

BLENDDED LEARNING IM FACHSPEZIFISCHEN ENGLISCH- UNTERRICHT

Dialog zur hochschulischen Lehre
21.11.2017, TU Graz

MMag.^a Dagmar Archan

mehr aufwand? mehrwert? mehr motivation?

AGENDA



- Kurzvorstellung Konzept „Technical English 1“
- Erste Ergebnisse der Beforschung der Lehrveranstaltung
- Kritische Reflexion

DAS KONZEPT



AUSGANGSLAGE



TECHNICAL ENGLISH I

1. Semester	2. Semester	3. Semester	4. Semester	5. Semester	6. Semester
5 ECTS Berufspraktikum	5 ECTS Berufspraktikum	5 ECTS Berufspraktikum	5 ECTS Berufspraktikum	5 ECTS Berufspraktikum	3.5 ECTS Abschlussforum
2 ECTS General English	0.5 ECTS Development Assessment 1	2 ECTS Business English	2 ECTS Business English	4.5 ECTS Businessplanning	5 ECTS Berufspraktikum
2 ECTS Kreativitätstechniken	4 ECTS Elektrotechnik und Messtechnik	7.5 ECTS Controlling und Investitionsrechnung	2.5 ECTS Finanzierung	0.5 ECTS Development Assessment 2	3 ECTS Kommunikation Vertiefung
6 ECTS Naturwissenschaftliche Grundlagen 1	2 ECTS General English	1.5 ECTS Kommunikation Grundlagen	1.5 ECTS Kommunikation Grundlagen	1.5 ECTS Prozessdesign	5 ECTS Produkt- und Qualitätsmanagement
5.5 ECTS Projektmanagement Grundlagen	7 ECTS Innovationsmanagement Grundlagen	8 ECTS Systematic Innovation Grundlagen	2.5 ECTS Prozessdesign	3 ECTS Smart Factory	5 ECTS Research and Development
6 ECTS Technische Grundlagen	6 ECTS Naturwissenschaftliche Grundlagen 2	6 ECTS Werkstoffkunde und Produktionstechnik	8 ECTS Systematic Innovation TRIZ	9.5 ECTS Systematic Innovation Vertiefung	2 ECTS Technical English
3.5 ECTS Wirtschaftswissenschaftliche Grundlagen	5.5 ECTS Wirtschaftswissenschaften	1 ECTS Wissenschaftliches Arbeiten Grundlagen	7.5 ECTS Technische Vertiefung	2 ECTS Technical English	3.5 ECTS Wahlpflichtfach Vertiefung
				4 ECTS Wissenschaftliches Arbeiten	3 ECTS Wissenschaftliches Arbeiten Bachelorarbeit 2

TECHNICAL ENGLISH I



Blended Learning

TECHNICAL ENGLISH I

- Production 
- Health and Safety 
- Research and Development 
- Abstracts 
- Posters and Conferences 
- Automotive Industry 



