

Introduction

The 21st-century education system has seen changes: teaching institutions have moved towards curricula built upon learning outcomes; universities pay much attention to supporting teaching and learning, as well as improving the quality of teaching (Biggs, Tang 2011). At the University of Tartu, there are many discussions on how to make learning and teaching effective and prepare students for entering the labour market. To this end, the documents on *Good Practice of Teaching* (GPT) and *Good Practice of Learning* (GPL) have been published.

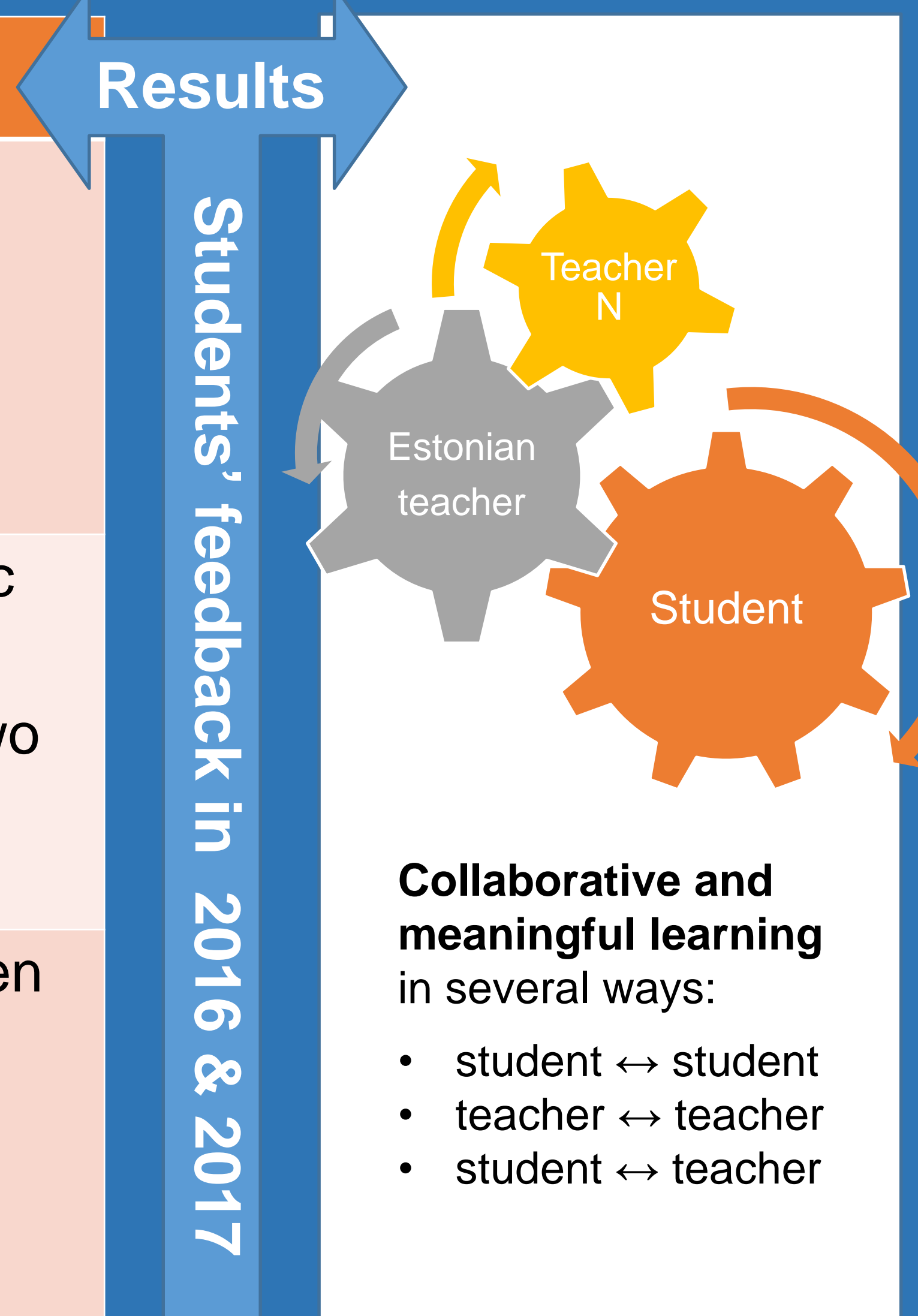
We focus on the outcomes of developing a compulsory subject *Estonian for Academic Purposes* throughout four years in the light of Scholarship of Teaching and Learning. **The objectives are to show (i) what and how we changed, (ii) how we evaluate the results, and (iii) how we plan to proceed.**

