

Adding Value Within Learners' Journeys

Simon Fitch & Mick Davies

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Mick's part:

Incorporate:

Strategic, goal focussed behaviours

&

Global life/employability **skills**

.....into your programmes

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Mick's part:

**Turn your language
study courses into
transformational
experiences**

Incorporate:

Strategic, goal focussed behaviours

&

Global life/employability skills

.....into your programmes

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Simon's part:

The demand has changed

Have we?

Learners looking for a study abroad programme

Likely that the purpose of study has changed

It is probably not a lifelong commitment to English language

- Culturally, their needs have changed
- English is more likely a means to *another* end
- The goals and aspirations have shifted
- The decision makers and the decision influencers have changed


Learners looking for a study abroad programme

Likely that the purpose of study has changed

China Focus: Employability in Practice Workshop

The British Council China will host a [graduate employability training workshop](#) in London on Monday 25 February. The workshop is part of the China Focus series and is aimed at staff who work in the international, careers and alumni offices of UK universities.

Recent British Council research that explored the perceptions of local and international employers who recruit overseas graduates confirmed that an overseas university education does have its advantages when graduates return to China. However, some employers felt returning graduates struggled to assimilate into the local market, with mismatched expectations and hard skills. The research highlighted that more work could be done by UK



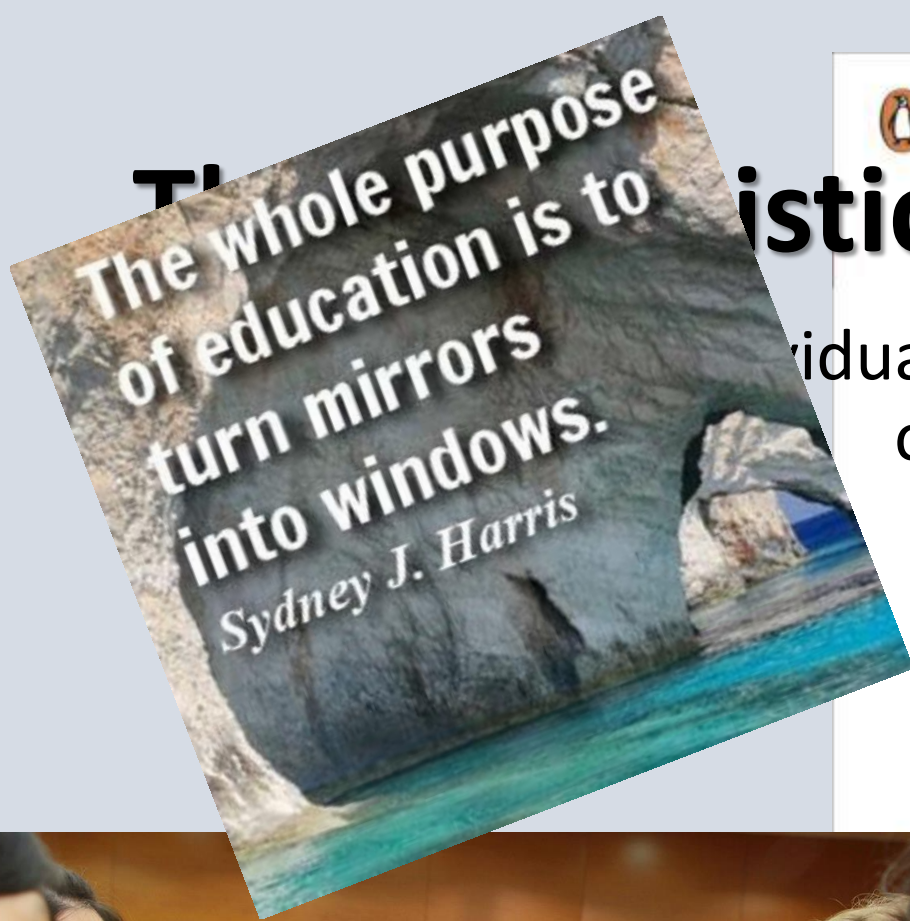
Ask yourself
honestly: has your
institution changed?

