BLENDED 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

TECHNICAL ENGLISH I – EIN BLENDED LEARNING KONZEPT FÜR BERUFS-BEGLEITEND STUDIERENDE

AUSGANGSLAGE

INNOVATIONSMANAGEMENT
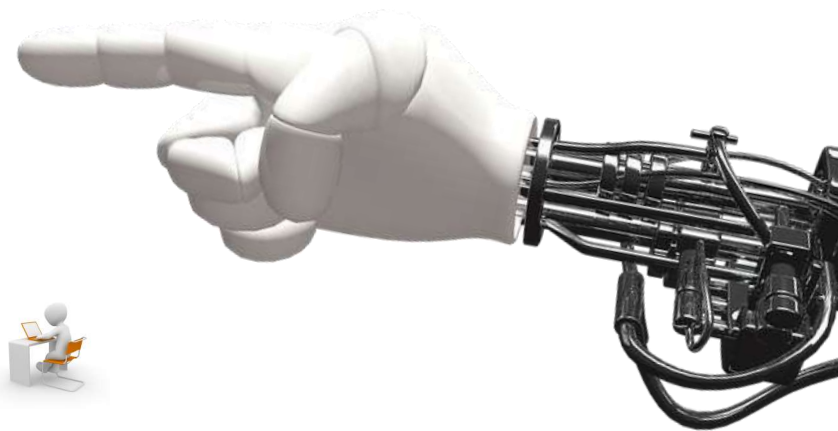
TECHNICAL ENGLISH I

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

Intensiv-W.	14.11.	Exkursion 16.11.	Exkursion 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	SI4-E	SI4-E	BP	PG&S	TELE	BP	FREI	FREI	FF	TE1-G1	SF	TE1-G2	&S	TELE
09:45 - 10:30	MA	SI4-E	SI4-E	BP	PG&S	TELE	BP	FREI	FREI	EI	TE1-G1		TE1-G2	P S	TELE
10:30 - 11		SI4-E	SI4-E	BP	PG&S	TELE	BP	FREI	FREI	REI	TE1-G1		TE1-G2	PG S	TELE
11 - 12:15	TE1-G1	SI4-E	SI4-E	BP	PG&S	TELE	BP	FREI	FREI	FREI	TE1-G1		TE1-G2	PG S	TELE
12:15 - 13:00	TE1-G1	SI4-E	SI4-E	SF	PG&S	TELE	SF	FREI	FREI	FREI	TE1-G2		TE1-G1	PG S	TELE
13:45 - 14:30	TE1-G1	SI4-E	SI4-E	SF	PG&S	TELE	SF	FREI	FREI	FREI	TE1-G2		TE1-G1	PG S	TELE
14:30 - 15:15	TE1-G2	SI4-E	SI4-E	SF	PG&S	TELE	SF	FREI	FREI	REI	TE1-G2	F	TE1-G1	PG S	TELE
15:30 - 16:15	TE1-G2	SI4-E	SI4-E	SF	PG&S	TELE	SF	FREI	FREI	EI	TE1-G2		TE1-G1	&S	TELE
16 - 17:00	TE1-G2	SI4-E	SI4-E	SF	PG&S	TELE	SF	FREI	FREI	FR		SF		&S	TELE

Intensiv-W.	15.11.	Exkursion 17.11.	Exkursion 19.11	2?	3.12	10.?	17.12	24.12	31.12	7.1	14.1	21.1	28.1	4.2	11.2
09:00 - 09:45	SF	SI4-E	TELE	SF	TE1-G2	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	
09:45 - 10:30	SF	SI4-E	TELE	SF	TE1-G2	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	
10:30 - 11:15	SF	SI4-E	TELE	SF	TE1-G2	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	
11:30 - 12:15	SF	SI4-E	TE	SF	TE1-G2	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	TE1 Alle
12:15 - 13:00	SF	SI4-E	TE	SF	TE1-G1	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	TE1 Alle
13:45 - 14:30	SI4-E	SI4-E	TE	MAFO	TE1-G1	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	
14:30 - 15:15	SI4-E	SI4-E	TEL	MAFO	TE1-G1	TELE	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	
15:30 - 16:15	SI4-E	SI4-E	TELE	MAFO	TE1-G1	TEL	SF	FREI	FREI	FREI	PG&S	SF	PG&S	PG&S	
16:15 - 17:00	SI4-E	SI4-E	TELE	MAFO		TF	SF	FREI	FREI	FREI	PG&S	SF		PG&S	

TECHNICAL ENGLISH I

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
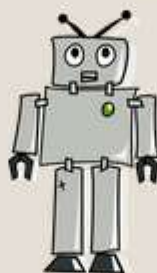13.45 - 15.15 - Written Exam

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?

