



QAA FOCUS ON:

GRADUATE SKILLS - SHARING PRACTICE

BUILDING SUSTAINABLE PARTNERSHIPS:



LANGUAGES BEYOND UNIVERSITY -

A NEW UNDERGRADUATE COURSE IN COMMUNITY OUTREACH, EXPERIENTIAL AND REFLECTIVE LEARNING

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Student-Led, Individually Created Courses (SLICCs)

Delivering student-led experiential learning and assessment, at scale

Key drivers

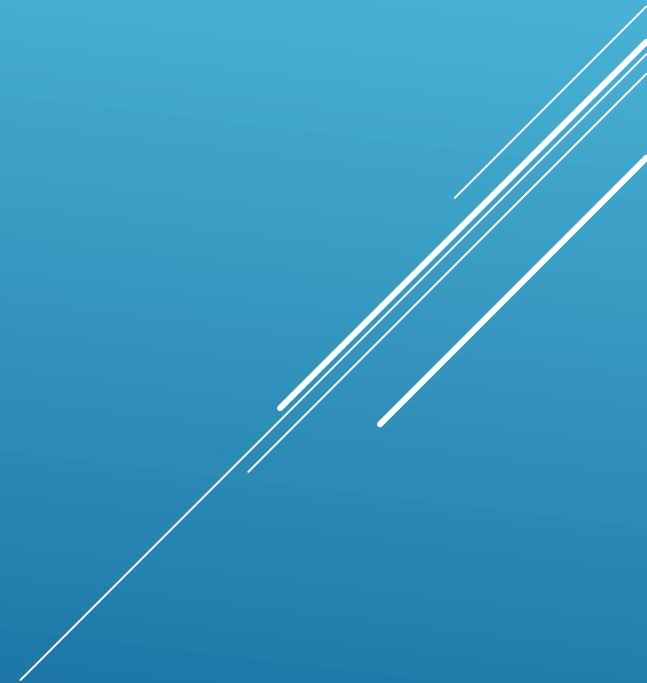
- Learning models, student agency (learning design and personal development), shifting from knowledge-centric learning
- Assessment models (portfolio learning, interdisciplinary teams)

Challenges

- Scalability, limited resource, yet meaningful experience for all involved

Critical for success

- Students at the centre of experiential learning (learning from mistakes!)
- Supporting reflection and literacy in reflection and assessment
- Flexible
- Design for the long-term aim from the outset



What is a SLICC?

A flexible and adaptable credit-bearing course for experiential learning

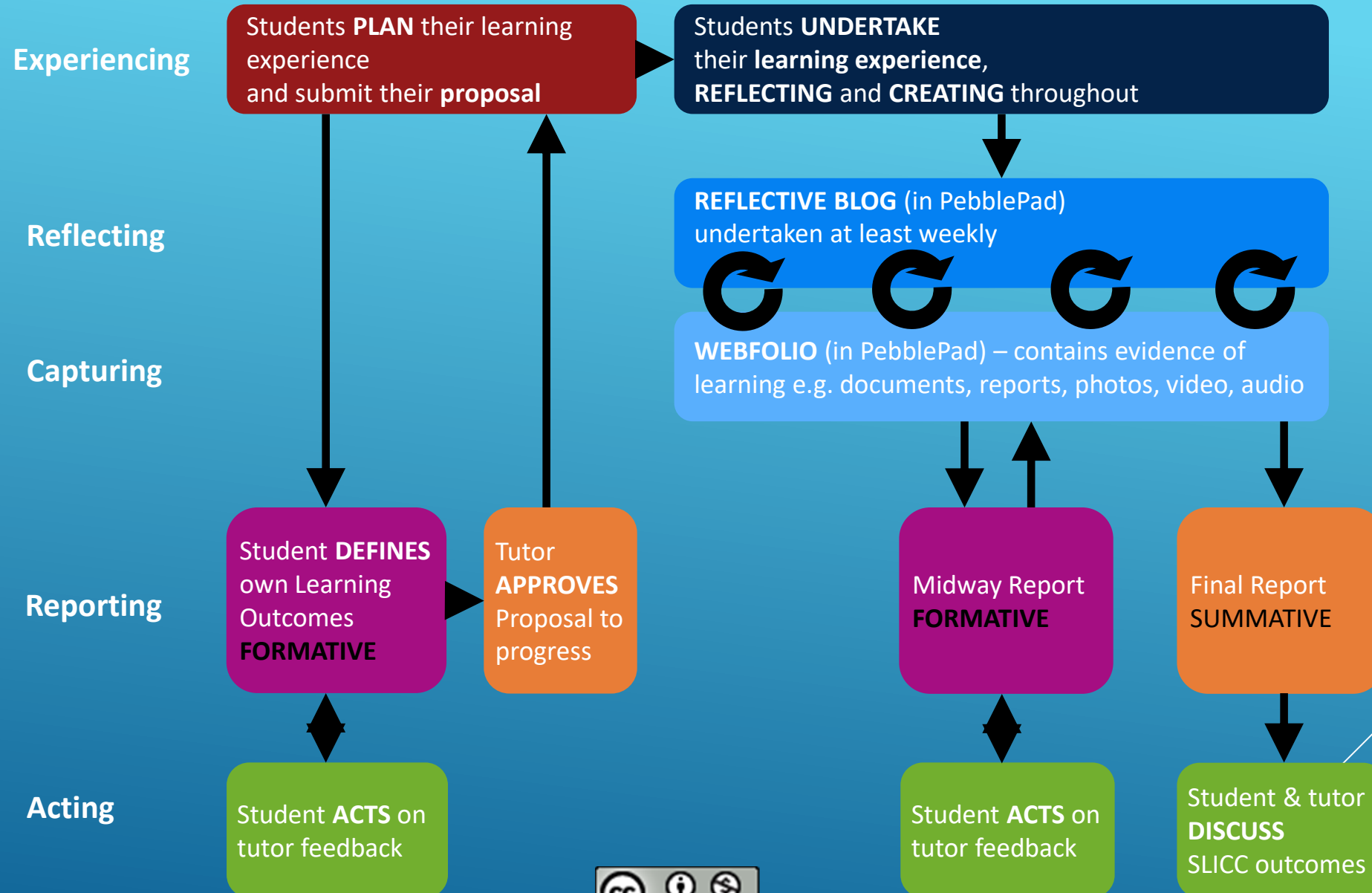
A flexible experiential reflective learning and assessment framework using an e-portfolio

