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Passive to Interactive:

Engaging Pre-sessional Students

Working Together

- **Pre-sessional Academic Manager**

  Anne Chatterton

- **Chinese Student Liaison Officer**

  Ellis Ngui

- **Pre-sessional Librarian**

  Monna Rizvi

- **Business Librarian**

  Jamie Halstead

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Anne Chatterton
Pre-sessional Academic Manager

What is the purpose of a Pre-sessional course?

A bridge between A level/HND/school studies and HE

3 main goals:

1. To improve English
2. To develop Study Skills (leading to students becoming independent learners)
3. To introduce students to UK and academic culture

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Pre-sessional Assessments

6 assessments:

- Portfolio of written work
- Read to Write exam
- Written Project
- Listening exam
- Presentation
- Seminar Skills discussion

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The challenges of the mono-lingual Chinese class

- Students speaking L1 inside and outside of class
- Students want to be led by the teacher
- Students relying on other sources eg; essay mills

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The opportunities of the mono-lingual Chinese class

- Use the university as a tool – SLAs, sports facilities, local library, book club
- Training the student – using what they are familiar with, restructuring the classes
- Not banning, but teaching good habits

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Chinese Student Liaison Officer

Ellis Ngui

http://chinasights.blogspot.co.uk/2007/11/classroom-blackboard.html

Confucius' Philosophy of Learning

… can be summarized as "effortful learning, behavioural reform, pragmatic learning, acquisition of essential knowledge, and respectful learning"

(Tweed & Lehman, 2002. p. 91).

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Case Study

I was invited to support in a disciplinary investigation meeting…

“What will happen to my classmate if I be honest?”

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“Chinese culture teaches us not to be first or last, so that the majority prefer to wait for someone to speak first rather than make themselves the first one to try”

Jin & Cortazzi, 2011

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Chinese Quotes

“The big tree catches the wind”
大树招风

If you are the leading bird you will be the first to be shot down”
枪打出头鸟

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Monna Rizvi
Service Development Liaison Librarian

http://www.oregonlive.com/beaverton/index.ssf/2013/05/beaverton_school_district_supe_3.html

Educational background

Competitive

http://www.businessinsider.com/24-stunning-photos-of-chinas-college-entrance-exams-2014-6?IR=T

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Stressful

Re-designing the Library Induction

Students have to move around the classroom and speak to each other!

Write a comment or reply to a post on www.mdxenglish.com

Team quiz – each student asks a question of the other team

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Questions, questions…

What do you think?

On the Post-it notes write down:

- 1 thing you enjoyed today
- 1 thing you learnt
- 1 question

Your Librarian is: Monna Rizvi
m.rizvi@mdx.ac.uk

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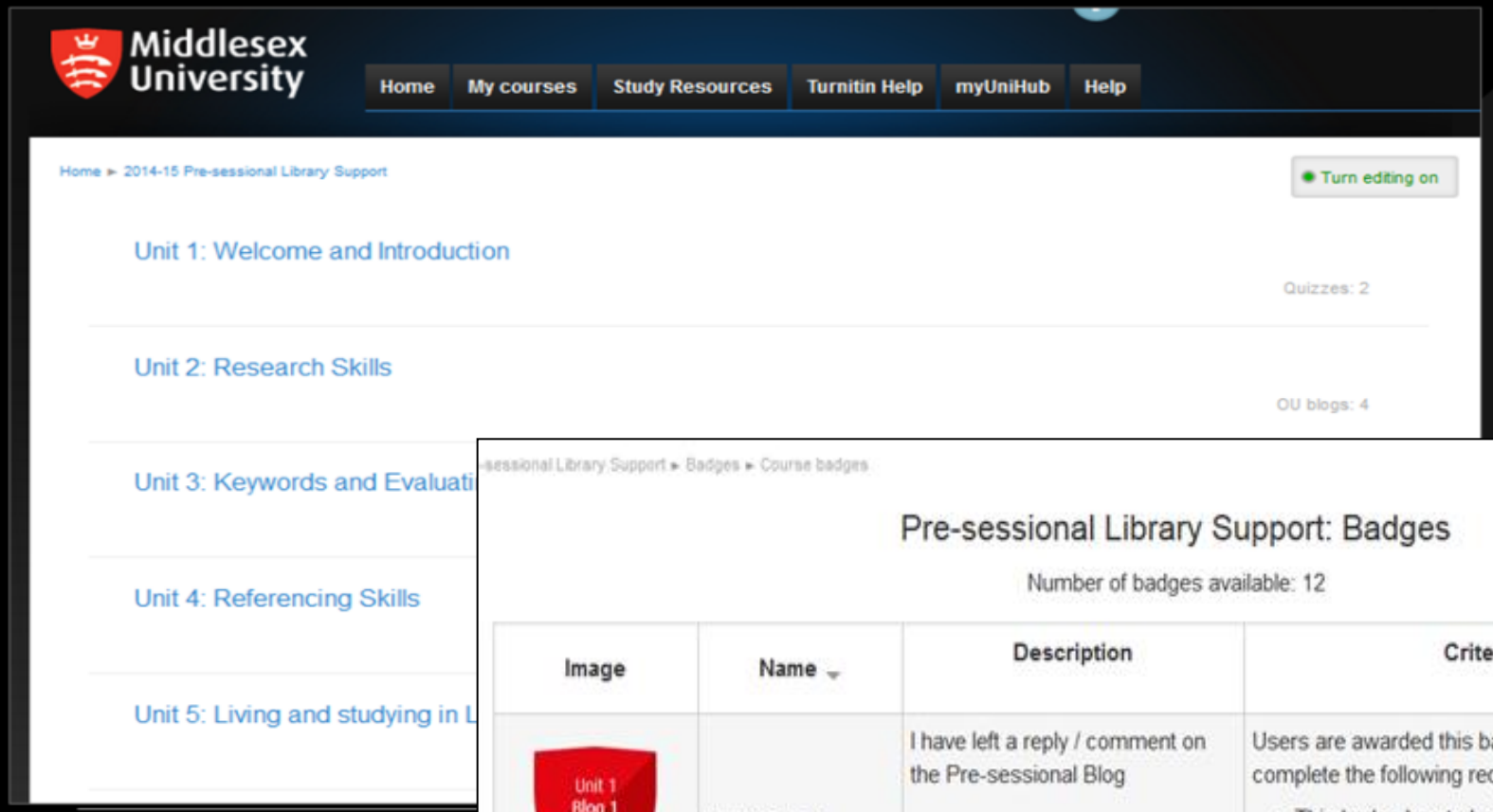
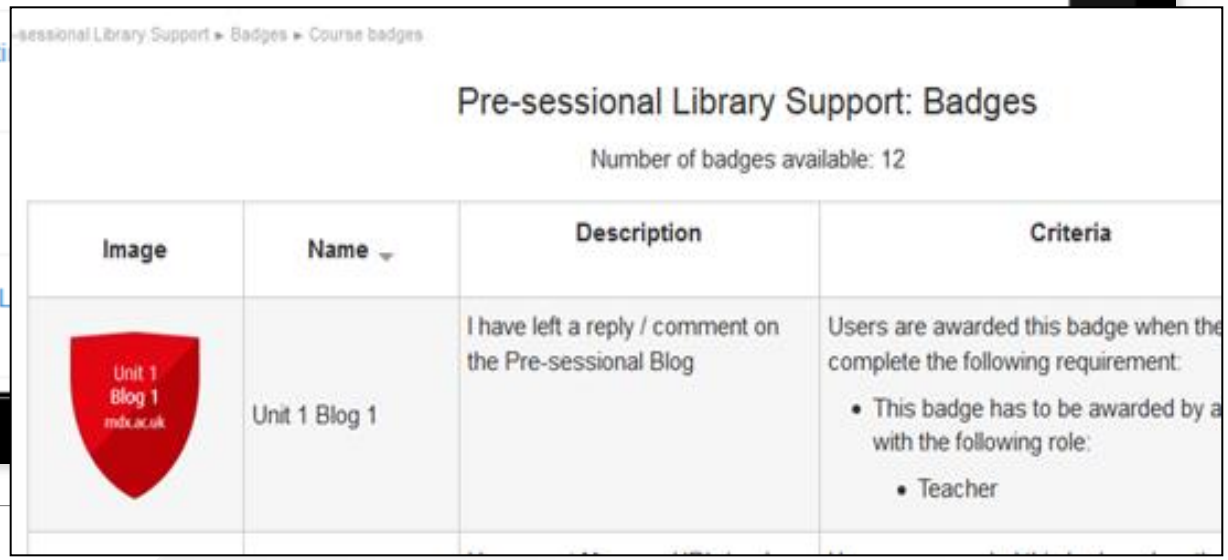
Harnessing the competition