We'll use Quizlet to learn vocabulary.

Link to Quizlet

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

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

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

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 (meant

SCHEDULE

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
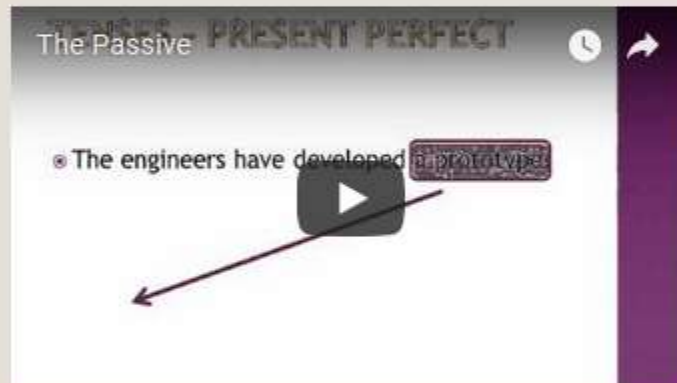17.00 - 20.15 GROUP 2

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

5. Semester BAC WS 17/18 - JG Bartelmuss

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

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

The Passive

> • The engineers have developed a prototype

▶ (play)

PDF

The Passive Voice
The Passive Voice.pdf
Adobe Acrobat Dokument [1.8 MB]

Download

Modals

> • Do we have to finish homework by tomorrow or

TECHNICAL ENGLISH I

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

YOUR TECHNICAL ENGLISH GRADE

- Written Exam (40%)
- Oral Presentation (20%)
- Abstract & Peer Review (20%)
- Participation (20%)
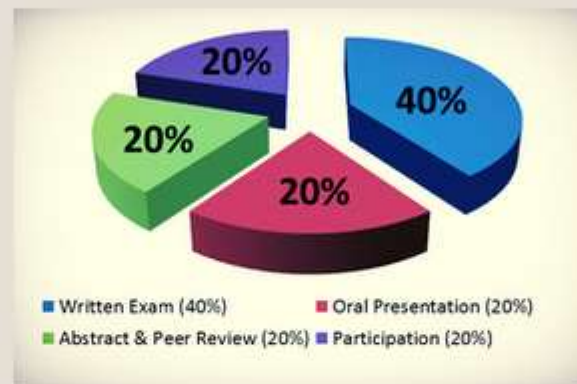
Written Exam

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 models) 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)

CAMPUS 02
GRAZ
FACHHOCHSCHULE DER WIRTSCHAFT

TECHNICAL ENGLISH I

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

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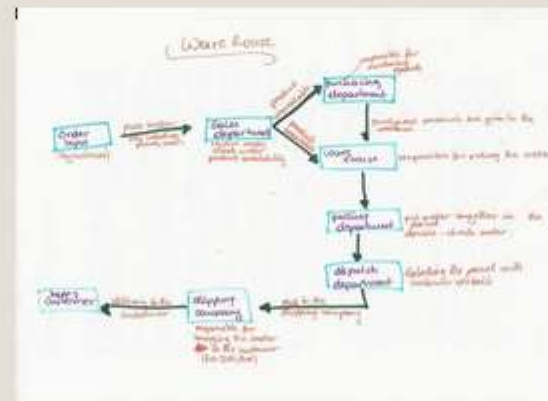
Prepare a drawing of the production facilities of a company of your choice ...

FACEBOOK / BLOG

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 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

Mündliche
Prüfungen via Skype

Individuelles
Feedback
(sprachlich und
inhaltlich)

OFFICE 365 / ONE DRIVE

Transparenz, Struktur

SCREENCASTS

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

FRAGEBOGEN

INTERVIEWS

TESTS

...

ERGEBNIS?

