

Pedagogies for Autonomy: **Booster Week**

Sophia Butt & Hasan Shikoh

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Presentation Overview

- Setting the scene
- Reflections on teaching & learning practices
- Research
- Learning Objectives
- The Tasks (Booster Weeks 1 & 2)
- Sample Timetable
- Sample work
- Q&A

Setting the Scene

- Overview of the BME, and Reflections on Teaching & Learning Practices
- Teacher, the facilitator
- The deep end
- Facilitator, the teacher

Reflections on Teaching & Learning Practices

Long time no see

April april.y.c.1@gmail.com

To me

Dear Hasan

It has been two weeks since we graduated from BME course
Some of us had a tough time during this period
The biggest issue frustrated us is still " the language problem "
I found it is really hard to catch up those native speaking person while discussing
with them
and felt depressed when I realised that they are so proud of themselves and just
ignored Asia people at any time
That is really hurtful, although I have expected this kind of situation would
happen in advance
still hard to get used to it ..>.<
I think it may take time...

Hope you enjoy it
and wish you the best

Best Regards

April

April

Reflections on Teaching & Learning Practices

Greeting from Kay

The school life is just OK! I guess in the first two weeks, I was learning the culture shock!
I was upset for the first two days, cause I cannot find the timing to speak during the discussion of my group.
Those EU students speak very fast, or just interrupted others. So, it was very difficult for me to find the timing to speak. Or some of them did not give me the eye contact when I speak, or they didn't give the positive feedback not like they gave to others.
At that moment, I was very upset....but I am sure that's the individual situation. After the introduction week, 3 of my BME friends decided to transfer the program, cause they cannot handle the "shock". I am still surviving...

Classroom Teaching Practice

Observations & Inspirations

- Instruction on Case Study Analysis; Seminar/Presentation Skills
- Student lack of confidence
- Business students aiming to work in the business & finance industries
- Rigorous application & interview process of modern-day companies

Opportunity to Practise

- Application of business tools, developing decision-making skills
- Team-work & team management – e.g.: division of case study reading
- Speed reading & understanding through concerted, undistracted immersion in critical reading
- Seminar skills & presentations

Product

- PowerPoint presentation based on the case study

Research

- Geoghegan (1983) – investigation into overseas students' linguistic difficulties in their first term at Cambridge University
 - Received 555 completed questionnaires from NNS of English
 - Held 65 interviews
 - **Q: What were the 2 main areas of difficulty identified in 1983...?**
 - **Answer: Academic Writing & Seminar Skills**
- Butt (2009) – research at the BBS
 - Oct-Dec 2009: conducted observations of discipline-specific lessons at the BBS
 - Held interviews with Business School lecturers from 6 sub-disciplines
 - **Q: What were the 2 main areas of difficulty identified in 2009...?**
 - **Answer: Academic Writing/Referencing & Seminar Skills**
- And so, Booster Week was born...

Learning Objectives

- To cultivate student autonomy
- To develop academic, interpersonal & professional skills
- To collaborate (not compete) with new team members
- To develop problem-solving & decision-making skills
- To conduct secondary research & practise referencing/citations
- To demonstrate ability to conduct business analysis
- To produce & edit a 1 minute promotional video
- To produce an academic poster of A1 size
- To develop presentation skills – seminar-based & poster event
- To manage time effectively within tight time constraints

Booster Week 1

- Focus: **Groupwork, Seminar Skills & Presentation Skills**
- Task: BME Dragons' Den
- 30 groups (6 students per group): 1 folder with task =
 - To launch a new product or service in the UK
 - Create a Product Specification Leaflet
 - Produce a Business Plan & 3-year financial forecast
 - Film & edit a promotional video (max.: 1 minute)
 - Deliver a 25-minute pitch/presentation (inclusive of Q&A)
- Session Leaders monitor groups; *Dragons* assess final product
- Friday: Booster Week pitch & presentations
- Friday: De-Briefing in lecture theatre
- Event size: approx. 200 students & 30 staff

Booster Week 2

- Focus: *Academic Writing & Referencing Skills*
- Task: Students to produce an academic poster of A1 size
- 50 groups (6 students per group): 1 folder with task =
 - One company – one business tool (e.g. BUPA – SWOT analysis)
 - Academic poster to contain text, visuals, citations & a Harvard-compliant Reference List
- Task supports Feasibility Report (worth up to 30% of final mark)
- Two deadlines: Thursday (am)...or Friday...
- Friday: Booster Week Poster Presentations: pairs from each group take turns to stand next to their poster at the event
- De-Briefing in lecture theatre, followed by weekend PDP activity
- Event size: approx. 300 students & 45 staff

