercise (week 1), group presentation about Southampton the city/ aspect of the UK.  Basic presentation skills/language (signposting), basic reflective writing skills (focus on criteria). Feedback on presentations.	ST1 GROUP PRESENTATION An aspect of Southampton/life in the UK, based on preliminary research  NOT ASSESSED	WT1 REFLECTIVE WRITING 1 Reflection on the theme of 'Teamwork' 500 words (set wk. 2, submit wk. 3)  NOT ASSESSED
LEARNING	<b>University education – Academic study in the UK</b>  Different types of writing/reading/listening/speaking Postgraduate students have to do, introduction to seminar skills/language for discussions vocabulary, sending university emails, 'For and Against' essays – intro, to critical thinking/argumentation, intro to referencing, essay structure, academic style, basic use of sources.	ST2 SEMINAR DISCUSSION On topics related to studying and learning  NOT ASSESSED	<b>WT2 LONG ESSAY</b> Students prepare an essay on a 'for and against' topic 1000 words (set wk. 5, submitted wk.7)  <b>SUMMATIVE – ASSESSED</b>
ANALYSIS	<b>Analysing and discussing results - DATA PROJECT</b>  Students prepare a questionnaire, interview students, collect data, present results in a group, then write an individual report presenting and discussing their findings.  Designing questionnaires, analysing results, discussing numbers/figures/graphs. Presentation skills – dealing with numbers, structuring a group presentation.	<b>ST3 GROUP PRESENTATION</b> Presenting and analysing results from the questionnaire project. (Wk 9)  <b>SUMMATIVE - ASSESSED</b>	<b>WT3 REPORT</b> Individual writing up results and analysing/discussing findings. (set wk. 9, submitted wk. 11)  <b>SUMMATIVE – ASSESSED</b>
REVIEW 1	<b>Review of topics covered during the semester</b>  Review of conventions of Academic Writing style for essays, reports and reflective writing. Practice of seminar discussions.	<b>ST4 SEMINAR DISCUSSION</b> Topic related to one of the themes of the semester – e.g. research/analysis, working in teams, university study in a global era.	<b>WT4 REFLECTIVE WRITING 2</b> Reflection on the data project and working in a group 500 words (set wk. 11, submit wk. 12)

## 6 'themes': S1 TEAMWORK LEARNING ANALYSIS

## S2 DESCRIPTION DISCUSSION RESEARCH

3 projects  
Involving both  
writing and speaking  
products:

QUESTIONNAIRE  
POSTER  
INTERVIEW

## SEM 2

Week/Topic	Description	Speaking assessment	Writing assessment
DESCRIPTION	<b>Focus on learning environment - Poster presentations</b>  Focus on an area of expertise/specialist research connected to university of Southampton. Work in groups to produce a poster-present in class (formal pres. Style) + in public (informal/ 'conference' style)  Designing/presenting a poster. Explaining, discussing, asking and answering questions. Summary writing. Writing an abstract, reflective writing	<b>ST 1 GROUP PRESENTATION</b> Poster presentation  Students work in groups to prepare a poster about a topic linked to the University of Southampton  NOT ASSESSED (wk. 2/3)	<b>WT1 REFLECTIVE WRITING 1</b>  Students write a reflective piece on their experience of the group work on the poster presentation 500 words (set wk 3, submitted wk. 4)  <b>SUMMATIVE –ASSESSED</b>
DISCUSSION	<b>Promoting discussion – The importance of evaluation</b>  Languages of evaluation and discussion, Defend and Discuss essay styles, advanced use of sources (synthesis and discussion of claims), constructing an argument and presenting a case.	<b>ST2 SEMINAR DISCUSSION</b>  Based on any topic connected to learning and postgraduate study in particular.  (wk 5)  NOT ASSESSED	<b>WT2 LONG ESSAY</b>  Students prepare an essay on either a Discuss or a Defend model  1000 words Set wk. 6, submitted wk. 8)  <b>SUMMATIVE –ASSESSED</b>
RESEARCH	<b>Focus on area of research and specific disciplines – INTERVIEW PROJECT</b>  Students interview a postgrad student or tutor about their research and then write a report focussing on key developments in that area, especially on Southampton's involvement/role in it. Focus on interdisciplinarity and expectations about postgraduate study.	<b>ST3 GROUP PRESENTATION</b>  Students present based on their interviews with former MPS students or staff from the University.  (Wk 9)	<b>WT3 REPORT</b>  Report on the interview project 1000 words (set wk. 9, submitted wk. 11)  <b>SUMMATIVE –ASSESSED</b>
REVIEW 2	<b>Review of topics covered during the semester</b>  Students are asked to reflect on their year/semester at Southampton and consider	<b>ST4 SEMINAR DISCUSSION</b> Topic related to research/criticality/ interdisciplinarity etc.	<b>WT4 REFLECTIVE WRITING 2</b> Reflection on the interview project and