Course defines:

- The process to receive academic credit – reflective framework, e-portfolio
- The Learning Outcomes (five LOs) – **‘analysis’, ‘application’, ‘skills’, ‘mindsets’, ‘evaluation’**
- The assessment criteria

Student defines:

- The content (defining their learning experience from the beginning)
- How the LOs relate to their content
- How they will evidence completion of their LOs (reflective e-portfolio)
- A reflection on the mark they will receive





Languages Beyond University :



In a nutshell:

Second year students of French, German, Italian and Spanish are allocated to mentors in our partnership schools to develop and deliver a cultural project to S2-pupils

Students are expected to:

- liaise with mentor to discuss plan and organise cultural learning materials and activities
- liaise with course tutors to organise outreach events at school and university
- spend a total of about 20 hours in schools spread out over 2 terms
- attend a total of 10 hours of workshops and peer-led feedback sessions at university



Rationale



Schools, Pupils:

- boost positive attitudes towards language learning and encourage languages uptake in senior phase
- increase cultural capital to help narrow poverty related attainment gap

University, Students:

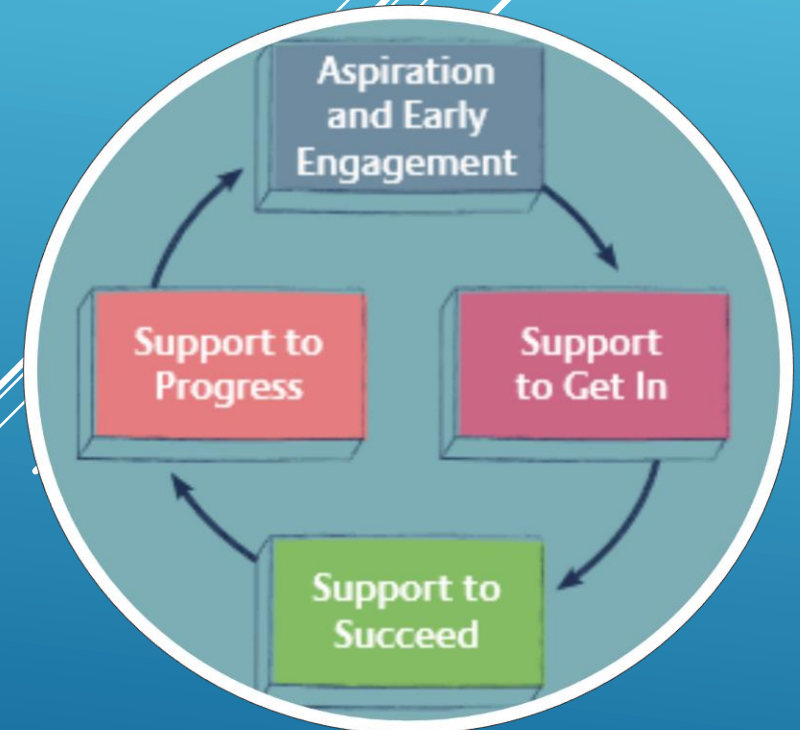
- support active, engaged students by providing opportunities for independent learning
- students to develop experiential learning in the community
- equip students for greater integration of graduate attributes and employability
- underpins UoE Widening Participation Strategy :