Activity





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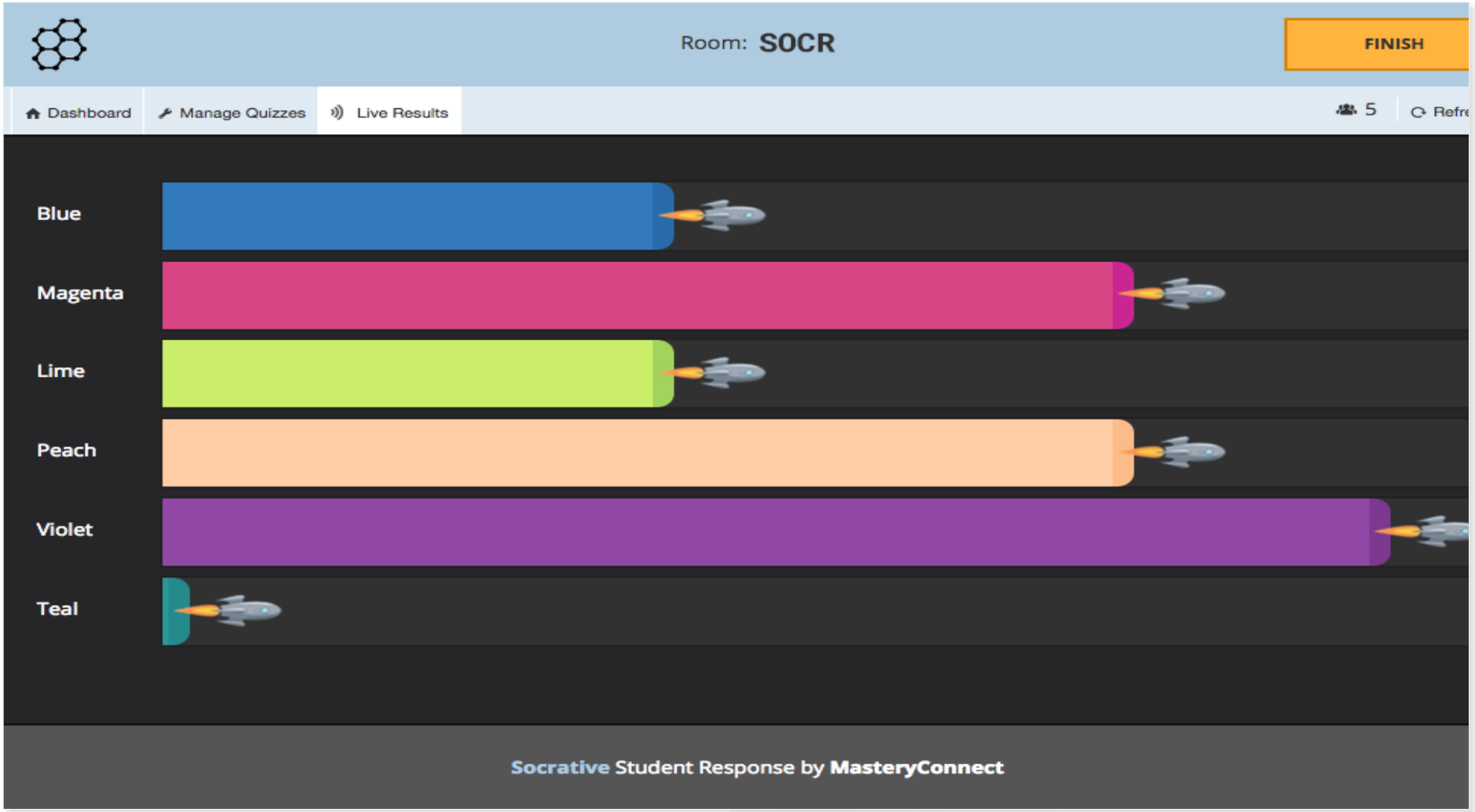
Harnessing the competition



