

Just-in-time and just about right

Developing a bespoke in-sessional ESAP course to feed into a Masters module.

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Summary

- How the ESAP course started
- The trajectory
- Complexities
- Value-added?
- Some SWOT points
- Maintaining momentum
- Questions/discussion

How it started

- management-department contact
- request from Economics department in summer 2005:
 - non-credit support for credit MA/MSc research skills module
 - 1 yr. Masters programmes: Banking, Finance, Economics
 - 1.5 hours x 10 weeks: semester 1
 - intended for students below 7.0 IELTS (now 7.5)
 - up to 15 sts. per group: 2 grps (2011 = 10; 2012 = 6)
 - obligatory attendance

Trajectory: 2005 – 2012



*CEM = Contextualisation, Embedding, Mapping (Sloan and Porter, 2008; 2009; 2010; Alexander, Sloan & Porter, 2013)

CEM

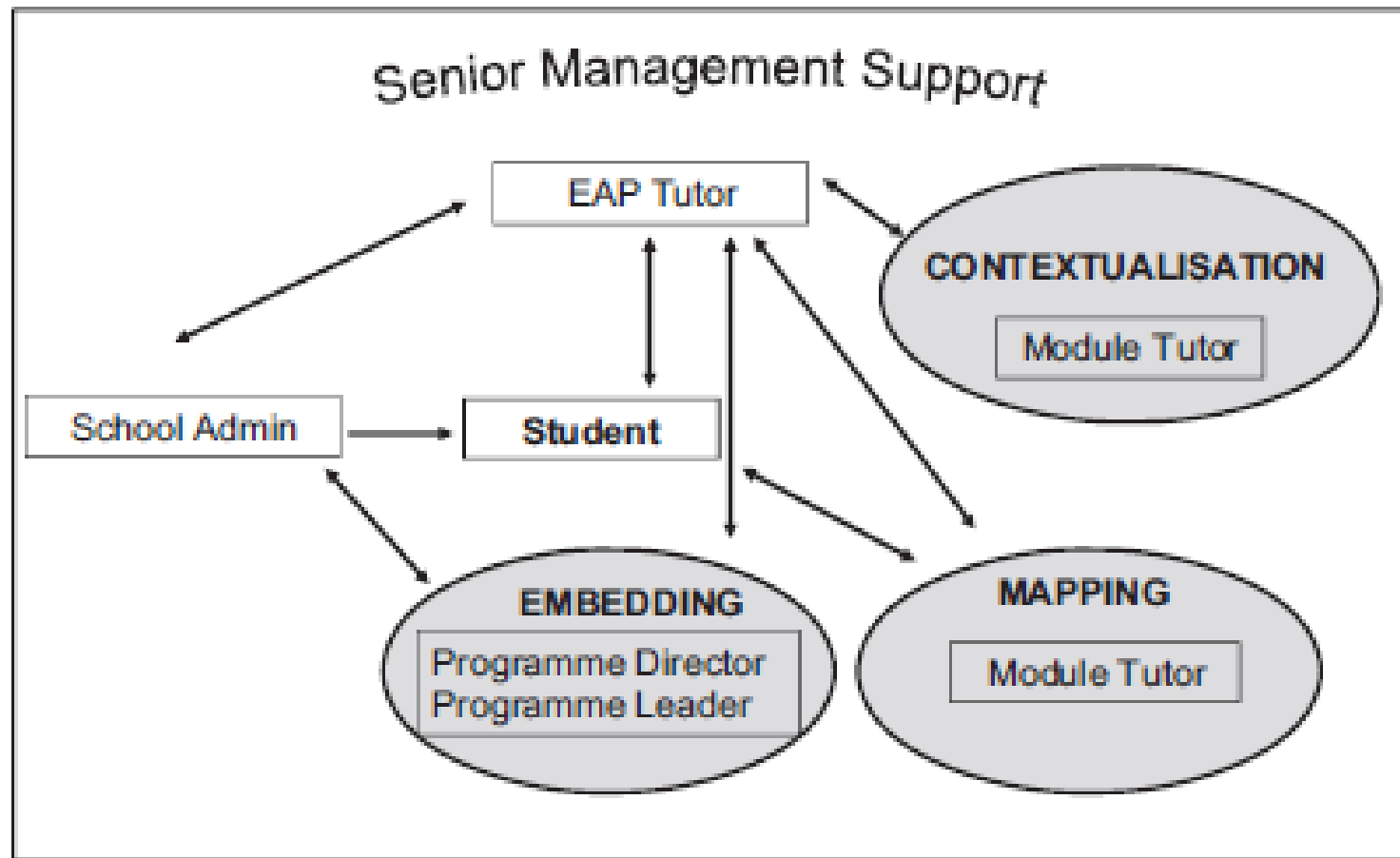
*“**contextualization** – the degree to which the content of scholarship classes mirrors the content of degree modules”*

