

Practice Report: A blended learning approach to teaching NLP for a DH public

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Blended Learning: Background

Mixed didactic methods¹: Students gain knowledge on their own, and in person with the lecturer.

Pros and Cons

- Pros¹
 - autonomous time management;
 - autonomous pace;
 - in the case of online material: possible repetitions;
 - saving time in the classes by proposing/passing certain topics for self study.
- Cons²
 - weaker students may be overstrained;
 - more time and effort necessary for lecturers;
 - less motivated students won't make use of blended learning material.

Blended Learning: Issues

Attendance versus self-study²

- Self-study cannot replace f2f
 - less attention for a video than for a lecturer;
 - possibility of immediate communication in f2f situations;
 - feedback on behaviour.
- Absence leads to poorer performance
 - frequently absent students show a low amount of self-study
 - the better the student, the more material (s)he will make use of.
- Consequences
 - to support less motivated students, blended learning material is provided for obligatory use;
 - need to control regular attendance in class.

Hildesheim University

Students of BA IIM (International Information Management) at Hildesheim are considered a DH public

- BA IIM curriculum focuses mainly on methods from social sciences and empirical studies
- Students are prepared for consulting jobs in industry

Selected Themes

THEME: SYNTAX

| | 1st term | 2nd term | 3rd term |
|------------|---------------|------------------------------------|--------------------------------------|
| Lecture | general intro | formal intro | from theory to application |
| Tutorial | | exercises: constituency dependency | WebLicht, ParZu, online applications |
| Screencast | | constituency dependency | WebLicht, online Parsers |
| Demo | | | WebLicht, online Parsers |
| Written | | script; collection of publications | tools' documentation |

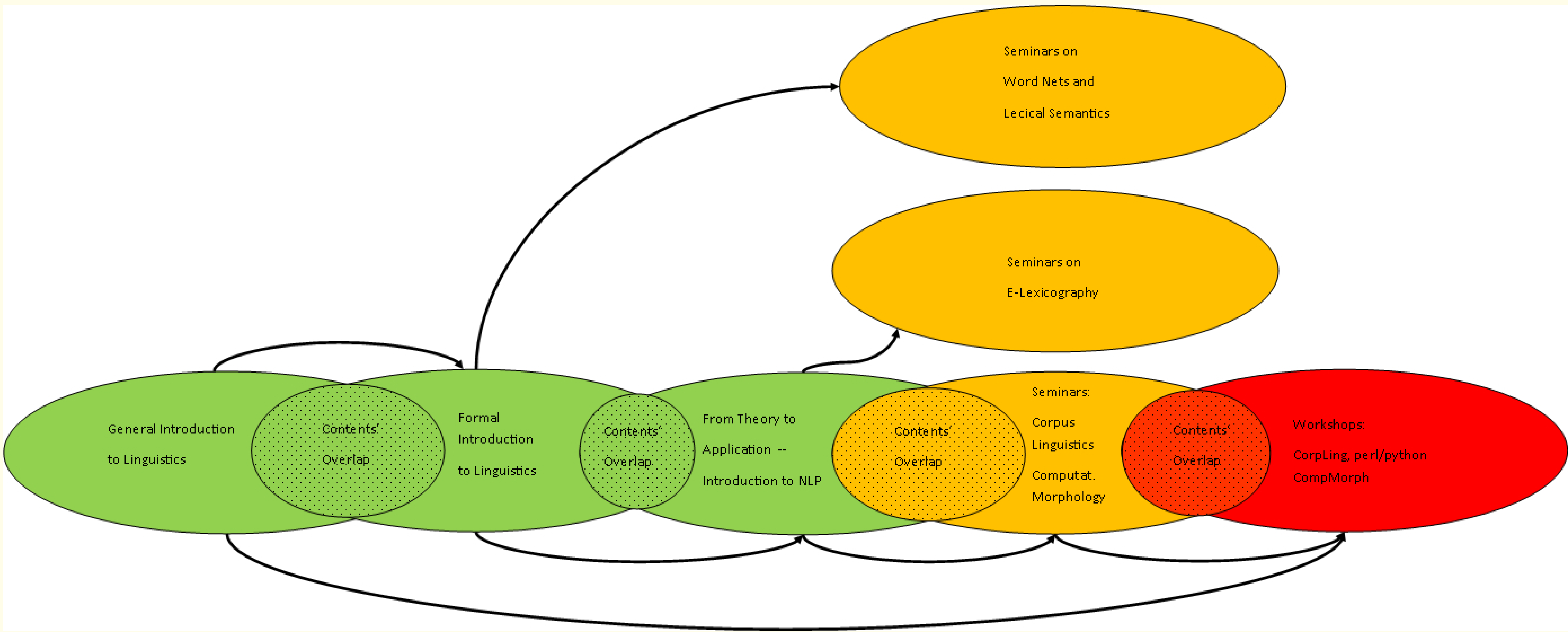
THEME: MORPHOLOGY

| | 1st term | 2nd term | 3rd term | 4th term |
|------------|---------------|---|------------------------------|---|
| Lecture | general intro | formal intro | from theory to application | |
| Tutorial | | exercises: item-and-process, item-and-arrangement | WebLicht, SMOR, Canoo in use | |
| Seminar | | | | theories and applications in depth |
| Workshop | | | | research project utilizing applications |
| Screencast | | item-and-process item-and-arrangement | WebLicht, SMOR | |
| Demo | | | WebLicht, SMOR | |
| Written | book | script; collection of publications | | tools' documentation |

THEME: CORPUS LINGUISTICS

| | 3rd term | 4th term | 5/6th term |
|------------|---------------|---|------------|
| Lecture | general intro | | |
| Seminar | | from theory to | |
| Workshop | | applications in | |
| Screencast | | CQP intro/basics | |
| Demo | | login to linux server, CQP basics, CQP macros | |
| Written | | CQP documentation | |

Didactic Progression



Bibliography

- ¹ Lisetskyi, K.A. 2015. Blended Learning Model in the System of Higher Education. *Advanced Education* 2015/4:32-35
- ² Schulmeister, R. 2017. Presence and Self-Study in Blended Learning. *elead*, Issue 12. <https://elead.campussource.de/archive/12/4502>