



Aalto University
School of Chemical
Technology

A Data-driven Investigation of Lecturing in ELF

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GlobE

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Overview

- Data
- Approach
- Findings
- Summary

Data

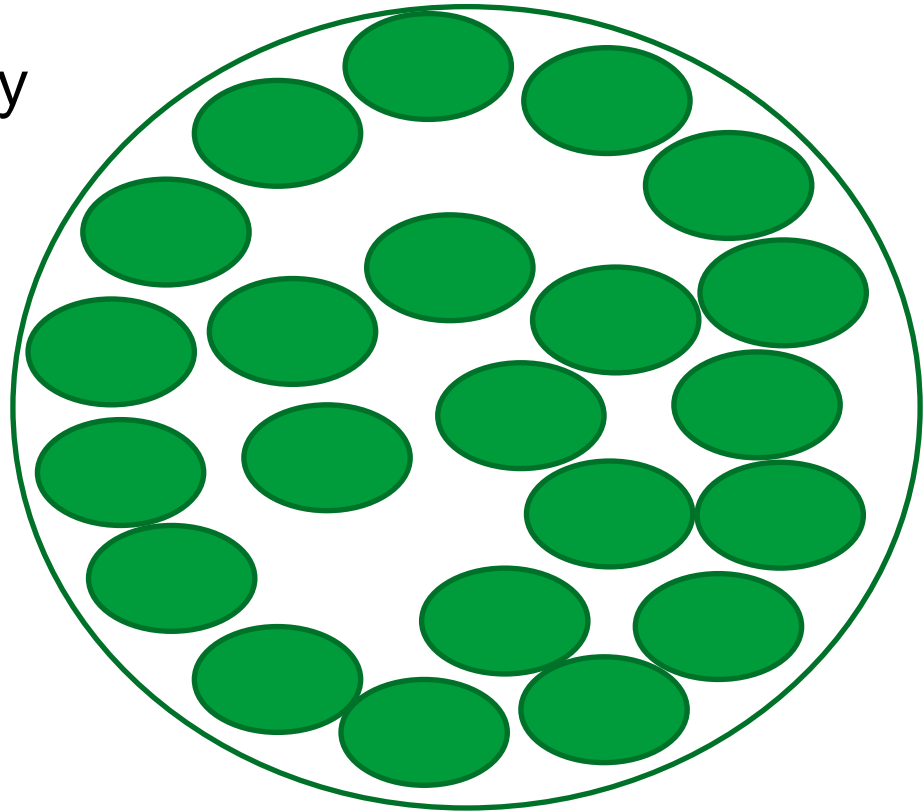
- 22 lectures
 - Master's level
 - Technical
 - ELF-situation
- 233 student questionnaires
 - Paper-based
 - Immediately after the lectures

Obtaining Comprehension Value through Student Questionnaire

	Agree	Somewhat agree	Somewhat disagree	Disagree
7. I understood the contents of the lecture well.	1(4)	2(3)	3(2)	4(1)
8. I did not understand the main contents of the lecture.	(1)	(2)	(3)	(4)
9. Most of the lecture remained unclear to me.	(1)	(2)	(3)	(4)
16. The contents of the lecture remained secondary since I concentrated on the language so much.	(1)	(2)	(3)	(4)
17. It was difficult to follow the lecture, but it had little or nothing to do with the language used.	(1)	(2)	(3)	(4)

Approach

- Exploratory case study
- Embedded units
- Informed selection



Organizing Data

Lecture Number	Comprehension value	Comprehension value average	Attendance	F	S	I	
06	15.50	3.10	6			6	CHALLENGING
20	16.00	3.20	24	17	2	5	
CL02	16.11	3.22	9	5		4	
08	16.67	3.33	6	1		5	
CL05	16.70	3.34	10	7	1	2	
CL19	16.73	3.35	11	8	1	2	
10	16.78	3.36	9	5	2	2	
12	16.88	3.38	8	7		1	
AL17	16.89	3.38	18	2	3	13	
07	17.00	3.40	6			6	
AL15	17.08	3.42	12	7		5	
16	17.38	3.48	16	9	1	6	
09	17.43	3.49	7	4		3	
22	17.47	3.49	15	9	3	3	
01	17.50	3.50	6			6	
13	17.50	3.50	10			10	
18	17.91	3.58	11	7	2	2	
AL21	18.05	3.61	19	17	1	1	
11	18.75	3.75	8	4		4	
03	18.78	3.76	9	5		4	
04	18.78	3.76	9	5		4	
14	19.25	3.85	4	2		2	

Locating Differences

- Transcription of selected lectures
- Comparison of the outlier lectures
 - Reading through the transcriptions
 - Viewing the lectures
 - Repeating the above until

Finding Questions...

