



# Under Construction; curriculum and leadership

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## Overview

1. Rationale for the change
2. Rationale for the curriculum
3. Going forward



## 1. Why change?

The previous content: United Nation Sustainable Development goals.

The formative assessments: Poster presentation and an abstract.

## 1. Why change?

Authenticity with the tasks.

Process driven to produce the tasks without sufficient time to cover all areas of the process.

Transferability of knowledge from EAP courses (Monbec, 2018).

## 1. Why change?

A stronger emphasis on language and discourse through a focus on genre.

Providing a metalinguistic framework and toolkit for text production to support the summative assignments in the 6 week modules.

Deconstructing and evaluating science discourses through text and genre analysis to be transformative for both learner and tutor.

## 1. Why change?

A focus on communication and an emphasis of communication (text and other) to develop knowledge.

Communication in the Sciences as the theme opens up the opportunity for more collaboration with lecturers in Schools.

The use of seminar discussions and podcasts to teach in the jungle (Cauldwell, 2018).



## 2. The Curriculum

To explore genre and register:

1. Purpose and audience
2. Structure and sources
3. Clauses, sentences and argument
4. Reflection



## 2. The Curriculum

The assignments:

- A blog post with an academic focus
- A seminar discussion



## 2. The Curriculum

### Podcast series

Episode	Guest
1. Communication in the Sciences and the importance of clarity	Professor Paul Taylor Dean of student education (experience)
2. Communicating experimental procedures and results	Dr Nimesh Mistry Principal teaching fellow in the School of Chemistry
3. Communicating mathematical understanding	Dr Kevin Houston Senior lecturer in the School of Mathematics

## 2. The Curriculum

### Second question

Arguably to communicate well in the sciences there needs to be an understanding of the philosophical nature to science disciplines, ie how these disciplines view knowledge and knowledge creation. Could you elaborate on how scientists view knowledge in your view? And also how much of students' educational training focuses on this?

### Third question

You have had a number of responsibilities and involvement in student education so will have a viewpoint on student success on UG and PGT programmes. What do you consider to be the main attributes of student success? In addition, where have you seen issues preventing students to succeed and/or a student not evidencing their ability due to perhaps a misunderstanding of what is required of them?

## 2. The Curriculum

### First question

An introduction to the role of experiments and research in science subjects and the practical nature of the disciplines and ask Dr Mistry to elaborate on this importance and the values placed on experiments within science education.

### Second question

Students will need to evidence their practical skills in a written format, most commonly in a lab report or as part of a longer research report for example their final year project. What are the key elements for students to consider when writing up their experiments?

## 2. The Curriculum

### Third question

Writing mathematics with your reader in mind is crucial and this reader will be aware of certain conventions which may not have been brought to the students' attentions. Can you talk us through any known conventions in relation to writing mathematics?

### Fourth question

There does seem to be argumentation within mathematics. Can we discuss the language related to argumentation in mathematics? This can include conventions and frequent examples and potentially the narrative (for want of a better word) approach to mathematics?



## 2. The Curriculum

Reflection and EAP knowledge

(Monbec 2018, 2020)

## 3. Going forward

### Materials:

- Academic voice.
- Managing expectations.
- Teaching in the jungle with the podcasts.
- Discussions of formality.
- Changing the purpose of the blog post.

### Tutors:

- More collaborative planning time and suggestion of activities.

## References

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