TECHNICAL ENGLISH I



TECHNICAL ENGLISH I

	Exkursion		Exkursion													
Intensiv-W.	14.11.	16.11.	18.11.	25.11.	2.12.	9.12.	16.12.	23.12.	30.12.	6.1.	13.1.	20.1.	27.1.	3.2.	10.2.	
09:00 - 09:45	MA	SH-E	SH-E	BP	PG&S	TELE	BP	FREI	FREI	FREI	TE1-G1	SF	TE1-G2	PG&S	TELE	
09:45 - 10:30	MA	SH-E	SH-E	BP	PG&S	TELE	BP	FREI	FREI	FREI	TE1-G1	SF	TE1-G2	PG&S	TELE	
10:30 - 11:15		SH-E	SH-E	BP	PG&S	TELE	BP	FREI	FREI	FREI	TE1-G1	SF	TE1-G2	PG&S	TELE	
11:15 - 12:15	TE1-G1	SH-E	SH-E	BP	PG&S	TELE	BP	FREI	FREI	FREI	TE1-G1	SF	TE1-G2	PG&S	TELE	
12:15 - 13:00	TE1-G1	SH-E	SH-E	SF	PG&S	TELE	SF	FREI	FREI	FREI	TE1-G2	SF	TE1-G1	PG&S	TELE	
13:45 - 14:30	TE1-G1	SH-E	SH-E	SF	PG&S	TELE	SF	FREI	FREI	FREI	TE1-G2	SF	TE1-G1	PG&S	TELE	
14:30 - 15:15	TE1-G2	SH-E	SH-E	SF	PG&S	TELE	SF	FREI	FREI	FREI	TE1-G2	SF	TE1-G1	PG&S	TELE	
15:30 - 16:15	TE1-G2	SH-E	SH-E	SF	PG&S	TELE	SF	FREI	FREI	FREI	TE1-G2	SF	TE1-G1	PG&S	TELE	
16:15 - 17:00	TE1-G2	SH-E	SH-E	SF	PG&S	TELE	SF	FREI	FREI	FREI	TE1-G2	SF	TE1-G1	PG&S	TELE	

	Exkursion		Exkursion												
Intensiv-W.	15.11.	17.11.	19.11.	26.11.	3.12.	10.12.	17.12.	24.12.	31.12.	7.1.	14.1.	21.1.	28.1.	4.2.	11.2.
09:00 - 09:45	SF	SH-E	TELE	SF	TE1-G2	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	
09:45 - 10:30	SF	SH-E	TELE	SF	TE1-G2	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	
10:30 - 11:15	SF	SH-E	TELE	SF	TE1-G2	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	
11:30 - 12:15	SF	SH-E	TELE	SF	TE1-G2	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	TE1 Alle
12:15 - 13:00	SF	SH-E	TELE	SF	TE1-G1	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	TE1 Alle
13:45 - 14:30	SH-E	SH-E	TELE	MAFO	TE1-G1	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	
14:30 - 15:15	SH-E	SH-E	TELE	MAFO	TE1-G1	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	
15:30 - 16:15	SH-E	SH-E	TELE	MAFO	TE1-G1	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	
16:15 - 17:00	SH-E	SH-E	TELE	MAFO	TE1-G1	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	

TECHNICAL ENGLISH I

WELCOME SESSIONS VIDEOS GRADING BLOG

WHAT'S TO COME

Saturday, 14th October 2017
08.45 - 11.00 GROUP 1
11.15 - 13.30 GROUP 2

Monday, 20th November 2017
09.00 - 12.15 GROUP 2
12.15 - 15.30 GROUP 1

Friday, 22nd December 2017
13.45 - 17.00 GROUP 1
17.00 - 20.15 GROUP 2

Friday, 12th January 2018
13.45 - 17.00 GROUP 2
17.00 - 20.15 GROUP 1

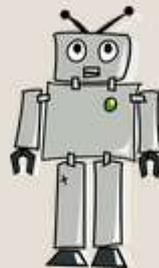
Friday, 9th February 2018
13.45 - 15.15 - **Written Exam**

Poster Presentation
=> to be announced

Voluntary Skype Sessions:
=> 14th December as of 18.00
=> 18th January as of 18.00



Welcome to Technical English I



This website contains all the necessary information about this course.

Technical English I is held as a blended learning course, consisting of face-to-face teaching sessions as well as distance learning sessions. Find out more about the detailed schedule on the sessions page. Below there is a list of external sources we'll use for distance learning. In addition to the tools mentioned below, Skype will be used for synchronous teaching sessions.

What's new?

Quizlet

We'll use Quizlet to learn vocabulary.

[Link to Quizlet](#)

Facebook

We'll use Facebook in order to communicate, share ideas, practice grammar, chat, and so on and so forth ...

Office 365

We'll use Office 365 for peer reviews and abstract writing.

Google Docs

We'll use Google Docs to keep track of your participation points.