# Collaborative activities...

## In groups of 2 or 3...

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- Find an aspect of Southampton you would like to research and give a 10 minute presentation on
- You need to use either PowerPoint or similar (e.g. Prezi)
- All members of the group must participate (equally)
- Think of your audience – try to think of something interesting to say (which may be something the rest of the class don't know about)
- Some suggestions – *population growth, immigration, history of the dockyards, Southampton airport, comparison of University of Southampton and Solent, impact of the Titanic disaster on the city of Southampton...*

This assignment is linked to the theme of weeks 7-10 of Semester 2: ANALYSIS.  
It is **SUMMATIVE** (i.e. assessed).

### TASK:

#### Background:

##### International students at the University of Southampton

There are increasing numbers of international students on courses at the University of Southampton.

- What impact does this have on the university?
- How different is the experience of university life in Southampton for a home student compared to that of an international student?
- What are the attitudes of home students toward international students, and what are the attitudes of international students toward home students?

***Prepare a questionnaire which you can use to research any area which relates to this topic. You need to ask at least ten students, they may be foundation, undergraduate or postgraduate level. At least half of the sample MUST be home students (i.e. NOT international students).***

***You should then prepare a group presentation in which you discuss your findings from the research you conducted. You should aim to answer the following questions in your presentation:***

- **Research aims:** *What were your assumptions at the start of this project? How did you decide what questions to include in the questionnaire?*
- **Explain your research methods:** *Explain how you conducted the research. How many students did you interview? How many home vs international students?*
- **Discuss the results of your research:** *Did your findings confirm your assumptions about international and home students? Discuss some of the key points that you have learned from this project.*



# Exploring...

## TASK:

Prepare a group presentation on one of the topics from the list below or a similar theme (please agree with your listening and speaking tutor):

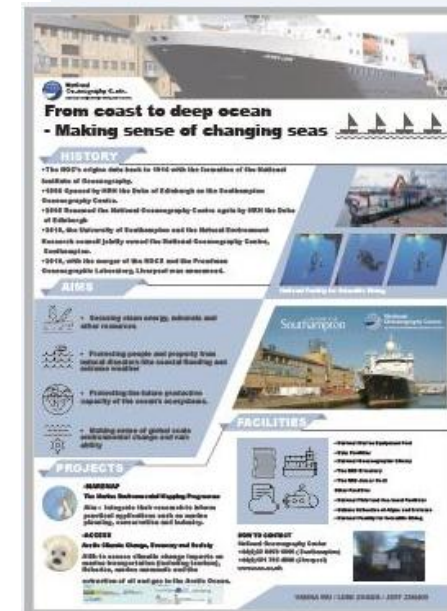
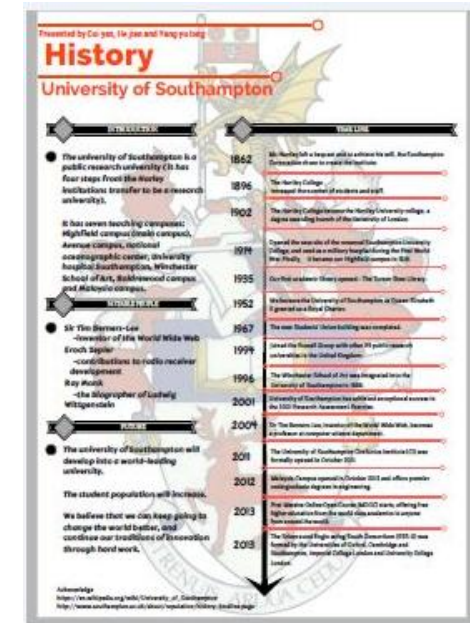
- The History of the University of Southampton
- The University of Southampton: its place in National and International rankings
- New areas of research at the University of Southampton
- The 'three minute thesis' competition at the University of Southampton
- Present one faculty/ department of the University of Southampton: current areas of research and specific areas of expertise.
- Famous Ex-alumni of the University of Southampton
- Student Accommodation at the University of Southampton
- The student body of the University of Southampton
- Examples of 'Interdisciplinarity' at the University of Southampton
- The National Oceanographic Centre: facts and figures
- Internationalisation and the University of Southampton
- Chawton House
- University of Southampton Library Collection