friend

fluencers

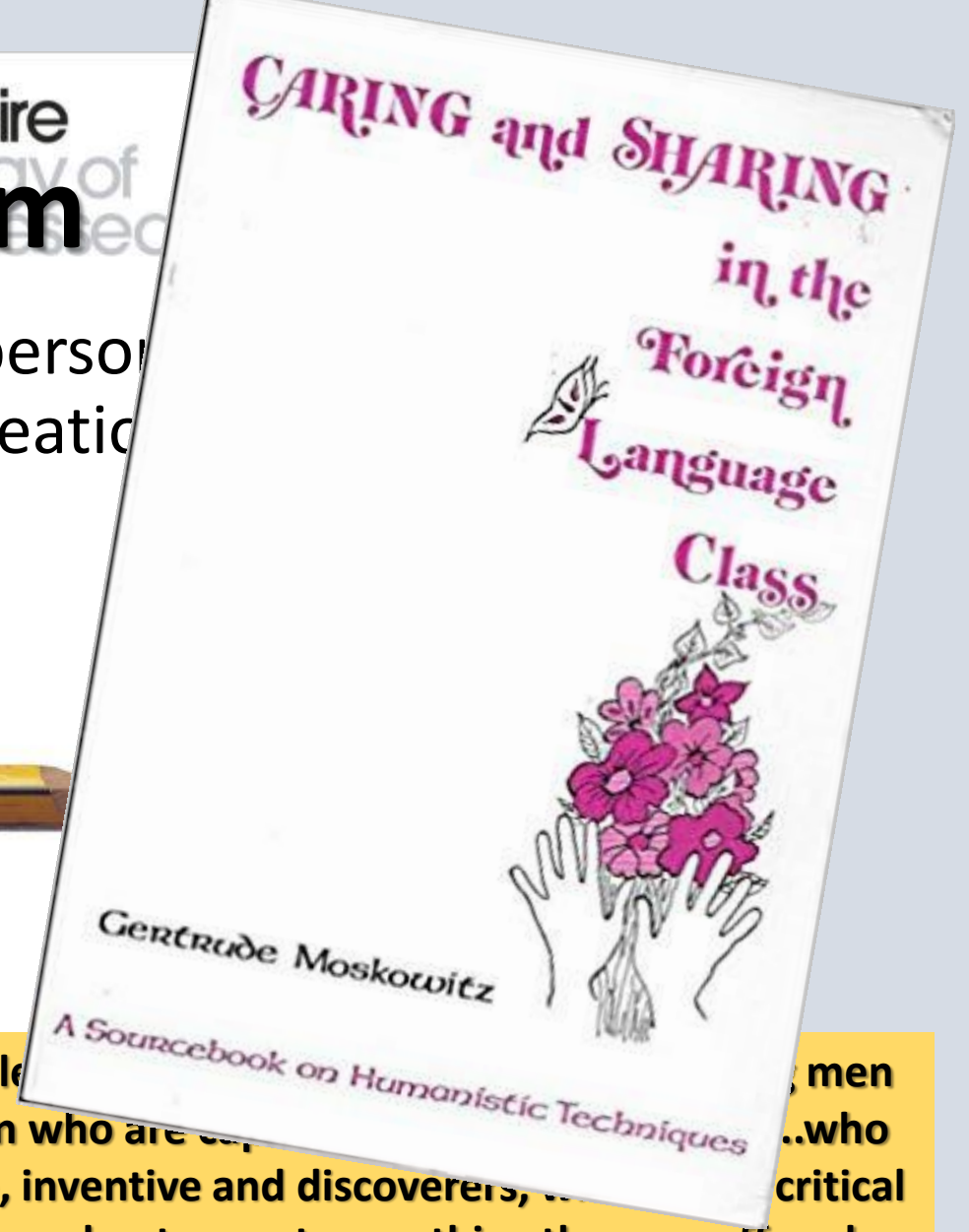
Adding Value Within Learners' Journeys

**What informs our language/study
programme approaches?**



Humanistic classroom

individual; on her or his personal growth or his personal ideation



The principles of humanistic education are that men and women who are capable of growth...who are creative, inventive and discoverers, who think critically and verify, and not accept everything they are offered.

Piaget



Reproduced Learning	Individualized Learning
• Student is the follower of teacher	• Student is the centre of education
• Standard programs	• Individualized programs
• Absorbing knowledge from their teachers	• Self-learning with appropriate guidance and facilitation
• Receiving process	• Self-actualizing process
• Focus on how to gain	• Focus on how to learn
• External rewarding and punishment avoiding	• Self-rewarding and enjoyable
School-Bounded Learning	Localized and Globalized Learning
• Teacher-based learning	• Multiple local and global sources of learning
• Separated learning	• Networked learning
• Fixed period and within school	• Life-long and everywhere
• Limited opportunities	• Unlimited opportunities
• School bounded learning	• World-class learning
• School experiences	• Local and international outlook

Reproduced Learning

- Student is the follower of teacher
- Facts get in the way of understanding
- Focus on how to gain
- External rewarding and punishment

School-Bounded Learning

- Teaching is
- The XX1st Century changes everything
- School bounded learning
- School experiences

Individualized Learning

- centre of education
- programs
- with app
- g process
- to learn
- g and enjoyable