Skype

Blog & Chat

We'll use the Blog and Chat functions on this website in order to communicate, share ideas, practice grammar, chat, and so on and so forth (mean

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SCHEDULE

5. Semester BAC WS 17/18 - JG Bartelmuss

Di	18.09	22.09	29.09	06.10	13.10	20.10	27.10	03.11	10.11	17.11	24.11	01.12	08.12	15.12	22.12	29.12	05.01	12.01	19.01	26.01	02.02	09.02	
13.05 - 14.30	SP	SP	SP	SP	MA	MA																	
14.30 - 15.15	SP	SP	SP	SP	MA	MA																	
15.15 - 16.00	SP	SP	SP	SP	MA	MA																	
16.00 - 17.00	SP	SP	SP	SP	MA	MA																	
17.00 - 17.45	SP	SP	SP	SP	MA	MA																	
18.15 - 19.00	SP	SP	SP	SP	MA	MA																	
19.00 - 19.45	SP	SP	SP	SP	MA	MA																	
20.00 - 20.45	SP	SP	SP	SP	MA	MA																	
20.45 - 21.30	SP	SP	SP	SP	MA	MA																	

FIRST FACE TO FACE SESSION



Saturday, 14th of October 2017

LEARNING AIMS:

- Getting to know each other
- Introduction to Blended Learning design
- Production processes

FIRST E-LEARNING SESSION



Saturday, 14th October 2017 -

Sunday, 19th November 2017

LEARNING AIMS:

By the end of this session students will be able to:

- use the passive voice
- use modal verbs

TECHNICAL ENGLISH I

[WELCOME](#) [SESSIONS](#) [VIDEOS](#) [GRADING](#) [BLOG](#)

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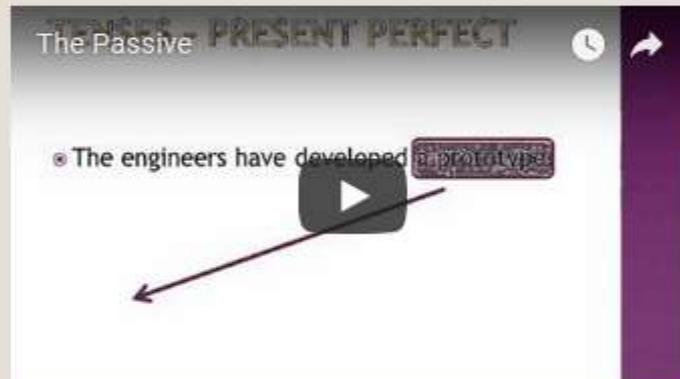
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[Poster Presentation](#)



The Passive Voice

The Passive Voice.pdf

Adobe Acrobat Dokument [1.8 MB]

[Download](#)



TECHNICAL ENGLISH I

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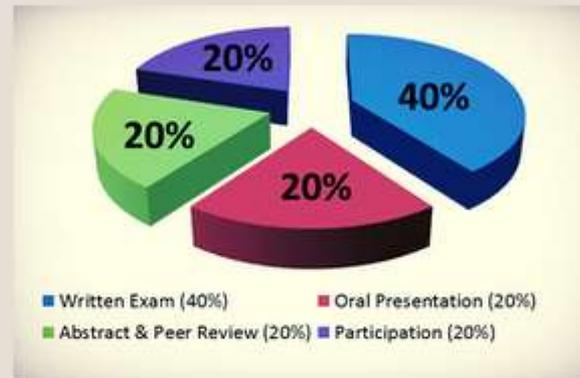
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YOUR TECHNICAL ENGLISH GRADE



Written Exam

9th February 2018, 13.45 - 15.15

Written examination of 90 minutes, no additional materials allowed.