Which was your favourite poster in the Pre Masters Poster Competition 2017?

Respond at [PollEv.com/neiladamtbb306](https://www.poll-ev.com/neiladamtbb306)

Answers to this poll are anonymous



## Reasons why international students choose the University of Southampton

UNIVERSITY OF Southampton

ENGLISH FOR MASTERS STUDY (MIPS)  
HUMA6016/2015-2018-19 Eleven & Jeremy

### Introduction

- 157 years history (since 1862)
- One of the Russell Group
- One of the SES-5
- Six campus-4 in Southampton, 1 in Winchester, 1 in Malaysia
- 25180 Student (2016/2017)

(Source: [https://www.wikipedia.org/wiki/University\\_of\\_Southampton](https://www.wikipedia.org/wiki/University_of_Southampton))

### Ranking (last 3 years)

- Top 100 university in the world
- Top 20 university in UK
- No.7 in Engineering & Technology of UK
- TOP 10 in Natural Sciences of UK

(Source: <https://www.southampton.ac.uk/newsroom/what-we-can-proud>)

### Academic Achievement

- A world leading research institution
- Research Excellence Framework (REF) over 95 percent been award
- Global challenges in maternal health
- Revolutionising rail infrastructure
- Making the internet faster
- Founding member of SET Squared
- Ranked number one university Business Incubator in the world by UBI Global

(Source: <https://www.southampton.ac.uk/newsroom/what-we-can-proud>)

### Overview

**KNOWLEDGE**

**HISTORY**

**STUDY AND LIVE WELL**

**ATMOSPHERE**

**MUSEUM**

### Location

- University of Southampton
- ~ 2.6 miles to city center (25 min by bus)
- ~ 1.7 miles to Southampton Airport (15 min by bus)
- ~ 2.7 miles to Central Railway Station (20 min by bus)
- Southampton
- ~ 78 miles to London (2 hours by railway)
- ~ near the sea

(Source: <https://www.google.com/maps>)

### Daily Cost

Compare to London, Southampton is

- 29.06% lower in Consumer prices
- 126.11% lower in Rent Prices
- 24.61% lower in Restaurant Prices
- 25% lower in Local Transport
- 20.67% lower in Groceries Prices

(Source: <https://www.numbeo.com/cost-of-living/rankings.html>)

### Entertainment

- Two professional cinemas (ODEON and SHOWCASE)
- Premier League (Southampton FC)
- Westquay Shopping Center
- Seacity Museum (Titanic)
- John Hansard Gallery

## WHAT YOU NEED TO KNOW ABOUT HELP & SUPPORT

University of Southampton

### Student Service Centre

What kind of service can I get in Student Service Centre?

You can get different kinds of help in Student Service Centre:

- social relationship, religion, health, accommodation, tuition fee, budgeting living cost, childcare, career, visa and issuance of documents.

