Programme on 15 February 2016

09:00-9:30	Registration
9:30-10:45	Welcome and opening speeches Prof. Dr. Mehmet Karaca, Rector of Istanbul Technical University Andy Williams, British Council Regional Director **Opening Panel** Prof. Dr. Gülay Barbarosoğlu, Rector of Boğaziçi University Prof. Dr. Mahmut Ak, Rector of Istanbul University Prof. Dr. Mehmet Karaca, Rector of Istanbul Technical University
10:45-11:05	Audition ITU Turkish Music State Conservatory
11:05-11:35	Presentation of the report: **Part 1: Institutional Issues: Quality and medium of instruction** Richard West, British Council
11:35-11:45	Questions and Answers
11:45-13:00	LUNCH
13:00-13:30	**Part 2: Departmental Issues: ELT policy and practice** Richard West, British Council
13:30-13:45	Questions and Answers
13:45-14:00	Coffee Break
14:00-14:30	**Part 3: Student Issues: Motivation** Richard West, British Council
14:30 - 14:45	Questions and Answers
14:45-15:30	**Panel 1: The Challenges Instructors Encounter in School of Foreign Languages** Moderator: David Gwynne Harries Daniel Cupery, Istanbul Technical University Demet Özcan Bayram, Muğla Sıtkı Koçman University İlknur Kuntasal, Middle East Technical University
15:30-15:45	Questions and Answers
15:45-16:15	Coffee Break
16:15-17:00	**Panel 2: The Challenges Students Encounter in Preparation Classes** Moderator: David Gwynne Harries Nilüfer Ülker, Istanbul Technical University Rasheedah Mullings, Muğla Sıtkı Koçman University Zeynep Akşit, Middle East Technical University
17:00-17:15	Questions and Answers
17:15-17:30	Closing Session
17:30-18:00	Reception

Programme on 16 February 2016

09.00-09:15	Registration
09:15-09:30	Welcome and opening speech Prof. Dr. Burçkin Dal, Director of ITU School of Foreign Languages
09:30-10:15	**Presentation 1: How do we learn? Different Models and** **Their Consequences in Higher Education** André Giordan, University of Geneva
10:15-10:30	Questions and Answers
10:30-10:45	Coffee Break
10:45-11:30	**Presentation 2**: **Digital Technologies in Language** **Learning** Robert Ariew, University of Arizona
11:30-11:45	Questions and Answers
11:45-13:30	LUNCH
13:30-14:15	**Presentation 3: The University in 2050** André Giordan, University of Geneva
14:15:14:30	Questions and Answers
14:30-14:45	Coffee Break
14:45-15:30	**Presentation 4: Internationalising higher education:** **Practicing global education in universities** Qiang Zha, York University
15:30-15:45	Questions and Answers
15:45-16:00	Closing Session
16:00-17:00	Reception

Presentations by André Giordan

1. How do we learn? Different models and their consequences in higher education

Being a student constantly requires to observe, to understand, to decipher, to make research, to feel, to experience, to gather information, to memorize, and to mobilize the knowledge acquired, which is actually what learning is all about.

From the epistemological, cognitive and didactic approach, what do we know today about the mechanisms of learning? What are the keys to this strange process? What are the main models that attempt to explain it? What are their effectiveness and their limits? Which one of them could be applied to university studies?

Because learning is not just a simple recording of information, it is a process that is both natural and obvious, complex and paradoxical, often conflictual. The process of learning is based on our personality and what we already know. Many beliefs, ways of thinking, logical explanations and implications are to be challenged and put upside down in order to reach each student's mind.

Moreover, learning has become a challenge in our society in large mutation. Students are now condemned to learn continuously. How can the university help develop building of knowledge since each student is the "actor" of his own learning? The teacher cannot learn for him! What are the roles of motivation, desire, emotion, self-confidence or memory? Why do some students have so many difficulties to learn? How can we get the best of the incredible potential of the brain?

2. The university in 2050

2050 - it's already tomorrow! In the recent years the university system has been subject to a set of constraints that might be leading to a complete change of its academic and administrative organisation or Daily functions. This is an opportunity to share ideas about what is university today and what are the different evolutions it is experiencing.

Among the new developments that are introduced gradually, one can note the different digital inputs into teaching like through presentation with interactive whiteboards, all numerical tools and the access to documentation with the proliferation of databases among others.

