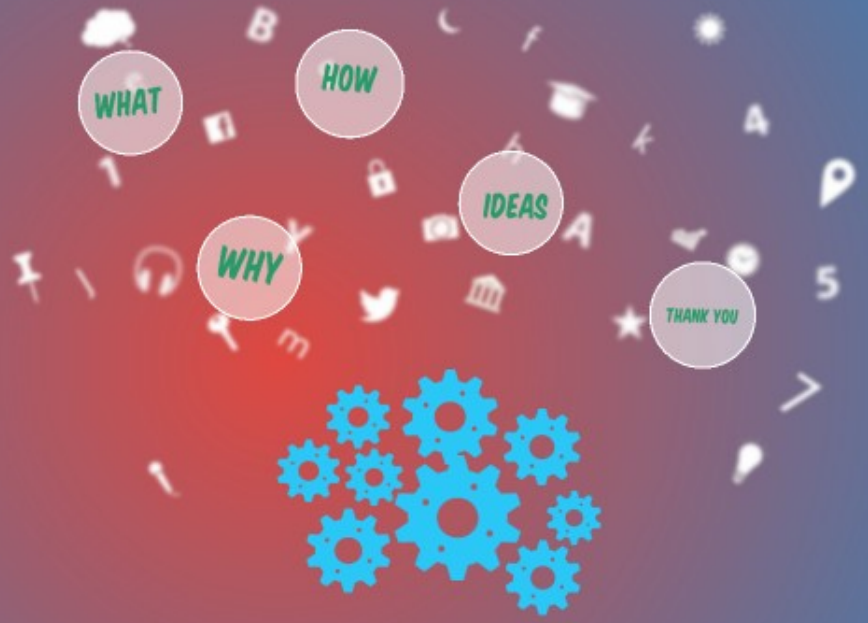
DESIGN OF A BLENDED MASTERS COURSE: EXPERIMENTAL LINGUISTICS: FROM THEORY TO PRACTICE

Olga Nagel, Associate Professor, National Research Tomsk State University, Vladimir Potanin Fellowship Program winner
Svetlana Averina, Irina Temnikova, TSU



VLADIMIR POTANIN FOUNDATION

QUESTIONS, IDEAS, DECISIONS, OUTCOMES


BLENDED COURSE
BROAD AND NARROW DEFINITION

NARROW DEFINITION

BLENDED COURSES (ALSO KNOWN AS HYBRID OR MIXED-MODE COURSES) ARE CLASSES WHERE A PORTION OF THE TRADITIONAL FACE-TO-FACE INSTRUCTION IS REPLACED BY WEB-BASED ONLINE LEARNING:

- MOODLE POSSIBILITIES;
- BLOGSPOTS;

HTTPS://BLENDED.ONLINE.UCF.EDU/ABOUT/WHAT-IS-BLENDED-LEARNING/

BROAD DEFINITION

BLENDED NOT ONLY IN TERMS OF A PRESENTING MODE BUT IN TERMS OF TEACHING METHODS USED:

- PBL;
- CONTEXT LEARNING;
- TASK-ORIENTED LEARNING;
- PROJECT LEARNING ETC.

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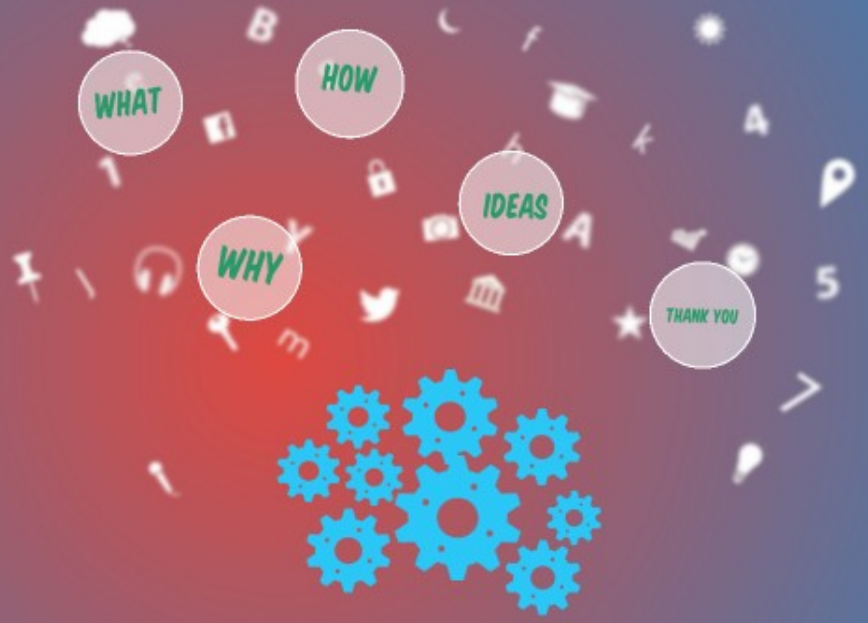