Open: 09:30 to 17:00 Monday – Friday  
Phone: 23 3079 9899 or email: [ee@southampton.ac.uk](mailto:ee@southampton.ac.uk)

(Source: <https://www.southampton.ac.uk/studentservicecentre>)

### Enabling Service

Enabling Service provides all kinds of help and services to students who have physical disabilities, mental health problems, or special learning difficulties.

Health and health conditions mainly including:

- Sensory impairment, Mobility impairment, Physical disability, Diabetes, Epilepsy, etc.
- Mental health problems mainly including: Anxiety, Depression, Panic, Stress, Suicidal feelings, etc.
- Specific and study support mainly including: Inability to express ideas clearly in written format, Inability to write in a style appropriate to the level of study, Weakness in auditory and/or visual perception.

E-mail: [enable@southampton.ac.uk](mailto:enable@southampton.ac.uk)  
Phone: +44 (0) 2380797726  
Building 30-Enabling Services: 10:00-5:00pm  
Monday to Friday

(Source: <https://www.southampton.ac.uk/enabling-service>)

### iSolutions

How to use iSOLUTION?

You can check the iSolutions website, there are detailed instructions on how to use iSOLUTIONS and other devices.

Request by Information  
Useful guide to iSOLUTIONS  
Print documents  
System upgrade  
Off-campus use

If I received a team email what should I do?  
You can increase the filter and block the sender.

Online security  
How to identify unsafe information?  
How to deal with unsafe information?  
If you have other questions you can get help by doing the following.

Call Services  
For urgent problems  
Monday to Friday 9:00-12:00

Online  
<https://www.southampton.ac.uk/itsolutions>

IT helpdesk  
Address: Hartley Library  
Monday to Friday 10:00-17:00

(Source: <https://www.southampton.ac.uk/itsolutions>)

Made by Harper, Shafin, & Maureen 2018  
Info from: <https://www.southampton.ac.uk/studentservicecentre/helpandsupport-page>

## INDUSTRIAL ACTION IN UNIVERSITY OF SOUTHAMPTON

### Is this the first time?

- 2008 Staff experienced 17% pay cut
- 2011 University staff walk out on strike over 1% pay increase
- 2016 Southampton Junior Doctors go on strike

(Source: <https://www.southampton.ac.uk/newsroom/industrial-action>)

### Revel

- 1. University: Negative influence on fame, study, operation and commitment situation
- 2. Teacher: pension can't be guaranteed by industrial action. A typical teacher would lose £10,000 per year in retirement benefits
- 3. Union: should have more reform and adjustment
- 4. Student: This vote might put lecturers in conflict with for paying students, and their parents, unsure about the future

### What is UCU?

- University and College Union Founded in 1st June, 2006
- Represents over 110,000 academics, lecturers, trainers, instructors, researchers, etc
- The largest further and higher education union in the world

**UCU**  
University and College Union

### Event Review

Reason: pension will be cut (£200,000)

Development

(Source: <https://www.southampton.ac.uk/newsroom/industrial-action>)

### Reference

- 1. Students: Students are likely to feel the impact, with not only lecturers but assessment of their degree coursework potentially being affected.
- 2. Some teachers and other staff in the university without the security of a decent pension, staff will simply leave

(Source: <https://www.southampton.ac.uk/newsroom/industrial-action>)

Prepared by Lin and Qianli

## How the university has changed

**HISTORY**

- 1862 - The Hartley Institution was formed
- 1886 - The Hartley College
- 1902 - Hartley University College
- 1913 - Highfield Campus is finally opened
- 1982 - University of Southampton

**"Highfield Campus" in the present**

- This main campus in the university
- More than 24,000 enrolled students (25% of them are international)
- Offers a variety of facilities

**REPUTATION**

- 1991 - The Chemistry and Engineering departments gained a national reputation
- 1994 - The first and the last universities for electronics