The introduction of the Internet, smartphones, tablets and yet to come innovations may soon upset the organization of courses, and lead as well to the multiplication of "flipped classrooms".

Furthermore, the development of MOOC (Massive Open Online Courses), the Teds (Technology, Entertainment and Design) and SPOC (Small Private Online Courses) may transform totally the organization of studies itself, and lead to a demand for more and more of transversal and complex knowledge to face the challenges of a globalized and financialised environment. In addition, the development of cognitive, epistemological and didactic research brings new perspective on the very act of learning and on the situations, contexts and environments that are favorable to its display. What learnings - learn to do, learn to be, and learn to live together - will students have to possess in order to face new professional, personal and societal challenges? How could they learn more appropriately? How could they be evaluated more seriously? What roles could teachers play in (re)-setting the desire to learn, in the building of student's knowledge to enable them to overcome their difficulties or their obstacles? How will the studies be organized? What will become of the usual academic time-table, lectures and tutorials? And in the current context, what could be reformed? How can attitudes, structures or governance be changed?

Presentation by Robert Ariew

In the 50 or so years of its existence, Computer Assisted Language Learning (CALL) has undergone several transformations as Second Language Acquisition theories came into favor and technologies advanced. Warschauer wrote in 1996 that there were three distinct phases in CALL history: behavioristic CALL, communicative CALL and integrative CALL. Each phase adheres to an SLA theory (behaviorism, communicative approaches, collaborative language teaching) and a technology (mainframe computers, microcomputers with graphics and audio, multimedia computers and the Internet). Today we should add a fourth phase: sociocultural CALL where sociocultural approaches and mobile computing are taking us in a new direction.

Presentation by Qiang Zha

Internationalisation has become a trend in higher education everywhere. Often, it is a one-way "traffic," whereby education norms and practices based on the Western models are now becoming a global cultural ideal, which in turn results in the development of common educational structures and a common curriculum model across the world. If this process applies coercive pressure to the periphery systems, it raises critical questions at both thought and practice levels for internationalisation in the centre systems. Thus it is the time to revisit the theories, agendas and

actions that have been driving internationalisation in higher education. This presentation argues that we need to envision internationalisation beyond the needs of nation-states, but in relation to societies/civilizations; think about it beyond curriculum and pedagogy, but in connection with philosophy and epistemology in different societies/civilizations. This presentation contends to practice global education in universities in the centre systems, and draws on the concepts of "internationalisation at home" and "cultural capital" as well as the best practices identified in a number of Western universities to illustrate these arguments.

What will happen after the event?

The outcome of this event will be a shared understanding of the contribution of English language teaching to improving the quality of tertiary education in Turkey. We are planning to have face to face events with universities in Turkey to discuss the recommendations of the report further with other stakeholders as well.

How can you access the report online?

The report can be downloaded from our website http://www.britishcouncil.org.tr/en/teach/elt-publications/he-research from 15 February onwards.

Presenters and panellists

Richard West, Consultant

After teaching English for Specific Purposes in Africa and the UK, Richard West spent 20 years in teacher training at the University of Manchester, as well as working on projects for the British Council and examinations providers such as Cambridge Assessment, where he was lead consultant for the development of the Certificate of Advanced English (CAE). In 2005 he established ABC Language Consultants, which provides consultancy services in evaluation to the British Council and other major companies and institutions. As well as his work in Turkey, he has recently completed baseline studies on English in the universities of Russia and Ukraine.

Prof. Dr. André Giordan – University of Geneva

André Giordan is a professor at the University of Geneva where he founded the Laboratory of Didactics and Epistemology of Science. As a former primary, secondary and high school teacher, he is currently a consultant and trainer for several national organisations in France, Switzerland, Belgium, China, and Quebec and international organisations such as European Commission, UNESCO, etc. and is a curator of exhibitions.

André Giordan is known for his work on how knowledge is elaborated, both in school and outside of school, as well as during scientific research. He is especially recognised for his study of conceptions, i.e. learners' ideas, ways of reasoning and questions, and has promoted an original model, the allosteric learning model (nominated by the Grameyer Award). The model reformulates the constructivist approach. In practical terms, it provides tools and resources, specifically a didactic environment for teaching, training and popularizing science.

