Nightmares from FI

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Looking back…
…last year

M U N I
C J V

Strutting in Our Students´ Plumes

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1   CJV at FI MU

This Year – Outline

- Course description and organization
- Requirements
- Challenges we face
- Nightmares, nightmares and more nightmares
- Online feedback data
- Bright future ahead?

Nightmares from FI

Course Description and Organization

- Obligatory course for all 1st year students (650)
- Entry test → three levels (A, B, C - CEFR like)
- Skill oriented: formal email writing, politeness, discussions, presentation skills, edutainment, engaging others, providing feedback

Requirements

Study Report

STUDY REPORT

ENGLISH I

1 CREDIT/ 30 HOURS

Name: OBLIGATORY ITEMS	NUMBER OF HOURS PLAN	NUMBER OF HOURS ACTUALLY SPENT
ENTRY TEST	1	
SEMINARS	10	
MIN. ONE EXPERT TALK *	Min. 1,5	
WRITING ONE FORMAL EMAIL	Approx. 1	
PEER REVIEW (FEEDBACK) 2 EMAILS	Approx. 1	
PEER LEARNING PREPARATION	Approx. 3-5	
KEEPING STUDY REPORT (what you have done)	Approx. 1	
GRAMMAR/VOCABULARY TEXTBOOK + HOMEWORK	Approx. 1.5	
3 ONLINE GRAMMAR IS EXERCISES (ROPOTs)	0,5	
FORMAL LANGUAGE & INSTRUCTIONS ROPOTs	0,5	

SUGGESTED FURTHER ITEMS		
1 TED TALK OF YOUR CHOICE & SUMMARY (150-200 words)		
READING 1 IT-RELATED TEXT AND WRITING A SUMMARY (150-200 words)		
MEETING EVERY OTHER WEEK WITH PEERS AND STUDYING		
4-7 ADDITIONAL ONLINE GRAMMAR IS EXERCISES (ROPOTs)		
...		
TOTAL	30	

*) There will be three talks organized throughout the semester, details will be published later. Each student needs to choose one to attend.

Note:

These are VB035/VB036 course requirements. If you wish to make sure you have the relevant English level for VB001 English Exam, please see the Sample test in IS Study Materials.

Challenges We Face

- Classes every other week
- Only 1 credit
- Differentiation of groups (A, B, C)
- Planning and predicting

- Score range 188 to -35
- Average score: 82.32
- Median score: 88.00

… to put you in the picture

- Peer Learning Task/ Edutainment Activity

  - You have 16 Ss and six weeks.
  - Students work in pairs
  - You cannot use the first week (introductions, topic selection etc.)

  - **LEARNING TO PREDICT WHAT YOU CAN EXPECT FROM Ss**

The Burden of the First Peer Learning Group

- Signing in

- Precedent problem

- Breaking with the precedent

Video Problems

Precedent: Ineffective use of video sources

Peer learning instruction: in pairs/groups of 3, find a source - an interesting article/ podcast/ video/ talk/ piece of news/ etc. related to the topic of the week. Prepare (an) edutainment activity/activities for your class. The whole activity should take up to 20 minutes (if you are using audio/video, this can only take up to 5 minutes of the overall time allotted).

➤ Every video took 5 minutes.