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 Mitarbeitspunkte 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

Writing - Treatmentgruppe

Vokabular

Recht-schreibung

	A	B	C	D	E	F	G	H
Prätest	1,30	1,19	1,55	1,75	1,91	2,02	1,45	1,94
Posttest	1,73	1,55	1,56	2,27	1,98	2,17	1,69	1,78

Rubriken A-H

■ Prätest   ■ Posttest

KRITISCHE REFLEXION

VORTEILE?

NACHTEILE?

FAZIT?
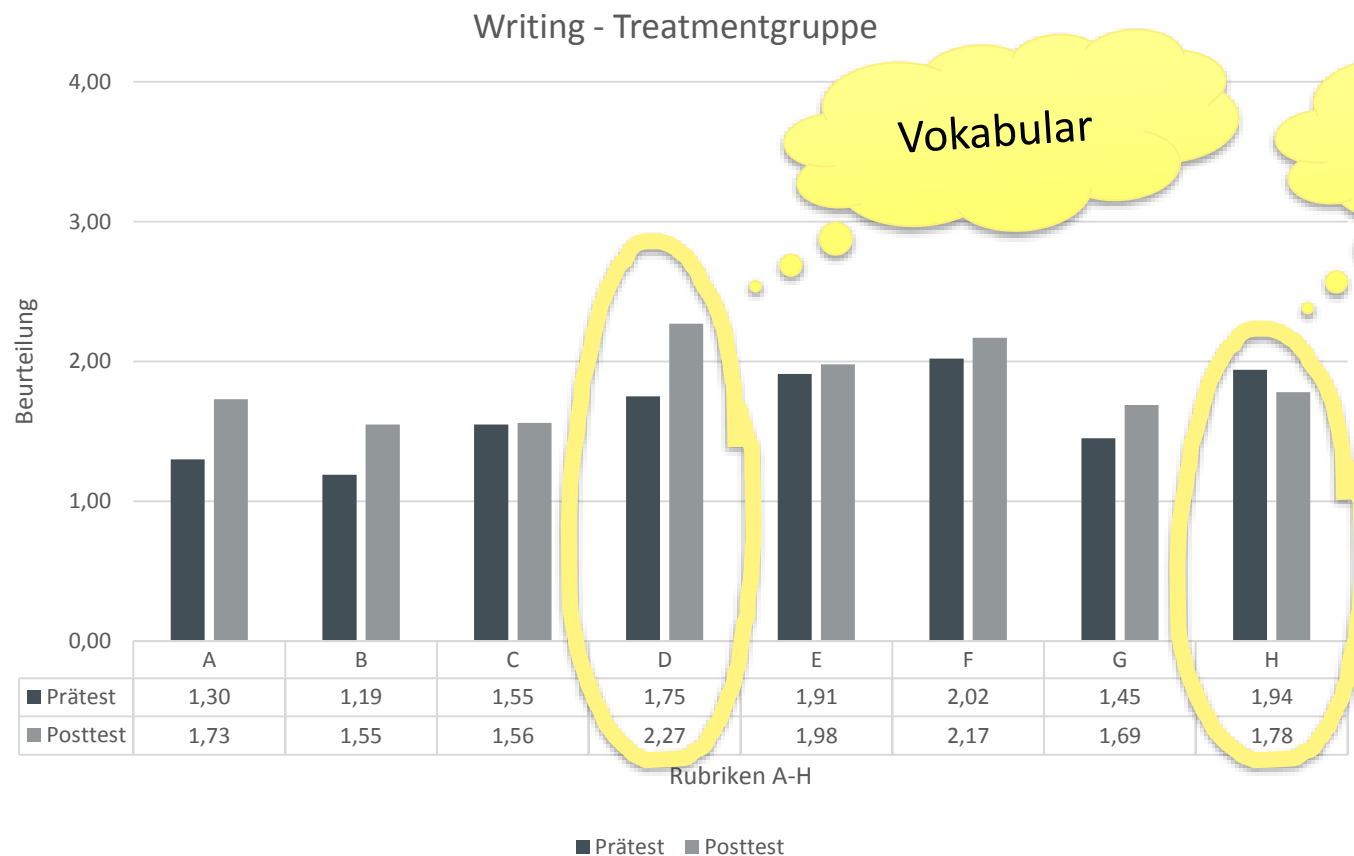
ZUSAMMENGEFASST

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!