Sample Timetable

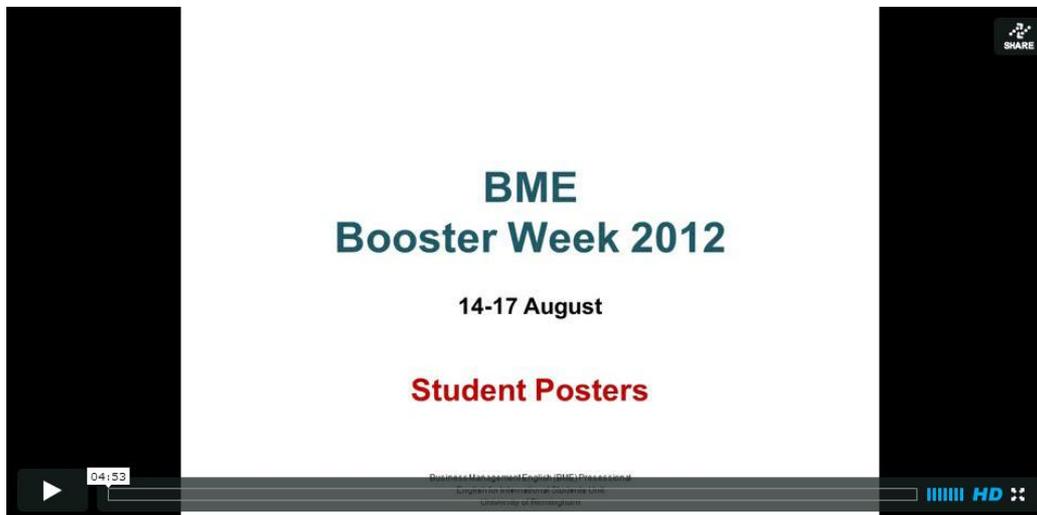
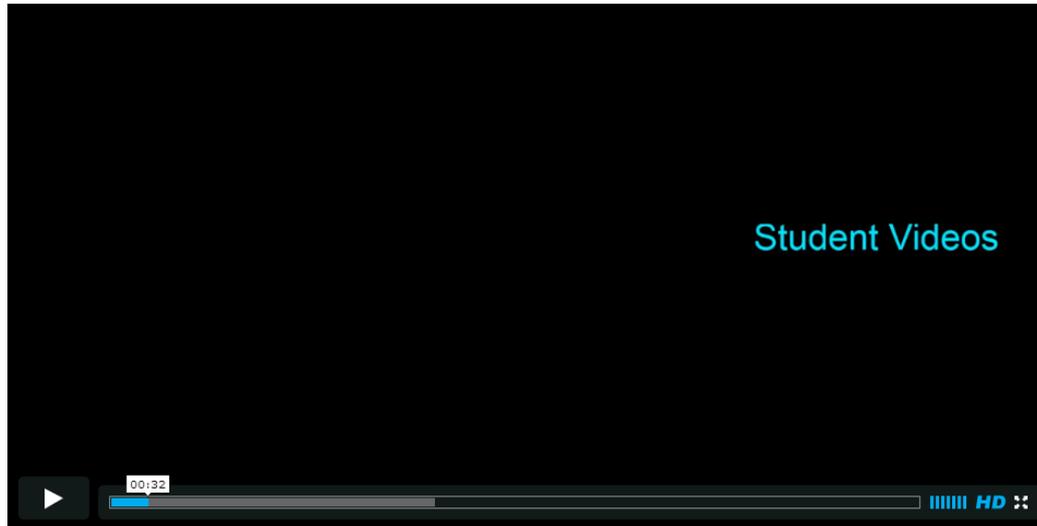
- Monday **09.30-10.00** – Booster Week Briefing in Lecture Theatre
- Monday **10.30-12.00** – Meet the Group & Booster Class 1
- Tuesday **09.30-10.30** – Booster Class 2
- Wednesday **12.00-13.00** – Booster Class 3
- Thursday **09.30-10.30** – Booster Class 4
- Friday **09.30-12.30** – Booster Week Event
- Friday **13.00-13.30** – De-Briefing in Lecture Theatre

Note: students have no other timetabled classes during the week

Suggested Reading

1. Butt, S. (2009) *Lesson Observations & Interviews at the BBS*. University of Birmingham: EISU
2. Geoghegan, G. (1983) *Non-native speakers of English at Cambridge University: linguistic difficulties and social adjustment*. Cambridge: Bell Educational Trust
3. Hamp-Lyons, L. (2011) 'EAP: 2011 & Beyond.' *JEAP*. Vol. 10 (2-4)
4. Jordan, R.R. (2002) 'The Growth of EAP in Britain.' *JEAP*. Vol. 1 (69-78)
5. Metcalfe, J., Loughlin, M., Shikoh, H. & Butt, S. (2012) *e-Questionnaire for BBS Lecturers*. University of Birmingham: EISU

Sample Work



Comments &/or Questions...?

Sophia Butt: s.butt@bham.ac.uk

Hasan Shikoh: h.shikoh@bham.ac.uk