www.socrative.com

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Safety in numbers

When finished you will have 5 sets of:

- 1X Resource
- 1X Definition
- 1 X Good for…..
- 1 X Not so good for…..

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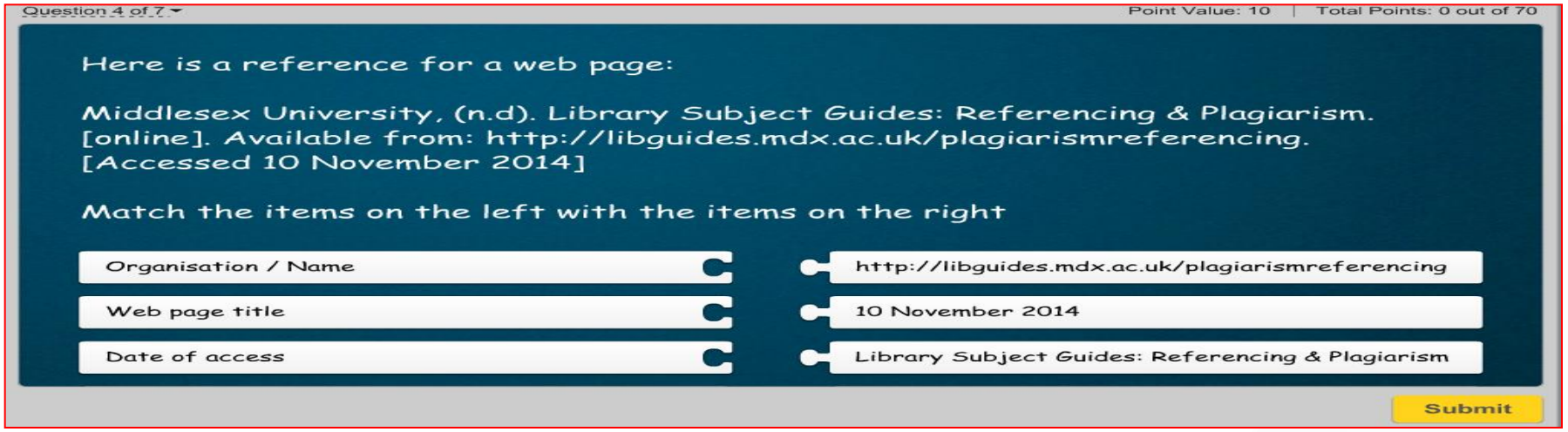
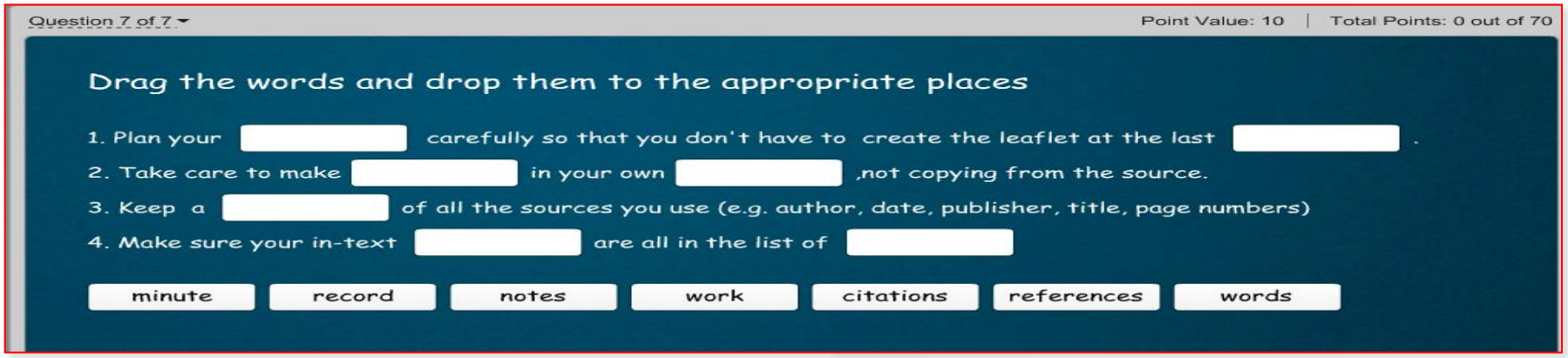
Safety online