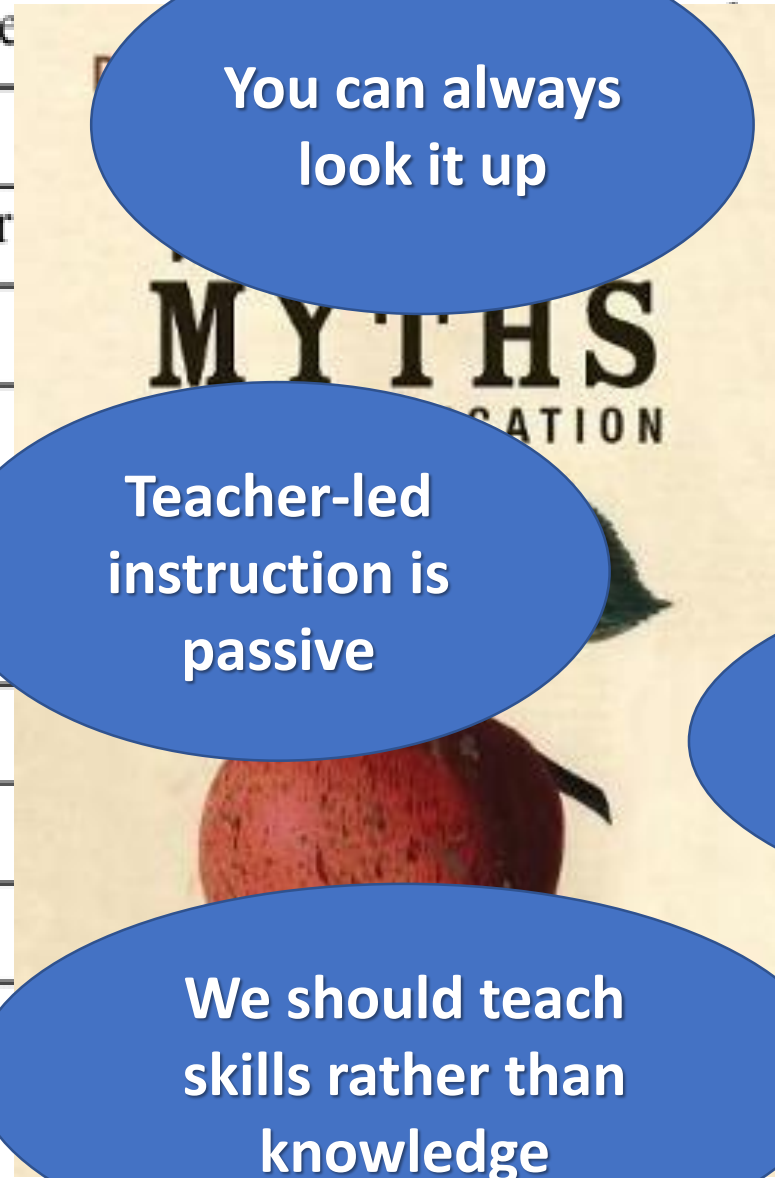
You can always
look it up

Teaching
knowledge is
indoctrination

Teacher-led
instruction is
passive

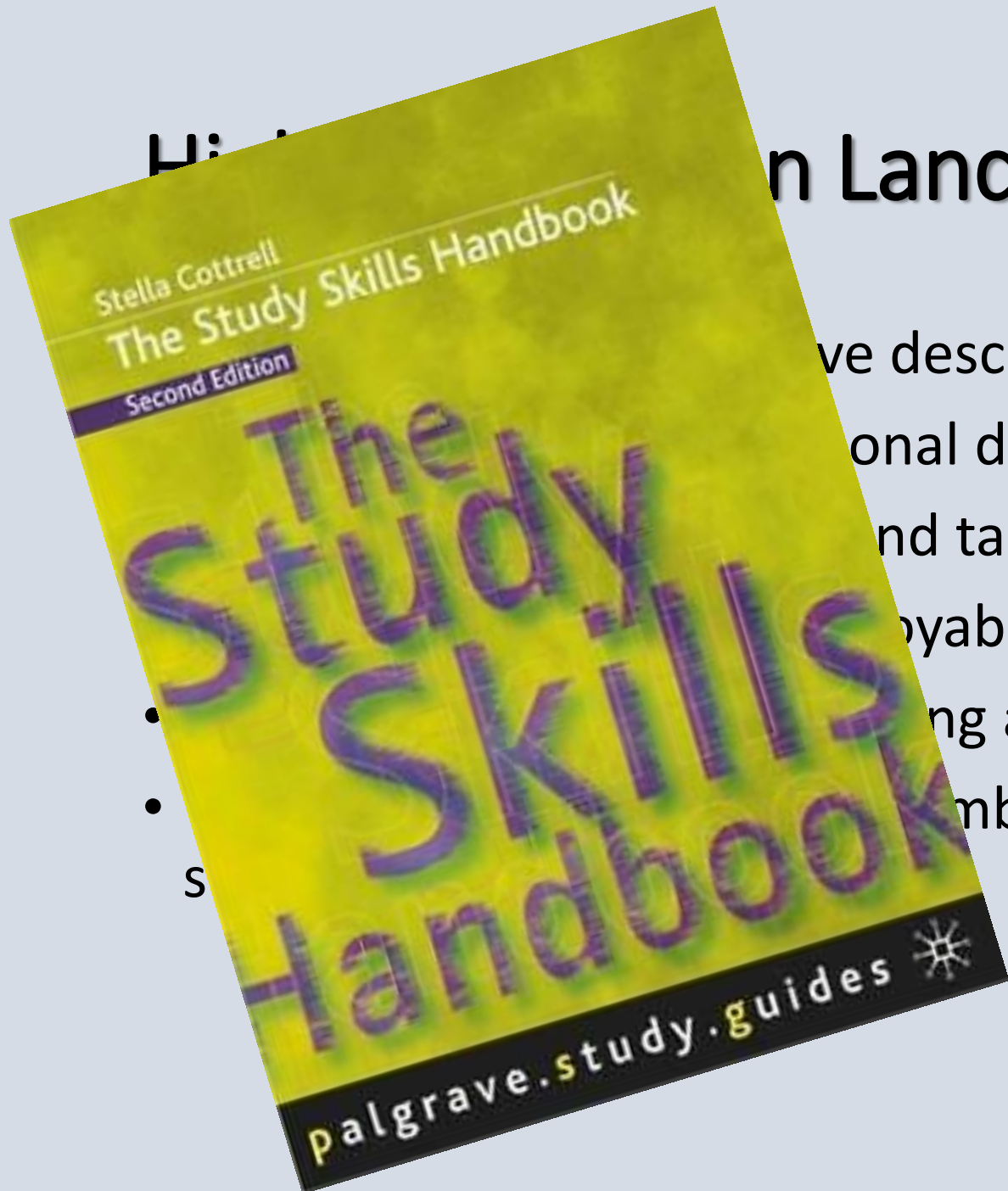
Projects and activities
are the best way to learn

We should teach
skills rather than
knowledge



Higher Education Landscape has changed

- Modules at university have descriptors, outcomes and targets
- Students have PDP's (personal development plans)
- Tutors have defined roles and targets
- *Quality* is assessed by employability and other, measurable, metrics
- Study skills and learner training are mandatory in year 1
- The use of SMART targets is embedded in teaching & learning strategies



Higher Education Landscape has changed

• have descriptors, outcomes and
• (personal development plans)
• and targets

- employability and other, measurable, metrics
- Learning are mandatory in year 1
- Embedded in teaching & learning

So we should too!

