

CONFERENCE SCRIPT

Date: 21st August

Writing for Employability

1	Title Frame	<p>Writing for Employability Dr Mike Howarth Support Tutor Final Year Research Project BSc Education School of Education 19th Annual Learning and Teaching Conference Middlesex University Learning for life - meaningful assessment for the changing world of tomorrow 6th Sept 2019 <i>video: iPad Pro Pages feedback</i></p>	Notes Search for iPhone of tutorial sessions in previous videos	Timecode reference
2	V/O	<p><u>Screen Text: Online Clean English Feedback before Academic Writing Online</u> Clean English. A clear simple writing style is / I believe / at the heart of good communication / the heart of a good job interview and / employ- ability. <u>Screen Text: Introduction</u> In this session / I argue a combination of / new online technology and /</p>	Introduction	13.00
3		<p><u>Screen Text: Clean English methods</u> tricks of the trade of a jobbing writer / as I am / can help students to write well and make aca- demic writing / easier to achieve. <u>Video: iPad Pro</u></p>		19.14
4		<p><u>Screen Text: iPadPro Pages Smart Annotation Apple Pen QuickTime video</u> The iPad Pro / gives that over the shoulder writing advice / students deserve.</p>		29.19
5		<p><u>Video: iPad Pro</u></p>		
6		<p>Personal advice is usually the preserve of tutor based universities / and top management. <u>Stills: screen recording buttons</u> But online / delivered to the student's smart phone <u>Audio: Hello Ifrah</u> fast feedback/ private / personal / replayable on demand is possible <u>Audio: This is just chance to go back</u></p>		
7		<p><u>Stills: software resource video tutorial</u> <u>Screen text: SHOW & TELL-software RESOURCE- videos TUTORIALS-audio</u></p>		
8		<p>The session is about three levels of support Individual Feedback videos to each student / Resource videos for the tutor group I had 19 students last year / and recording face to face tutorials /</p>	Symposion Session Summary three kinds of of stu- dent writing support	58.24
9		<p><u>Video: iPad Pro me talking</u> <u>IN: We've got the subject verb object</u> <u>OUT:we've got the result</u></p>		xxxxx
10	V/O	<p>First What can the iPad Pro do? <u>Screen text: Show & Tell</u></p>	iPadPro Functionality	1.22.00
11		<p><u>Video: iPad Pro close up</u></p>		

12	V/O	Choose Smart Annotation		
13		<i>Video: iPad Pro close up</i>		
14		And the annotation pallet appears at their bottom of the student's page		
15		<i>Video: iPad Pro close up</i>		
16		Now start the screen recording software Video records the process so a student can review and replay the advice.		
17		<i>Video: iPad Pro student's mark up text me talking</i> <i>IN: We've got the subject verb object</i> <i>OUT:we've got the result</i>		
18		So student's own writing / emailed to the tutor is used / to <u>show</u> more effective communication methods	Summary technology	1.58.00
19		and / <u>tell</u> the reason why / reinforced by the pen as pointer / the voice / and reminder text at the side		
20		<i>Screen text: A few lines of text corrected only</i> and specifically / identifying repetitive patterns. Students have to correct the rest of the paper. Feedback is not an essay writing service.		
21		Lets a look at some of these writing patterns that get in the way of Clean English Just three for now. <i>Visuals: Example 1 argument in a sentence</i> The argument in a sentence. Its just got to be spit up / one subject / one verb / one object	Writing Patterns that cause problems	2.20.14
22		<i>CLIP xx IN: This sentence</i> <i>OUT: xxx DUR: xx"</i>		
23		<i>Visuals: Subject Verb Object</i>		
24		The key subject at the end of the sentence. <i>Visuals: Example 2 Key subject at the end</i>		
25		<i>CLIP x IN: xxxxx</i> <i>OUT: .xxxxx DUR: x"</i>		
26		The prepositional sentence where the subject hides in the middle <i>Visuals: Example 3 First word a preposition</i>		
27		<i>CLIP xx IN: xxxxxxxx</i> <i>_REG OUT: xxxxxxxx DUR: xxx</i>		
28		<i>Screen text: Spoken English</i>		
29		What these three examples demonstrate is a narrative Style. It's Spoken English an inner voice speaking tumbling out on to the page The use of <u>This</u> is a dead giveaway It's story-telling.	SUMMARY An Oral Story-telling Spoken English World.	2.55.19

30	V/O	<p>Because my main point / academic argument and critical analysis mean very little to students living in an / <u>Oral / Storytelling / Spoken English World.</u></p> <p><u>Screen Text: Clean English methods</u> The experience (My experience!) is that teaching Clean English must come first.</p> <p><u>Visuals: Academic cohesion</u> <u>Screen Text: Really useful academic writing word</u> Some simple guidelines arise from Show and Tell of the patterns / Critical argument and that academic stuff can follow afterwards.</p> <p><u>Screen Text: Start the Year start small</u></p> <p>During the year you've got to start small. Students begin the final year research project course filling in the proposal form. There's a lot going on. Everybody is very keen. Everybody is enthusiastic But they're also extremely nervous and so I carry out a series of activities that run through the year starting here using</p>	Sequence during the year	3.47.17
31		<p><u>Visuals: proposal form</u> <u>Screen text: Short title Research question Aims and Objectives defined.</u> Simple sentences not bullet points phrases. One subject one verb one object / one idea per sentence.</p>		
32		<p><u>Visuals: scan down proposal form</u> <u>Screen text: Third person First person for personal explanation rationale</u> And as they revise their proposal forms / there are other suggestions that emerge as students edit rethink and resubmit</p>		
33		<p><u>Visuals: screen videos</u> <u>Screen text: Resources Videos</u> I'd like to move on now to the second element of writing support the Resource videos / During the year videos are distributed stage by stage only getting to</p> <p><u>Screen text: Cohesion</u> argument structure and cohesion as write up starts after Christmas</p>	Resource Videos	4.23.00
34		<p><u>Visuals: first</u> <u>Screen text: xxxxxxxx</u> Beginning with how to get to the tutorial room Those students who arrive late or never arrive for the first tutorial? Must be avoided at all costs.</p>		4.35.00
35		<p><u>Visuals: iShowU</u> <u>Screen text: How resource videos are made</u> Let's look at how the support video are made Another useful software to you might be iShowU which is Mac Software / remarkably flexible. And there's various version for the PC</p>	_How resource videos are made	4.49.00

