UECA PD Fest 2016
University of Adelaide
Darren Brookes and Patrick Pheasant

Connecting digitally: Engaging ASEAN research grant recipients with social media and online learning
Order of Presentation

• Background of Project
• Challenges and Solutions
• The Domain, The Community, The Practice
• Mentor and Researcher Experiences
• Final 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 Research Grant Recipients 2013

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

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 2014-15

Scope of project broadened to include:

• Research grant recipients from ASEAN counties
• Individual mentors working one on one with grant recipients
• Joint papers
• New grant research recipient in-country CamTESOL workshop
• Sydney TESOL and UECA PD Fest Colloquiums/workshops.
What do you think was the most challenging aspect of the mentoring project? (12 votes)
**What do you think was the most challenging aspect of the mentoring project?**

12 responses recorded

<table>
<thead>
<tr>
<th>CHOICE</th>
<th>VOTES</th>
<th>%</th>
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<tbody>
<tr>
<td>communicating online</td>
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<td>meeting deadlines (research grant recipients)</td>
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<td>cultural differences and expectations</td>
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<td>standard of academic English</td>
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What major obstacles do cultural differences and expectations create?

• Getting published in the LEIA journal

• Presenting a coherent academic paper

• Understanding the difference between quantitative, qualitative and action research
# Challenges and Solutions of Peer Mentoring

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

<table>
<thead>
<tr>
<th>Challenges of getting researchers published</th>
<th>Treatments or Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of understanding of format</td>
<td>• Online tutorials and handout</td>
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<tr>
<td>• Lack of exposure to published papers</td>
<td>• Example of published papers provided</td>
</tr>
<tr>
<td>• Lack of academic guidance/isolation</td>
<td>• Workshop provided at CamTESOL</td>
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<td></td>
<td>• Comprehensive LEIA Journal Guidelines</td>
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UECA PD FEST 2013
Opening Keynote - Communities of Practice
Assoc. Professor Jacquie McDonald
University of Southern Queensland

DOMAIn
The things that matter
- Common ground
- Shared identity
- Shared interest
- Relevance
- Value
- Purpose

COMMUNITY
The social fabric of learning
- Mutual respect
- Communal identity
- Willingness to share
- Regular interaction
- Openness to questioning
- Goodwill

PRACTICE
Developed, shared & maintained knowledge
- Information
- Lessons learned
- Knowledge
- Tools
- Documents
“Communities of Practice (CoP) are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. A community of practice is a social learning system.

1. **The Domain:** A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest.

2. **The Community:** In pursuing their interest in their domain, members engage in joint activities and discussions.

3. **The Practice:** A community of practice is not merely a community of interest. Members of a community of practice are practitioners. *(1998, pp. 1-2)*

Effecting an online community of practice
Establishing The Domain - **Google Circle**
Establishing The Community – Google+ Circle/Community

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
Establishing The Community - Facebook
Establishing The Community - 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
Map - Location of Mentor and Researchers
The Community – Versal LMS

Writing

Writing a biography

**Professional Interest:** What professional area are most interested in or most involved in?

- Computer Assisted Language Learning (CALL)
- Mobile Assisted Language Learning (MALL)
- Blended Learning

Writing an abstract

Research Paper Abstract

RESULTS: What were the results of the research? (What did you learn?)

the teachers' experiences from their own classroom contexts
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 complied
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.
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>
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<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>August 2014</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>
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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
Project Management or . . .

How to eat an elephant!
Questions and Discussion