Deconstructing in-sessional: underpinning theories and practical implications to define our EAP practice

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Deconstructing our approach

Expanding Team
2 to 4 Coordinators

(Coming from International Foundation programme and Pre-sessional)

- What is academic language and literacy (ALL)?

- Deconstruct & evaluate our understandings of the theoretical underpinnings

- In order to explain to others in the expanding team

- **what we do and**

- **why we do it**

  - The practical implications from the theoretical underpinnings

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Shared doc Insessional Coordinator Induction / Standardisation / Devel

Hover over the title in contents above and press 'Ctrl and then click' to take you directly to the heading & section.

Definitions – a start

April meeting	May meeting Further thoughts/ comments - wave down to the 'so what' at the practical level.

Contextualisation
Module Tutor
Subject specialist

		Prof Services	Language of communication with students – students and departments don't know what ALL means	Check what it is called in the planning sheet Be consistent	Use the language of the depar comms with students – to emp the embedded nature of ALLs is email the best way to communicate with them an
Tutors	Bunch – why spread out?				
Tutors	Low a — can stude them don't	Contacts in depts	Can you do the sessions in reading week as there are no other classes?		
Tutors	I'm no exper subjed I don' 'answ		Can you do the same as last year?	Have there been any changes to the assessments? If so, the session materials /samples will need refreshing	
Students	What sessio timeta	Senior Leaders hip (Finance , strategy etc.)		Broader – uni context: what's happening around the uni? Where are the needs?	
Students	My tea doesn anythi Engine whate can I l them?				

Con

discipline-sp the students

The session doing on the

Contextuali
Specificity in this, links we postgraduate perspective. descriptors, a

The subject a

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Reading Circles
deconstruct / began to co-construct at one level

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Reading Circles

Met x4 over the summer

(+ additional meetings based on the initial shared doc)

Chose 4 underpinning theories we say ALL is based on

But not interrogated recently

What underpins our material and what does this mean in practice?

Centre Principles

Development

This is the goal of all material and activities within a session. All tasks should be developmental - no activity for the sake of an activity. And in a practical sense, all activities should build on each other and move development (learning) forward.

Reflexivity

Material should encourage and equip students to take actions and make decisions on their development.

Collaboration

This draws on the idea of socio-constructivism. Students use each other as a resource. Create activities and materials which encourage co-creation of knowledge and even of tasks.

Autonomy

Build in student control into the activities and differentiation options. Give students choices in how to approach or complete a task. Give students opportunities for self-directed learning.

Transferability

Equip students to relate the learning and activities to relevant and important outcomes.

Underpinning Theories

Social Constructivism

Materials should encourage student to student interaction and value the student contribution as much as the teacher's.

Differentiation

Materials for a programme should allow room for teacher autonomy to lift materials off the page to suit a particular group. Materials should also include opportunities for stretching and scaffolding individuals within a class and student choice of pathway through the activities.

Active authentic learning

Materials should be student-centred and move students and teachers from a focus on teaching to a focus on learning. Materials should include real world applications of knowledge.

Systemic Functional Linguistics (SFL)

Materials should focus on choice of language, organisation, and content for audience and purpose. This means focusing on effectiveness and efficiency, and the impact of the writer's choice on the reader rather than right or wrong answers.

Our Favourite Phrases

Tools not rules

This is mainly grounded in SFL, active learning, genre theory, and our principles of autonomy and transferability.

Samples not models

This is our terminology for 'exemplars' and links to 'tools not rules' and what is mentioned above.

Meddler in the middle (vs Sage on the Stage or Guide on the Side)

This is linked to Social Constructivism, tools not rules, and active authentic learning.

CATs

Classroom assessment techniques are ways of knowing and showing that learning is happening. It is grounded in differentiation and active learning.

Transferability

Equip students to relate the learning and activities to relevant and important outcomes. Consider near and far transferability.

Transparency

Ensure students (& teachers too) have a clear understanding of why they are doing what they are doing.

and efficiency, and the impact of the writer's choice on the reader rather than right or wrong answers.

Legitimation Code Theory (LCT)

Drawing on the concept of semantic waves, materials should link theory and practice in waves within a session and across sessions. Waves should be connected to unpack, apply, and repack knowledge. Drawing on specialisation code, make the way knowledge is constructed within your discipline transparent in materials.