Vocabulary (15 points)

- Students should be able to define, discuss, explain and use vocabulary from all the Quizlet study sets

Grammar (15 points)

- Students should be able to use modal verbs (including past modals) as well as the passive voice when writing texts and in gap-filling exercises

Reading (20 points)

- Students should be able to identify and correct errors in technical texts and answer questions about these texts, even if they contain unknown vocabulary (0.5 points per line (there are 20 lines), 10 points for follow-up questions)

Writing (50 points)

TECHNICAL ENGLISH I

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21. November 2017

E-Learning Session 1

Dear all I hope that you have all arrived safely in Berlin (or will do so later on ...). I've just finished entering all the e-learning points for session 1 ...

[Mehr lesen...](#)

18. November 2017

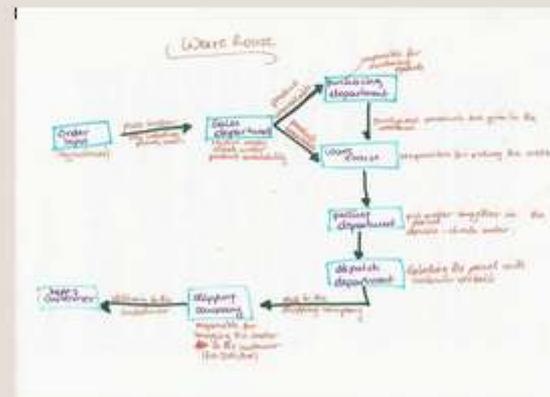
E-Learning Task 1.10 (8 points)

Very last E-Learning Task of E-Learning Session 1! Complete one of the vocab exercises ...

[Mehr lesen...](#)

13. November 2017

E-Learning Task 1.9 (25 points)



Prepare a drawing of the production facilities of a company of your choice ...

FACEBOOK / BLOG

E-Learning Task 3.8 (6 points)

23 Jan



Write safety instructions for the use of a handheld circular saw (e.g. <http://www.screwfix.com/c/tools/circular-saws/cat830854>) (at least three sentences).

I do look forward to reading your instructions!

13 Kommentare

E-Learning Task 3.7 (4 points) and Information

20 Jan

Dear all

All of you who handed in E-Learning Task 2.8 (the second summary) should have received my feedback today. If you handed it in but didn't get an email, please let me know.

Moreover, you could already think about a topic for your oral exams. It will be done in pairs (so you can already start to look for a partner). As you know you will have to present a production process / machine

Verwendung des
World Wide Web,
Anwendung auf
praxisrelevante
Themenbereiche

Kommunikation
mit der
Lektorin

We're offline





TE Campus

20. Oktober 2015

Hi everyone!

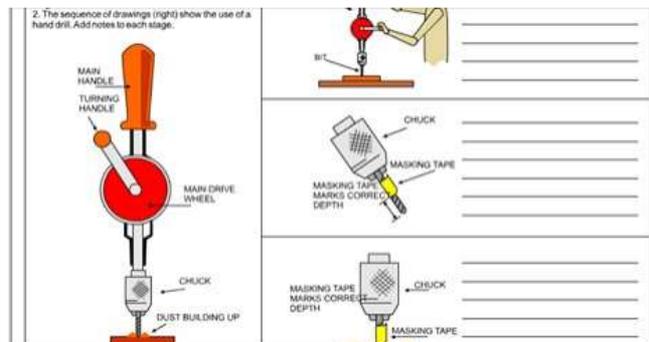
Another topic in this e-learning session are modal verbs. There is a video on Jimdo – have you already watched it?

Let's practice a bit if you like.

Imagine that you have to explain a tool / device (e.g. a drill, a file, a webcam, etc.) to somebody who has never used it before. Use at least four different modal verbs. This task is worth 2 points.

Below there's an example - feel free to do some research but try not to copy and paste entire texts (it doesn't make a lot of sense, does it 😊?)

Have a lovely evening!