A quick word about *metacognition*

Metacognition is just thinking about thinking – Flavell, 1977

It is knowledge of:

Personal Variables:

Awareness of personal abilities, aptitudes and behaviours

Task Variables:

Awareness of different approaches to tasks and challenges

Using metacognition in the study skills classroom

- Metacognition is thinking about thinking
- Can we generate thinking skills in the classroom?
- Can we generate thinking skills through study abroad programmes?

Carol McGuinness

- DfEE (1999) From Thinking Skills to Thinking Classrooms, Carol McGuinness
- A framework for developing thinking skills
- Models for delivering thinking skills
- Evaluation
- Information and Communication technologies
- Teacher development

23/03/2001 J H Flavell 29

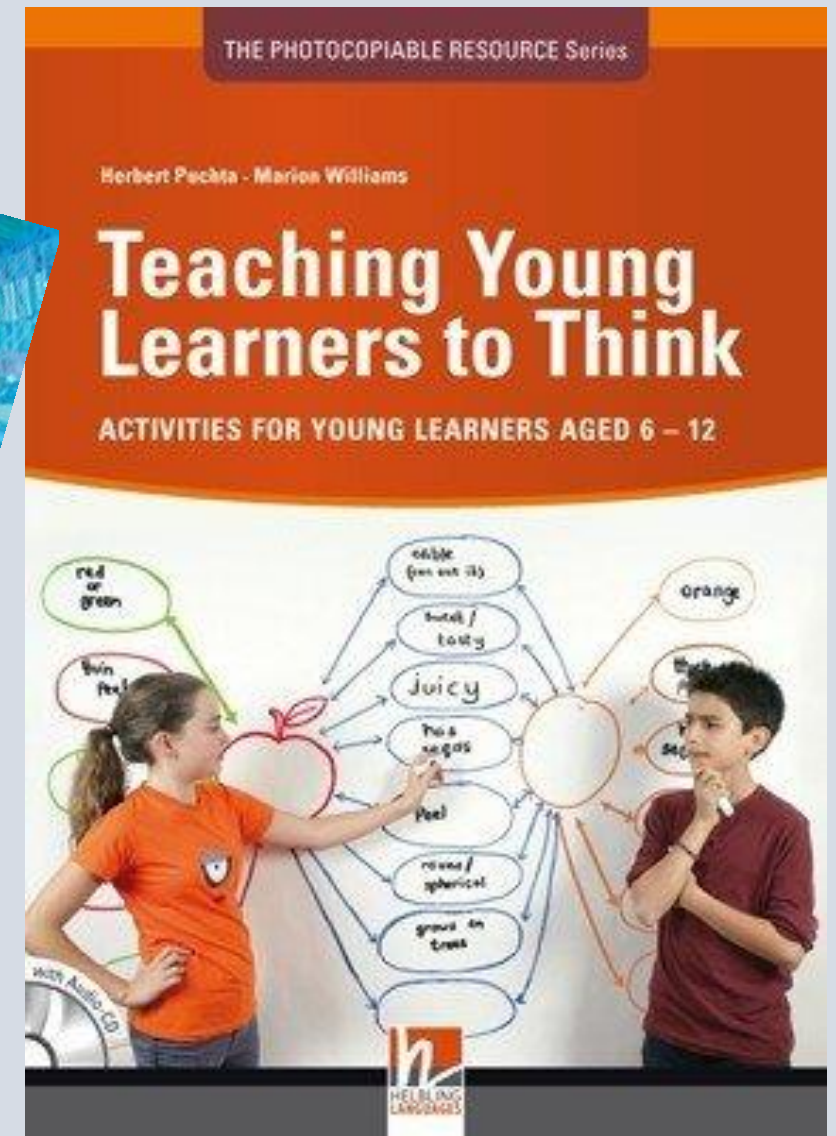


Gift Number 1: for the teacher

Make your language classes thinking classes:

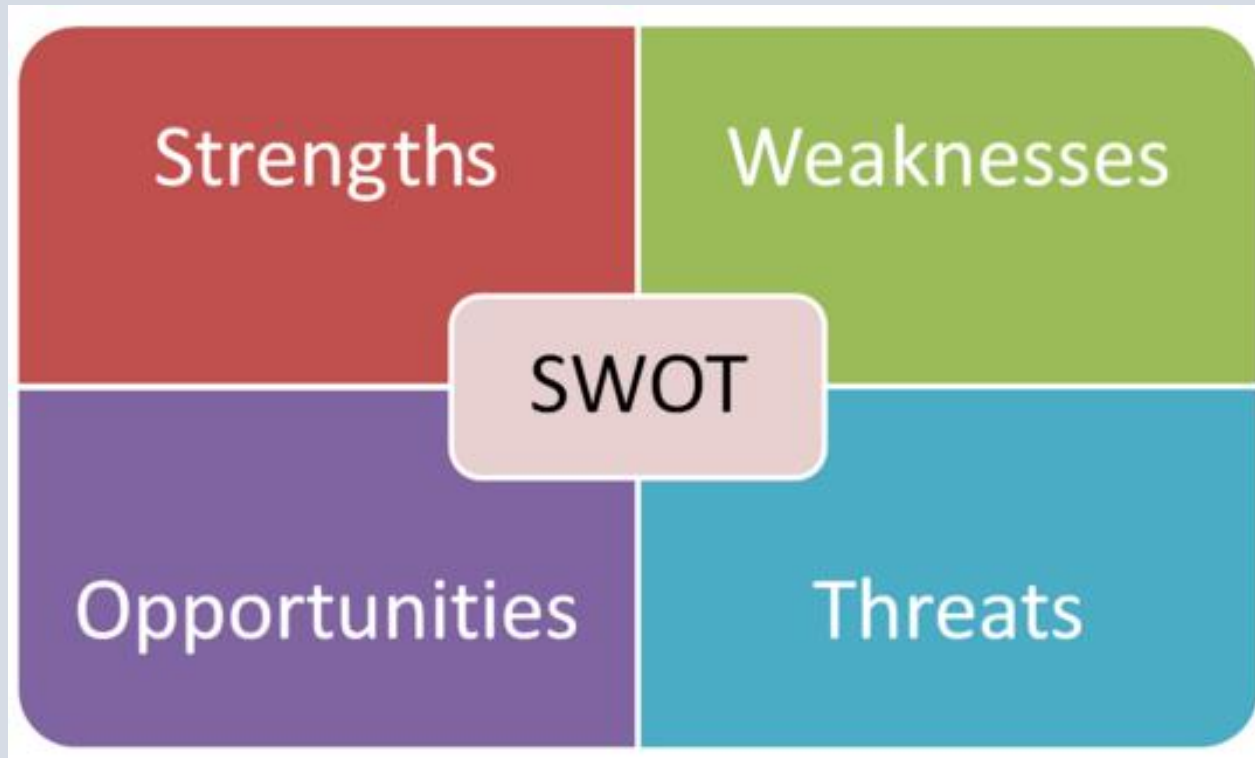
- Focus on the tasks: make them *cognitive* activities
- Focus on the *methods*, not the results
- Discuss *Task Variables* before each challenge
- Ask for *reflection* after each task and consider *Personal Variables* at this stage.