➤ Hardly any video had a task or a follow-up activity ➜ generation Z problem

➤ Kahoot

Student Feedback – A Little Success Story

- Feedback challenge

- 3 simple steps: Be specific
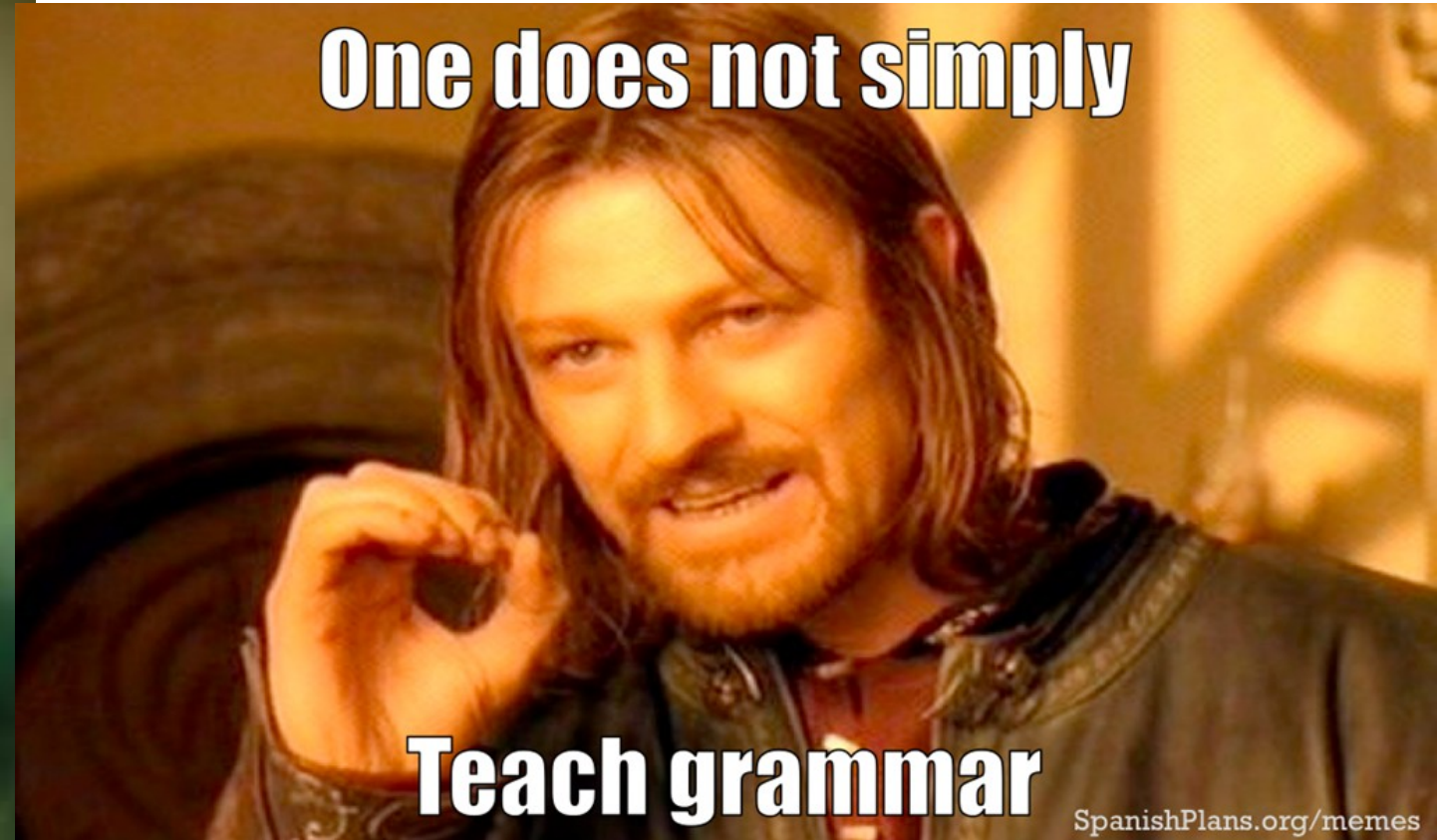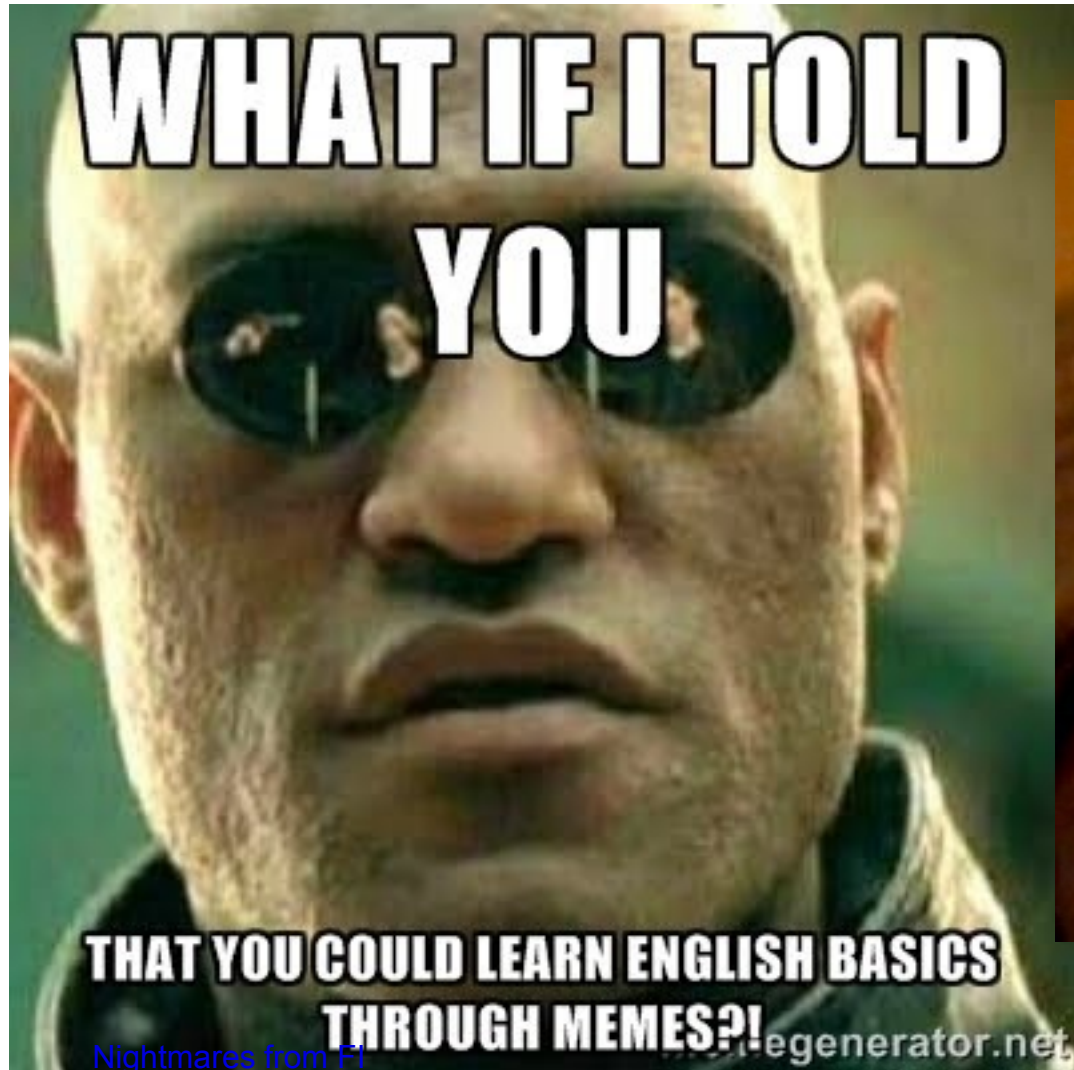
        Praise