Widening Participation Strategy



- Exceeded Commission on Widening Access Target:
10 % of new full-time Scottish degree students from SIMD20 areas by 2021
- Helping students build confidence and develop social capital
- Working to ensure that students from diverse backgrounds thrive and feel a sense of belonging
- Engagement of students in employability opportunities



- ▶ I'm really excited about the course; it's a really unique, nice idea and definitely something that I'm interested in! (...) If it weren't for linguists within school I wouldn't be where I am today, so I think it's really important to give back.

FIRST YEAR STUDENT APPLYING FOR
LANGUAGES BEYOND UNIVERSITY



Cultural Learning



Cultural Projects:

- research and explore their Year Abroad destination with the class
- exploring cultural clichés through films
- festivals, traditions and food
- invite pupils to the annual plays performed by DELC students and design and plan complementary workshops

Some examples....

School

Teaching Spanish to 22 S2 students

Feedback

The students filled out worksheets with three questions:
What did you like about the class?
What did you dislike?
What would you like to learn about?



Skills

Communication: finding out what the students liked/what they wanted to learn; relaying instructions for tasks
Organisation: Two lessons a week; continuous blogging
Research: Learning topics to teach – festivals; musical knowledge; sports
Creativity: Keeping the class engaged; creating interesting tasks

Una observación de la cultura mexicana



Project

Teaching a wide range of topics within Mexican culture including:
Music
Festivals
Sports
Cinema



Activities

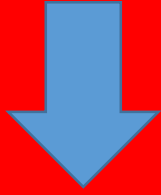
My project used:
Gap fill – paragraphs the students filled in gaps with relevant vocabulary
Videos that they discussed
Research posters they designed
Fact files of their favourite musicians
Artistic design: designing a Day of the Dead skull

Challenges

1 student has a higher cognitive level than the rest; solved by providing university-level work
1 student struggles to speak up and needs more time; solved by making him work with a partner and relaying tasks to him clearly

What was my project?

Based loosely around
planning/preparing for my Year
Abroad



I then wanted to add in other
Germanic Cultural
Events/Festivals. The pupils
had some input into these
topics



Chose to do this as I thought
the Year Abroad was a good
way to engage the class



Lastly the class completed a
research project to learn in
depth about one German
city.

LANGUAGES BEYOND UNIVERSITY

My Cultural Project



Source: <https://germanculture.com.ua/german-flag/>

What have the class enjoyed?

- ✓ Being Doubly Student Led
 - Class input and feedback
- ✓ Group Work
- ✓ Interactive Lessons
- ✓ Research Tasks/Autonomous



Source:
[https://en.wikipedia.org/wiki/Flag_of_Switzerland#/media/File:Flag_of_Switzerland_\(Pantone\).svg](https://en.wikipedia.org/wiki/Flag_of_Switzerland#/media/File:Flag_of_Switzerland_(Pantone).svg)

Cultural Topics included:

Food & Drink, Famous Germans,
German Stereotypes,
St Niklaus Tag, Christmas, German
Regions, Carnival, Sport, Music, Easter
& Language Learning

Lesson Examples:

- Christmas
In depth topic
- German Regions
Research project
- Music
Pupil led lesson



Source: https://en.wikipedia.org/wiki/Flag_of_Austria

What have I gained?

- A chance to shape my own learning
- Gained experience which will help me on the Year Abroad (& beyond)
- Improved my reflective ability
- Gained experience of working with children/in education in a professional setting