Puchta & *Think*

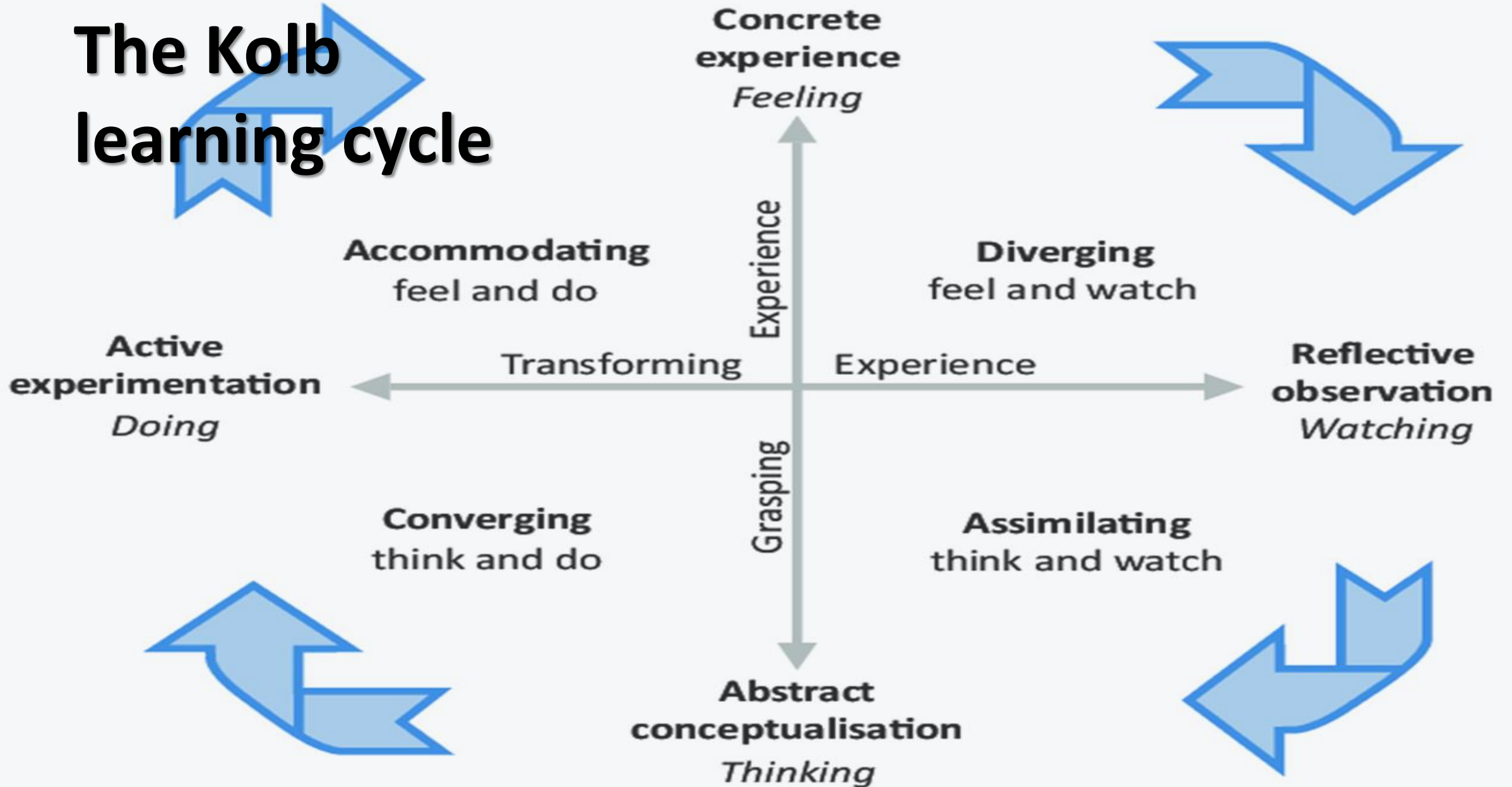


Gift number 2: For DoS's and Course Designers

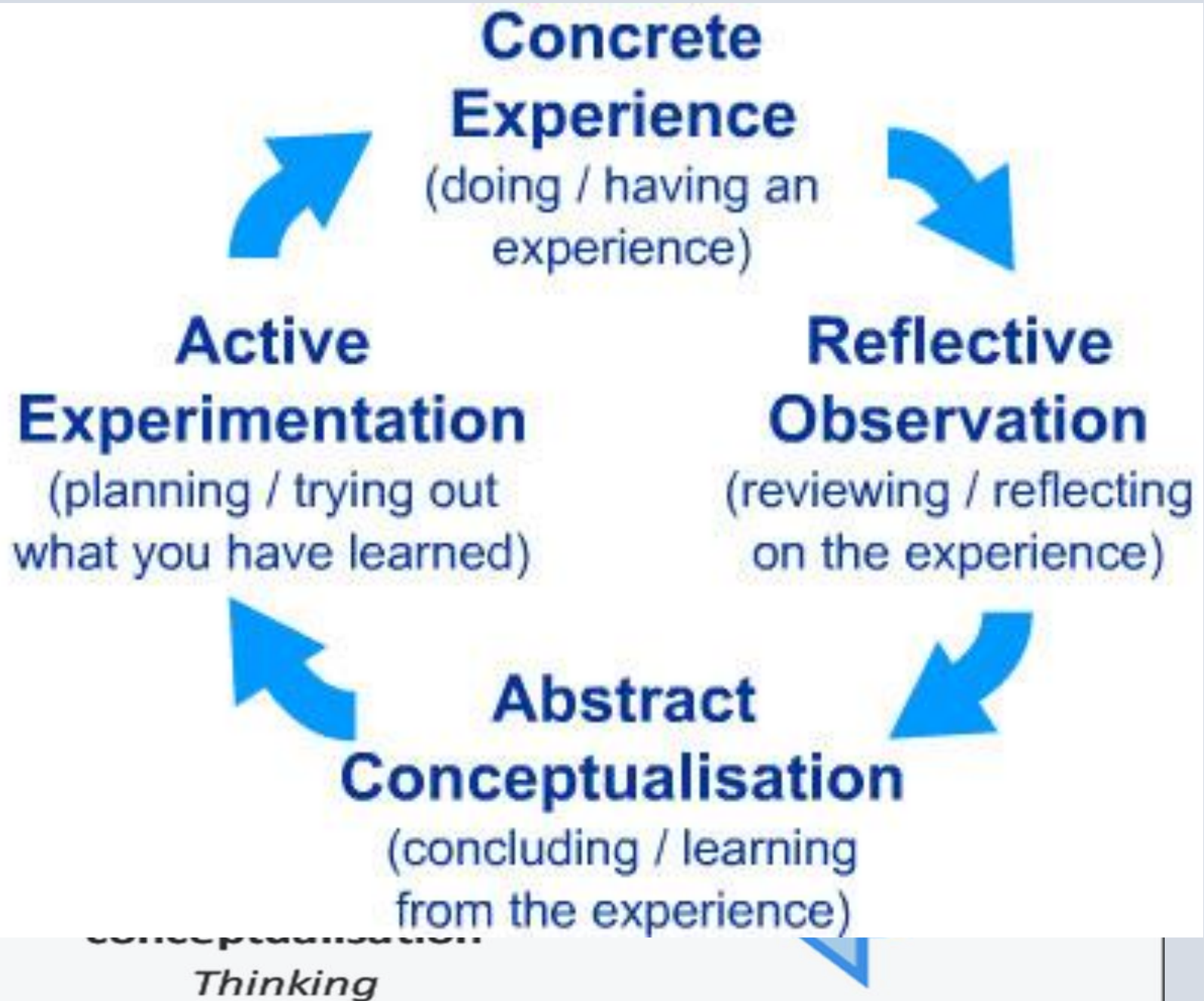
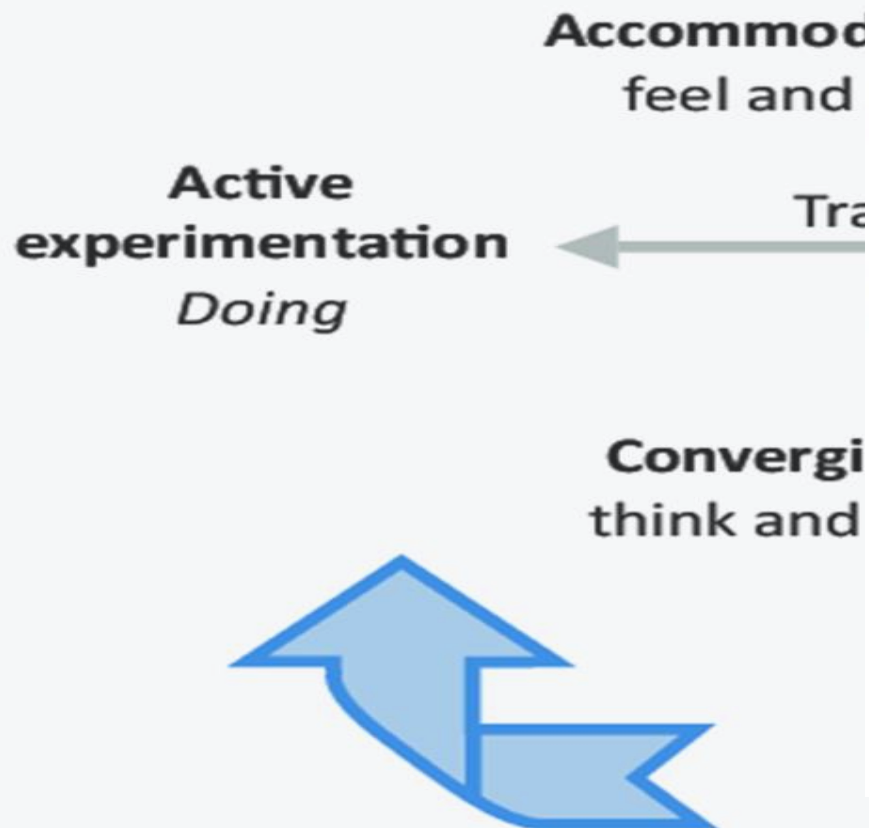
Strategic thinking