Input for continuous development of the subject was gained from peer-review of teaching (communities of practice), students' feedback, and teachers' reflection journals (e.g. Kember 2000).

Course description and details for academic year 2017/2018

The course is developed around a field-specific approach, covering various methods of writing and reading academic texts (e.g. process-writing) and teaches orthography and usage of digital resources in a needs-based way.

- Around 1100 BA students in 33 groups
- Taught by 11 teachers of the Institute of Estonian and General Linguistics
- One semester = 3 ECTS

Topic	Before 2013	2014–2017	Results
Orthography	<ul style="list-style-type: none"> ✓ Traditional exercises in workbook (incl. words and sentences without context) ✓ Covered as separate topics ✓ Teacher has higher responsibility in providing correct answers 	<ul style="list-style-type: none"> ✓ Authentic texts (incl. texts written by students) ✓ Need-driven approach ✓ Self-directed student (active use of digital language resources) 	 <p>Collaborative and meaningful learning in several ways:</p> <ul style="list-style-type: none"> • student ↔ student • teacher ↔ teacher • student ↔ teacher
Academic texts	<ul style="list-style-type: none"> ✓ Discussing different types of texts in general ✓ A summary relying on two sources (about 10 pages) ✓ Result-oriented writing 	<ul style="list-style-type: none"> ✓ Discussing good models of academic texts ✓ A problem-based essay relying on two sources (3 to 5 pages) ✓ Process-oriented writing 	
Presentation	<ul style="list-style-type: none"> ✓ Linguistic topic provided by the teacher ✓ 15 to 20 minutes ✓ Feedback 	<ul style="list-style-type: none"> ✓ Linguistic or field-specific topic chosen by the student ✓ 5 to 10 minutes ✓ Feedback and reflection 	

Why?

- Teacher-centered approach → student-centered approach
- Higher expectations to develop students' writing skills and digital competence
- Students' constructive feedback (e.g. repeating high school, not field-specific) and low motivation
- Teachers' low motivation to continue the old way

Orthography

- Great teaching methods
- I will take into use the summary tables that we made together for memorising various rules
- There could be even more orthography

Academic writing

- It felt safe to practice
- I liked the writing groups; it is possible to make progress yourself when giving feedback to others
- My writing group could have been better
- The instructions for the essay should be revised
- Citing has always been very stressful for me, now I'm not afraid anymore