**CAMPUS**

- 1. Human Eye
- 2. Bodrewood
- 3. Waterfront
- 4. Avenue
- 5. Highfield
- 6. Highfield Campus
- 7. Highfield Campus
- 8. Highfield Campus
- 9. Highfield Campus
- 10. Highfield Campus
- 11. Highfield Campus
- 12. Highfield Campus
- 13. Highfield Campus
- 14. Highfield Campus
- 15. Highfield Campus
- 16. Highfield Campus
- 17. Highfield Campus
- 18. Highfield Campus
- 19. Highfield Campus
- 20. Highfield Campus

**LOGO**

Since 2008

(Source: <https://www.southampton.ac.uk/newsroom/industrial-action>)

Created by Kai, Lanyu, and Dima

Posters – examples of issues students chose to focus on – including industrial action (2018)

## Architecture of University of Southampton

WHY DO THE BUILDINGS LOOK LIKE THEY ARE NOW?

### 1. Introduction

- Architecture of university of Southampton
- Why we choose this topic: The Impact of World War II on architecture

### 2. Pre-War

- Hartley Institution (1862)
- Located below the Bargate
- Classic style
- Funded by Henry Robinson Hartley: bequest 103,000 GBP
- Museum, library, lecture hall, and class rooms

### 3. During-War

- Soton a large port city = Target
- Soton's Blitz = 67 attacks (1940-44)
- 45,000 buildings damaged (total)
- geological museum, physics, chemistry, engineering (university)

### 4. Post-War

- There was huge influx of returning population
- Need for low cost housing
- There were restrictions on the capital expenditure
- Many pre-fabrics built in just 10 years.

### 5. Conclusion

- Influence of War Periods on Architecture
- Architectural Perspectives for the Future

## University of Southampton

The dolphin logo has been the symbol of the University of Southampton for two decades since 1993. In 2008, the cost of changing the logo had reached more than £300,000 which has been criticised by many employees and students. Due to changing the logo everywhere around campus, as well as university stationary, the cost were unpredictably high.

**Comparison**

The Previous Logo:

- Dolphin represent peace, friendship, and intelligence
- Imaginative way in presenting the cost: location other than just a university
- It is distinctive logo (more appealing)
- Everyone loves Dolphins

**Cost**

The New £300k:

- Recognisable to the other universities as a product owned by the university of Southampton
- Formal way in presenting Southampton University as one of the country's top 20 research universities belonging to The Russell Group
- The old logo was considered too similar to logos used by former polytechnics

**Interesting Information**

University of Southampton was not the only university who changed their logo, but it was one of many universities in the UK. Since the late 1980's some of UK's universities gradually abandoned their artistic logos to more a traditional one. As the author Mark Leach claimed: "the university logo always ubiquitous across campus, sometimes reviled, sometimes fading into obscurity" (2015). Abandoning a historical logo was always an absurd thought, but for an evolution to the new generation.

Reham, Doruk & Howen

## PLAN

University of Southampton

**1. Date:**

- Week 1: 22.02 - 23.02
- Week 2: 26.02 - 28.02
- Week 3: 05.03 - 08.03
- Week 4: 12.03 - 16.03

**2. The Way:**

Teachers to not come to class actively

**TIPS**

- 1. Bring the best plan
- 2. Keep the best plan
- 3. Keep the best plan
- 4. Keep the best plan
- 5. Keep the best plan
- 6. Keep the best plan
- 7. Keep the best plan
- 8. Keep the best plan
- 9. Keep the best plan
- 10. Keep the best plan
- 11. Keep the best plan
- 12. Keep the best plan
- 13. Keep the best plan
- 14. Keep the best plan
- 15. Keep the best plan
- 16. Keep the best plan
- 17. Keep the best plan
- 18. Keep the best plan
- 19. Keep the best plan
- 20. Keep the best plan