        Suggest improvement

A-Level Groups Issues

- A1-A2+ (CEFR)

- Missing foundations of the language / One or more skills very weak

- Solution? → Strong encouragement to self-improvement
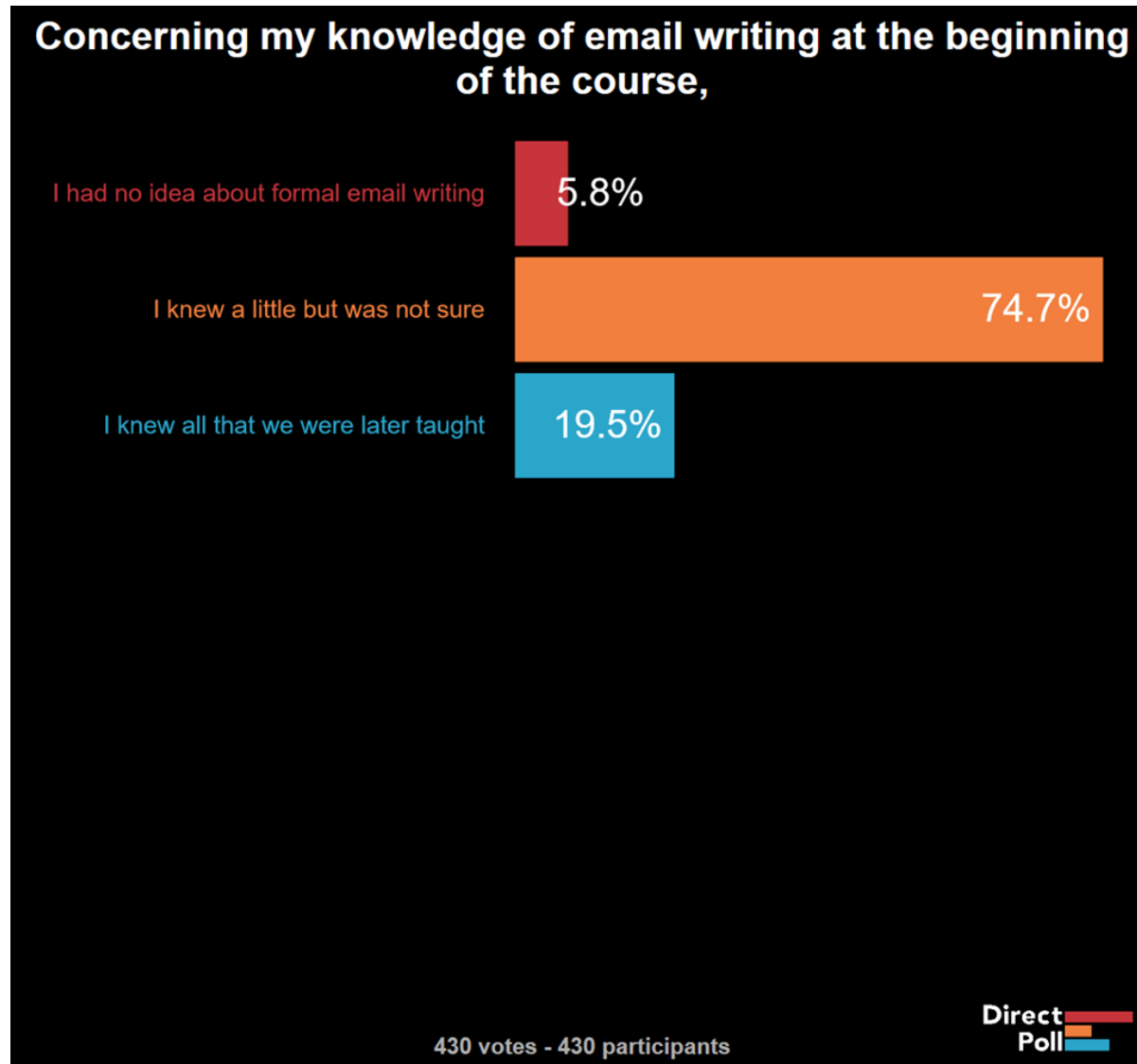
To Teach or Not to Teach Grammar?