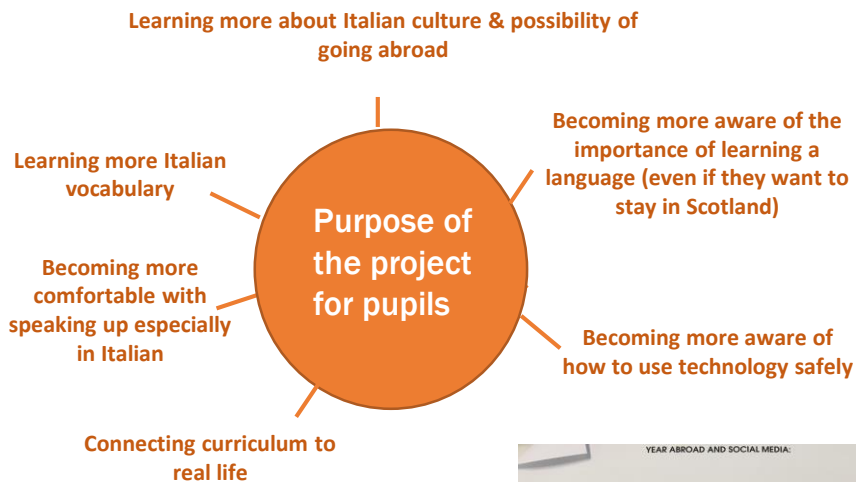


Delivering a cultural project on communication in Italy in Holy Rood High School

My cultural project is centered on **technology**: how it can be used to discover Italy, how Italians use technology and how I can use it on my year abroad in Rome next year.

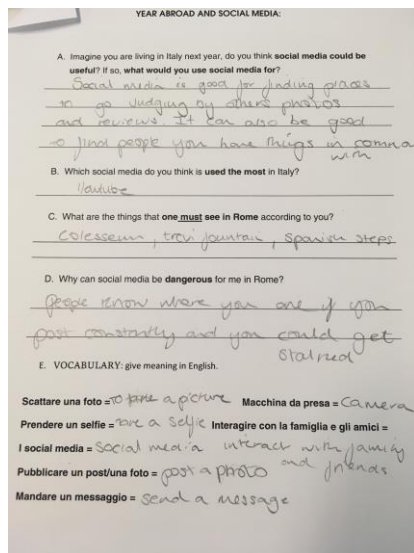
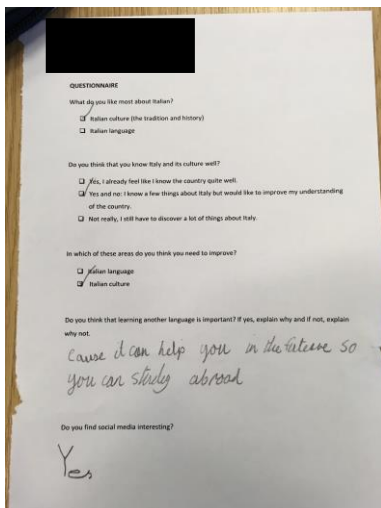
TIMELINE

- November: 1st meeting with school mentors and 1st time meeting pupils
- December: Preparing lessons
- January: Lesson on year abroad & social media
- February: Lesson on social network influencers in Italy and how to discover Italy through them
- March: Looking at the depiction of Italy in cinema



Questionnaire, quiz on pupils' relationship to Italian so that I could then gradually change project to fulfill their expectations.

Explaining how you can learn a language from home and why it is important to do so.



- For **pupils**, making them:
- think about questions in pair
 - presenting answers to the class in Italian
 - worksheets to remember what they learned.



Dealing with challenges...

CHALLENGES	SOLUTIONS
Teachers not replying at the start of the project, problem with timetables.	Learning to become more patient, planning in the meantime & making compromises to find a time.
Extremely distracted pupils not paying attention and variations between groups.	Changing the work dynamic , making them work in pairs and participate.
Time management when teaching.	Still some progress to be made but rehearsing and timing myself.

Learning outcomes from the project:

Expected ones:

- ✓ Communication skills.
- ✓ Organization skills.
- ✓ Dealing with stress.

Unanticipated ones:

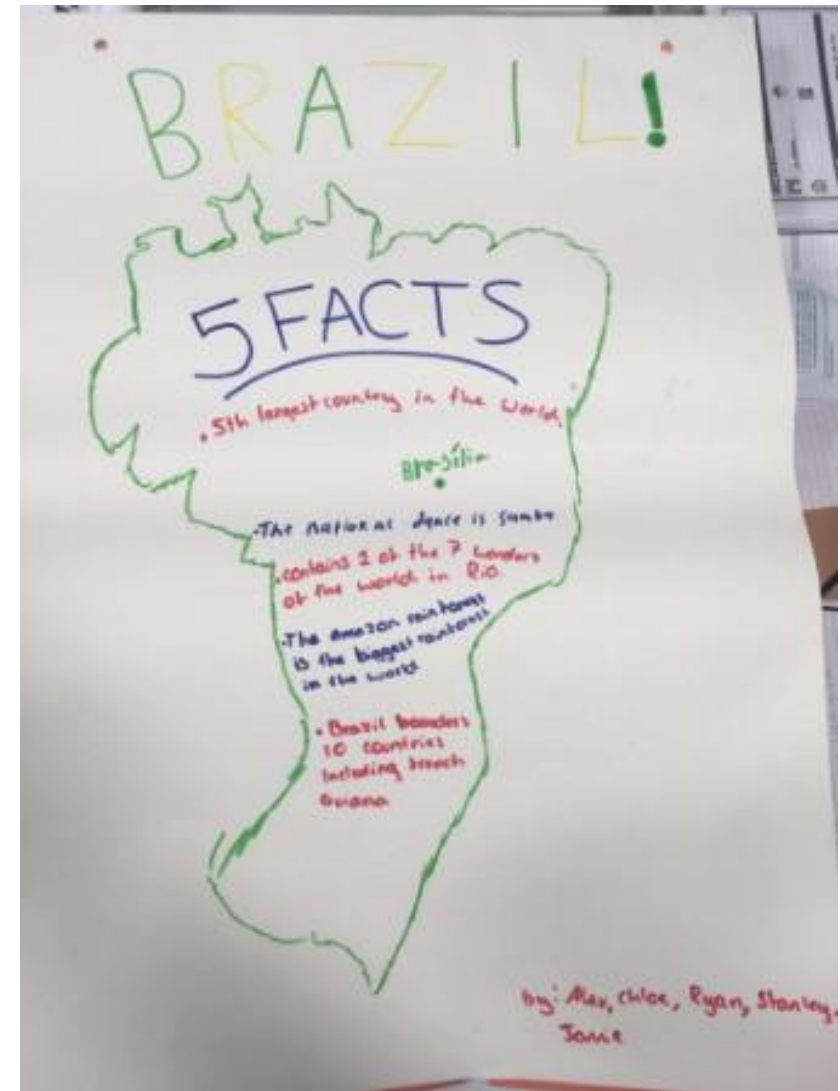
- Adaptability/ flexibility.
- Negotiating and making compromises.
- Learning to interact with professionals



Rewarding and positive moments:

Pupils showing interest in studying abroad in Italy, trying their best to speak Italian, asking me about my experience as an international student and asking me to come back the day after to continue my presentation, constructive relationship with school mentors.

Feedback from School Students



Traditions &
Christmas!

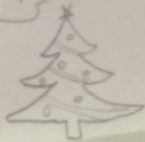
Traditions
e.g. - festivals
- culture

culture

Is Germany in
~~Europe~~? Europe or
Asia

Football

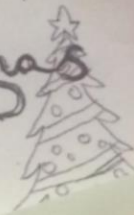
Christmas!!!!



Christmas
meals, celebrations,
everything that they
do at Christmas!



Christmas



German
traditions.
♥

They speak
German

The history
of Germany

How to make
Stollen

How to swear
in German

QUESTIONNAIRE: feedback on the course

What did you find most interesting and/or fun about the course?

learning about the culture and
how different it was from Scotland,
especially movies

Do you feel like you have learned a lot about technologies in Italy (social media, social network influencers, cinema and photo)? And which part of the course did you like most?

I liked the movie topic.

What was your least favorite thing about the course?

It ending

What is your favorite thing about Italian culture?

I love everything

List at least 3 Italian words you have learned during the course

il mondo
fotografia

Did my course make you want to study abroad?

yes because it wasn't teaching us about the 10
but also the culture and how it's like there

Did you like my PowerPoint presentations?

- ☒ Yes
☐ It was OK
☐ No

Did you find the worksheets easy enough to understand?

- ☒ Yes
☐ It was OK
☐ No

Do you have any comments?

good fun,

Hope you enjoy your holiday!

I love you :i im going to miss you so much. ♥ -> ☹

Thanks for your time!

Sorry you're leaving. ☹

More videos!

Fun Learning

Dont Leave Please :i

Sorry for being annoying ♥

We always looked forward to your classes. ☺ xx

Thanks for your time and effort

thank you! you've been amazing! good luck in the future. ☺
your powerpoints were phenomenal! ☺
well done
♥

you're very kind

your favourite group will miss you ☺ x

Enjoy your holiday

Thank you for everything! good luck and have a nice life! ☺
from

were great!

I enjoyed the presentations but didn't like the work sheets because we had to answer in Italian which was hard.

QUESTIONNAIRE

What do you like most about Italian?

- ☒ Italian culture (the tradition and history)
- ☐ Italian language

Do you think that you know Italy and its culture well?