His work has mainly focused on three areas:

- science and technology teaching,

- environmental and sustainable development education,

- health education and the teaching of patients.

His ideas have been integrated into many other areas and contributed to the transformation of school environments. Further… they allow us to rethink museums, science popularisation and the training of teachers, engineers, journalists, doctors and other health practitioners.

Also, he developed much research on the scientific method itself, and on the history of scientific

concepts, for example respiration, fertilization, and sexuality, as well as regulation. Such epistemological research completes his scientific work. In particular, André Giordan helped model the goldfish's hydro-mineral equilibrium and thus contributed to the understanding of regulatory mechanisms in living organisms, including humans.

Overall, his historical and epistemological research led him to develop the concept of physionique. Following up on bionics, it allows us to « extract ideas » on complexity, uncertainty and organisation from our knowledge of living creatures. Concretely this idea is illustrated by so-called « learning » companies.

Currently, on the one hand, he is working on paradigms, i.e. the foundations of our thought, which are considered as the self-evident, «logical» links underlying our conclusions and choices and which are never questioned. On the other hand, with regard to social mutations, he is interested in emerging knowledge. To encourage these new fields of knowledge, he founded the International Days on Scientific and Industrial Communication, Education and Culture (Journées internationales sur la communication, l'éducation et la culture scientifiques et industrielles), which are now reaching their 25th session as well as the CECSI (Communication, Education et Culture Scientifiques et Industrielles) network.

A few references :

- For students :

A. Giordan, J. Saltet, *Apprendre à apprendre*, Librio, 2007

    A. Giordan, J. Saltet, *Apprendre à prendre des notes*, Librio, 2011

    A. Giordan, J. Saltet, *Apprendre à réviser,* Librio, 2012

    - For teachers :

A. Giordan, *Apprendre !* Belin, 2002

Prof. Dr. Robert Ariew – University of Arizona

Robert Ariew is Professor of French and Second Language Acquisition at the University of Arizona, USA. He was Chair of the Second Language Acquisition and Teaching (SLAT) Interdisciplinary Ph.D. Program from 2010 to 2015. He participated in SLAT since 1992, directing over 30 dissertations. He was also Head of the Department of French and Italian at the University of Arizona.

His publications are in the area of the use of technology in second language teaching and learning. He has published many articles and chapters in such venues as: Computer Assisted Language

Learning, CALICO Journal, Computers and Education, System and the ACTFL Foreign Language Education Series. He has also been the author or co-author of textbooks and software published by Pearson Publishers, Heinle and Heinle, Houghton Mifflin and DC Heath.

His courses on technology and foreign language teaching and materials development are well attended and are used by several programs at the University of Arizona.

Associate Professor Qiang Zha – York University

Qiang Zha is an associate professor at Faculty of Education, York University, Canada. He holds a PhD (Higher Education) from the Ontario Institute for Studies in Education (OISE) of the University of Toronto and a MA (Comparative Education) from the Institute of Education, University of London. His research interests include Chinese and East Asian higher education, international academic relations, global brain circulation, internationalisation of higher education, globalisation and education, differentiation and diversity in higher education, theories of organisational change, knowledge transfer and commercialization, and international migration and development. He has written and published widely on these topics in journals such as Compare, Higher Education, Higher Education Policy, Higher Education in Europe, Harvard China Review, and as books or book chapters. In 2004, he was a co-recipient of the inaugural IAU/Palgrave Prize on Higher Education Policy Research. His most recent books include a co-authored book (with Ruth Hayhoe et al) Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education (Comparative Education Research Centre, University of Hong Kong and Springer, 2011), and three edited volumes Education and Global Cultural Dialogue (co-edited with Karen Mundy, Palgrave Macmillan, 2012), Education in China. Educational History, Models, and Initiatives (Berkshire Publishing, 2013), and Canadian Universities in China's Transformation: An Untold Story (co-edited with Ruth Hayhoe and Julia Pan, McGill-Queen's University Press, forthcoming). He is currently working on a new book titled Massification and Diversification of Higher Education in China: An Exploration of State, Market and Institutional Forces, which is to be published by Routledge.

