Cynhadledd Fer:Gwaith Grŵp ac Asesiad Grŵp

Mini Conference: Group Work and Group Assessment

# 16.12.2019, 10:30-16:00



Crynodebau | Abstracts

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| 10:30-10:35  | Croeso | Welcome | Jim Woolley |
| 10:35-11:30 | Working (Groups) in the Digital Age | Yr Athro | Professor John Traxler |
|  | Since the turn of the century, we have seen digital technologies evolve from being expensive, fragile, scarce, puny and difficult, often just institutional, to being powerful, ubiquitous, pervasive, easy, cheap and robust, now personal and social. In this time, they have changed the nature of the commodities, assets, transactions and organisation that constitute our economic lives; have challenged the certainties of political issues, affiliations and processes; in languages, we have seen the emergence of new vocabularies, genres and dialects; they have fuelled moral panics and catalysed new forms of harm, affront and misdemeanour.Furthermore, they have given students the means and opportunities to generate, share, transform, discuss and access ideas, images, identities and information and in doing so have the potential to threaten the established professions, institutions and forms of education, to shift the ownership and control of what is known, who knows it and how it gets to be known. This then is the world that graduates enter, the world of work transformed and un-work undefined. Universities take them from the structures and security of the school to worlds with neither. How can pedagogic formats like assessment and groupwork support this transition?John Traxler, FRSA, is Professor of Digital Learning in the Institute of Education at the University of Wolverhampton UK. He is one of the pioneers of mobile learning, associated with projects since 2001 when he was evaluator for *m-learning*, the first major EU project. He is a Founding Director and was Vice-President of the International Association for Mobile Learning. He is co-editor of the definitive, *Mobile Learning: A Handbook for Educators and Trainers*, and of *Mobile Learning: the Next Generation,* available in Arabic*,* with Professor Agnes Kukulska-Hulme, of *Mobile Learning and Mathematics*, *Mobile Learning and STEM: Case Studies in Practice*, and *Mobile Learning in Higher Education: Challenges in Context*, and many keynotes, panels, papers, articles and chapters on all aspects of learning with mobiles. His journal papers have been cited over 6000 times. He has worked on many digital learning projects and missions. His current thinking is focused less on ’mobile learning’ as previously conceived but rather on the impact of the near-universal availability of connected personal digital technology on the ownership, substance and nature of knowing and learning in our societies.  |
| 11:30-12:00 | Group Work as an Active-Learning Tool in Translation Classes | Dr Jennifer Wood & Roberta Sartoni |
|  | Many people think of translation as a solitary practice in which students work alone (with the use of a dictionary, a grammar book, etc.) to translate a given text from one language to another. It is also often considered an outmoded methodology for the teaching of languages; not well suited to communicative approaches which focus on L2 interaction, production and usage (see Newson, 1988 and Caseres, 2006). The common conception has been that the use of a student’s mother-tongue (or L1) is counter-productive in the process of acquiring a second language (or L2) and that it encourages students to see the L2 only through the L1, causing L1 interference and dependence. (Translation into the L1 has been considered acceptable as it reflects what students might encounter in later professional life: Professional translators as a rule translate into the L1.) However, translation is fundamentally about communication. The reason why translation, as a language-learning tool, has been sidelined is perhaps its association with the grammar-translation method, rather than its usefulness as a tool in and of itself. As Caseres (2006) states: “The problem was not translation as such, but a teaching methodology that abstracted language from its communicative function.”Much recent discussion regarding the use of translation as a language-teaching tool has been on the need to focus on translation as a communicative and task-based activity (see Frazer, 1996; Hurtado Albir, 1999 and González Davies, 2004). That is, process- rather than product-oriented, so learners learn by doing and in so doing solve communicative problems and acquire problem-solving strategies, while becoming aware of lexical, grammatical and syntactical forms and functions. One way of promoting this type of approach is the use of group work, where students work together to negotiate meanings, learning from and motivating each other. In this presentation, we will showcase some of the techniques and approaches we have used in the classroom to introduce group work into translation classes. |
| 12:00-12:45 | CINIO | LUNCH |
| 12:45-13:30 | Supporting students who find group work challenging | Janet Roland & John Harrington  |
|  | This session will discuss why students on the autistic spectrum and students with high anxiety find group work challenging and present some practical suggestions on how to modify tasks to make them more accessible.  |
| 13:30-13:45 | Prosesau Creadigol Agored ac Asesu Grwpiau Bach | Dr Gareth Llŷr Evans |
|  | Bydd y cyflwyniad hwn yn amlinellu’r gwahanol anghenion a’r amryw ystyriaethau sy’n bresennol wrth asesu gwaith creadigol o fewn cyd-destun addysgu grwpiau bach.Bydd y sylwadau yn seiliedig ar y broses o greu’r prif allbwn ar ddau fodiwl perfformio ymarferol yn yr Adran Astudiaethau Theatr, Ffilm a Theledu, ble mae’r myfyrwyr - ar draws ddau fodiwl gwahanol, ar draws dau lefel, ac ar gyfer dau aseiniad gwahanol - i gyd yn ymgymryd â’r un broses ddyfeisio tros gyfnod o ddeg wythnos. Ar derfyn y broes, mae’r myfyrwyr yn cyd-gyflwyno un darn perfformio ar gyfer cynulleidfa gyhoeddus.Bydd y cyflwyniad yn amlinellu’r heriau o farcio dau aseiniad gwahanol ble mae’r myfyrwyr i gyd yn ymgymryd â’r un broses greadigol. Un o brif amcanion y modiwlau yw modelu proses greadigol sydd yn agored ac yn llorweddol, ble mae gan bob aelod o’r grŵp hawl gydradd i gyfrannu ac i siapio natur a datblygiad y gwaith. Bydd y cyflwyniad felly hefyd yn gyfle i adlewyrchu ar sut gellir asesu a marcio mewn cyd-destun o’r fath, yn enwedig pan rhaid arwahanu rhwng gwahanol gyfraniadau o fewn grwpiau cymharol fach o fyfyrwyr. |
| 13:45-14:30 | Learning environments and your personality preferences | Dr Ian Archer |
|  | Are you Active or Reflective? Initiating or Receiving? Intimate or Gregarious? There’s no right answer – all of them are equally valid. This interactive session will explore some of the psychological preferences that people have and how this impacts on their comfort with learning environments, particularly with reference to active learning and groupwork. |
| 14:30-14:45 | AMSER TE | TEA BREAK |
| 14:45-15:45 | Designing and Assessing Group Work | Mary Jacob  |
|  | The ability to work in teams is an important transferrable skill, which students can develop in university and use in the workplace after graduation.In this interactive session, we will explore various approaches to designing an assessment that involves group work. Ways to gracefully offer alternatives for those students who aren't able to work in groups for various reasons will also be covered. Participants will develop their ability to critically evaluate the options and make an informed choice that is suitable for their teaching contexts. We will examine a range of effective strategies for assessing group work fairly and in a way that is helpful for students. References to key texts from the pedagogical literature will be provided.After this session, participants should be able to:* Make an informed decision when designing an assessment based on group work
* Provide a graceful alternative for those students who are not able to do group work for various reasons
* Create an effective method for assessing the group work that is fair and helpful to all students

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| 15:45-16:00 | Sylwadau Cau | Closing Remarks |  |

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