The Kolb learning cycle



The Kolb learning cycle

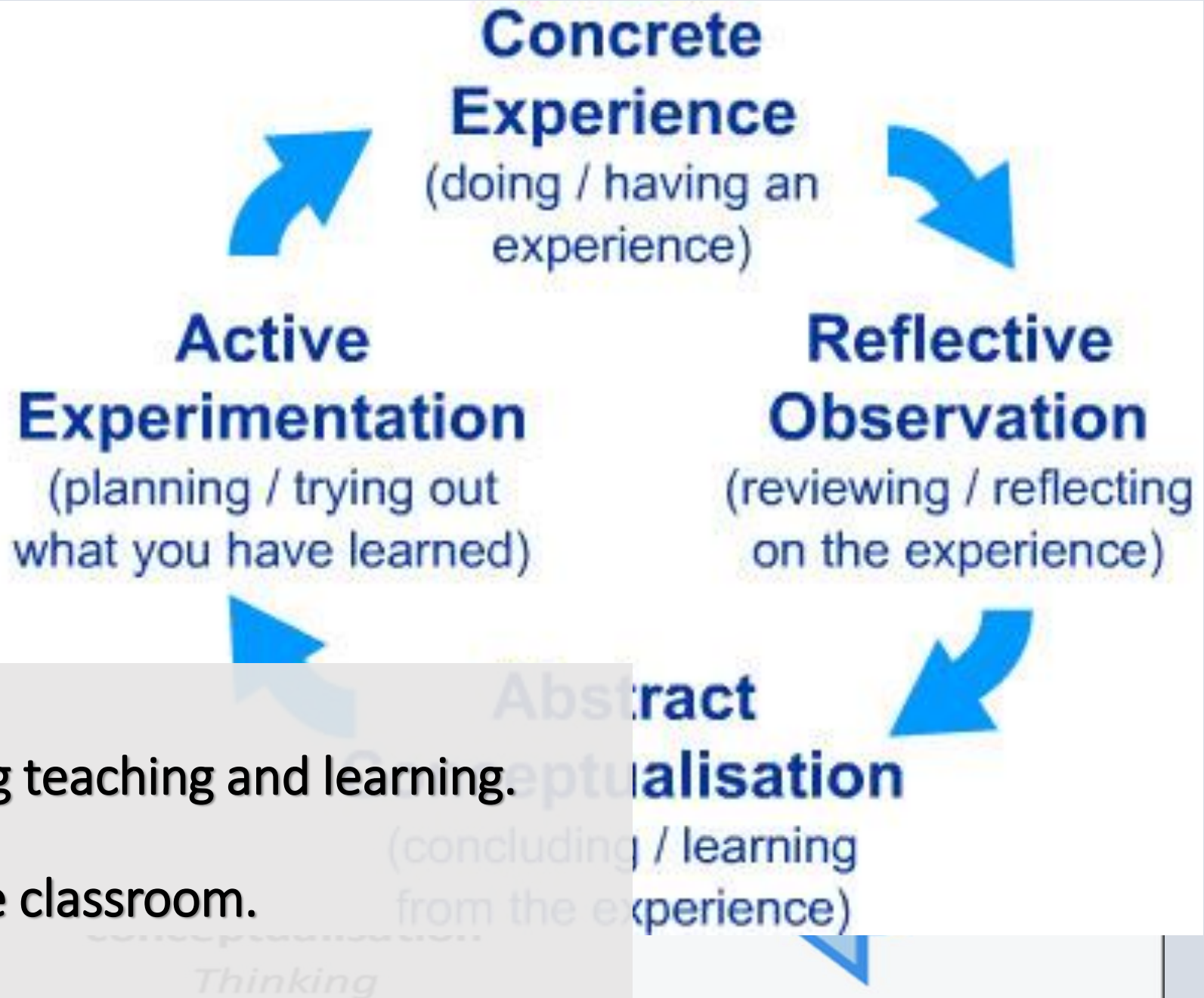


The Kolb learning cycle

Active experimentation
Doing

←

Active experimentation
Doing



Kolb cycle applied to planning teaching and learning.