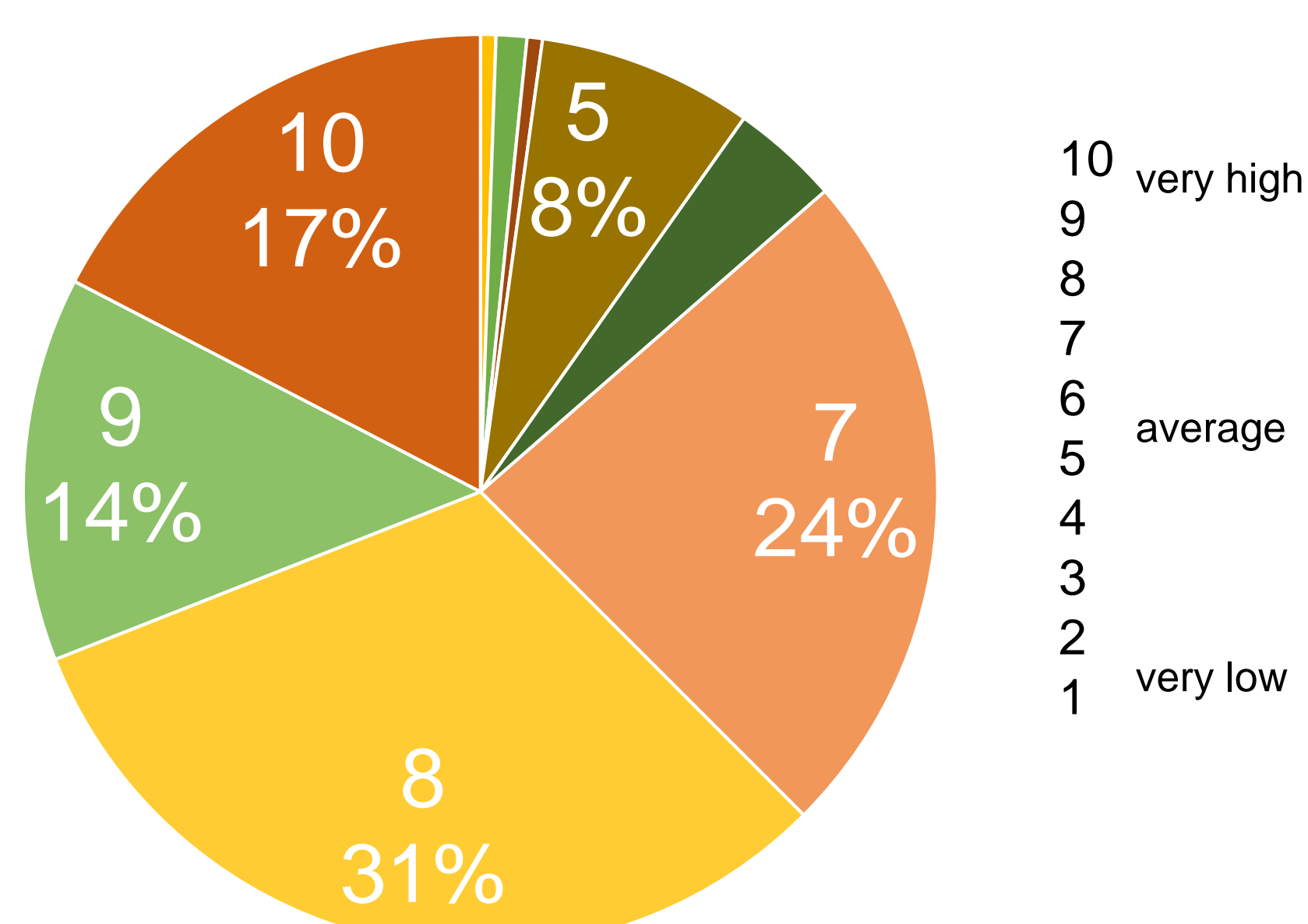
Presentation skills

- Confidence for future presentations
- Reflection was useful for learning how to develop one's skills further
- I liked the feedback given by others
- A short presentation is a big enough challenge

Students' motivation and expectations

(collected in the first class of the semester 2017/2018 after an introduction to the course)

Students' motivation (N = 184)



Repeat orthography (but not high school Estonian classes), e.g.

- punctuation, capitalisation
- text composition, cohesion
- style

Develop academic writing skills, e.g.

- citing
- using research databases

Develop oral self-expression (with a focus on academic presentation)

References

Biggs, John, Catherine Tang (2011). *Teaching for Quality Learning at University*, 4th Edition. SRHE and Open University Press.
 GPL = *Good Practice of Learning*; www.ut.ee/et/taiendusope/opetamise-hea-tava.
 GPT = *Good Practice of Teaching*; www.tyye.ee/et/oppimiseheatava.
 Kember, David (2000). *Action learning and action research*. London: Kogan Page

Further discussion

- Seeing usage possibilities of the skills given in the course rises students' motivation → explain the usage possibilities of the course
- Prerequisite for writing academic texts is reading research papers → compose varied reading-tasks?
- How to encourage active learning in large lecture theatres? → e.g. give more groupwork
- Giving individual feedback is time-consuming → giving feedback in groups?
- Evaluation has to be based fully on learning outcomes → update self-, peer- and teacher assessment tools