www.ispringsolutions.com

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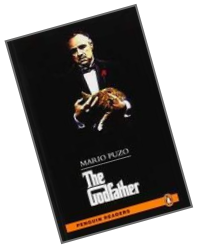
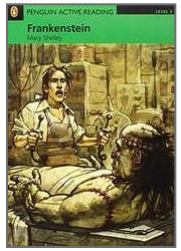
Critical analysis

Reading group titles include the following graded readers:

- Frankenstein
- The Godfather
- England





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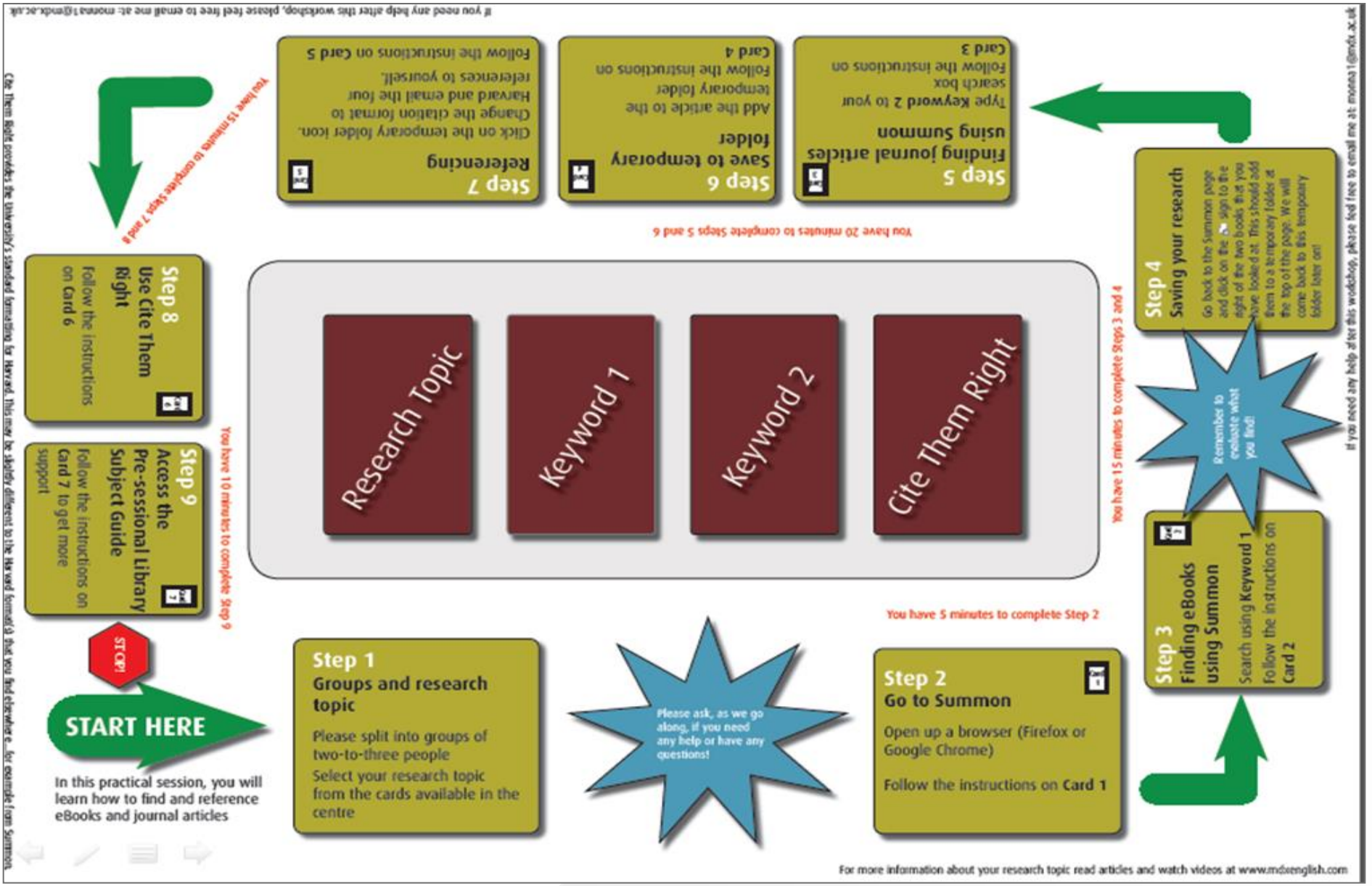
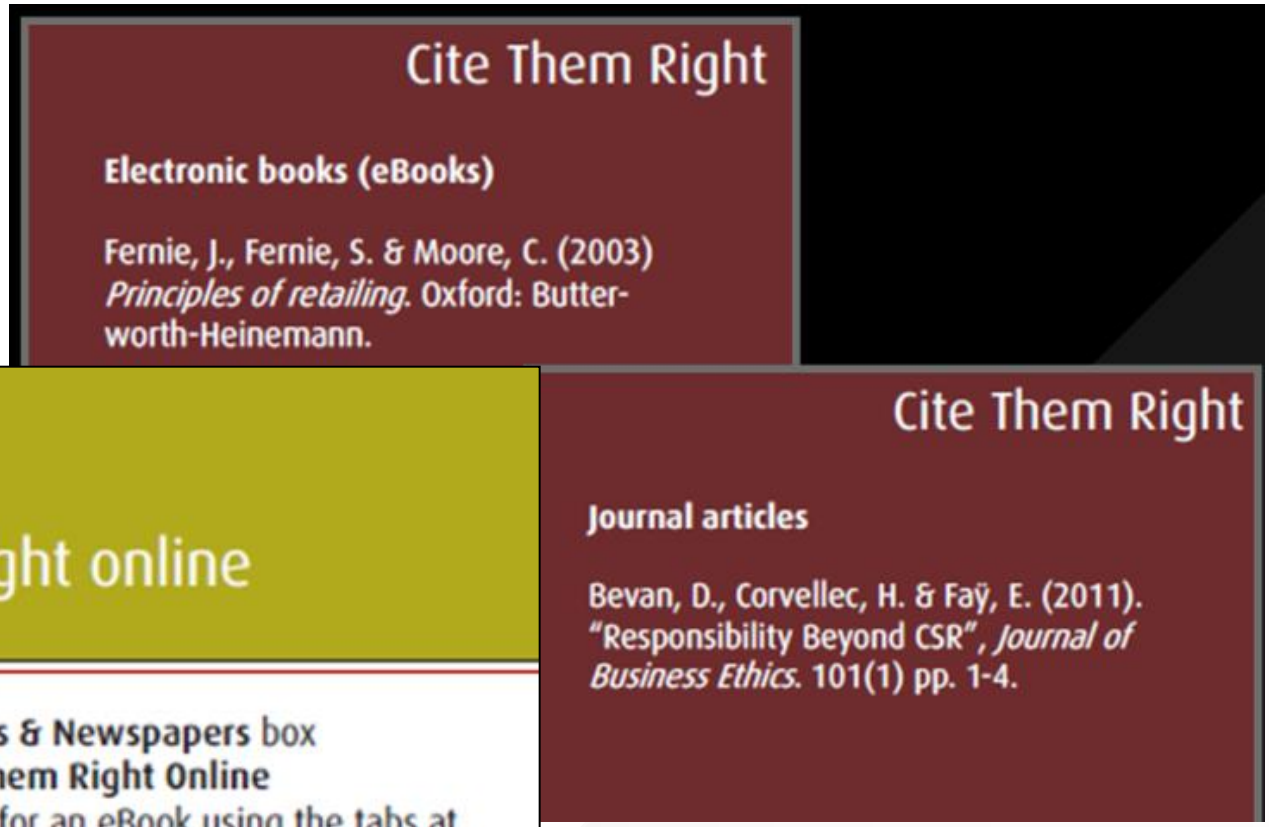
Literature search



