Video, blog or flash mob – personalising online components of an ELT course

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UECA PD Fest
2 May 2015
Outline

- What’s personalised learning?
- Current changes in pedagogy
- Personalised learning at university centres in NSW
- Case Study – University English Entry Course XX
- Discussion
personalised learning

blended learning

flipped classrooms

lifelong learning

adaptive learning

virtual classroom

gamification

online learning

anywhere/everywhere learning
Individuality of student learners

Diversity of learning environments

New role of teachers

Student-centred pedagogy

Facilitated by the latest innovations in ICT
Personalised learning requires:

- high level of student motivation
  - student decision making
  - catering for student interests and needs (engaging students in self-directed activities)
  “the best learning takes place when the learner takes charge” (Jones and McLean 2012)

- authentic learning context (inventive, realistic and collaborative)
Formal learning

Classrooms

elearning

Authentic Assessment

Informal learning

Work-Integrated learning

Personal Learning Network

Just in time, just for me
Personalised learning at your institution

How do you personalise your students’ learning?
Personalised learning at UNSWIL

- Independent Learning Tasks
- Moodle
- Consultations
- Reflective journals

- I will do more Independent Study
- I should use Moodle more frequently
- I will watch films without subtitles
- I will talk with my roommate to improve my spoken English
- I will listen to Australian music
- I will translate sentences to Chinese
- I will speak English all the time
- I will read more essays and learn the sentences
Our students seem to need our
“I believe in the richness of techniques, approaches, materials and artefacts available to the modern teacher (...) I believe that everything – in a classroom – has to be grounded in the expertise of a teacher being able to find the best way of doing things for the benefit of (and with the help and guidance of) the greatest number of students.” (Harmer 2010)
Online digital technology has made significant advances in helping solve the input and data problems but it still has a long way to go in terms of the output, interaction and feedback problems. (Thornbury 2014).

Scott Thornbury
Case Study: UEEC (University English Entry Course) XX, March 2014

Process

- Personal language goals at the beginning of the course
- Choice of activities and technology
- Self-evaluation of progress – students’ reflections
- Further study
Personal goals

I would like to practice my pronunciation and speaking.

I want to improve my discussion skills.

I would like to improve my writing.
Task 1: Speaking

- Questions related to content studied in class, e.g. obesity, ehealth, technology etc.
- ICT - videosprout
Students’ work

Feedback

- Pronunciation
- Chunking
- Rhythm
- Word/ sentence stress
- Fluency
Task 2: Discussion skills

- Share perspectives on a given topic
- Respond constructively to another student’s contribution
- ICT – Discussion Board on Moodle
Students’ work

Re: Week 8 LP - Using technology to enhance learning
by Jaong Li - Wednesday, 29 January 2014, 8:16 PM

While there are problems inherent in online activities, there are also many potential benefits. As we all know, online activities are in the virtual world. Therefore, students who are asked to participate in online activities may have the sense of unreality. Because traditional education is more inclined to face-to-face activities, such as classroom activities. However, computer is not something new or mysterious for young generation. There is a trend that students set about trying to further their knowledge by online education. Most of them believe that online activities is more convenient and speedier than classroom activities. For our own experience, use the UNSW Moodle, we can review our class at home, post our comments on the forum, get information from the board, give a feedback to the teachers. In conclusion, online activities with the classroom activities help us to think deeply about our study.

(Edited by Blanka Malecka - original submission Friday, 24 January 2014, 10:46 AM)

Re: Week 8 LP - Using technology to enhance learning
by Kristina Ponce - Wednesday, 29 January 2014, 8:19 PM

There are some few disadvantages on online learnings indeed, such as bad study behaviour, instructor availability when a student need to ask something or further explanation. On the other hand, there are vast advantages on both students and instructors, like time flexibility, information and feedback could be access faster, engaging students to participate more on discussions. These are just the few advantages that learning could provide. As I mentioned it is not something new to students, however, this could be more successful with the cooperation of the students to engage responsibly on discussion with the help of their instructors. Online learning could aid student to concentrate more on learning because of its academic features that could be access easily. This could be just a start of an educational evolution that could change higher education system in the future that could provide education to wider population.

(Edited by Blanka Malecka - original submission Monday, 27 January 2014, 11:50 AM)
Feedback

- Understanding of the topic
- Insightfulness of the comments
- Discussion language

Teacher’s role - assess contributions rather than provide feedback or contribute in the open discussion forum
Task 3: Writing

- Participate in a free writing activity called *Five Minute Friday*
- Write for pleasure
- Comment on another person’s post in a positive and encouraging way
- ICT – Discussion Board on Moodle
Students’ work

Re: Five Minute Friday - Week 2
by [Name] - Friday, 28 March 2014, 11:02 AM
flowers are beautiful creatures, they also have different meaning as well, rose means love and so on. I have imaged that every flower is lady which have different personalities, some of them are wide, some of them are cute, some of them are lady, some of them are sexy. Every flowers have a life as well, they are showing their beautiful in their period of life, just like girls which strongest creature in the world. they are beautiful and strongest.

Re: Five Minute Friday – Week 2
By [Name] - Friday, 28 March 2014, 11:09 AM
Thx for your wonderful sharing, really like your words!!!!!!

Re: Five Minute Friday - Week 2
by Rodrigo - Friday, 28 March 2014, 11:02 AM
Flowers... What talk about flowers? They are very beautiful. The smell is really good and sometimes make the house really good! Flowers are a beautiful gift for every girl, because maybe they feel loved. Give a flower of gift is amazing. I don't have a favourite flower, but I think the roses are the most representatives ones. The White is gave when it is thinking about get married. The red is about love...