36	V/O	<u>Visuals: iShowU Graphics</u> But what you can do is you can set central recording area and drag assets into a central screen record area and you can use student's work to put in that area		
37		You can even create a simple autocue to keep your message brief and too the point		
38		<u>Visuals: survey poster 2016</u> I used this software for feedback in previous years before I used iPadPro	Conference Poster	5.29.00
39		<u>Visuals: poster feedback close up</u> And the students like this method		
40		And I presented this Poster in a previous year		
41		Let's move on to the third resource / face to face tutorials / only three or four during the year!! <u>Visuals: Desk and iphone</u> <u>Screen text: Tutorials with self-recorded feedback</u> <u>Audio: student speaking</u> What I do encourage students to bring along their smart phones <u>Screen text: A flat tutorial table acts like a giant microphone</u> hear their own voice to encourage speaking clearly and presenting ideas clearly too	Tutorials with self-recorded feedback	5.45.00
42		And finally some of the Tricks of the trade / Essentially <u>Screen text: Self Editing</u> self-editing ways to get look at your writing afresh	Tricks of the Trade	6.05.00
43		<u>Screen text: Take a Walk</u> Take a walk		
44		<u>Screen text: Think about what you want to say</u> and think about what you have written		
45		<u>Visuals: student walk and reading</u> <u>Screen text: read out aloud</u> Read out aloud		
46		<u>Visuals: Student looking down on computer</u> and one idea I tried for the first time / asking a student to stand up and look down on their work. Essentially from a different angle		
47		<u>Screen text: Take a fresh look from a different angle</u> It's a reminder that mind and body are connected / They are embodied activities metaphors of getting a different viewpoint on your writing		6.29.00
48		<u>Visuals: BBC School Radio script writers & presenters</u> Some of the tricks I've come across working with media professionals I've worked with		
49		MDX students can now have that opportunity.		

57	<u>CREDITS</u>		
	<i>Visuals: home studio</i>		
	Brief Biog Teacher BBC School Radio: Senior producer MDX PhD: Multimedia Interfaces from BBC School Radio Multimedia HND: Course leader MDX Work Based Learning: Tutor & video projects UCL HEA Fellowship Courses: Video teaching consultant MDX School of Education: Support tutor		
58	Current Projects Project Director: Heritage Lottery Oral History Alan Davie RA MBE Organiser: School Radio Archive at the British Library Project Howarth, M. S., 2017. Teaching Like a Video Journalist Thinks Internet Learning, [Online]. Vol 5, No 1 Fall 2016/ Winter 2017, 47-67.		
59	ENDS	DUR: 7.10	

CONTEXT

The Role of School Radio in teaching skills and standards

School Radio went in 1993, closed down in the Birt years as part of what seems a removal of education to schools and training of staff from the BBC's Reithian objectives. 30 School Radio producers left. A small commissioning unit and web page from Salford is all that is left of nearly 90 years of top quality service to education. In 2008 a Green Plaque was installed at 1 Portland Place.

This loss to Education, the BBC's future listener base and the value of listening, is now being questioned.

I discover a group of staff researchers at Westminster Communications and Media Research Institute (CAMRI) are researching amongst other media issues the BBC's commitment to diversity.

A staff PhD research project is in progress. In the middle of events, what was I being asked to do? I'd like to know what I observed is fact or fiction. Did KPMG consultants engineer this national decline in education resources. Was it true Margaret Thatcher did not want the BBC involved in the National Curriculum? Was the money used to fund Radio 5?

BBC School Radio at the National Radio Archive British Library

The British Library is recognising the lack of archive evidence of the BBC School Radio output - that rich audio experience in the classroom. Retired colleagues lead by Peter Ward are gathering audio, publications artwork and media methods including the Radiovision collection.

The contribution of School Radio that interests me the catalogue the skills and methods evolved by teachers as they moved out of the classroom to create learning resources at a professional level. Driven by a concern that a rich national asset has been casually thrown out with the Birt bathwater and not replaced in the current media contractor model.

Coming from the building sites of Rochdale, with a passion for environment, nature and geography teaching, to work with top wordsmiths at the BBC is an experience and privilege worth sharing.

The session is an example of what happens when a teacher who can't spell or write gets a lucky break.

** See BBC Radiovision at UCL institute of education library archive

<https://m.youtube.com/watch?v=FrYvFY-lgls>

and video available at

mhmvr.com

@ Dr Mike Howarth