Self-regulated learning

Materials should enable internal feedback conversations to happen so students can reflect, make decisions, and take action on their progress, goals, and development.

Genre

Materials should encourage students to be genre detectives and explore choices the writer has made to communicate meaning in a context.

happening. It is grounded in differentiation and active learning.

Focus on process

This is grounded in social constructivism, self-regulated learning, reflexivity, and tools not rules.
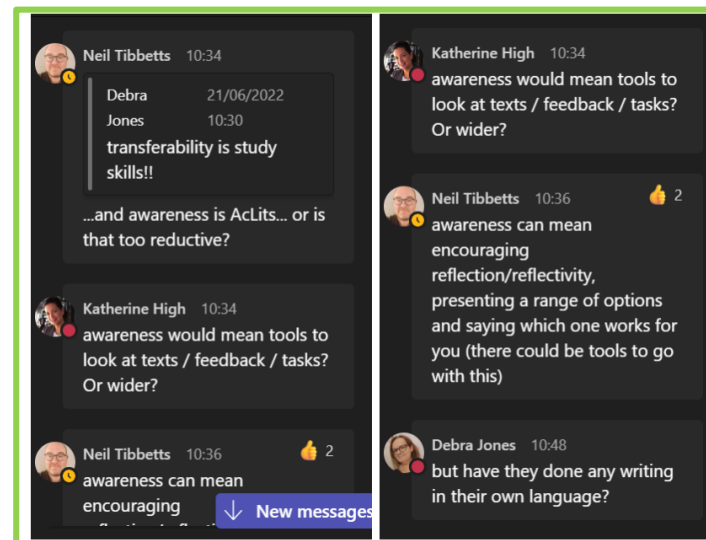
Lifting off the page

This is grounded in differentiation.

Outcome of reading circles

Outcomes:

1. Elements of ALL to continue deconstructing & evaluating

2. Initial alignment of our approach

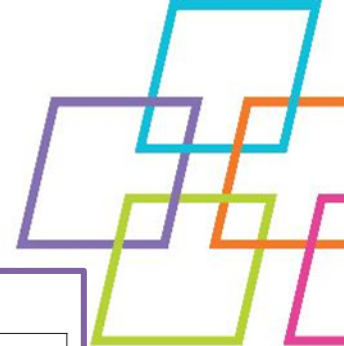3. Teacher induction

Stage 1: What is ALL?

Initial individual ideas through a shared doc

What is ALL?

How does ALL work?

Who are our students?

What are ALL sessions like?

Stage 2: How is it different to other provisions?

Group discussion through the shared doc

1. *"We don't get to know the students like we do on Foundation/ pre-sessional"*
2. *"ALL is different, so, as usual, teachers need to be flexible and responsive to a broad cast of individuals and their differing needs."*
3. *"Sense of imposter syndrome when going into departments (especially STEM) to deliver sessions"*
4. *"Home students bring a different dynamic to the space"*
5. *"Expectations / conduct can be influenced by culture of department (e.g. in terms of interaction / collaboration)"*
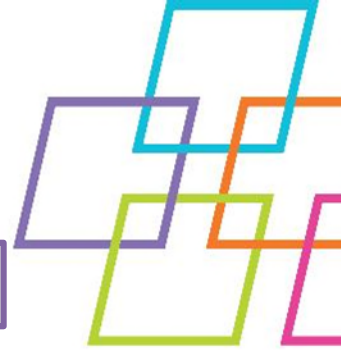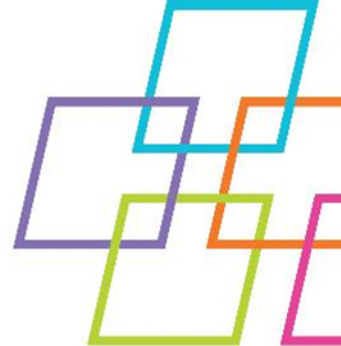
Stage 3: What are our underlying pedagogies?

Group discussion through **reading circles**

"CEM = (Contextualising, Embedding, Mapping). A tool to measure effectiveness of in-sessional provision -

reading this helped us to see our ALL provision as part of a wider picture (I.e. there is a framework that other uni's have used to assess their in-sessional support)."

"Use of scaffolding rather than a list of rules to be used and obeyed. -SFL

Types of scaffolding - modelling (where a task is demonstrated explicitly): coaching (assisting learners to achieve a goal and giving feedback); and fading (the process whereby a scaffold is gradually withdrawn)."