Literature search



Card 6
Go to Cite Them Right online

- Select the **Books, Journals & Newspapers** box
- Click on the link for **Cite them Right Online**
- Find the reference format for an eBook using the tabs at the top
- Create a reference for your eBooks
- Pick up a Cite Them Right card for eBooks and another card for journal articles. Check that the reference you have created matches the format given in the example on the **Cite Them Right card**

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Literature search

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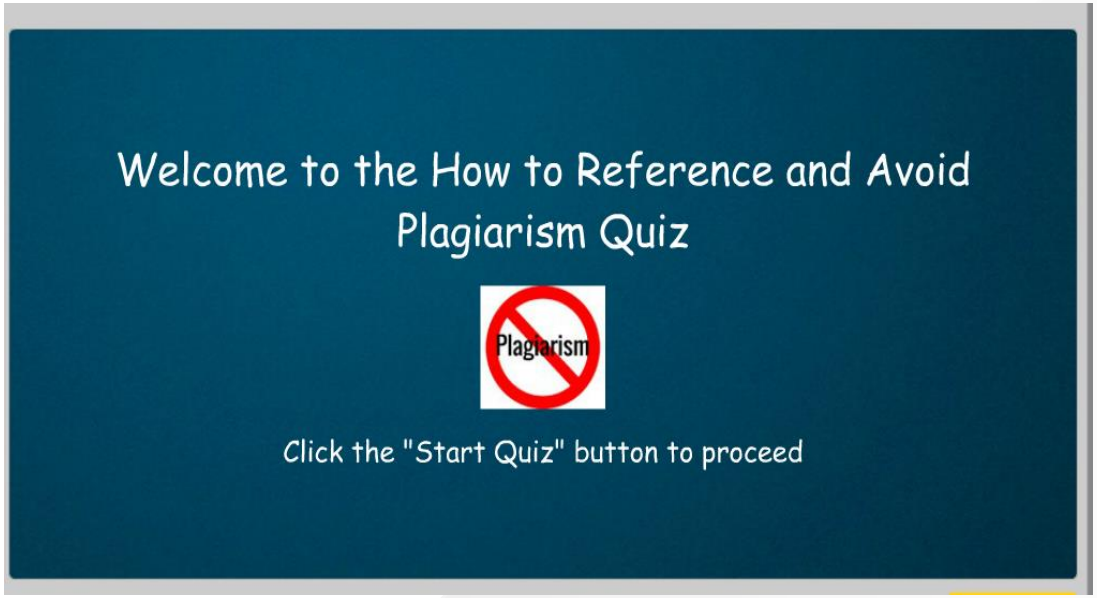
Conclusion

Small steps – big changes

iSpring Quiz:
http://libguides.mdx.ac.uk/psg/ps



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When the students move onto their degree programme…

Jamie Halstead
Library Liaison Manager

What have we learnt…

How can we aid communication?

- Be patient…
- Check that students understand you
- Slow down, use simple language…and offer to repeat - *“Sorry, I said that a bit fast”*
- Show an understanding…*“leading bird…”*
- Students to demonstrate an understanding
- Don’t give up or pretend

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Evolving…

- A collaborative approach to support
- Using familiar methods (iSpring, Socrative)
- Extra support for key assignments
- Direct library feedback provided for key assignments
- **20% improvement on ‘good grades’**

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