How To Use a Hand Drill

This site provides a wealth of technology information sheets for pupils and teachers

TECHNOLOGYSTUDENT.COM

👍 Gefällt mir 💬 Kommentieren ➦ Teilen

✓ Von allen gesehen

Verwendung des World Wide Web, Anwendung auf praxisrelevante Themenbereiche, aktive Anwendung theoretischer Konstrukte (Grammatik)



TE Campus

4. November 2015

Hi guys

You're probably Busy in Berlin ... 😊

but here's another task for you (you can complete it until the end of this e-learning session, as you know, so there's no need to do it straight away ...).

Task 2.14:

Go to

<http://www.napofilm.net/en/napos-films> and choose a video (ideally on that has not been chosen by one of your colleagues yet - there should be plenty of videos on the website).

All the Napo videos (Napo is the main character) deal with safety issues.

Describe the video so we know what it is about.

Add at least two sentences saying what Napo should have done differently (past modals) and two general sentences about health and safety referring to the situation in question (using modal verbs).

If you want to, you can try to build active and passive sentences using modal verbs.

This task is worth six participation points!

Kind regards

Dagmar



Napo's films

The Napo series of films are produced in computer graphics. They feature characters in the world of work, faced with safety issues. The main character, Napo, and his partners express themselves in wordless language. Their stories have an...

NAPOFILM.NET

👍 Gefällt mir 💬 Kommentieren ➦ Teilen

✓ Von allen gesehen



TE Campus

27. Oktober 2015

Hi guys

Here is task 2.4:

Look at some of the photos on the interactive graphic "A diamond's journey" on <http://www.nbcnews.com/id/15842522/0#.VhSzSpjwCUK>. It depicts a workplace where a variety of hazards can be found. Imagine what sort of problems might exist and how the worker could be protected. Write at least two sentences, use modal verbs (2 points).



A diamond's journey: The beginning

A diamond's journey: From the mines in Africa, to polishers in India, to retailers in the West, follow a diamond's global path to market.

NBCNEWS.COM

👍 Gefällt mir 💬 Kommentieren ➦ Teilen

✓ Von allen gesehen



TE Campus

24. November um 14:59

Dear all

Here's task 3.6 - it's a collaborative task.

Watch the video about the VW (R&D?) scandal and then say what you think about it.

What is your opinion about VW's misconduct? Should the company be punished? Do you think it was done on purpose? Would you (still) buy a VW?

Discuss with your colleagues (1 point for every reasonable entry ...).
I do look forward to reading your statements!



Car industry 'buried report revealing US car safety flaws'

The motor industry has been accused of withholding a report that reveals US cars are substantially less safe than European vehicles - for fear that the findings...

INDEPENDENT.CO.UK

👍 Gefällt mir 💬 Kommentieren ➦ Teilen

✓ Von allen gesehen

Verwendung
authentischer
Quellen, Diskussion
und Feedback



TE Campus

13. Juni 2016

Dear all

Here's the oral exam schedule for this semester. If you have any questions, please drop me a line.

Please note that the deadline for handing in your Innovation Projects is the 20th of June for all students (either on the website or via e-mail).

I'm also attaching e-learning task 4.1 (1 point of answered comprehensively).

How is your innovation project company going to raise finance and why and how much money do you need?

Kind regards

Dagmar

ORAL EXAMS TECHNICAL ENGLISH II

Friday, 17th June 2016			
14.30 – 14.50	Matthias Berghofer	Stefan König	
Monday, 20th June 2016			
08.00 – 08.20	Martin Riegler	Florian Mitteregger	
17.00 – 17.20	Ute Fani	Lena Scheucher	
17.50 – 18.10	Thomas Garber	Christoph Edegger	
18.15 – 18.35	Matthias Strobl	Dominik Kindler	
19.05 – 19.25	Sara Straßer	Verena Larchbaum	
19.30 – 19.50	Markus Groß	Bernhard Grafli	
19.55 – 20.15	Franz Matländer	Thomas Watzek	
20.20 – 20.50	Jennifer Zagerhofer	Elizabeth Holler	Kevin Grebien
Tuesday, 21th June 2016			
08.00 – 08.20	Maximilian Miankovic	Patrick Margreiter	
17.00 – 17.20	Lukas Götz	Norbert Koch	
18.15 – 18.35	Richard Deutschmann	Benjamin Tafner	
18.40 – 19.00	Barbara Jambak	Kerstin Palank	
19.05 – 19.25	Philip Reicher	Daniel Zagorschak	
19.30 – 19.50	Stefan Schöber	Andreas Landgraf	
19.55 – 20.15	Thomas Fleischhacker	Michael Russ	
20.20 – 20.40	Marco Rauegger	Andreas Bauer	

