
‘How can I help?’ What impact does our language have on student perception, understanding and the development of academic skills?

— Sam Thomas
Learning Development Tutor —

Why focus on language?

- Background in libraries – helping, supporting and finding information
- Learning development – what's different? What's the same?
- Critical discourse analysis (Fairclough, 2010)
- The University context
- Our role
- Our language
- Authority
- What does this mean for us?

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THE SOCIAL ENTERPRISE MARK
THANK YOU FOR PLAYING

OUR VALUES

DELIVERING
a student experience of the highest quality
ENTREPRENEURIAL
the commitment to innovation, value for money and financial sustainability

VALUING
opportunity diversity, a global perspective, inclusion and equality for all

ENABLING
a culture of empowerment, responsibility, tolerance and excellence

LEADING
enhancing the economic, social, cultural and creative life of those we work with across the world

OPENNESS
transparency, adaptability, resilience, celebration of success

PERFORMANCE
through continuous staff development and investment

OPERATIONAL PLAN

- Setting Targets
- Resourcing
- Measuring Progress
- Accountability



OUR VISION

By 2020 our student experience is outstanding, motivated by a desire to set exceptional standards, cutting edge digital technologies and a unique, future focused learning and teaching model. Our social impact and support for public and private sector enterprise and skills development; purposeful research and civic engagement is acknowledged as world leading

**TRANSFORMING LIVES
INSPIRING CHANGE**

SUPER SUPPORTIVE

ON YOUR SIDE & INCLUSIVE — ENCOURAGING & CARING

FUTURE FOCUSED

INNOVATIVE & AMBITIOUS

FORWARD THINKING & VISIONARY

SOCIAL IMPACT

CAN-DO ATTITUDE & POSITIVE IMPACT

PURPOSEFUL RESEARCH

- More market driven and customer centric
- Real term E reduction in fees
- Demand will become increasingly unpredictable
- Digital disruption
- High fixed costs
- Future of work
- Winners and losers

- Create a unique Learning and Teaching model
- Get smarter using technology and data
- Become more adaptable, flexible and resilient
- Diversify and grow revenue streams
- Collaborate to compete
- Invest wisely
- Fulfil our Mission ✓
- Be impactful
- Transform to a digital world
- Thrive!



THESE CHALLENGES MEAN WE NEED TO SO WE CAN



Do the right things, in the right way, with the right people, for the right reasons.



What is our role?

University of Northampton vision:

'Super-supportive': on your side and inclusive - encouraging and caring

ChANGE Framework of Graduate Attributes:

Self-direction, problem-solving

What does 'super-supportive' look like when developing independent learners?

The role of language(s)

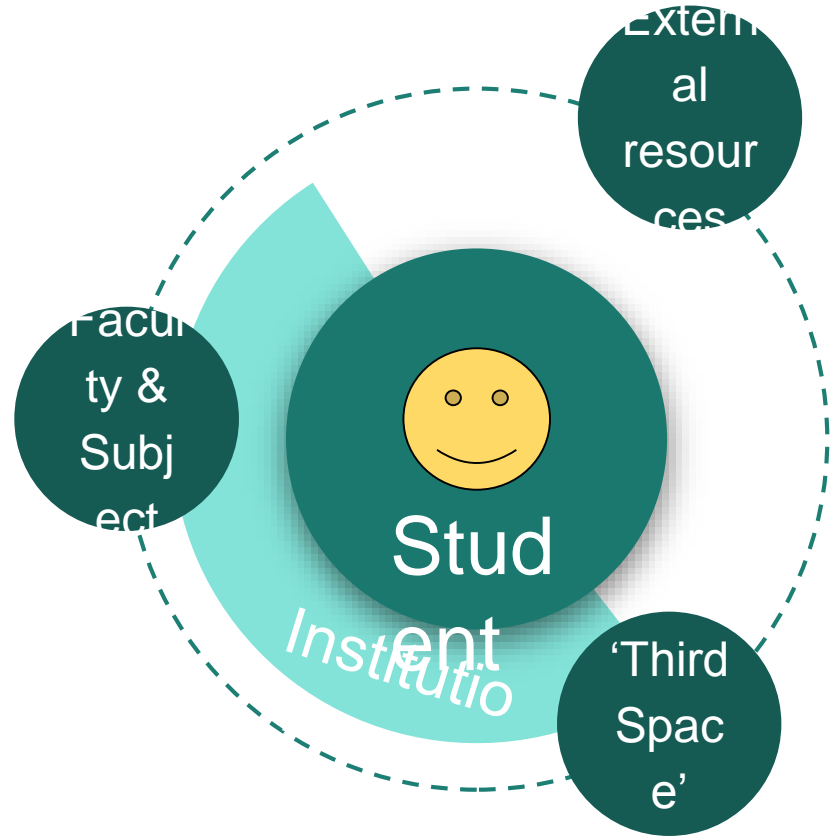
Learning development / writing centre approach:

- Modes of language - direct instruction; motivational scaffolding, cognitive scaffolding (Thompson, 2009)
- Teaching through questions (Limberg et al., 2016)
- Use of pronouns (Pantelides and Bartesaghi, 2012)
- Importance of body language (Thompson, 2009; Beattie, 2013; McNeill, 2005)

You, me and authority

How do we position ourselves in relation to:

- The institution
- The faculties
- Other 'third space' colleagues (Whitchurch, 2012)
- The student?



Consultancy, collaboration and control?

What is the students' understanding of our role and how does that affect their perceptions and expectations?

How do we know?

'How can I help?'

Refocus on the student - what is their role in the interaction?

What would **you** like help with today?

Is there anything **you** need?

What are **you** working on?

What would **you** like to focus on?

Summary

- Think about the impact of your choice of words
 - Emotional impact
 - Pedagogical impact
 - What messages do they send about our role in their learning?
- Research: how can we find out more about the impact (or not) of our language?

References

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