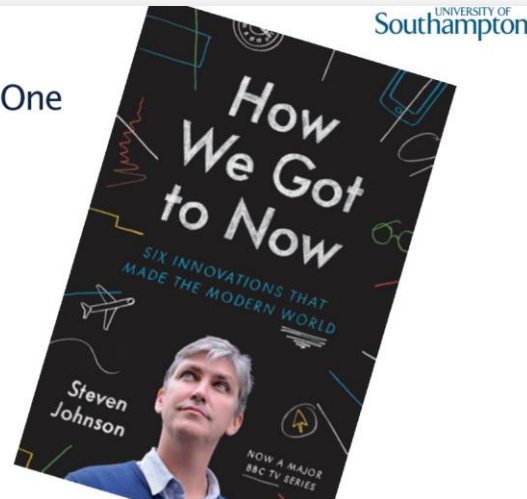


# Allowing for Agency...

## The Reading Project

Reading Project; Semester One

Goal = to read a complete book



### Preparation for Week Two

Chapter Two is available on the Library web pages

Click on;

1. WEBCAT
2. Course Collections – put HUMA6016 in box – link to copy of Chapter 2- download

# Allowing for Agency: The reading project semester 2 (using Academic Reading circles – Sebold (2016))

## Reading Project Semester 2: Academic reading circles

### Description of the roles

LEADER	HIGHLIGHTER	CONNECTOR	CONTEXTUALISER	VISUALISER
<u>Critical thinking questions</u> – e.g. Why is this person writing about this subject?  <u>Discussion questions</u> – e.g. What do you think about...?  Summarises	Identifies; <ul style="list-style-type: none"> <li>topic vocabulary</li> <li>Keywords</li> <li>expressions</li> </ul>	Finds connections to; <ul style="list-style-type: none"> <li>what we have read, studied or discussed in MIPS classes</li> <li>Current events</li> <li>Related to personal experience</li> </ul>	Find <u>key</u> references in the text – what do they refer to?	Makes text visual – to see text differently  Finds illustrations.

### Week 8 (prepare for Monday 18 March 2019)

<https://www.theguardian.com/education/2018/dec/19/homesickness-at-university-is-there-a-cure>

	Group 1	Group 2	Group 3
Leader			
Highlighter			
Connector			
Contextualiser			
Visualiser			

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HUMA6016/5015 English for Masters Study S2  
Reading project – S2

Group / Week: \_\_\_\_\_

Group Members

Leader = \_\_\_\_\_

Highlighter = \_\_\_\_\_

Connector = \_\_\_\_\_

Contextualiser = \_\_\_\_\_

Visualiser = \_\_\_\_\_

Item	Group's response
Reference/author's details	(Use Harvard style)
What is the purpose/aim of this text?	(Short comment here)
+ Author's position?	
Summary of the text – what is it about?	(Max. 150 words)
Key concepts in the text	(bullet points only)
Key vocabulary	Key terms from the text – no need for definitions
Useful vocabulary/ useful quotes	List (Can include short description if necessary, approx. 10-12 items max.) 1. 2.

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HUMA6016/5015 English for Masters Study S2  
Reading project – S2

	3. 4. 5. 6. 7. 8. 9. 10.
Connections from the text –	(You can post information/hyperlinks here)
Group's opinion of the text (e.g. – how interesting is it? Do you agree with the author's position?)	(Short comment here)
Difficulty level (SCORE 1-5, 1 is very easy, 5 is very difficult)	Circle (as agreed by group) <b>1 2 3 4 5</b>

Underneath the table you can post or add any graphic content from the visualiser:

# Critical approach...

## **B. Writing (Answer the question in your answer book)**

According to the quote mentioned in the text, *'students go abroad to study and learn, but not necessarily the same things they would at home'* (Stier, in Durkin, 2008).

To what extent do you agree with this statement?

You should write approximately 500 words.

Plan your essay carefully and use all the skills you have learned so far on this course to produce an answer that demonstrates:

- content informed by research (you can reference the reading text to help you back up your argument)

HUMA6016 and HUMA5015 Supplementary Task 1 2018-19

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ENGLISH FOR MASTERS STUDY (MIPS)

### SUPPLEMENTARY WRITING TASK 1

TASK:

*Write an essay where you consider the following question:*

***Critical thinking is the most important new skill that international students acquire while studying in the UK.  
To what extent do you agree with this statement?***

(1000 words)

This assignment is linked to the theme of weeks 4-6 of Semester 2: DISCUSSION.

