



Research on the Application of “Learning by Design” Pedagogy to the Course of Tourism Translation

Presenter: Chen Xiao (1904593)

Aims

To study on whether the “Learning by Design” pedagogy is applicable and effective in the teaching of public signs translation which is one part of the course “tourism translation”.

Rationale and main concepts

The advance of technology has changed the landscape of literacy based on reading and writing to multiliteracies involving linguistic, visual, aural and gestural modals as proposed by New London Group (NLG). The instructional modes have to change accordingly.

The “Learning by Design” pedagogy based on NLG’s multiliteracies pedagogy is supposed to be able to provide scaffold for teaching tourism translation as tourism texts are characterized by multimodality.

Ethical Issues

- ✚ Consent forms will be provided to participants.
- ✚ Questionnaires and interviews will be anonymous.
- ✚ All the data collected will be taken with full confidentiality.

Evidence

- ✚ Observation notes from classes
- ✚ Students’ quiz results
- ✚ Students’ design works
- ✚ Students’ responses to the questionnaires
- ✚ Peer teachers’ feedbacks to the class

Settings

- ✚ Hunan Institute of Engineering.
- ✚ Second-year English majors.
- ✚ The course title is “Tourism Translation”.



Analysis

The students’ quiz results, design works and presentation performance as well as the teachers’ observation notes will be compared and analysed to identify which method is more effective.

Methods

The teaching procedures follow the four components of the Learning by Design pedagogy. Students do Powerpoint presentations regarding public signs translation in group. Classes will be observed.

Week 1-3:

Syllabus designed;
Students’ data for
presentation
collected

Week 4-6:

Classes taught
and observed

Week 7:

Students’ quiz;
Questionnaires
& Interviews

Week 8:

Data analysed;
Project Report
written

Reference

- Cope, Bill & Mary Kalantzis. (2015). ‘The things you do to know: an introduction to the pedagogy of multiliteracies’. In Bill Cope & Mary Kalantzis (eds.) A Pedagogy of Multiliteracies: Learning by Design. Hampshire: Palgrave Macmillan. pp. 1-36.
- New London Group. (1996). ‘A pedagogy of multiliteracies: designing social futures’. Harvard Educational Review. (1): pp. 60-92.