	Lecture	Questions
Challenging	CL02	24
	CL05	47
	CL19	7
	Totals	78

Accessible	AL17	105
	AL15	8
	AL21	81
	Totals	194

...Control Acts...

	Lecture	Control Acts
Challenging	CL02	2
	CL05	22
	CL19	10
	Totals	34

Accessible	AL17	24
	AL15	28
	AL21	21
	Totals	73

...Repetition

	Lecture	Repetition
Challenging	CL02	62
	CL05	102
	CL19	149
	Totals	313

Accessible	AL17	231
	AL15	212
	AL21	199
	Totals	642

All of the Above

	Lecture	Control Acts	Questions	Repetition	Totals
Challenging	CL02	2	24	62	88
	CL05	22	47	102	171
	CL19	10	7	149	166
	Totals	34	78	313	425
Accessible	AL17	24	105	231	360
	AL15	28	8	212	248
	AL21	21	81	199	301
	Totals	73	194	642	909

Control Act Categories

Control Acts	Form-related aspects	Internal/external	Level of force*	Other
Directives (DD)	Imperative	Both possible	High	often a mental-verb connection
<i>/.../ mark this slide because this is really one of the key things here. /.../</i>				
Requests (DIR)	No imperative, yes interrogative#	Both possible	Lower	often personal involvement
<i>/.../ i would like each and every one of you, try, trying to find out what it means /.../</i>				
Advice (DIA)	Modality	Both possible	Lower	
<i>/.../ this is the one thing that you should understand about wood and fire /.../</i>				
Prohibitives (DPRO)	Negation	Both possible	High/Low	
<i>/.../ you don't need to think /.../</i>				
Inclusive (DINC)	“we + verb”	?	Lower	involvement
<i>/.../ we have to know the wood modifications /.../</i>				
Impersonal (DIMP)	Passive	External	Low	distance
<i>/.../ it is very important to understand how polymers behave /.../</i>				
Inclusive Prohibitive (DINCP)	“we + verb + negation”	?	Lower	involvement
<i>/.../ we don't need how to calculate these /.../</i>				
* The scale used here is high, lower, low.				
# The form in which requests manifest themselves does not include imperative by itself, since it is a request (<i>please, close the door</i>) rather than a command (<i>close the door</i>). Interrogative use in requests is common (<i>could you close the door</i>).				

/.../ when we talk about waste waters and their treatment as process water *you have to understand* why we have to treat the natural waters and what are the quality names of that and of course /.../

AL21

Question Categories

Audience-oriented

Information seeking/checking posed by the lecturer (QAI)

/.../ so did everybody understand this, this, this chart we were talking about /.../

Information seeking/checking posed by a student (QAIS)

/.../ what's the difference between fiber tracheids and normal tracheids /.../

Didactic elicitation (QAD)

/.../ so what does it mean now, too low water retention. what does it mean /.../

Invitation (QAO)

/.../ is there anything that to <SIC>quest</SIC> /.../

Content-oriented

Focusing (QCF)

/.../ what we have there. we have coating color where we have this dry matter mix there so it's in a way it's dispersion we have there a layer near /.../

Organizing (QCO)

/.../ how about temperature, so the temperature plays also important role we all know that /.../

L: strength per density of wood is much better than than for example steel which is much better than concrete however there are some better materials than wood *can you mention any.* with this measurement so strength per density and we could put that which is pretty close to weight