The Problem of Self-study

Generation Z & IT "nerds"

- Tech-savvy
- highly capable of self-organized educa
- (must be relevant!)
- Information overload, brain overstimul
- HOW > WHAT
- Time management

Nightmares from FI: Actual Nightmares

15/12/2019 17:44.XX
notebook: Chapter 1 - Triangulation
*2

15/12/2019 17:45.24
notebook: Chapter 8 - Touch Screen Technology
*0

15/12/2019 17:45.45
notebook: Chapter 8 - Operating Systems and Utility Programs
*3

15/12/2019 17:46.04
notebook: Prepositions
*0

15/12/2019 17:46.12
notebook: Practice mid-term test2
*0

15/12/2019 17:46.21
notebook: Present
*2

15/12/2019 17:46.49
notebook: Present perfect
*3

15/12/2019 17:47.09
notebook: Question tags
*1

15/12/2019 17:47.31
notebook: Verbs/adjs with prepositions
*4

15/12/2019 17:47.59
notebook: Chapter 2 - A Computer's IP Address
*0

15/12/2019 17:48.08
notebook: Chapter 3 - Application Software
*1

15/12/2019 17:48.13
notebook: Chapter 4 - Random Access Memory (RAM)
*2

15/12/2019 17:48.30
notebook: Chapter 4 - The components of the System Unit
*2

15/12/2019 17:48.39
notebook: Chapter 5 - Biometrics: Personalized Security
*1

15/12/2019 17:48.50
notebook: Chapter 5 - Input
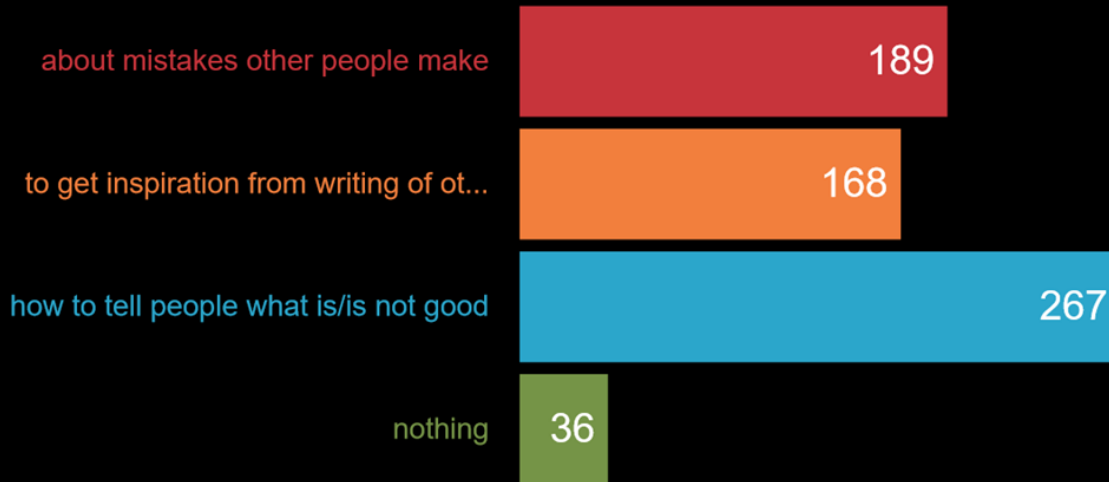*2

Online Feedback Data - Selected Answers

Concerning my knowledge of email writing at the beginning of the course,

- I had no idea about formal email writing — 5.8%
- I knew a little but was not sure — 74.7%
- I knew all that we were later taught — 19.5%

430 votes - 430 participants

Nightmares from FI: Feedback

Writing Email - In-class Email

- Starting the email: "Dear Mr. Boss", "Hi, Mr. Superior"