Use it as a discrete tool in the classroom.

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The Message

**The Reconfigured Language
School**

A Culture of Aspiration

Can-do statements
exist for a reason.
Use them!

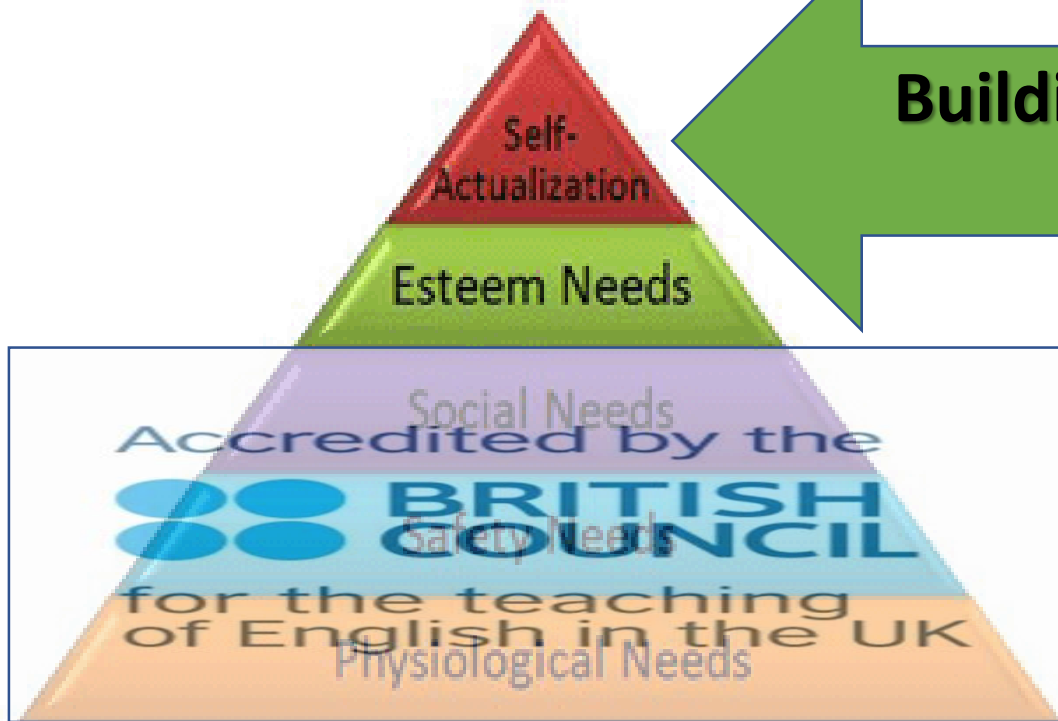
Specific
Measurable
Achievable
Relevant
Time-bound

A Culture of Achievement

Not: what can go **wrong**, focus on what can go **right**.

Seligman. Character, Strengths & Virtues 2004

**Building up self esteem – belonging,
purpose & capability**



Accredited by the
BRITISH COUNCIL
for the teaching
of English in the UK

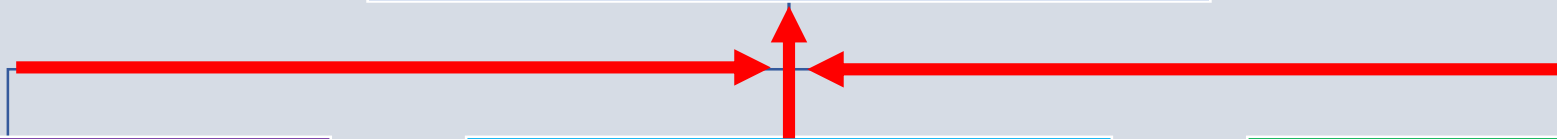
Gift Number 3: For the marketing team

**Our language study
courses are
transformational
experiences**

A course which fosters
dynamic, strategic
thinking skills

Courses designed to
maximise measurable
achievement

A course matched to
the aspirations and
needs of the market



Adding Value Within Learners' Journeys

**Prevailing concerns in the
marketplace**

Young people and globalism: no longer *auf der waltz*

The world is now seen as a dangerous place that we need to protect ourselves, and our kids, from.

And how are kids reacting to this?



Success in the risk society

Traditional society- success was built on (after Hofstede):

Strength of family, community bonds, resilience, communal identity and behaviours.

Ability to defend against change.

Collective resolution.

Today and tomorrow built on:

The individual's **personal resources** and **self agency**





Confucius

The principle goal in educationshould be creating men and women who are capable of doing new things.....who are creative, inventive and discoverers, who can be critical and verify and not accept everything they are offered.

Piaget

**Do not look at what is contrary to propriety;
do not listen to what is contrary to propriety;
do not speak what is contrary to propriety;
do not make movement which is contrary to propriety.**



Gift Number 4: For the business planners

A small investment in the human resource, a concentration on the development of teaching and learning over IT and Online content, and a coherent statement on strategy will provide a fertile return.

This will resonate in institutions across Asia and Central/Latin America.

ASEAN/British Council/Microsoft 8 Deep Learning Skills (from 2014 on...)

- Global citizenship
- Collaboration
- Character
- Communication
- Creativity and Imagination
- Real World Problem Solving
- Critical Thinking
- Use of ICT for learning