Daniel Cupery – Istanbul Technical University

Daniel Cupery has worked in the field of ELT for 25 years, and 22 years of that has been at ITU. During that time, he has had the chance to teach every part of the prep program to students at all levels and also teach in the faculties in the Advanced English program. He was also coordinator for foreign teachers for three years when ITU's prep program jumped from 3 native speaker teachers to

20+ native speakers. His favorite part of ELT, however, is testing, and he has been an exam proofreader and a level tester, and he is currently head tester.

Demet Özcan Bayram – Muğla Sıtkı Koçman University

Demet Özcan Bayram has been working as an instructor at Muğla Sıtkı Koçman University School of Foreign Languages since 1994. She graduated from Hacettepe University Department of English Language and Literature. She has a Master's degree in English Language Teaching on "Vocabulary Retention" from Muğla Sıtkı Koçman University.

She has worked as a member of Curriculum Unit for nearly 2 years. She has attended several seminars and conferences in the field of ELT.

İlknur Kuntasal – Middle East Technical University

İlknur Kuntasal graduated from the English Teaching Department in Middle East Technical University (METU), in 1996. She then started her teaching career at the Department of Basic English (DBE), METU, where she also completed a two-year course for overseas teachers of English. In 2010, she volunteered to take part in the mentor training program at her institution, where she mentored in cooperation with the Teacher Education Unit the newly recruited teachers during their probation period. After joining the mentoring community for a year, Kuntasal started her training career in the Teacher Education Unit of the institution, where she has been coaching novice and experienced teachers during their first years at DBE. Since her employment at DBE so far, Kuntasal has taught English to preparatory students as well as to adults at varying levels of language proficiency in multi-national and –cultural settings. Since her active involvement in mentoring and training programs, she has been designing and implementing teacher training programs to help teachers develop themselves on personal and professional grounds. Her major academic goals are based on her learning and teaching philosophies, both of which aim at enhancing learners' and student teachers' personal qualities and at raising their awareness of learning from each other in an environment conducive to developing through ongoing mutual feedback provided for and received from both parties. In addition to her RSA Diploma, Kuntasal holds a Master of Arts degree on 'Teaching Language as a Foreign Language' from Bilkent University.

Nilüfer Ülker – Istanbul Technical University

Dr. Nilüfer Ülker has been working as an instructor at Istanbul Technical University School of Foreign Languages since 2002. She worked in the Curriculum Development Office between 2006 and 2008 and worked as the Dual-Diploma Intensive English Program Coordinator between 2008 and 2015. Dr. Ülker graduated from Hacettepe University Department of English Language Education. She has a Master's Degree in Teaching Turkish as a Foreign Language from Istanbul University, and she completed her Ph.D in Educational Administration and Supervision in the Institute of Educational Sciences at Marmara University. She was at Montana State University as a post-doctoral research scholar between July and December 2015. As an accreditation reviewer, her main areas of interest are quality and accreditation in higher education.

Rasheedah Mullings – Muğla Sıtkı Koçman University

Rasheedah Mullings is an instructor and Coordinator for Foreign Language Instructors of English at Muğla Sıtkı Koçman University in the School of Foreign Languages. Her focus is on communicative English and preparing students for entrance to their respective departments following preparatory school. She has been teaching in the department since 2011. Prior to coming to Turkey, she served as Program Coordinator for the Consulting Unit at the Association of Governing Boards of Colleges and Universities in Washington, DC which aims to maintain university autonomy and provide research and education on university best practices in management. Between 2003 and 2006, she also served as a Project Coordinator doing research and organising fundraising efforts for the Arizona State University President's Office of University Initiatives where her focus was on writing and developing projects to increase and raise awareness about the university's connections to the greater community. Rasheedah was born and raised in Washington, D.C., has a degree in Sociology from Arizona State University and currently lives in Muğla where she teaches, develops communicative curriculum and assessments and continues her work and studies in Sociology.

Zeynep Akşit – Middle East Technical University

Zeynep Akşit is an instructor at the Department of Basic English, Middle East Technical University (METU). She has a Master's degree in Teaching English as a Foreign Language from Bilkent University, and she is a doctoral candidate in Foreign Language Teaching at METU. Her main areas of interest are testing and evaluation.

Ms. Akşit has been working as a leading member of the Research and Development Unit within the School of Foreign Languages at METU in the last three years. During this time, she has carried out research projects on standardized assessment, program evaluation, and needs analysis. Currently she is involved in a project on high-stakes assessment.