*“**embedding** – the degree to which the scholarship classes and the EAP staff are part of the programme structure and team”*

*“**mapping** – the degree to which the scholarship classes provide timely support for coursework on the degrees”*

Alexander, Sloan & Porter (2011)

Channels of communication supported by the CEM Model (Sloan & Porter, 2010)



Trajectory: 2005 – 2012



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Reaching '*JiT-JaR*' territory

The academic side	The EAP side
<p>Understanding content, aims & assessment:</p> <ul style="list-style-type: none">• complex specs. & docs• module/session visits <p>Communication & building the narrative:</p> <ul style="list-style-type: none">• meetings• conversations• weekly registers sent back• email	<ul style="list-style-type: none">• course & materials development• management, coordination, incl. teacher induction• continued investment of time & resourcing• publications, conferences

The module: *Research Communication*

Student profile

Mostly international: 90% mainland Chinese; other international and UK

- 35 in 2005; **150 in 2011**; 85 in 2012

Research skills driven module (cf. subject-driven modules)

- | | |
|---|--|
| <ul style="list-style-type: none">• note-taking• working in teams• literature search | <ul style="list-style-type: none">• oral presentations• literature review• proposals for new research |
|---|--|

Module contact (Fridays)

- 9 lectures (all in sem. 1):
 - informational, incl. Library input
 - Programme Director's demos of desired output
- 7 tutorials (presentations and submissions):
 - 4 in sem. 1: workgroups (3/4 sts. in each)
 - 3 in sem. 2

The module: *Research Communication*

Coursework	Set readings	2 x 6 articles; themed reading sets
	Tutorial tasks	<ul style="list-style-type: none">• grp presentations• individual written submissions (notes, summaries, reflection)
Assessment	Semester 1:	
	<ul style="list-style-type: none">• groupwork, inc. grp presentations (5%)• 2 x written reflections (5%; 10%)• individual presentation: proposal for new research in any area of banking, economics, finance (10%)	
	Semester 2:	
	<ul style="list-style-type: none">• critical literature review (20%)• exam: literature review (prescribed texts; 50%)	

Value-added? Student perspectives (2012)

- *“It was useful. Especially told me **how to make my coursework look better**. I believed it will **help me get higher marks**.”*
- *“The **interaction in the class**, which we can review the work we did and comparing the work done between different students.”*
- *“It can help me a lot to **understand about some confusing questions** in the Research Communication class.”*
- *“Any questions relate to the course [Module] that we asked, the tutor can answer clearly.”*
- *“A good combination with ECP104.”*

Value-added?

EAP course attendance	<ul style="list-style-type: none">• 2011: 94⁰%• 2012: 84⁰%
Dept. feedback	<ul style="list-style-type: none">• “The students have performed at a level way ahead of last year.” (Programme Director , Dec. 2012)
Longer-term & wider prog. performance	?

Some SWOT points

Strengths	<ul style="list-style-type: none">• academic credibility (ref. to <i>CEM</i> publications & HEA)• EAP unit gains knowledge of the academy• model and syllabus format are replicable• increases EAP status within the academy• selling point for recruitment: language & skills support embedded in programme• frees up the academics
Weaknesses	<ul style="list-style-type: none">• more evidence of value added (e.g. longitudinal info.)• time & resourcing vs. income from dept.
Opportunities	<ul style="list-style-type: none">• other dept programmes• ‘home’ students’???• replicability of model to establish foothold
Threats	<ul style="list-style-type: none">• changes in Programme/Module structure• other internal Academic Skills providers• external providers• e-learning packages

Maintaining momentum

Current Support			
School/Dept.	MA Module	Type	Status
Economics	Research Communication	Skills-driven	<i>Jit-JaR; ongoing development</i>
Geography	Globalization: key debates and issues	Subject-knowledge driven	First full-year 2012; further extensive development req'd
Pending			
Social Science	Research Methods ? Study Skills?	tbc	tbc

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References

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- Sloan, D. E. & Porter, E. (2010) *The CEM Model: Using the Model to support the learning needs of the international student body*. *Newcastle Business School: Inspiring Excellence*.

Further reading

Sloan, D. E., Porter, E. & Alexander, O. (2013) *Yes, you can teach an old dog new tricks. Contextualisation, embedding and mapping: the CEM model, a new way to define and engage staff and students in the delivery of an English language and study skills support programme: A case study of Heriot-Watt and Northumbria University*. *Innovations in Education and Teaching International*.



Thanks for taking part

Questions and Discussion?