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WHY A BLENDED COURSE?

INTERNAL REASONS

EXTERNAL REASONS

BLENDED LEARNING BENIFITS

Internal and external reasons

WHY A BLENDED COURSE?

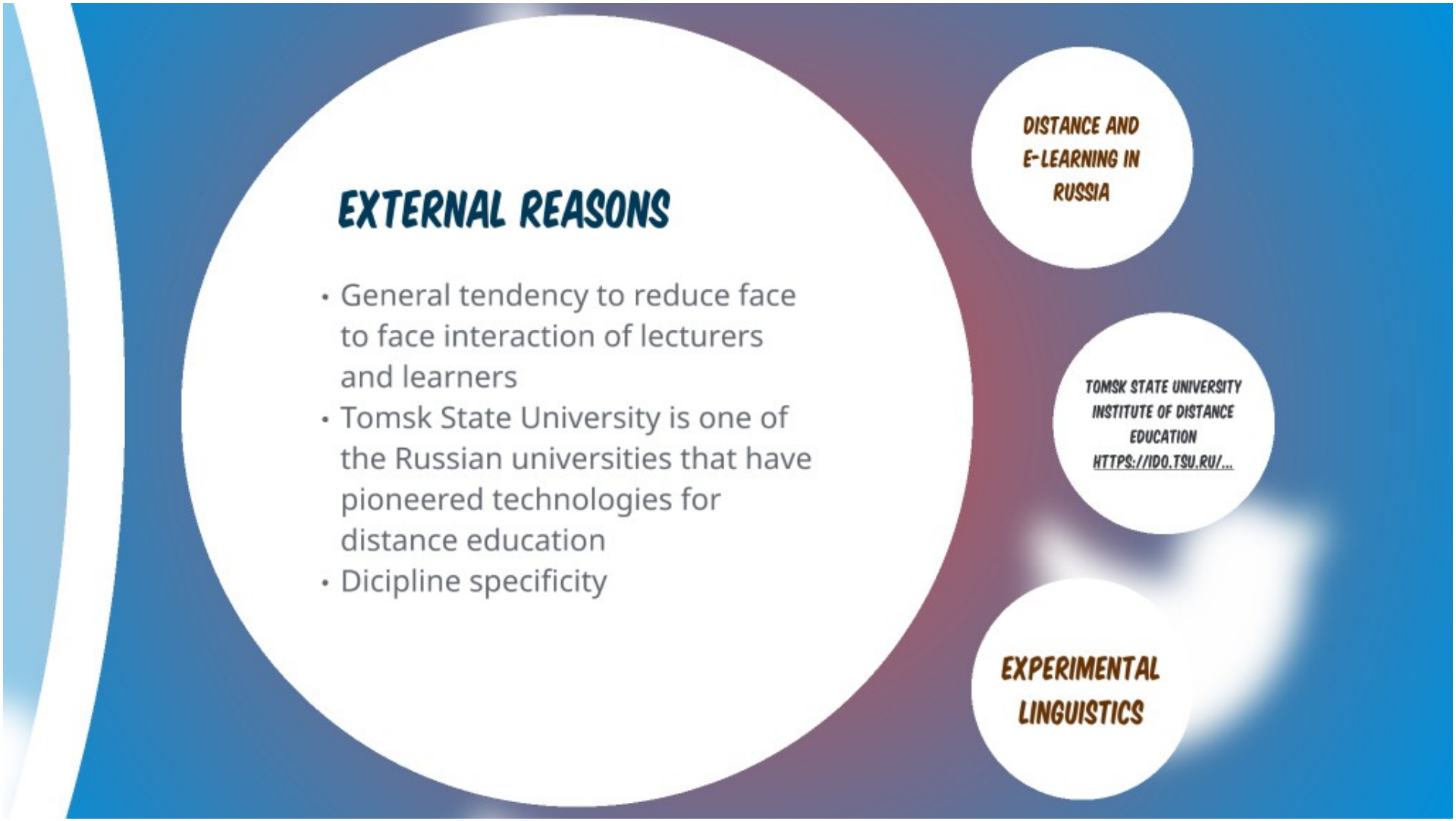
INTERNAL REASONS

EXTERNAL REASONS

BLENDED LEARNING BENIFITS

INTERNAL REASONS

- Motivate myself and my students to discover something new
- Interest to new educational technologies
- Not to get bored!


EXTERNAL REASONS
• General tendency to reduce face to face interaction of lecturers and learners
• Tomsk State University is one of the Russian universities that have pioneered technologies for distance education
• Dicipline specificity
DISTANCE AND E-LEARNING IN RUSSIA
TOMSK STATE UNIVERSITY INSTITUTE OF DISTANCE EDUCATION
HTTPS://IDO.TSU.RU/...
EXPERIMENTAL LINGUISTICS

DISTANCE AND E-LEARNING IN RUSSIA

- According to a new study by Docebo, after the initial boost provided by federal investments in the early 2000s, Russia has seen a growing number of private initiatives in **distance** and **e-learning** take shape within its borders.
- The country is considered a mature market, presenting an industry growth rate of 16% and leading the development of distance and e-learning in Eastern Europe.
- Among the most popular platforms to support teaching and learning and increase engagement among Russian students are **Moodle, Khan Academy and Coursera**. In an interview, Coursera's CEO, Daphne Koller even revealed that Russian has always been among the Top-5 in overall number of students and that 2,35% of the Coursera subscriptions comes from the Eastern-european country.

TOMSK STATE UNIVERSITY
INSTITUTE OF DISTANCE EDUCATION
HTTPS://IDO.TSU.RU/EN/ABOUT

The scientific and educational environment at Tomsk State University is based on modern telecommunication instruments and IT, supplementary education development, and educational programs implemented with the use of distance technologies.