👍 Gefällt mir

💬 Kommentieren

✓ Von allen gesehen



Our innovation project company is going to raise finance from business angels. The advantages of business angels are for our company, that they have a good know-how in our industry and we can use their network and connections e.g. for the distribution.... [Mehr anzeigen](#)

Gefällt mir · Antworten · 1 · 15. Juni 2016 um 18:11



TE Campus Good entry! I would say know how "of" our industry and consider "raising" finance "with / by means of" a bank loan

Gefällt mir · Antworten · 16. Juni 2016 um 16:36 · Bearbeitet

Mündliche
Prüfungen via Skype

Individuelles
Feedback
(sprachlich und
inhaltlich)

OFFICE 365 / ONE DRIVE

Transparenz,
Struktur

OneDrive

+ New | Upload | Share | Copy link | Download | Sync

Files > INNO > Abstract SS 2016 Götz Lukas Simeon

Name	Modified	Modified By	File Size	Shared
Abstract_Götz.docx	May 14, 2016	Lukas Simeon Götz	13,2 KB	Shared
Peer Editing Form_Bauer4Götz.docx	May 16, 2016	Andreas Bauer	14,0 KB	Shared
Peer Editing Form_Jamnik4Götz.docx	May 16, 2016	Barbara Jamnik	14,8 KB	Shared
Polished Abstract_Götz.docx	May 16, 2016	Lukas Simeon Götz	14,1 KB	Shared
Polished Abstract_Götz_DA.pdf	May 18, 2016	Dagmar Archan	267 KB	Shared

SCREENCASTS

Spoken web set to weave rural India together

The article 'Spoken Web' written by Anil Ananthaswamy published in NewScientist deals with the topic of a new technology called VoiceSite.

At the beginning, the author writes about a team from the IBM India Research Laboratory (IRL), which tests an alternative to the internet for India's rural population. The system is based on the cellphone because around 70% of India's population lives outside (its) cities and most of them earn just \$4 per day or less and so they are not able to buy computers. Furthermore, they cannot read or write and the information on the web is not relevant to them. Tapas Parikh, who is a professor of the University of California, says that the answer for those people is speech. In addition to this, he points out that a farmer may not be able to write an email or something like that but he can easily talk about it.

The IBM team found out that any new internet technology for cellphones in India would not work because people in India use their phones only to talk.

The concept of the spoken web is a network of VoiceSites. These VoiceSites can only be used by a cellphone and on these sites users are able to speak and listen. Moreover, it is possible for callers to create their own VoiceSites, access those of others or jump from VoiceSite to VoiceSite. For example, a plumber-plumber wants new customers, therefore he calls a number, which connects him with a special software, which guides him systematically through a process to set up a VoiceSite. At the end of this process, the plumber-plumber gets a number to/for his own VoiceSite, like an URL. If someone calls this number, they will get all the information about the plumber-plumber. For all these things, IBM created a new hyperspeech transfer protocol (HSTP), which is analogue to the hypertext transfer protocol (HTTP) that leads people from one website to another website.

On the other hand, they found out that the imaginations of the users start to run quite wild when they get the opportunity to put information on these sites.

Finally, Parikh says (that the normal way is to make the web available on mobile devices but) that the spoken web is an opportunity for making an entirely new kind of web.