- ☒ Yes, I already feel like I know the country quite well.
- ☒ Yes and no: I know a few things about Italy but would like to improve my understanding of the country.
- ☐ Not really, I still have to discover a lot of things about Italy.

In which of these areas do you think you need to improve?

- ☒ Italian language
- ☒ Italian culture

Do you think that learning another language is important? If yes, explain why and if not, explain why not.

Cause it can help you in the future so you can study abroad

Do you find social media interesting?

Yes

- ▶ To receive feedback that the students have been motivated by me as someone interested in languages and who is **closer to their age** makes me feel immensely proud. My aim and motivation now is to maintain that link through keeping the students up to date during my Year Abroad next year, so that they can see the opportunities available through languages and feel encouraged to pursue their interests both within and outside of the classroom.
- ▶ Even some members of the “difficult” class posed no problems and sat attentively. Furthermore, incorporating their interests, like social media, by being flexible with my project helped make me **a more relatable figure in their eyes**.

FEEDBACK

- ▶ Despite issues at first, even some of the more difficult students expressed their wish for me to come back after my project.
- ▶ This allowance for creativity - which the curriculum can sometimes take away from teachers - had a really positive impact on the pupils, because they were receiving different information from **someone other than their teacher** and **someone closer to their age**. The interest in me and my own experiences with languages was apparent in some pupils, who were considering taking Spanish to a higher level. This made me realise how I had become a sort of **role model** to these pupils who were still making important course choices and deciding what suits them personally as learners

FEEDBACK

- ▶ Improvement in attainment, particularly in literacy and numeracy
- ▶ Closing the attainment gap between the most and least disadvantaged children and young people
- ▶ Improvement in children and young people's health and wellbeing
- ▶ Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NATIONAL PRIORITIES

“Both Curriculum for Excellence and the National Improvement Framework share a clear and positive narrative of a bold nature which, if applied consistently, will help to raise attainment and close the poverty-related attainment gap.”

International Council of Education Advisers, July 2017

**LOCAL AUTHORITY AND SCHOOLS –
EQUITY AND ATTAINMENT**


- ▶ This new self-evaluation framework highlights **partnership** and collaboration as significant features of a highly-effective school and a high-performing learning system.
- ▶ All staff and partners provide very good opportunities to develop children and young **people's skills for learning, life and work in motivating contexts for learning.**

HOW GOOD IS OUR SCHOOL? 4

Approaches to Teaching and Learning – Pupil Voice

- ▣ While young people felt that they were given the opportunity to acquire some language skills at school, many believe that languages could be taught in different ways and that this would both improve standards and encourage more people to learn foreign languages. **Scotland's Future Workforce - “Keeping Pace in the Global Skills Race?”** British Council / SCDI, (June 2014)