Mission and Work Areas

- Solving fundamental and applied problems in the sphere of distance education
- Developing the system of distance education at Tomsk State University
- Developing the system of further education at Tomsk State University
- Producing and maintaining Massive Open Online Courses (MOOCs
- Developing Tomsk State University's e-learning system
- Managing TSU departments concerning distance education and lifelong learning, and providing them with scientific, educational, methodological and technological help in this field
- Organizing network projects based on information and communication technologies (ICT)
- Summarizing, developing, and implementing leading experience in education and methodology, new organizational forms and methods used in education, and up-to-date educational technologies
- Establishing new connections and strengthening the existing ties with other Russian as well as international universities and organizations dealing with

EXPERIMENTAL LINGUISTICS

General competences:
- the ability to develop cultural and professional level independently and to master new methods of research;
- the ability to get and use new knowledge independently.

Professional competences:
- the ability to formulate hypothesis and choose the best methods for its varification;
- the ability to compile stimula data base;
- the ability to design and conduct an experiment using E-prime generating programme;
-the ability to analyse and report the results of the experiment.


BLENDED LEARNING
BENIFITS
• improves student attitudes towards learning;
• reduces educational expenses;
• allows for personalized education;
• requires learners to demonstrate more autonomy, self-regulation, and independence in order to succeed etc.