Stage 4: What are the practical implications of our underlying pedagogies?

Group poster presentation

"How to prepare for teaching an ALL"

TIPS
(Ts) ↗
'Context, not Content'
(Ss) ↗
- MOVEMENT of STUDENTS /GROUPINGS
- keep an open mind / be flexible
- USE STUDENTS OWN WORK (EXAMPLES)

BEFORE
*Set up Menti slides to obviate time wastage
eg 'rank the activities … to preference'
= CE(M) i.e. Maximising student-relevance
* If ONLINE CREATE COPIES of ANSWER BOXES
FOR GROUPS (30)
* consider implications of year/discipline
of group eg UG 1 vs PG etc.

DURING.
* REGISTER?
x CONTEXTUALISING. to TASKS/course
x Don't refer to 'ALL' - embed provision
into their learning / programme
→ BRING out TRANSFERABILITY of …LANGUAGE
& LINGUISTIC TOOLS
EXPLORING
- RESEARCH - SOURCES OF INFO etc
- PRIORITISE ACTIVES - (NEGOTIATED)

AFTER
* EVALUATION STUDENT/TEACHER
* REVIEW RECAP OF ACTIVITES DONE (Can be pleasantly surprising)
· FOLLOW-UP.

Coordinator Reflections 6 months on

- Continuing collaboration post induction

- Aligning theory and practice in materials

- Reflecting on Lea & Street (1998)

Academic Literacies

Study Skills

Academic Socialisation
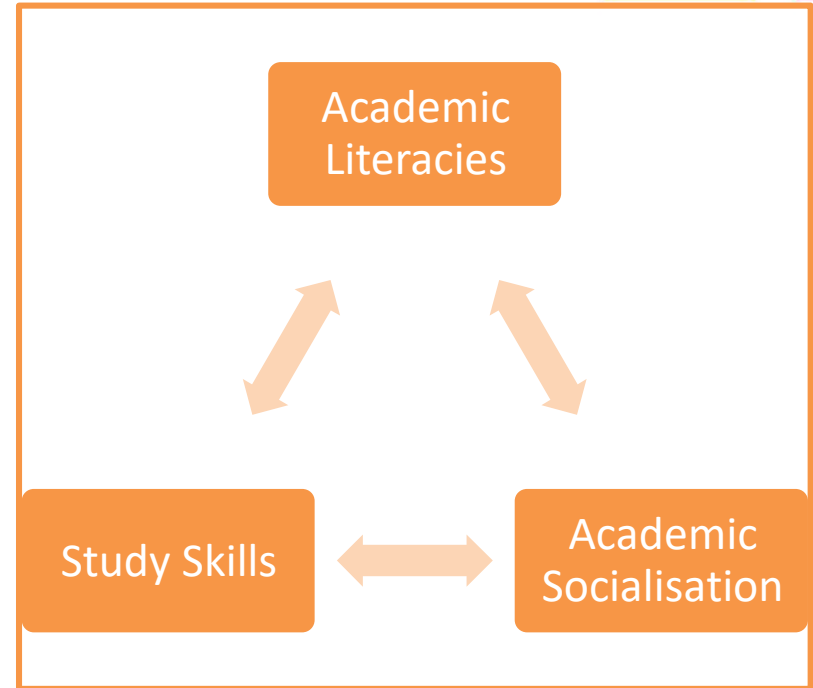
Coordinator Reflections 6 months on

- Programme specific or discipline specific

- Student needs and Academic Literacies

- Avoiding 'them' and 'us'
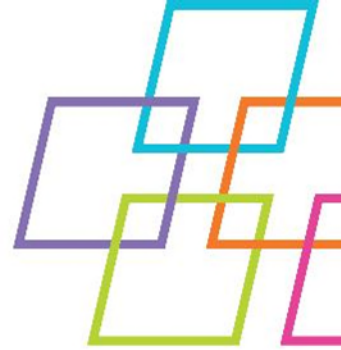
Definition or Approach?

Definition of Insessional

- What we don't do vs what we do
- Who we work with
- How we work with them

Approach: Principled eclecticism

- Adaptability
- Value
- Collaborative understanding
- Opportunity for development

What is your definition or approach based on and how do you evaluate it?