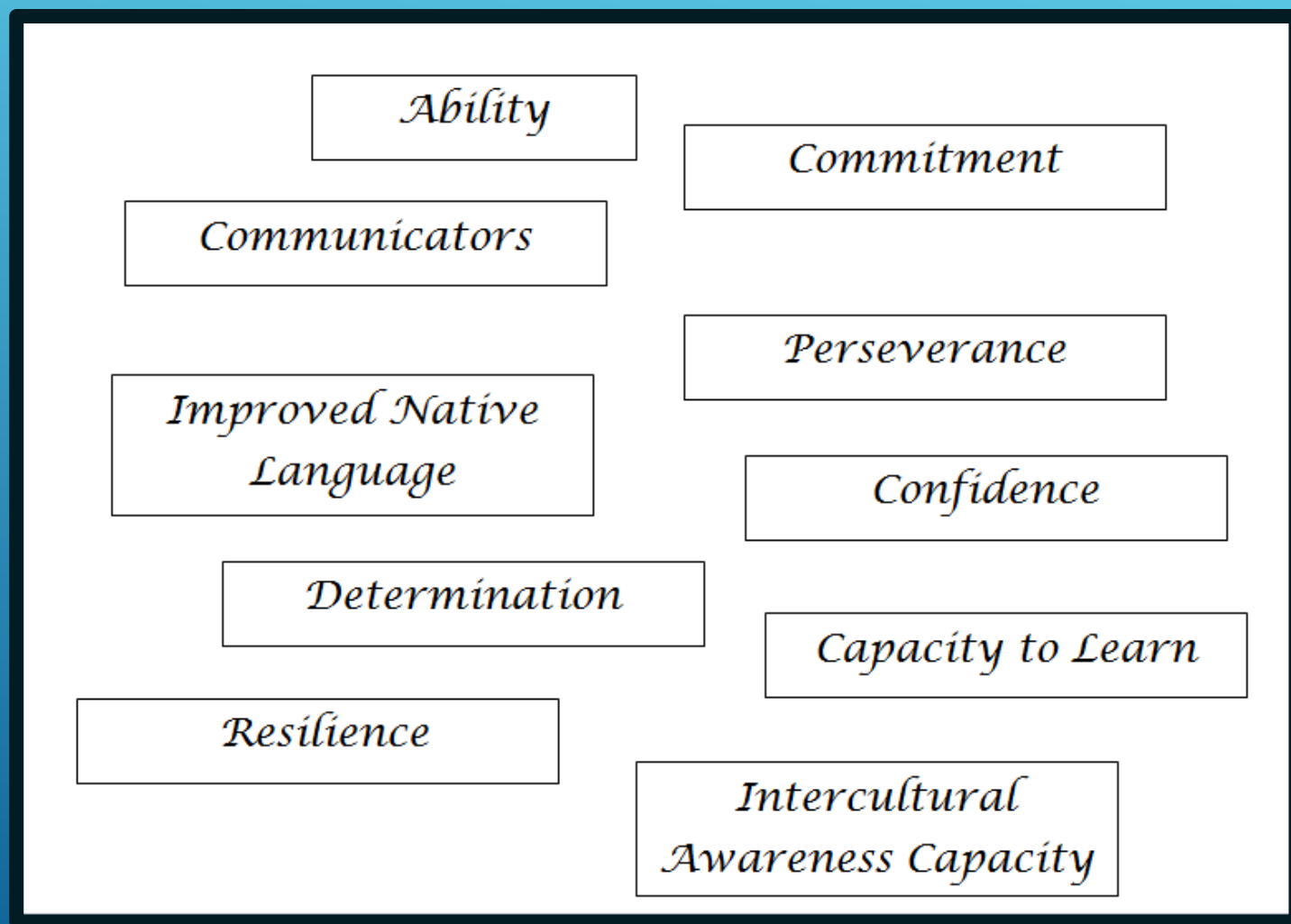
Approaches to Teaching and Learning –

- ▣ Cardiff Model – Global Futures
 - ▣ Near-peer influence
 - ▣ Broadening Cultural Capital
 - ▣ Notion of Aspiration
 - ▣ Challenge
- 
- A series of white lines of varying lengths and orientations are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.

Learning to Earning

- ▣ “Businesses are clear that first and foremost they want to recruit young people with attitudes and attributes such as resilience, enthusiasm and creativity. They are not selecting simply on the basis of academic ability.”
- ▣ McKinskey Education and Employment Survey, 2013
- ▣ Paul Collard – Creative Culture and Education.

Qualities of a Successful Language Learner



- ▶ ☐ Successful learners
- ▶ ☐ Confident individuals
- ▶ ☐ Responsible citizens
- ▶ ☐ Effective contributors

ACFE – THE FOUR CAPACITIES

“A very worthy experience, not only for the class but also for the student and the class teacher. I would certainly take part in a similar project again.”

[REDACTED], Edinburgh

IT'S ALL ABOUT RELATIONSHIPS

- ▶ I had not thought that the SLICC would push my boundaries so much, and I now have a new awareness of trying to learn something positive from every situation I am in. I want to keep working on this in my year abroad with the aim of taking up new challenges when they present themselves rather than worrying about them. I definitely feel that the challenge of having to tackle two classes of over thirty 13-year-old students every week and keeping them engaged has made me believe I can handle other tough situations too

GRADUATE SKILLS: STUDENTS' REFLECTIONS

- ▶ (...) changing my cultural project and adjusting to the school's timetable (...) taught me to make compromises and negotiate in a professional way, both with school mentors and teachers here at the university of Edinburgh.

GRADUATE SKILLS: STUDENTS' REFLECTIONS

- ▶ My listening skills were developed right from the start when I had to consider the school mentors' viewpoints and expectations. This skill proved necessary to be able to receive and act on feedback, an ability which will be extremely useful in future professional experiences.

GRADUATE SKILLS: STUDENTS' REFLECTIONS

- ▶ Developing reflective skills by analyzing each experience, listing positive elements and plans of action for my own personal development (...) instead of dwelling on my flaws, led me to have a more positive and constructive outlook on my abilities and goals. Through the blogs, tracking the progress I have made in overcoming challenges such as communication (...) made me crucially aware of my ability to self-develop and become (...) more positive, which translated into a greater confidence, and funnier lessons with pupils. (...). This increased awareness of my current mindset leads me to have greater ambitions, now that I am aware of how constructive, reflective and positive my approach to my personal development can be. This will enable me to approach my internship in an Embassy (and thus a stressful environment) this summer with more optimism and faith in my ability to personally develop and grow.