Kommentar [AD1]: Is this really the title of the article?

Kommentar [AD2]: Good!

Kommentar [AD3]: Not necessary (mentioning the author at the beginning is enough)

Kommentar [AD4]: Verb tense?

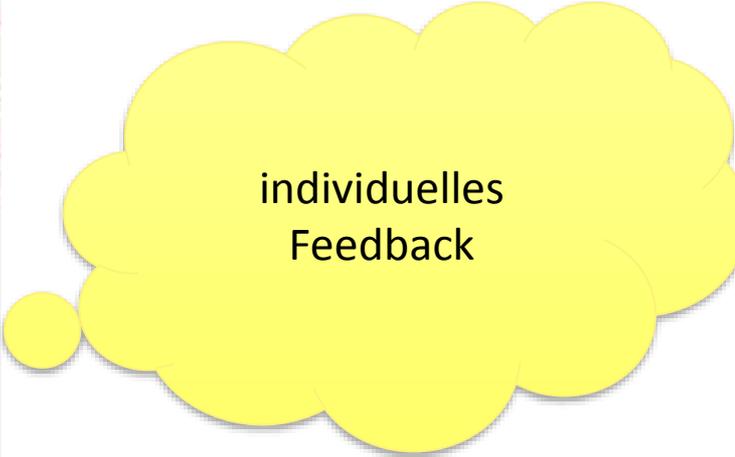
Kommentar [AD5]: Or: cannot afford to buy

Kommentar [AD6]: relevant topics

Kommentar [AD7]: who?

Kommentar [AD8]: Try to use your own words

Kommentar [AD9]: when you mention this topic, you should be a bit more to the point



individuelles
Feedback

VORTEILE

- Selbstgesteuertes Lernen
(Ermöglichungsdidaktik,
aktives Aneignen von Wissen)
- Praxisbezug
- Beschäftigung der Themen über
die Lernziele hinaus (World Wide Web)
- Kollaboratives Lernen
- Transparenz
- Verringerte Präsenzphasen / Hörsaalbuchung



