UECA PD Fest 2014

Connecting digitally:
Online mentoring of Cambodia TESOL research grant recipients from ASEAN countries
Order of Presentation

Background of Project
Group Discussion & Feedback
Project to date
Case Study
Questions & Discussion
Project Overview

“In addition to receiving financial assistance, each research grant recipient is matched with an experienced research partner from another country. Partners communicate through email and/or Skype and offer help to the extent they feel appropriate. The role of peer mentor is to facilitate in any way possible to help researchers write good academic papers. The main purpose is to support and network the research grant recipients with more experienced researchers who could help the grant recipients’ paper reach a standard suitable for an academic publication.”

IDP Regional Research Grants Guidelines, 2013
Cambodia TESOL

- Started in 2004 with around 150 Delegates
- Has grown to 1700 delegates in 2014
- Implemented a full day research symposium in 2014
- Implemented a research grant and mentoring program in 2013
- Invited internationally recognized speakers in the field of TESOL
  - Yulin Sun, Barbara Seidelhoffer, Brian Paltridge, Sue O’Connell
Cambodia TESOL Research Grant Recipients 2013

8 Early career academics from:

- Cambodia
- Vietnam
- Myanmar
- The Philippines
- Indonesia

Working online with a mentor in Australia to write and present 6 quantitative research papers
Cambodia TESOL Research Grant Recipients Topics

Research Topics covered a diverse area including:

- Attitudes toward ESP for Law in Cambodia
- Writing Problems
- Primary Teachers Issues
- Teacher Adoption of Technology
- Collaborative Learning
- Speaking motivation through Drama Techniques
<table>
<thead>
<tr>
<th>Challenges of Peer Mentoring</th>
<th>Treatments or Solutions</th>
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<tbody>
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## Group Discussion - Feedback

<table>
<thead>
<tr>
<th>Challenges of Peer Mentoring</th>
<th>Treatments or Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Synchronous Communication</td>
<td>• Adopted asynchronous communication via email, Facebook and Google+</td>
</tr>
<tr>
<td>• Poor/slow internet connections</td>
<td>• Option of feedback via MS word and track changes or video feedback</td>
</tr>
<tr>
<td>• Familiarity with social media</td>
<td>• Multiple platforms used</td>
</tr>
<tr>
<td>• Time management</td>
<td>• Scaffolded tasks – Research paper feedback in sections, project management framework</td>
</tr>
<tr>
<td>• Keeping track of emails etc.</td>
<td>• Microsoft OneNote</td>
</tr>
</tbody>
</table>
Cultural Dimensions

High vs Low Context Cultures

- Engaging a high context culture to follow low context research practices
- Letting go – let it be what it will be (bamboo metaphor)
- Broadening the definition of success to engage researchers

“[The researchers] recognized the need for a broad definition of research activity that includes both completed and incomplete, or even discontinued, projects. The concept of research success was refined by considering the distinct dimensions of research productivity, efficiency, and focus (Santucci, et al. 2008, p. 494)”
Project Methodology

Phases of the QUT Project Management Framework

- Executing Processes
- Planning Processes
- Initiating Processes
- Controlling Processes
- Closing Processes
Project Management Framework Phases:

- Initiating
- Planning
- Controlling
- Executing
- Closing
Initiating Phase

Researcher Contacts
Communications - Survey
Communication Plan
Initiating Phase – Communications Survey

Cambodia TESOL 2014
Regional ELT Research
Grants

What country are you from?

What is your name?

What are your preferred methods of communication?
- Skype
- Google Plus Circles
- Google Hang Outs
- Email
- Twitter
- Facebook
- LinkedIn

When would be a suitable time to collaborate via Skype?
- Morning 9 to 12 pm
- Afternoon 12 to 6 pm
- Evening 6 to 9 pm

How would you like to receive feedback?
- via word document
- via video
- via video and word document

Do you have any other questions?

Submit
Initiating Phase – Communications Survey Results

Summary

What country are you from?
- Philippines
- Indonesia
- Viet Nam
- Vietnam
- Indonesia
- Cambodia

What is your name?
- Annette Garcia-Balgos
- Bill
- Vo Kim Hong
- Mai Le
- bahty
- Pheawary Mao

What are your preferred methods of communication?

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skype</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Google Plus Circle</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Google Hang Outs</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Email</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>Twitter</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Facebook</td>
<td>4</td>
<td>22%</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

When would be a suitable time to collaborate via Skype?

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning 6 to 9 am</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Afternoon 12 to 6 pm</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Evening 9 to 12 pm</td>
<td>4</td>
<td>57%</td>
</tr>
</tbody>
</table>

How would you like to receive feedback?