Re: Five Minute Friday - Week 2
by [Name] Friday, 28 March 2014, 11:04 AM
Yes, I agree with you, every flower has different personality! Haha, what's your favourite flower?
Feedback

- Peer and content feedback
Action Research in ELICOS 2015
E-portfolios for writing
James Heath and Bianka Malecka, UNSWIL

Research Question

1. What effects do e-portfolios have on students’ writing?
Process

- Wikispaces

- Process focus:
  Plan > write > peer feedback > rewrite > teacher feedback > rewrite

- Writing feedback questionnaire
Students’ work

Welcome to Audrey’s home page.
Hello. I am Audrey. My major is Finance. Welcome to my page!

Welcome to Blaine’s home page.
Hi everybody my English name is Blaine, I like singing very much, and I always singing songs to my classmates after class. I am very excited about the UEECV5 courses and I will try my best to study as well as possible. I enjoy the days in UEEC, I love Sydney.

Here are my portfolio pages:

Welcome to Yanni’s home page.
My name is Yan Zhang, also you can call me Yanni. I’m 24 years old. My major is electrical engineering. And I come from China. Moreover my hometown is Wuhan, which is the capital city of Hubei province, also it is the same hometown of Lina who is one of the most famous tennis star in the world.

Pages in this project
Home
Argument essay 1
Argument essay 2
Discussion essay
Independent study note
Learning goals
Problem-solution essay

Pages in this project
Home
Argument essay 1
Argument essay 2
Discussion Essay 1
Independent Study Notes
Problem-solution essay
Weekly learning goal
### Process

**Table:**

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<tr>
<th>Date</th>
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<th>Author</th>
<th>Comment</th>
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<td></td>
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<td></td>
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</table>

- **Author:** ShengDali
- **Teacher:** blankam1
- **Peer:** Simon993
- **Author:** ShengDali
In the article titled, "Telework in Australia", the author expresses a view about the emergence and impacts of telecommuting. He asserts that prevalence of high-speed connectivity is the essential reason of the popularity of telework and the positives outweigh the negatives slightly.

The article outlines a number of benefits brought from employee and employer. For individual, having a good work-life balance is a obvious benefit of telework, such as employees will have a conventional workplace and work hours. For company, the productivity will be improved with the increasing satisfaction of employees and the financial advantages are clear. Furthermore, there is also a reduction of expenses which is a significant mutually beneficial point for both of them.

Despite the advantages of telecommuting, the author also states several elements that are about negative impacts. First and foremost, it's not suitable for everyone. So appropriate people must be chosen by company. The second, the kind of task also plays an important role in telework. Moreover, telecommuting have the necessary equipment to do the job. Considered all of them by author, working at home may cause feeling of isolation and it may cause more stress for workers without critics.

The author hold the view that the prevalence of telecommuting will continue to grow and experimentation is necessary.
In the article titled "The Economics of Happiness," published in The Economist in December 2010, the author expresses a view on the relationship between economics and well-being. The author asserts that wealth is not the only way to get happiness since there are many other factors contributing to it.

The article outlines four different factors that relate to one's happiness. First of all, gender is one of the factors. Women are slightly happier than men, although they are also more likely to be depressed. Moreover, personality is the second factor that determines the degree of happiness. Extroverted people, those who like working in teams and who enjoy parties, tend to be happier than introverts. In addition to these factors, circumstance, such as relationships, education, and income also play a role in the degree of happiness. A "U" which means that people are happiest at the beginning and end of life, while the U-shaped makes the "aging burden" seem more encouraging. In terms of economics, government should take measures to create a U-shaped impact on happiness.
Preliminary results – peer feedback (form)
Preliminary results – peer feedback (discussion)
Preliminary results - survey

Using Wikispaces has helped me improve my writing

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<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Don't know</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
<th>Weighted Average</th>
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<td>(no label)</td>
<td>42.86%</td>
<td>51.43%</td>
<td>5.71%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>35</td>
<td>1.63</td>
</tr>
</tbody>
</table>

Do you plan to do any of these things with your Wikispaces e-portfolio page after you have finished UEEC?

Answered: 35  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review your errors by reading your original and corrected versions</td>
<td>82.86% 29</td>
</tr>
<tr>
<td>Read other students' writing</td>
<td>54.29% 19</td>
</tr>
<tr>
<td>Continue using Wikispaces for writing</td>
<td>54.29% 19</td>
</tr>
<tr>
<td>Show your writing to other people</td>
<td>25.71% 9</td>
</tr>
<tr>
<td>I don't plan to use it after UEEC</td>
<td>2.86% 1</td>
</tr>
</tbody>
</table>
Preliminary results - survey

What are the biggest benefits of writing using Wikispaces? (Select as many as you like).

Answered: 35  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving feedback from a teacher</td>
<td>80.00%</td>
</tr>
<tr>
<td>Easy to read other students' writing</td>
<td>71.43%</td>
</tr>
<tr>
<td>Easy to rewrite</td>
<td>65.71%</td>
</tr>
<tr>
<td>Easy access to all past written work</td>
<td>60.00%</td>
</tr>
<tr>
<td>Receiving feedback from peers</td>
<td>48.57%</td>
</tr>
<tr>
<td>Can use spell-check</td>
<td>42.86%</td>
</tr>
<tr>
<td>Giving feedback to peers</td>
<td>40.00%</td>
</tr>
<tr>
<td>Environmentally friendly (no paper)</td>
<td>28.57%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>Responses</td>
</tr>
</tbody>
</table>

Total Respondents: 35
Discussion

- What kind of activities could we personalise?
- How can we monitor students’ engagement? Do we need to monitor them at all?
- How to give feedback without increasing our workload?
Thank you!

You can contact me at
B.Malecka@unswglobal.unsw.edu.au
References


