

Show and tell 9

Session's theme: Best practices

Paper number: 2

Presenters: Maria Helena Costa Alves Guimaraes Ustimenko,

Presenters' Organisation: Institutue of Accountingf and Administration of Porto (ISCAP/IPP)

Session's chair: To be announced later.

Session title: Building skills for the 21st century: How to get students involved in the learning process

Abstract:

As a teacher of Translation and Russian Language, I work not only with Portuguese students at undergraduate and graduate levels, willing to learn the correct use of Russian language in specific areas, but also with incoming students from Russia and with Russian speaking students, whose families are living and working in Portugal. We have soon realized that the development of an intercultural environment in classroom was not the result of a linear equation. The simple presence of students with different cultural backgrounds does not mean that they are aware of the importance of this factor in the learning and training for skills process. Therefore the development of an intercultural dialogue has soon become our skopos, considering that it is a condition sine qua non for long-term innovation and growth.

This aim, however, can only be attained if we help students to understand that the acquisition of transversal skills is the result of a continual dialogue. In the context of a student for student spirit, we have developed a new approach based upon the analysis of translation problems resulting from pragmatic, cognitive and cultural lack of information, so that students could reflect on the advantages of working and helping each other, inside and outside the classroom, since their first day at university. This new approach was implemented for the first time last year. The results were: 1) the subtitling of a Russian film (collaborative work of a Portuguese and a Russian speaking student slide 1); 2) the organization of a book exposition (collaborative work of several Portuguese and Russian speaking students); 3) the translation of a story written by Nikolai Leskov, the last great storyteller, according to Benjamin (collaborative work of a Russian student with several Portuguese students learning Russian). Students were able to surpass certain stereotyped ideas they had.

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Paper number: 10

Presenters: Marielle Diederer, Laetitia Gardeniers, Faculty of Social Studies and Education

Presenters' Organisation: Zuyd University of Applied Sciences

Session's chair: To be announced later.

Session title: Let's do it together...

Abstract:

Orientation and transition programs at Zuyd University of Applied Sciences are a shared responsibility of staf, institutional research and faculty/schools. Our Faculty of Social Studies and Education is leading in orientation programs with elements as a gap-program, student-to-student orientation (f.e. meet&greet, conversation), and a unique out-door introduction. In this show en tell session we want to share the outcome of institutional research, enrollment management and faculty activities with the attendees.

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Paper number: 19

Presenters: Tiina Kiviniemi,

Presenters' Organisation: University of Jyväskylä

Session's chair: To be announced later.

Session title: Welcoming the first year chemistry students: Alkukeitos-course

Abstract:

In this presentation, a seven-year-old tradition from Department of Chemistry in University of Jyväskylä is described. Alkukeitos (translating somewhere between “appetizers” and “primordial soup”) is a compulsory introductory course (2 ects credits) for first year chemistry students, taking place in the very first weeks of their first semester. The course, consisting of student counseling, student-to-student tutoring, introductory lab works and informal meetings with both teaching staff and senior students, is planned and executed as a collaboration between a number of teachers, researchers and students in the Chemistry department.

The primary intent of the course is to soften the student transition into the university world and to enhance student engagement and participation in chemistry community. The presentation shares the best practices found during the development of the course, and discusses how to create continuity in the first study year that starts with an intensive course with small student groups and continues with lecture- and laboratory courses with much larger amount of participants.

Keywords: Student transition, Student engagement, Introductory course

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Session's theme: Best practices

Paper number: 23

Presenters: Tiina Laulajainen, Sinikka Karjalainen,

Presenters' Organisation: University of Helsinki Language Centre

Session's chair: To be announced later.

Session title: Language Centre approach - smooth start to language studies

Abstract:

Language and communication studies are an integral component of all Finnish university degrees. Language skills are needed in university studies, and they are required, more than ever, in today's workplaces. The language requirement for all Bachelor's / Master's degrees includes both the national languages of Finland (Finnish and Swedish) as well as at least one foreign language. It is the task of the University of Helsinki Language Centre to provide these studies. Beyond the degree requirements (Faculty-specific), the Language Centre (LC) also offers elective courses open to students of all Faculties.

According to the constructive alignment principle of learning at the University, it is important for the students to get their language studies started as smoothly as possible after entering. LC teaching is based on a student-oriented approach, in which language and communication skills are seen as an essential part of a student's growing academic expertise and professional competence.

In this poster we will present some of the LC's good pedagogical and advisory practices in helping first-year students. LC courses are designed in close cooperation with the Faculties to ensure that they meet the specific requirements. The LC offers advising services for various target groups, such as degree students, international students and students with learning difficulties. The Language Centre also participates in the yearly orientation events organized by the University for new students. In addition, we will consider some future challenges in this area, including the transition from school to university. Schools and universities need to cooperate in order to help the students to adapt to the more academic way of language learning at the University.