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>via word document</td>
<td>5</td>
<td>56%</td>
</tr>
<tr>
<td>via video</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>via video and word document</td>
<td>4</td>
<td>44%</td>
</tr>
</tbody>
</table>
Initiating Phase – Communication **Google Circle**
Initiating Phase – Communication Google Circle

Advantages:

• Easy to secure to one group (i.e. researchers)
• Easy to integrate video feedback
• Integration with Gmail, YouTube, Google Docs

Disadvantages:

• Not as popular as Facebook
• Not as easily shared as Facebook
Initiating Phase – Communication Facebook
Initiating Phase – Communication Facebook

Advantages:

• Popular
• Open to likes and requests to join
• Easy to promote the project to future prospective grant recipients – A few requests for information

Disadvantages:

• Not easy to secure
• Less integration with other apps
Communication via Skype

Problem

Skype problematic due to time differences and internet connections

Treatment

Created Screencast feedback and directions using Screencast-O-Matic
Uploaded these to Google and Facebook
**Planning - Project Timeline**

**Planning/Initiation**
- Draft project timeline
- Seek feedback
- Draft communication plan
- Seek feedback on plan
- Initiate communication plan

**Executing**
- Read abstracts and provide feedback
- Read drafts and provide feedback
- Registration of Group Colloquium

**Controlling**
- Provide sponsor feedback/reports at the end of each month
- Alert sponsor when deadlines are not being met

**Closing**
- Prepare Colloquium Presentation
- Give feedback on final drafts for publication
Controlling – Project Sponsor Updates

<table>
<thead>
<tr>
<th>Researchers</th>
<th>Country</th>
<th>Institution</th>
<th>Abstract</th>
<th>Introduction</th>
<th>Methodology</th>
<th>Results</th>
<th>Conclusion</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myat Thinzar Tun</td>
<td>Myanmar</td>
<td>British Council</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Brasoeur Molyka &amp; Putheavy Mao</td>
<td>Cambodia</td>
<td>HE –RULE/RUPP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Baetty Baetty</td>
<td>Indonesia</td>
<td>Politeknik Negeri</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Le Xuan Mai &amp; Vo Kim Hong</td>
<td>Vietnam</td>
<td>Can Tho Uni</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Nguyen Th Bich Thuy</td>
<td>Vietnam</td>
<td>Can Tho Uni</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Richie Garcia Balgos, Anne</td>
<td>Philippines</td>
<td>De La Salle Uni</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Problems encountered during November and treatments applied

1. There was some difficulty communicating using Skype – Internet bandwidth issues, synchronization. We reverted to email comments. This worked quite well. I saved a copy of the drafts researchers sent to a OneNote file for organisation and reference.

2. I suggested researchers use online survey tools, however, researchers reported that respondents would have limited internet in their countries. Researchers retained paper surveys.

3. Some researchers have not sent an introduction for me to proof read. I sent out several reminders on email, google+ and Facebook.

4. Some researchers were not supporting their claims with the appropriate evidence and citations. I downloaded and sent academic articles from the QUT Library database for researchers to include in their papers.
Dear Darren,

Thank you so much for all the help. I know that this is going to be a meaningful experience.

Best regards,
Richie
Philippines

On Wed, Jul 3, 2013 at 12:39 AM, Darren Brookes <d.brookes@qut.edu.au> wrote:
Dear Researchers,

Some people have asked what stage they should be up to at the moment. I think it would be a good idea if people focussed on writing the abstract for their research paper. There are many examples of research paper abstracts on the LERIA Journal online:
http://camtesol.org/publication/leia-vol-3-iss-2 or see one attached.

I can look at everyone’s abstract to make sure they are starting in the right direction. I can also make sure that your abstract is in the correct format for LERIA journal submission. I will create a quick LEIA Journal/Research forum criteria checklist for you to check your research paper and your peers’.

Remember that Language Education in Asia (LEIA) Journal submission is a requirement of the research grant.