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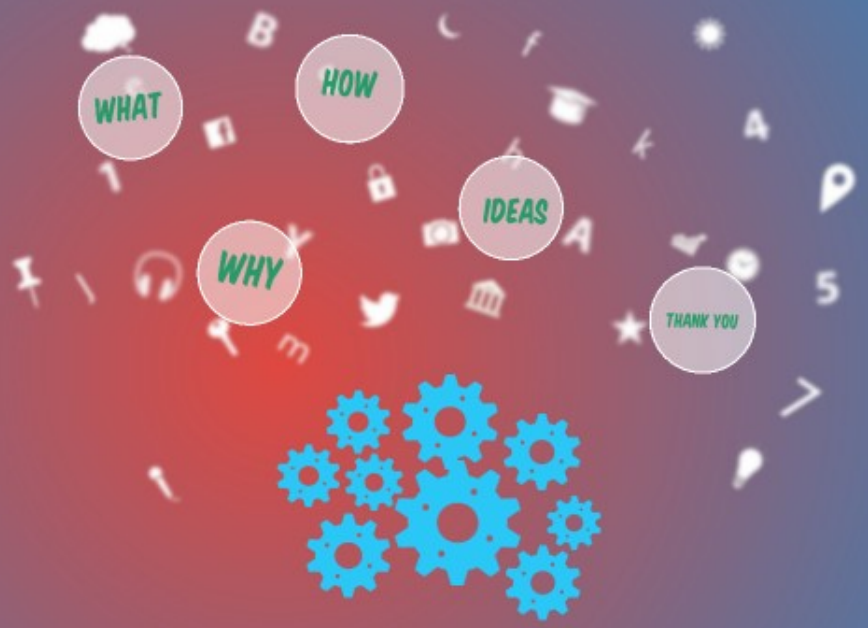

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QUESTIONS, IDEAS, DECISIONS, OUTCOMES

