

**ADAM FORRESTER  
AND  
BRUCE MORRISON**

**TUESDAY 1  
SEPTEMBER  
3PM**

WHERE WE WERE...

WHAT'S CHANGED?

WHAT'S NEXT?

# WHAT'S HAPPENED?

- **'A COMPLETELY NEW CULTURE OF DOING RESEARCH.' CORONAVIRUS OUTBREAK CHANGES HOW SCIENTISTS COMMUNICATE ([SCIENCE, 2020](#))**
- **"THE REVOLUTION WAS MAYBE GOING TO HAPPEN IN ONE YEAR, TWO YEARS, THREE YEARS FROM NOW, BUT IT HAS SUDDENLY BEEN BROUGHT TO THE TOP OF THE AGENDA" ([FT, 2020](#))**
- **"EDUCATION - NUDGED AND PUSHED TO CHANGE - COULD LEAD TO SURPRISING INNOVATIONS" ([WEF, 2020](#))**
- **"THE SECRET OF CHANGE IS TO FOCUS ALL OF YOUR ENERGY, NOT ON FIGHTING THE OLD, BUT ON BUILDING THE NEW." "SOCRATES"**



# AUTHENTICITY

**MATERIALS, PRACTICE TASKS, ASSESSMENTS**

**BALANCE BETWEEN AUTHENTICITY AND STUDENT / TEACHER NEEDS**

**ATTEMPT TO REFLECT THE WORLD THAT STUDENTS AND TEACHERS  
ARE LIVING IN**



**WHERE WE WERE...**





**WHERE WE WERE...**





**WHERE WE WERE...**

**WHERE  
WE  
WERE...**

# SIR KEN ROBINSON CHANGING PARADIGMS





## Unit 1

### Identifying and Describing Information in Graphs and Charts

#### Learning Outcomes

By the end of the unit, you should be able to:

- identify information in graphs and charts
- use relevant vocabulary to describe trends in graphs and charts
- use grammatically correct language to write a description of information in graphs and charts
- structure a descriptive text appropriately

#### Introduction

This unit provides information about classroom language and practice materials for describing information in graphs and charts.

**Section 1**  
Classroom  
language

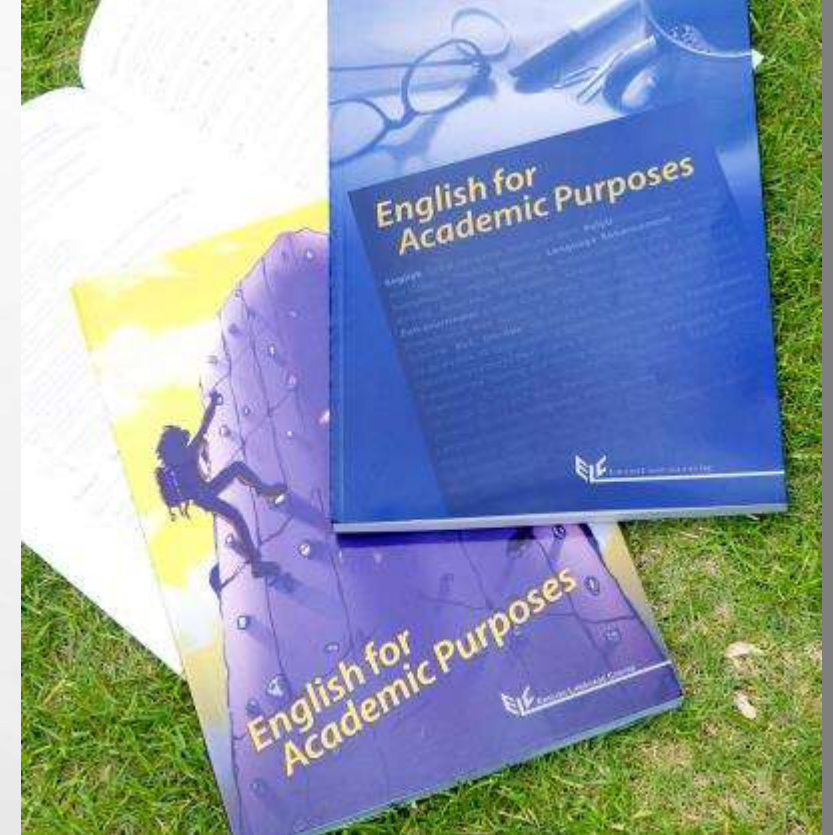


**Section 2**  
Identifying and  
describing  
trends in graphs  
and charts



**Section 3**  
Structuring a descriptive text

In university, students are sometimes asked to summarise information presented in graphs and charts. This type of information could be related to topics such as sales figures for a clothing company or numbers of people who use a particular product. Very often you will be asked to describe changes in the information over time. This means that you will need to identify and write a brief summary of the trends that you notice in the graph or chart. This unit focuses on the language skills for describing