S2: glass fiber

L: glass fiber *where would we use glass fiber. where do we use it*

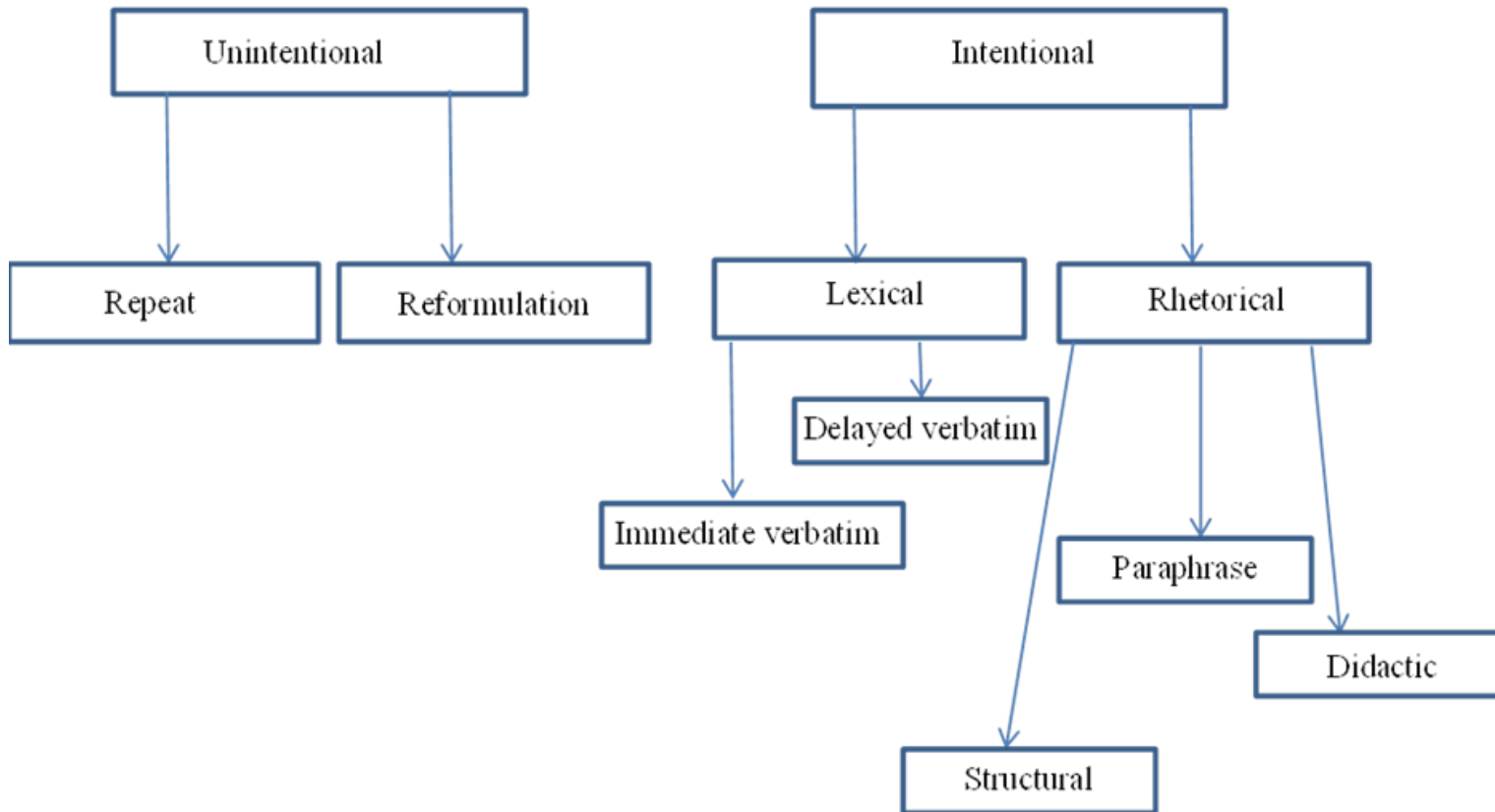
S2: boats

L: boats very good do you like boating.

S2: i do yeah

AL17

Repetition Categories



L: /.../ coniferous trees consist of three parts what three parts, lignin

S3: cellulose

L: *cellulose*

S5: hemicellulose

L: and *hemicellulose* what do they want to get rid of when they when they make pulp

S3: lignin

L: *lignin* and there are two left /.../

AL17

Summary

	Lecture Number	Comprehension value	Comprehension value average	Quantity of Interactional Features
CHALLENGING	06	15.50	3.10	
	20	16.00	3.20	
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	18	17.91	3.58	
	AL21	18.05	3.61	301
	11	18.75	3.75	
	03	18.78	3.76	
	04	18.78	3.76	
14	19.25	3.85		

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