- Stating what they want: "I require you to inspect the problem and do the necessary steps for solving this problem"
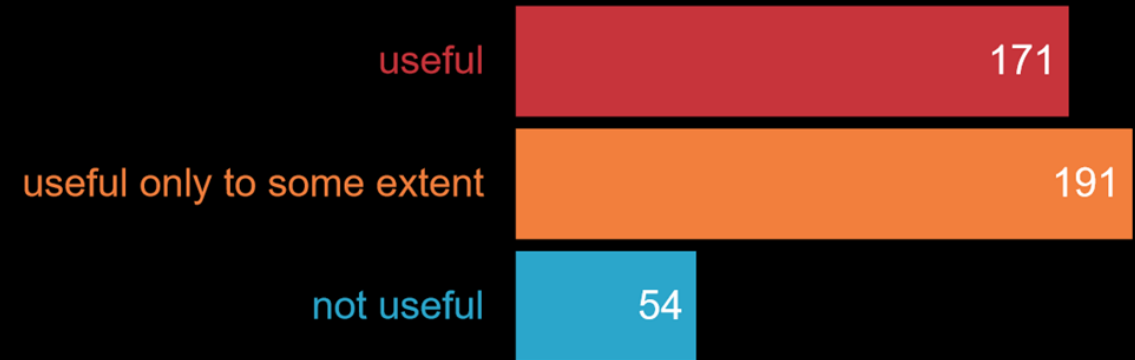
- Ending the email: "Thanks a lot"

Online Feedback Data - Selected Answers

When giving feedback to the emails I learnt

- about mistakes other people make — 189
- to get inspiration from writing of ot... — 168
- how to tell people what is/is not good — 267
- nothing — 36

660 votes - 416 participants

The peer reviews I received were
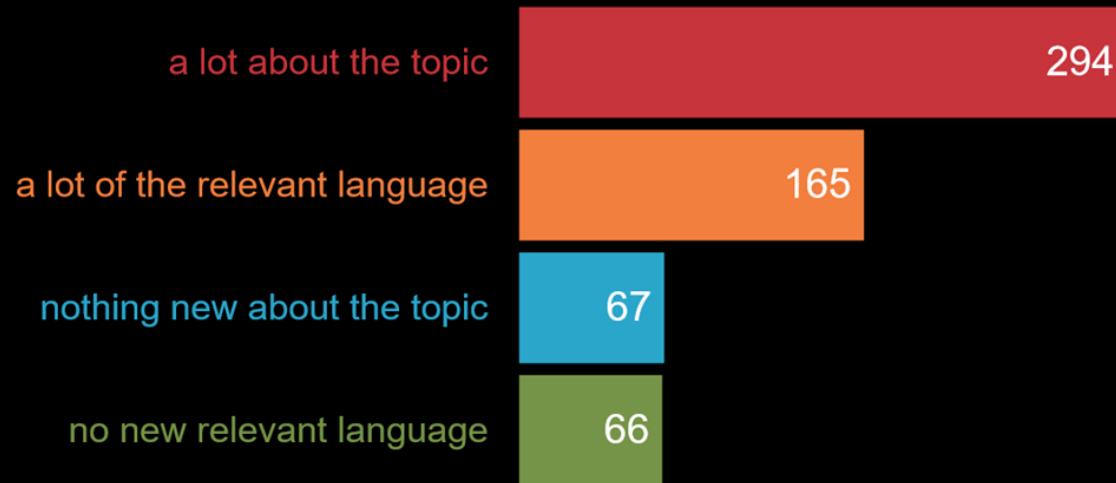
- useful — 171
- useful only to some extent — 191
- not useful — 54

416 votes - 416 participants

Online Feedback Data - Selected Answers

When preparing the peer learning activity I learnt

a lot about the topic	294
a lot of the relevant language	165
nothing new about the topic	67
no new relevant language	66

592 votes - 405 participants

During peer activity in class I

had fun	299
learnt relevant language to the topic	220
did not participate	11
participated but did not learn anything	53
learnt a lot about the topic	175

758 votes - 430 participants

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Not Everything Was a Nightmare