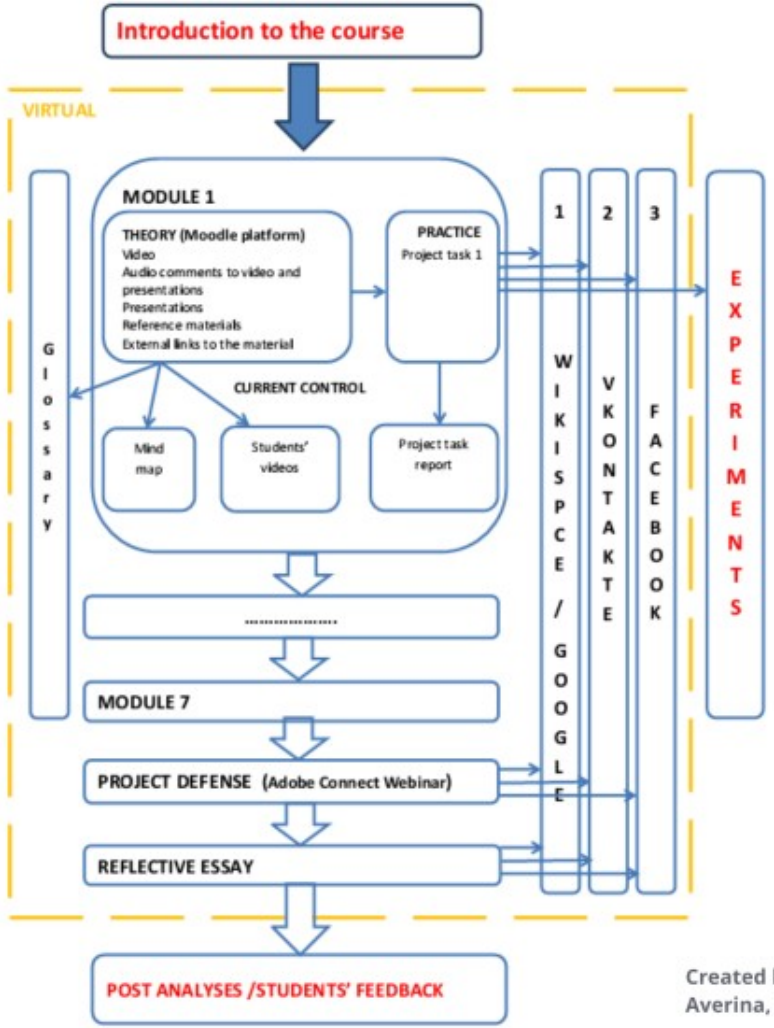
A COURSE DESIGN OVERVIEW

COURSE SCHEMATIC OUTLINE

STAGE 1 DEVELOPMENT AND IMPLIMENTATION OF A THEORETICAL MODULE

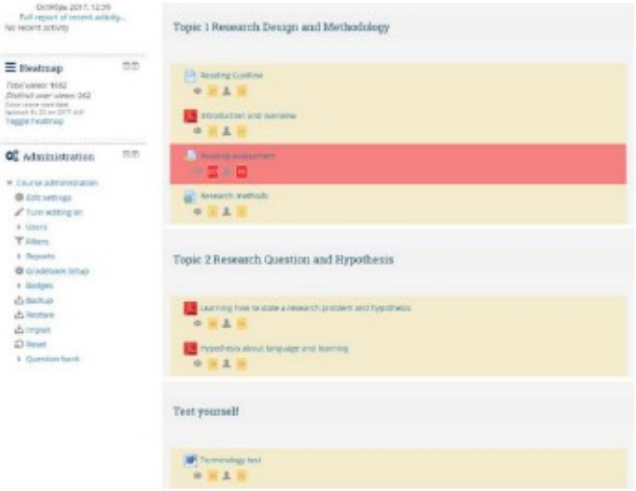
STAGE 1" TECHNICALITIES

STAGE 2 DEVELOPMENT OF METHODOLOGICAL AND TECHNICAL SUPPORT FOR STUDENTS' TEAM WO...

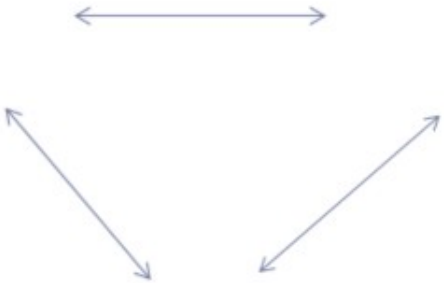


Created by Svetlana Averina, 2017

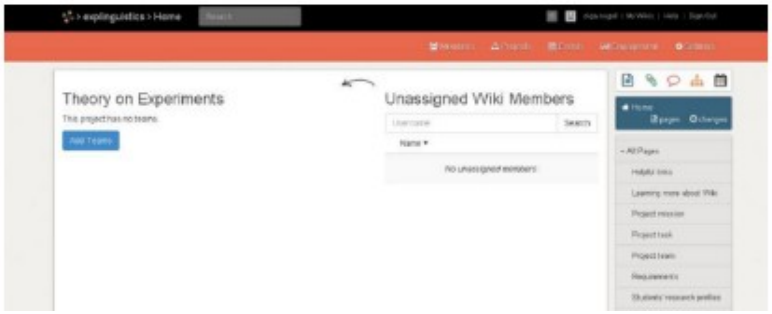
STAGE 1 DEVELOPMENT AND IMPLIMENTATION OF A THEORETICAL MODULE



Moodle enviroment



Blogspot



Wikispace

STAGE 1" TECHNICALITIES

Theoretical material development by a lecturer and students

Required Investments

Videos, audio comments to videos and presentations (GoPro Hero 4 Black Edition, Blue Yeti Pro Studio USB Microphone with PreSonus® Studio One® Artist Blue Microphones Edition, Pinnacle Studio 20 Plus, Prezi Edu Pro)

Open access tools

Presentations (PowerPoint Software, Screencast-O-Matic)

Reference materials

External links to the material

STAGE 2 DEVELOPMENT OF METHODOLOGICAL AND TECHNICAL SUPPORT FOR STUDENTS' TEAM WORK/PROJECT WORK:

- SEMINAR CLASSES (MOODLE PLATFORM)
- WIKISPACES
- BLOGS
- FORUMS

Blog

Wikispaces

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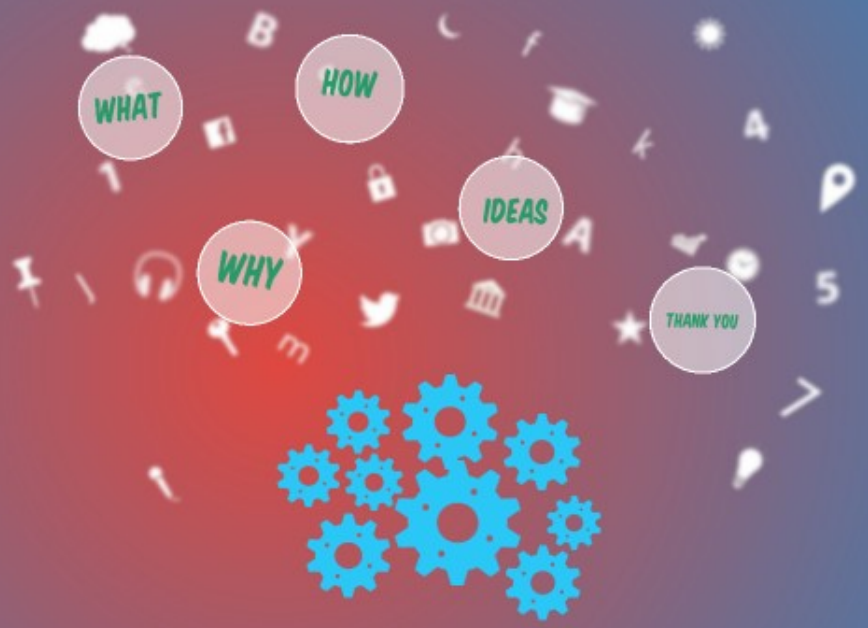

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Educational Cooperation with leading research centres all over the world

TURKU UNIVERSITY, FINLAND

NORWEGIAN UNIVERSITY OF SCIENCE & TECHNOLOGY, TRONDHEIM

NEW BULGARIAN UNIVERSITY, SOFIA

Jukka Uolevi Hyönä

I received my PhD degree in psychology in 1993 from the University of Turku (Finland), where I now serve as a professor of psychology and the Dean of the Faculty of Social Sciences. My main research focus is on the use of the eye-tracking method to study various visually based cognitive tasks, including, reading and text comprehension, multiple object tracking, attentional capture and recognition of peripherally presented stimuli. The emphasis is on capturing how processing of visual stimuli evolves over time. To date, my most significant scientific contributions have been made to the study of how the eyes (and visual attention) are guided through a written text. In that domain, my studies tap into different levels of written language comprehension – from word recognition via sentence parsing to comprehension of long expository texts. I have also applied the method to study attentional processes and eye guidance during reading. My research has been published in journals such as Journal of Memory and Language, Psychological Science, and Cognitive Psychology. I have published more than 100 articles in peer-reviewed journals. I teach courses on cognitive psychology and psychology of language.

NORWEGIAN UNIVERSITY OF SCIENCE & TECHNOLOGY, TRONDHEIM

Ute Barbara Gabriel

I hold a doctorate in psychology from the Technical University of Berlin (Germany) and a habilitation degree from the University of Berne (Switzerland). Since 2006 I am a professor of social psychology at the Department of Psychology at the Norwegian University of Science and Technology in Trondheim (Norway). My research combines social psychology and cognitive psychology and my research activities within the Speech, Cognition and Language (SCaLa) group focuses on how gender is represented and defined by language. More specifically, I investigate how language, as a vehicle of representations, can highlight intergroup boundaries, and contributes to perpetuating gender stereotypes. Since 2005 I am involved in internationally funded projects on Gender Representations in Language and have coordinated NTNUs research activities in the Marie Curie Initial Training Network Language, Cognition & Gender (2009-2013). Furthermore, I have published on topics in moral judgments, emotional reactions to deviant behavior and discrimination and prejudice. I teach courses on social psychology and research design.