Kind Regards,
Darren

Darren Brookes
E-Learning and Multimedia Co-ordinator (Acting Director of Studies)
English Language Programs (ELP) | QUT International College | CRICOS No: 00213J
Phone: 3138 3356 | Mobile: 0435 021 463 | Twitter: @eLearningELP

QUT
Queensland University of Technology
Brisbane Australia
skills in the class held in traditional teaching method. It was also suggested that four macro skills be included, especially communicative skills. However, the constraints can also be resulted from the institutional factors such as the unavailability of the needed facilities—audio visual aids and more importantly the extremely large class size (Harabi, 2010). His study reveals that the lesser accessibility to the materials could have a great influence on the effective ESP teaching and learning. Regarding the designing of materials used in the class, he pointed out that it is the task of the teachers to settle the arrangement on needs between him and his students, so he had to adapt those materials and design a syllabus appropriate to the needs of the students. However, according to Abdulaziz et al. (2012) it is the administrative issue which prevents the ESP practitioners to implement their designed syllabi. ESP practitioners are given course outlines and in some cases provided with a compiled syllabus rather than relying on faculties of untrained ESP practitioners. As a result, students complain that the contents are too updated and at times irrelevant.
Researchers’ Comments

“As I am quite new to the research, I have been struggling with the data analysis and do not know if I am on the right track or not, so please kindly help me edit the draft of my research in the following attachment. Thank you. I do appreciate your help and understanding.”

Molyka Brosseur (Cambodia)

Again, thanks so much Darren. My ELT experience is a story that I will keep on sharing to my students, colleagues, and friends.

Hugs and sunshine,

Anne Richie-Balgos (Philippines)

Good morning from Myanmar! We watched video and edited our research. Please see the attachment.

Myat Thinzar Tun & Aye Ma Thet (Myanmar)

It is great to see such a cool picture. It will always remind me of good time with our group, especially your kindness and devotion to mentor us.

Vo Kim Hong (Vietnam)
2015 Mentoring Project – Broadened Scope

- Mentoring Research Grant Recipients
- Co-authorship
- Sydney TESOL Symposium
- Open Source Learning Management System (LMS)
- Two Communities of Practice:
  - Sydney University TESOL Symposium – Mentors
  - CamTESOL Research Symposium – Grant Recipients, et al.
2015 Mentoring Project – Open Source LMS “Versal”

Regional Researchers
Peer Mentoring

Introduction and Welcome
Communication Survey
Project Timeline
Registering for the Research...

Writing
Writing an abstract

Writing an Abstract

Cambodia TESOL Research Symposium
Writing a Research Paper Abstract

Watch this video on how to write a research paper abstract

Writing a biography
2015 Mentoring Project – Open Source LMS “Versal”
Project title:
Features of academic writing in students’ research proposals and the influence of intensive writing training on their performances

Researcher: Thi Thu Ha Nguyen
(Hanoi National University of Education, Vietnam)

Mentor & co-author: Emily Edwards
(UNSW & UTS: Insearch, Australia)
## Our project planning

<table>
<thead>
<tr>
<th>Stage of research project</th>
<th>Task</th>
<th>Timing/ deadline</th>
<th>Primary person for task</th>
<th>Person to give feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Preparation</td>
<td>Prepare the interview questions</td>
<td>July 2014</td>
<td>Ha</td>
<td>Emily</td>
</tr>
<tr>
<td>2 Presenting</td>
<td>Prepare one PPT for University of Sydney TESOL Research Colloquium on 23/8/14</td>
<td>Finish by 15/8/14</td>
<td>Emily</td>
<td>Ha</td>
</tr>
<tr>
<td>3 Data collection</td>
<td>Conduct the first round of interviews with 8 students</td>
<td>3rd week of August</td>
<td>Ha</td>
<td></td>
</tr>
<tr>
<td>4 Preparation</td>
<td>Design the training materials</td>
<td>Done by August 30</td>
<td>Ha</td>
<td>Emily</td>
</tr>
<tr>
<td>5 Preparation</td>
<td>Review literature again in preparation for writing the abstract</td>
<td>Week of 1/9/14</td>
<td>Emily &amp; Ha</td>
<td></td>
</tr>
<tr>
<td>6 Preparation for presenting</td>
<td>Prepare abstract for CamTESOL conference</td>
<td>By 13/9/14</td>
<td>Emily &amp; Ha</td>
<td></td>
</tr>
<tr>
<td>7 Data collection</td>
<td>Conduct the training with 8 students</td>
<td>Finish by 30/9/14</td>
<td>Ha</td>
<td></td>
</tr>
<tr>
<td>8 Writing paper</td>
<td>Write up first draft of paper: introduction, literature review, methodology, initial results (before the training)</td>
<td>Oct – Dec 2014</td>
<td>Ha ( &amp; Emily – lit review)</td>
<td>Emily</td>
</tr>
<tr>
<td>9 Data</td>
<td>Collect the 8 research proposals</td>
<td>Finish by the</td>
<td>Ha</td>
<td></td>
</tr>
</tbody>
</table>
Our mentoring process

1) Informal ‘needs analysis’

2) Method and frequency of communication

3) Sensitivity to researcher’s needs – support but not too much pressure!

4) Creating professional relationships
Questions and Discussion