# WHERE WE WERE...

**PAPER CONSUMED / PRINTED 4 (JULY 2018 - JUNE 2019) 153,287 SHEETS**

**PAPER CONSUMED / PRINTED (JULY 2019 - JUNE 2020) 5,555 SHEETS**





Google Docs



OneDrive

turnitin®



padlet

**WHAT'S  
CHANGED?**



Flipgrid



**WHAT'S CHANGED?**



PE



**WHAT'S CHANGED?**





**WHAT'S CHANGED?**





**WHAT'S NEXT?**



# WHAT CAN WE LEARN FROM OUR EXPERIENCE?

**workload...**

**tools...**

**communication & feedback to...**

**motivation...**

**time management...**

**feedback from...**





**WHAT'S NEXT?**





**CANVAS**

**moodle**

**Blackboard™**



**brightspace™**  
by D2L

**WHAT'S NEXT (SOON)?**





# HOW CAN WE USE THE LMS?

**course  
management...**

**progress  
tracking...**

**access to  
information...**

**multimedia  
environment...**

**personalisation...**



# FOCUS

**outcomes**

**competences**

**WHAT'S NEXT (SOON)?**



# ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD) VISION FOR 2030...

*Need for a broad set of knowledge, skills, attitudes and values in action*

*Students who are best prepared for the future are change agents. They can have a positive impact on their surroundings, influence the future, understand others' intentions, actions and feelings, and anticipate the short and long-term consequences of what they do.*

*Need for mobilisation of knowledge, skills, attitudes and values to meet complex demands*

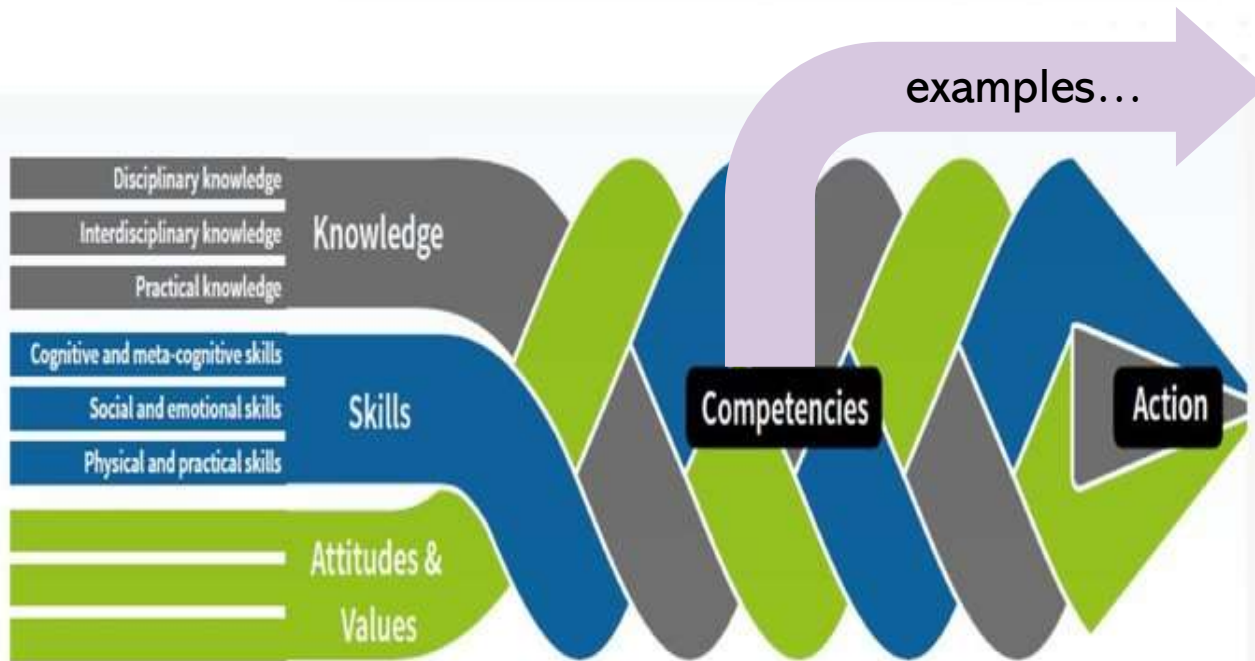
*Future-ready students will need both broad and specialised knowledge.*

[https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)



# COMPETENCES?

Looking ahead to 2021, 2024, 2027 and 2030



OECD 2030 Framework for Education



*...to respectfully communicate ideas and information to ensure that information and messages are understood and have the desired impact.*

*...to convince others in an honest, respectful and sensitive manner in order to get them to go along with one's objectives. It can also be the desire to have a specific impact or effect on others.*

*...to work towards win-win outcomes. At lower levels, this competency assumes an understanding of one's counterparts and how to respond to them during negotiations.*

**What is a lesson?**

**What is the role of the teacher?**

**WHAT'S NEXT (SOONISH)?**





**Q&A**