NEW BULGARIAN UNIVERSITY, SOFIA

Research interests
Relationship between language, action and perception; lateralization of cognitive processes; bilingualism; action processing and representation; mental imagery; semantic categories; speech production and comprehension.
Position
Assist. Prof. in Cognitive Science
Associate member of Laboratory for Cognitive Studies in Language, National Research Tomsk State University, Tomsk, Russia

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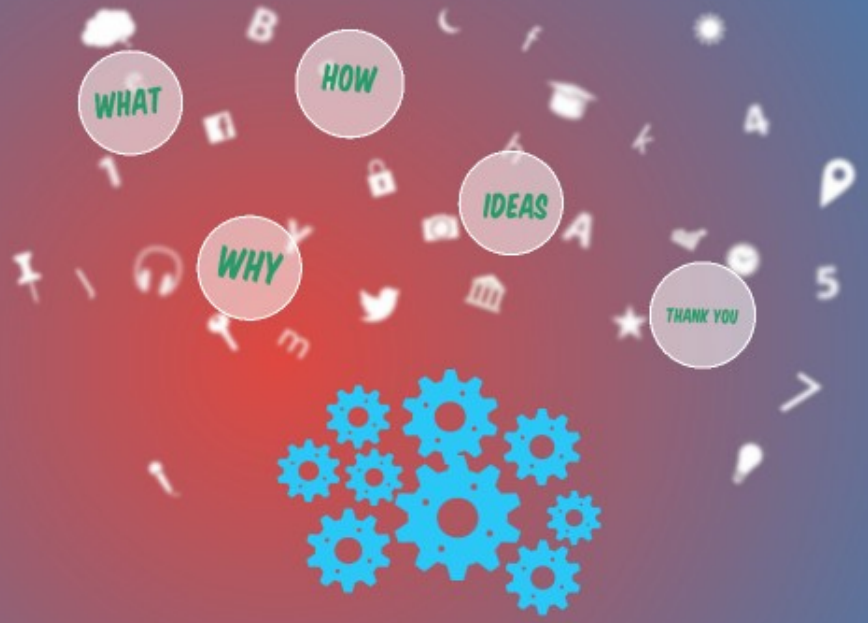

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QUESTIONS, IDEAS, DECISIONS, OUTCOMES


THANK YOU
Contact me: olga.nagel2012@yandex.ru
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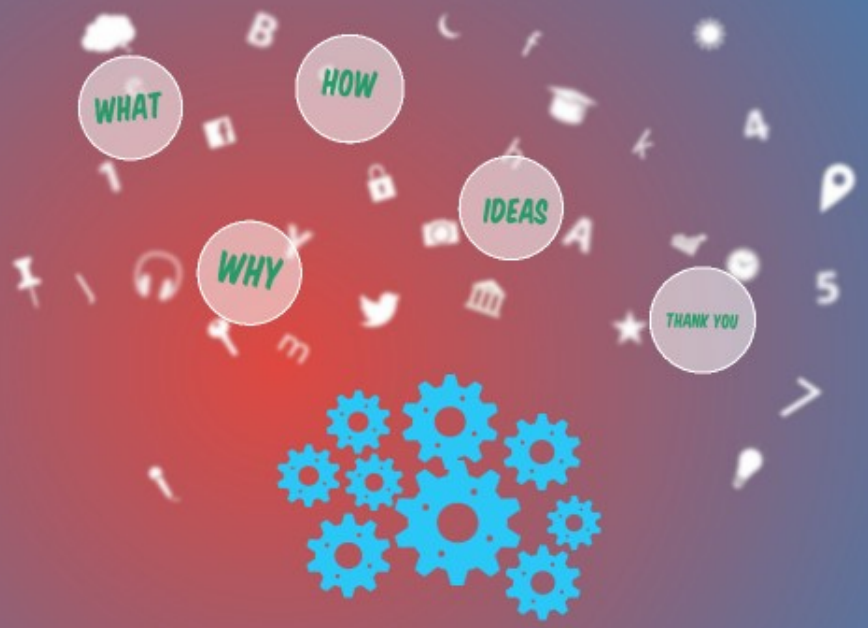

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