ENTERING THE ‘DRAGON’S DEN’: A CREATIVE APPROACH TO TEACHING SPANISH BUSINESS LANGUAGE

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DRAGON’S DEN / TU OPORTUNIDAD

Presentación - Cloquo  https://www.youtube.com/watch?v=vX4j6_3SWWA
TEACHING & LEARNING CONTEXT

• Second Year (Semester 1)-10 credit module

Challenges
• Post A-Level/Advanced and Ex-Beginners taught together
  • Variation in language level AND cultural knowledge
• In theory = ‘Optional’ module – In reality = Only ‘option’ available
• What does this mean?
• Relatively large group – for language-based instruction
• Further challenging combinations of students:
  • Interested in ‘Business’ versus completely disinterested
  • Studying Spanish in combination with Business/Marketing/Tourism versus students studying ‘unrelated’ programmes

• How to make the course engaging / accessible to all?
WIDER CONTEXT: SKILLS

• To foster transferable / employability skills
  • Foreground these skills
  • Encourage students to see the connection between skills gained in the classroom and their ‘real world’ application

• Enhance the student learning experience
  • Creative and student-led
  • Students as partners
  • Peer mark and feedback as part of assessment

• Collaborative and participatory learning experience
LOGISTICS & ASSESSMENT

• Group Project = 30%

• Group Presentation (in Spanish) = 15%
  • 10% - tutor evaluation
  • 5% - peer grade [feedback sheet]

• Individual Portfolio (in Spanish) = 15%
  • All work conducted for the project
    • Can be shared or individual material
  • Includes reflective piece
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<thead>
<tr>
<th>Criteria</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Superior</th>
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<td>Delivery: Was the presentation clear &amp; easy to follow?</td>
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<td>Delivery: Was the presentation engaging?</td>
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<td>Teamwork: Did the team work well together? Did they support each other? Did it feel like a team effort?</td>
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<td>Familiarity with subject: Did the team demonstrate a good knowledge of the subject?</td>
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<td>Timing: Did the team keep to time? Were the presentational parts divided equally? Did it feel rushed or too slow?</td>
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<td>Professionalism: Did the presentation feel polished? Was it pitched at the right level? Was it appropriate for their business model?</td>
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<td>Convinced by business: Was the presentation feel polished? Would you use this product/service?</td>
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<td>Responses to dragons' questions: Did the team respond well to the questions from the dragons?</td>
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Please make any (constructive) comments about the presentation here. These will be passed on to the team for feedback. (Please only include comments that will help teams to improve future performance. Do not single out any individual member for praise/criticism. This is a team effort and it is the team performance on which you are providing feedback. Think about the feedback that you would find useful and constructive.)

Comments:
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<td><strong>Delivery:</strong> Was the presentation clear &amp; easy to follow?</td>
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LOGISTICS & ASSESSMENT

Things to bear in mind:

• Managing student resistance to student-centred learning
  • Shifting the focus of activity from the teacher to the learners often creates student hostility. See: Nonesuch (2008); Felder & Brent (1996); Felder (2011); etc.
  • Student resistance = intrinsic part of the learning process. Reflects move from dependence to intellectual autonomy. See: Kloss (1994).

• Students often express a dislike for group work – common issues
  • See: Taylor (2011); Bentley & Warwick (2013); Allan (2016); LaBeouf et al (2016); etc.

• Counteract this via in-built mechanisms / strategies and by acknowledging student concerns.

• For example:
  • Team contracts
  • Support / Guidance mechanisms
  • Peer grade / feedback
  • Individual and group work equally weighted
LOGISTICS & ASSESSMENT

- **Week 1** – Introduction to the project and selection of groups
  - Team Contract
  - Discussion of assessment weighting
  - Expectations and assessment guidelines – marking criteria, etc.

LOGISTICS & ASSESSMENT

• **Week 6** – Scheduled Meeting with Tutor
  • To discuss progress / concerns
    • Groups / Individuals can also arrange to meet with me at any time during the process

• **Weeks 10-11** – Group Presentations
  • Schedule is agreed beforehand in consultation with the groups
  • Two presentations per tutorial
    • Group A – presenters; Group B – dragons
    • Group B – presenters; Group A – dragons
  • Peer Audience = remaining students (attendance is required)
PROJECTS: 2018-19

• **TRAEMELO** – Delivery/Transport service

• **Intel y Ropa** – Intelligent clothing – sports clothes, etc.
PROJECTS: 2018-19

- **ODKPP** – Friends / Party Location App
PROJECTS: 2018-19

• **Envíate** – Food / Person delivery service
  • Community Enterprise – town/gown
  • Eco-friendly Use ‘food waste’
  • Vehicles = tuktuks

• **Corsican Cake** – Corsican bakery

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<thead>
<tr>
<th>GASTOS</th>
<th>BENEFICIOS</th>
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<tr>
<td>200€ materiales primarias</td>
<td>5000€ de colaboración con supermercados y hoteles</td>
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<tr>
<td>500€/mes agua</td>
<td>3000€ ventas 4 veces a semana mercados</td>
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<td>200€/mes electricidad</td>
<td>= 8000€</td>
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<td>200€/mes publicidad</td>
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<tr>
<td>TOTAL= 2900€</td>
<td>Total margen = 5100€</td>
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</table>
• **La pajita última** [The last straw]
  • Straw to prevent drink spiking
ENCOURAGING ENTREPRENEURSHIP

• Created something concrete
• Could develop into a real business
• Opportunity to be creative

• Applied their knowledge
• Improved linguistic skills
• Built self-confidence

'AberPreneurs' offer a range of activities to support enterprise:

- Business Start-Up and Enterprise Support
- Enterprise Events
- Inspirational Talks
- One-to-one Mentoring
- Funding Advice
- Networking
- Useful Enterprise and Entrepreneurship Websites
THE FUTURE: 2019-20 AND BEYOND

• More work in class related to creating a business
  • 2019-20 - New course book with an up-to-date approach – e-support materials
  • Activities / materials which can feed into the project

• Review assessment %

• Create a more tangible link with AberPreneurs
  • Input / Support

• Suggestions welcome.....
Elizabeth G. Allan, “‘I Hate Group Work!’: Addressing Students’ Concerns About Small-Group Learning’ (2016)

Yongmei Bentley & Shamin Warwick, ‘Students’ experience and perceptions of group assignments’ (2013)


Joanne P. LaBeouf, John C. Griffith, Donna L. Roberts, ‘Faculty and Student Issues with Group Work: What is Problematic with College Group Assignments and Why?’ (2016)