### GENERAL INSTRUCTIONS

1. Your submitted piece of writing should be maximum **1000 words** in length.
2. You should write your answer in formal, academic style and use Harvard Referencing for any sources you include in your answer.
3. Your writing should be submitted in an electronic format (not handwritten). It should be double-spaced, and you should use a minimum font size of 11pt.
4. Please submit **WRITING TASK 2** by **e-assignment** as instructed by the student

# Reflective practice...




- “What do you expect next year will be like?”
- “How well do you think the Pre-Masters will prepare you?”
- Background reading
- Discussion in class
- Prepare interview questions/scope
- Arrange to meet former Pre-Masters student
- Present findings **(in groups)**
- Write reflective report **(individually)**




# Reflections 1 (examples of student presentations from sem 2 interview task)

Life in University

- Time tables



Pre-Master



Master

- Postgraduate students have more free time.

03 How does it look like

W21	Mon 20th Feb	Tue 21st Feb	Wed 22nd Feb	Thu 23rd Feb	Fri 24th Feb
8am					
9am	1. Do some review and preview	MANG6031 Financial Accounting 2 02 / 5033	Go to the library	Go to the library	Go to the library
10am				Go to the library	
11am		Have a lunch and take a break			
12pm	2. Adjust yourself		MANG6027 Management Accounting 2 32 / 1015		MANG6028 Corporate Finance 07 / 3009 (L/T A)
1pm		MANG6028 Corporate Finance 42 / SUSU / The Cinema			
2pm			MANG6322 Foundations in Acc Research 07 / 3009 (L/T A)	MANG6322 Foundations in Acc Research 42 / SUSU / The Cinema	
3pm	3. Meet the new start of the week				Go shopping or share a meal with friends
4pm		Go to the gym and take some exercise	MANG6031 Financial Accounting 2 54 / 4011 (L/T 4A)	Go to the gym and take some exercise	
5pm					
6pm					

## Main Body : Finding

Southampton

### ◆ MIPS for preparing master course (MIPS)

✓ Skills from the pre-master course were very helpful for the master course

\* In particular, Writing classes, Presentation skills, Teamwork



Jerome

"Discussion lessons in the Pre-Master course are beneficial, but there is very little opportunity to speak English in class during the master course"

\* A large number of students will take classes on a lecture basis

# Reflections 2

## Conclusion

- What he learned in MIPS helps him to study as postgraduate student
  - His English was built up through MIPS course
- We didn't expect we will have more free time than MIPS
- It was good to know that 'preparing for the dissertation' is one of film studies' modules
  - It makes us feel relief
- Our struggling in this year will help us by many ways



## About career

- Plan to apply for a PhD
- Participate in the summer school programme in Korea



- Some students already started working  
There are many job opportunities  
→ media company etc..
- Beside VISA issue, it is not difficult to find job



### Study at postgraduate level?

Independent – management skill

Isolated – the relation with classmates & tutors

Collaboration – group works

Difficulties – in subject area not English

# Feedback...

- *“Usually communication is a good way to improve our English level in class. I really like this way.”*
- *“We do poster and interview. That’s interesting and useful.”*
- *“teamwork, it’s like a bridge between the former education system and the UK’s education model. This kind of work helps us on the ability of cooperation, and students are more likely to get a insight about master’s course”*
- *“I guess this course provides some basic training with students to adjust to new environment”*

(Student comments from module feedback)

*What I learned through this team project is getting insight about the methodological aspect of conducting the team project. I was able to learn how to draw a bigger picture for the team project, although my personal academic improvement was not enough because I only did things that I already doing well. (...) However, I still think it is more important to make decent results in the end rather than just achieving personal accomplishment in team project so there is no regret, but there are only things to learn.*

(From student reflective writing)

- *The curriculum is well-devised, thorough and relevant to preparing for Masters study. The emphasis on formative assessment appears to have had a positive wash-back effect on teaching.*

(External examiner 2016)

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