



Language Centre English Seminar

Teaching Development Seminar

Presented by

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(Language Centre, HKBU)

Date: 12 Feb 2018 (Monday)
Time: 3:00 – 4:30 p.m.
Venue: OEM906, 9/F, OEN Hall Building (Main),
Ho Sin Hang Campus,
Hong Kong Baptist University

Tasks on Critical Thinking in University English II by *Jenny Choe*

Abstract:

Although one of the immediate goals of University English II is to equip students to become better writers and speakers of English, at a deeper level, we aim to invite our students to ultimately become critical and intellectual thinkers who can actively engage in the debates and conversation of the world. In this sharing session, I would like to walk the participants through a lesson I created in an attempt to open the minds of students to adopt a questioning frame of mind and challenge preconceived notions in relation to supporting arguments with solid evidence and critically analyzing claims. The tasks and activities designed for this lesson are based on the best-selling book, *Freakonomics*, and its documentary film adaptation.

Integration of Blended Online Learning Techniques into University English Courses by *Paul Myers*

Abstract:

The Blended Online Learning and Teaching (BOLT) Module #1 was offered over the summer by PolyU. I decided to enroll in the course to gain more insight into e-learning. My plan was to integrate some of the blended online learning techniques into my University English I and II courses. A major focus of the BOLT course was implementing the use of mobile devices into classroom learning to, hopefully, improve interaction among students in a technological way. Fortunately, the use of mobile devices among students has reached nearly 100% at HKBU. In alignment to this, experimenting with new methods of e-learning is now supported by a multitude of mobile apps. After devising lesson plans to incorporate several of the interactive mobile learning platforms, I executed the approach in several lessons in an attempt to broaden the scope of collaboration between students in a novel way.

Towards More Structured Data for University Teaching and Communication by *Simon Wang*

Abstract:

Despite the promise of big data, the presence of unstructured data (data without machine-readable metadata) severely impedes the application of digital technologies to further improve the efficiencies of teaching and communication in universities. In this talk, I will first introduce the concept of structured data using Google Calendar as an example and demonstrate how more structured data about appointments could reduce a large amount of email communication. I will then explore how data including teaching materials, student assignments and teacher feedback could be formatted in a more structured way by introducing a set of machine-readable metadata. Specific measures for creating more structured data are also proposed in the context of UEI and UEII courses. It is argued that efforts for making data more structured can not only improve the efficiency of teaching and learning. Such efforts are also necessary for embracing artificial intelligence that will mature in the coming decades.

ALL ARE WELCOME