GRADUATE SKILLS: STUDENTS' REFLECTIONS

- ▶ The communication and reflective skills I have acquired will be extremely relevant for the career. I now realise that (flexibility) does not bring with it a mere tweaking of a timetable but actually a real sense of personal and emotional flexibility which I have undoubtedly developed in the classroom. For example, I have had instances where one lesson has gone really badly with one class and then very well with the next. This has forced me to be flexible in my attitude towards both the reception of the class but also towards my own sense of achievement. I have had to adapt my mindset to be able to deliver and scrutinise my own lessons and teaching techniques and apply different attitudes to different classes

GRADUATE SKILLS: STUDENTS' REFLECTIONS

- ▶ I think part of the reason that I struggled with time management initially was because I was used to the university environment, where deadlines are given, and guidance provided to help you meet those deadlines. In contrast, this course required me to be independent and set those deadlines for myself. Once I had taken initiative to set myself a more structured routine, I was able to manage better and showed myself the benefits of being an autonomous learner. This is something which will be invaluable for me progressing into third and fourth year of university, and then beyond in careers, as it is important to have targets and also be aware of how best to meet those targets.

GRADUATE SKILLS: STUDENTS' REFLECTIONS

- ▶ In conclusion, I have come a long way in terms of personal development(...) . I have obtained a clearer vision of where I see myself in the future, I have become a far more successful communicator and have developed an ability for analysis and self-evaluation, (...) The blogs have really helped me to break down all of my work and improve in my methods. Through a plethora of experiences and challenges - big and small - I have come out a far more knowledgeable and focused individual. This course has surpassed all of my expectations - I have achieved far more than I thought I might and have noticed a distinct change in my outlook towards education. I have been inspired by some of these young pupils who listen to what I have to say and who have shown a genuine interest for languages which I did not expect and is what has made this course so rewarding..

GRADUATE SKILLS: STUDENTS' REFLECTIONS

- ▶ (The course) definitely fulfilled my aim of gaining experience in a workplace outside of the university bubble, which has shaped my aspirations for the future.(...) I embraced the challenge to work outside of my comfort zone and try a new challenge. This has shown me that I can be a strong leader through being autonomous and managing myself and others well, which I feel are skills which show my competence within the workplace.

GRADUATE SKILLS: STUDENTS' REFLECTIONS

- ▶ When I unexpectedly had to take a group which I had already seen the week before, I realized how useful my organizational skills were, as I was able to deliver the next lesson, which I had already prepared. (...) I further understood the importance of organization as its lack engendered immense frustration due to material not working or the impossibility to print worksheets. Having to prepare my presentations completely independently, using the WHAT model[1] to reflect on helped me counter, bad habits such as procrastination.

GRADUATE SKILLS: STUDENTS' REFLECTIONS

- ▶ I learned so much about organisation ,(...) communication and liaison skills on a professional level. Organising (i.e inviting the class to present their work at uni) with so many people forced me to plan a long time ahead to make sure that it was all in place by the right time. I had to take more independent responsibility being the one in the middle of it all, and by being in touch with so many professionals, especially with people I had not met before, I learned a lot about how to behave in a professional setting. (...) Overall it also taught me to not be afraid of thinking big, being creative and doing things differently. It also opened my eyes to see more of the opportunities I have at University and how I should not be nervous about getting in touch with people to make things happen, because they will most likely be very open and encouraging.

GRADUATE SKILLS: STUDENTS' REFLECTIONS

- ▶ My main aims throughout the course were to develop my time-management skills, as the course required planning and balancing workloads with my timetable and other courses. In addition, I wanted to develop myself as an autonomous learner, engaging in a course quite separate from the rigid structure of some other university courses which would encourage me to work more independently. These skills were important for my own development in university, but also will prove useful in my personal and professional life in the future.

(...)

- ▶ Also, having for a long time struggled with exams and standard forms of teaching, I was finally diagnosed as strongly dyslexic in my first year at Edinburgh and I therefore hoped that the SLICC would allow me on a personal level to focus on things I am good at, such as practical work and engagement with others, and less on exams and time pressure and therefore build on my confidence.

GRADUATE SKILLS: STUDENTS' REFLECTIONS

- ▶ As I managed to handle (a difficult) situation well despite my initial panic and the time pressure I would now try and see these issues more as a positive challenge rather than a worry. Above all, I think I would now go in with a greater sense of confidence knowing that I can tackle this task well and many of the obstacles were in my head rather than real.

GRADUATE SKILLS: STUDENTS' REFLECTIONS