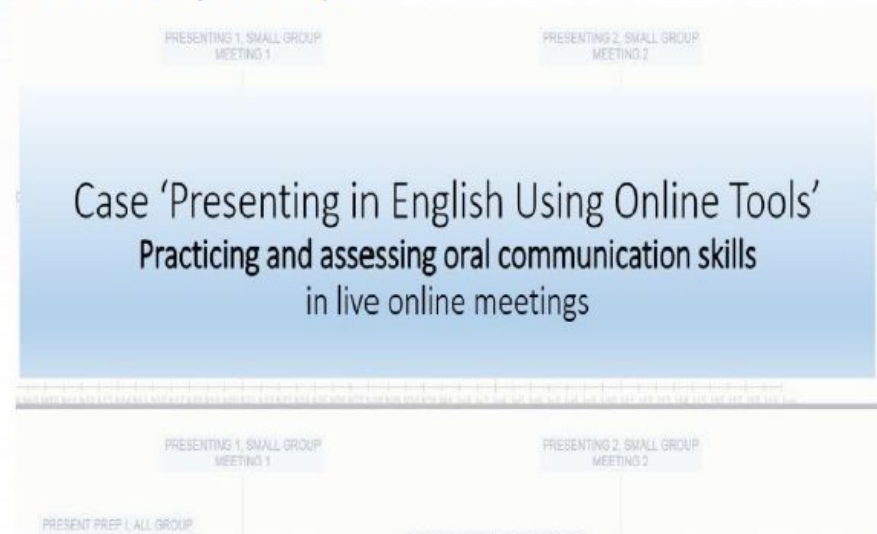


1ST WORKSHOP, 4 MAY 2016

THE WEBINAR: *PRESENTING IN ENGLISH USING ONLINE TOOLS* HELD BY MARJO JOSHI (TUAS)

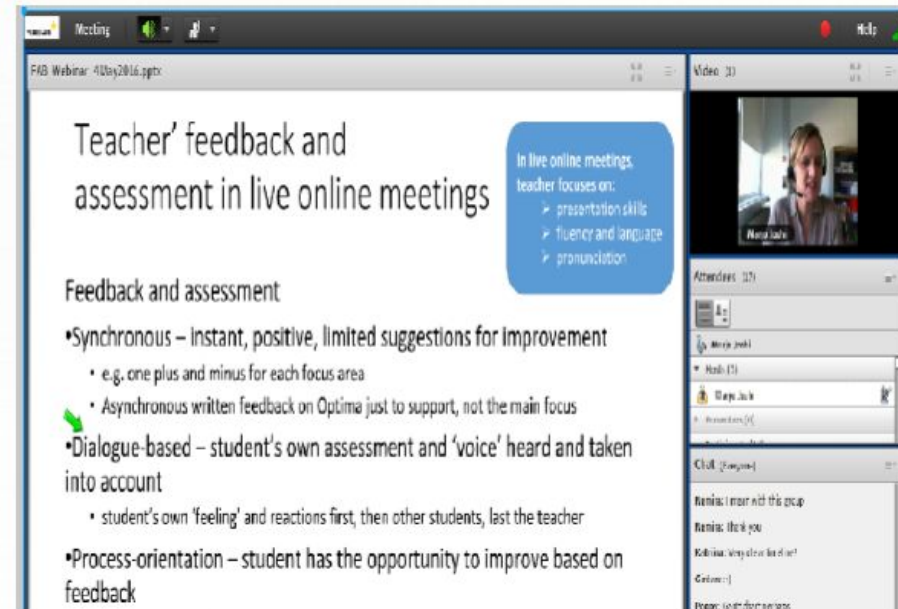
- THE WEBINAR HELD ON 4 MAY AT 9:00 - 10:00AM CET.
- PARTICIPANTS: TUAS LANGUAGE TEACHERS AND FAB PARTNERS (25)



THE WEBINAR: **PRESENTING IN ENGLISH USING ONLINE TOOLS**

CONTENTS OF THE WEBINAR:

- PRESENTING A A CASE STUDY OF AN ONLINE COURSE
- PRACTICING AND ASSESSING ORAL COMMUNICATION SKILLS IN LIVE ONLINE MEETINGS.
- ASSESSING APPROPRIATE LANGUAGE AND STYLE
- USING CLEAR PRONUNCIATION, INTONATION AND TONE
- COLLABORATING AND INTERACTING WITH OTHERS IN SPOKEN ENGLISH IN ONLINE ENVIRONMENTS
- DISCUSSION ON THE TOPIC OF ASSESSMENT OF ORAL COMMUNICATION SKILLS ONLINE.



The screenshot shows a Zoom meeting window with a slide titled "Teacher' feedback and assessment in live online meetings". The slide content includes:

- In live online meetings, teacher focuses on:**
 - presentation skills
 - fluency and language
 - pronunciation
- Feedback and assessment**
 - Synchronous – instant, positive, limited suggestions for improvement
 - e.g. one plus and minus for each focus area
 - Asynchronous written feedback on Optima just to support, not the main focus
 - Dialogue-based – student's own assessment and 'voice' heard and taken into account
 - student's own 'feeling' and reactions first, then other students, last the teacher
 - Process-orientation – student has the opportunity to improve based on feedback

The Zoom interface also shows a video feed of a woman, a list of attendees (Marek, Heidi, Diego, etc.), and a chat window with messages like "Remia: I can't see the picap" and "Remia: thank you".

2ND WORKSHOP, 1 JUNE 2016

LANGUAGE TEACHING METHODS AND ASSESSMENT

- THE WORKSHOP HELD ON 1 JUNE AT TUAS
- GUEST LECTURER KRISTINA EDSTRÖM, THE ROYAL INSTITUTE OF TECHNOLOGY, STOCKHOLM, SWEDEN
- PARTICIPANTS: TUAS LANGUAGE TEACHERS (12) AND OTHER FACULTY MEMBERS



2 ND FAB WORKSHOP LANGUAGE TEACHING METHODS AND ASSESSMENT

THE MAIN CONTENTS IN THE WORKSHOP:

- WHAT DO WE MEAN BY PEDAGOGICAL COMPETENCE?
- SETTING CLEAR OBJECTIVES
- UPHOLDING THE THRESHOLD LEVEL OF QUALITY
- CREATING A COURSE WHICH GENERATES APPROPRIATE LEARNING ACTIVITY
- USING TEACHING TIME EFFECTIVELY
- FORMULATING INTENDED LEARNING OUTCOMES
- DESIGNING INDIVIDUAL ACTIVITIES
- DESIGNING ASSESSMENT
- HOW CAN PEDAGOGICAL COMPETENCE SUPPORT AND FACILITATE EFFECTIVE FORMATIVE ASSESSMENT (PEER/TEACHER)?