… to end on a positive note

- Link: http://biometrics.g6.cz/index.html

Online Feedback Data - Selected Answers

Nightmares from FI: Feedback
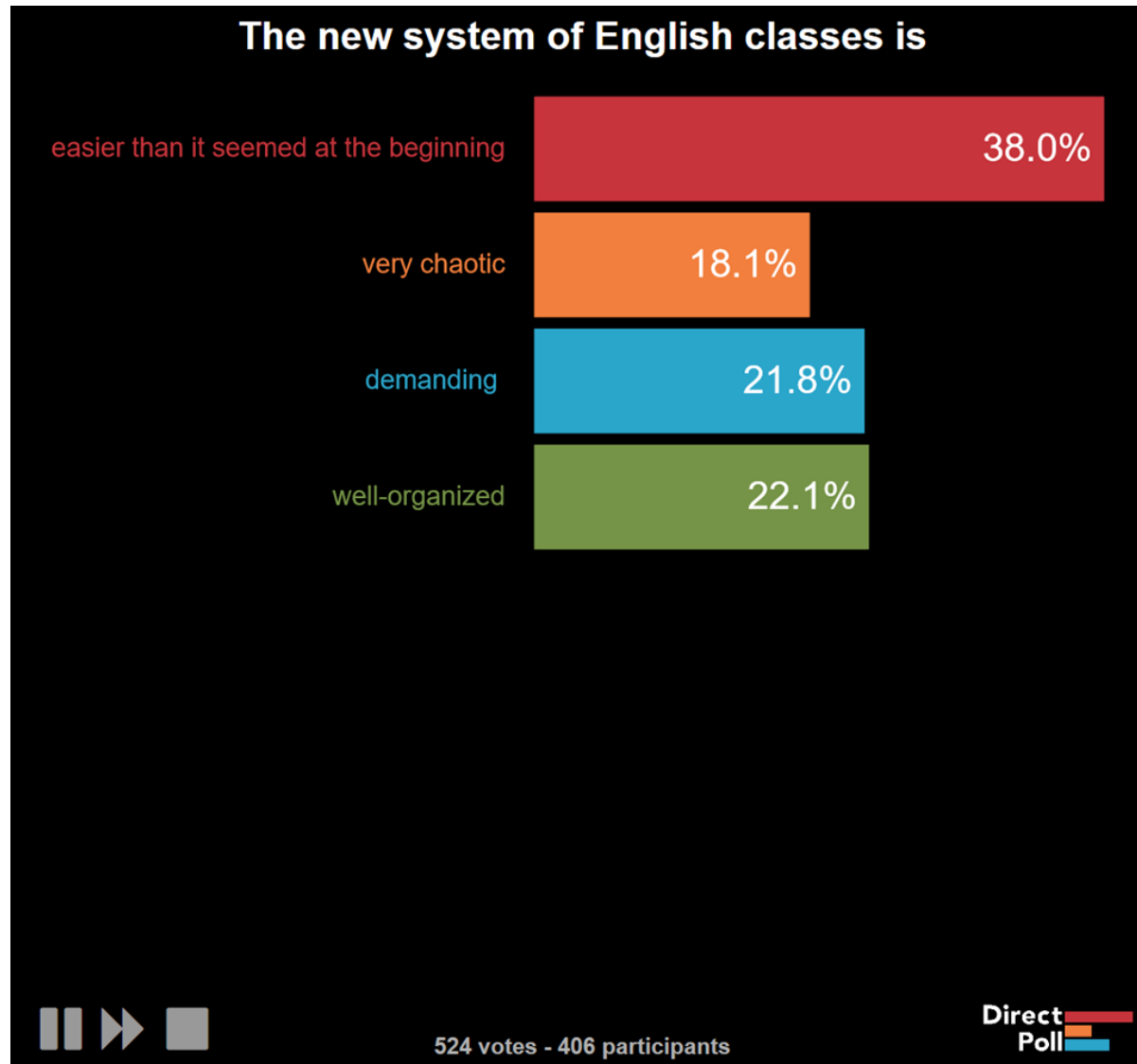
Looking Forward ...

… our dreams and goals

Thank you for having nightmares with us :)

Eva, Marcela, Lucie, Antonín