FORSCHUNG



ZUFRIEDENHEIT UND MOTIVATION

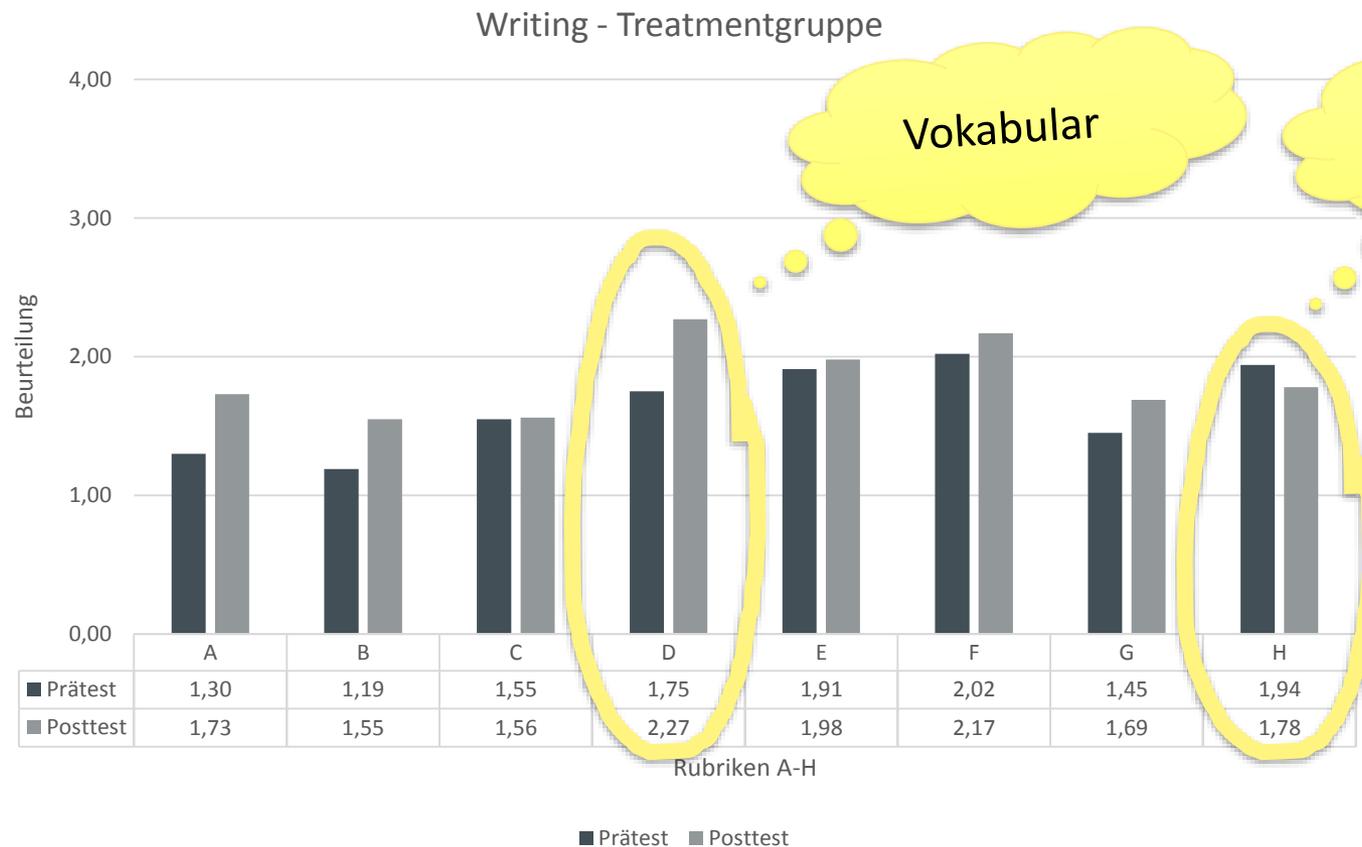
- *Ich konnte selbst über meine Lernwege, meine Lernstrategien und mein Lerntempo entscheiden.*
- *Ich konnte selbst entscheiden, wann und wo ich für diese LV lerne.*
- *Ich fand es schwierig, mich zu motivieren und meine Lernmotivation aufrecht zu erhalten.*
- *Die Lehrveranstaltung hat mich dazu angeregt, mich über die Lehrveranstaltung hinaus mit den Lehrinhalten zu beschäftigen.*
- *Die LV und das Lernmaterial waren übersichtlich und klar strukturiert.*
- *Die Lehrveranstaltung hat bei mir einen positiven Gesamteindruck hinterlassen.*

FEEDBACK DER STUDIERENDEN

„Die Lehrmethoden der Lektorin sind genau das, was man sich für ein Innovationsstudium wünscht. Neu, abwechslungsreich, erfrischend, lustig,... Die 400 geposteten Mitarbeiterspunkte sind allerdings vielleicht etwas überdimensioniert. Auch wenn man nicht alle erledigen muss, erhöhen sie doch erheblich den Stressfaktor während des Semesters. Alles in Allem eine wirklich tolle LV, vor allem die Motivation der Lektorin und der Aufwand den sie betreibt sind wirklich beeindruckend!“



SCHRIFTLICHE TEXTKOMPETENZ



KRITISCHE REFLEXION



ZUSAMMENGEFASST



Was kam gut an ...	Was kam weniger gut an ...
Mischung Anwesenheit / Onlinephasen / freie Zeiteinteilung	(Gefühlter) Aufwand
Medienmix	(Zu) viele Medien
Individuelles Feedback	Zu wenig Mündliches
Lernvideos	
Struktur und Transparenz	

mehr aufwand? ✓ mehrwert? ✓ mehr motivation? ✓

DANKE FÜR IHRE AUFMERKSAMKEIT!

