

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

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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

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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

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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.


The logo for CamTESOL, featuring the word "CAMTESOL" in a sans-serif font. The "CAM" is in orange and "TESOL" is in grey. Above the text is a solid orange horizontal bar.

The logo for University English Centres Australia (UECA). It consists of the letters "UECA" in white on an orange background, followed by a lowercase "a" in white on a black background. Below this, the words "UNIVERSITY ENGLISH CENTRES AUSTRALIA" are written in orange and black.






NEAS Presentation May 2016


 **GoSoapBox**

 **Darren Brookes**

NEAS Conference Poll 2016

Polls  **Create**

What do you think was the most challenging aspect of the mentoring project?  12 

 **Create a Poll**

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NEAS Presentation May 2016



Question

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

Challenges of Peer Mentoring	Treatments or Solutions
<ul style="list-style-type: none">• Synchronous Communication• Poor/slow internet connections• Familiarity with social media• Time management• Keeping track of emails etc.	<ul style="list-style-type: none">• Adopted asynchronous communication via email, Facebook and Google+• Option of feedback via MS word and track changes or video feedback• Multiple platforms used• Scaffolded tasks – Research paper feedback in sections, project management framework• Microsoft OneNote



Challenges and Solutions of Getting Published

Challenges of getting researchers published	Treatments or Solutions
<ul style="list-style-type: none">• Lack of understanding of format• Lack of exposure to published papers• Lack of academic guidance/isolation	<ul style="list-style-type: none">• Online tutorials and handout• Example of published papers provided• Workshop provided at CamTESOL• Comprehensive LEIA Journal Guidelines





UECA PD FEST 2013

Opening Keynote - Communities of Practice

Assoc. Professor Jacquie McDonald

University of Southern Queensland



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“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)”

Wenger, E. (1998) *Communities of practice: learning, meaning and identity*. Cambridge University Press.

Effecting an online community of practice



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Establishing The Domain - Google Circle

Google+ Search Google+ CamTESOL

People Find people Have you in circles **Your circles** Discover

CamTESOL 2016 Research Grant Recipients (11) Relevance Actions Type a name

Name	Email
Kathleen B. Solon-Villaneza	
Mark Ulla	
Caonguyen Bui	
Trinh Ngoc Anh	
Thao Phan	
Anh nguyen ngoc	
Dita Coral	
Nurul Qomariyah	jawatulen21@yahoo.com
Prastiwi Chyntia Heru Woro	chwphi@yahoo.co.id
Dita Surwanti	coraldita@gmail.com
Ima Widyastuti	widyastuti_ima@yahoo.com.au

Drag people to your circles to follow and share

+ Friends (0) Family (0) Acquaintances (0) Following (1) CamTESOL 2016 Resear... (0) CamTESOL 2016 Mentors (8)

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Google Community

All communities Recommended for you

Cambodia TESOL Research Grant Recipients

Notifications on

CAMTESOL

12th Annual CamTESOL Conference
Private 12 members
on English Language Teaching

Search community

All posts

Discussion

Video

Events

Photos

Members (19)


Share what's new...

Text Photos Link Video Event Poll

Pinned by moderator

CamTESOL Researchers OWNER
Discussion - Sep 10, 2015

Sydney TESOL Research Symposium Colloquium: Connecting Digitally - Discussing the challenges of mentoring research grant recipients online. Thanks to Ragni, Neil and Audrey for sharing your experiences.



About this community

Invite people

This community is for Cambodia TESOL Research Grant Recipients and their mentors.

Cambodia TESOL ✓

AFA Style ✓

Malbourne

Links to websites

Mentors' workshop in Sydney

CamTESOL Researchers OWNER
Discussion - Yesterday 10:04 PM

Video Tutorials

Writing an Introductory Paragraph
Example One: Introduction

Two versions of curricular innovation have been identified: the intended reform, which presents idealised prescriptions, and the realised, which is actually implemented in classrooms (Coleman, 1996; Fullan, 1991; Markee, 1996). There is a gap between the two because the experience and perceptions of the key actors involved in the process – are usually not taken into account (MacDonald, 1991; McGee, 1996). This paper reports on an aspect of an in-depth case study into the beliefs and practices of a group of primary school teachers in regard to the innovative national curriculum in Vietnamese high schools. It also examines the Language Teaching (OLT) and Task-Based Language Teaching (TBLT) are used in the classroom. The paper will focus on the initial phases of data collection in the research project. The teachers were asked to complete narrative frames (Barnhuizen & Arita, 2008) and thereby reflect upon their attitudes and experiences of using the new curriculum materials in their classes. Extracts from these narratives will be presented and used to discuss to bring out the extent of convergence and divergence from their understanding of communicative language teaching and their reported classroom practices. The paper will conclude with a discussion of the methodological issues of this approach to eliciting teachers' beliefs and attitudes.

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

The screenshot shows a Facebook page for "Cambodia TESOL 2014 Regional ELT Research Grant Recipients". The page features a large red banner with a white line drawing of Angkor Wat. Below the banner, the page name is displayed, along with "64 likes" and "6 talking about this". The page is categorized as "Community" with a description: "This is a page for the Cambodia TESOL 2014 Regional Research Grant Recipients to share resources, give and receive feedback on their research papers for the 2014 Cambodia TESOL Research Forum to be held in Phnom Penh in February 2014." The page has a "Timeline" tab selected, showing a post from December 21, 2013, near Sanoer, Indonesia, with the text "seasons greetings to everyone on this page". On the right, there is a "Recent" section showing a post from 2013. At the bottom, there is a "Highlights" section with a list of friends who liked the page: Greystone Bar, Ebony Brookes, and Oddur Tom Augustsson. The page also has an "Admin Panel" and a "Promote Page" button.

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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



The Community – Versal LMS



versal

**Regional Researchers
Peer Mentoring**

Introduction and Welcome

Communication Survey

Project Timeline

Registering for the Research...

Writing

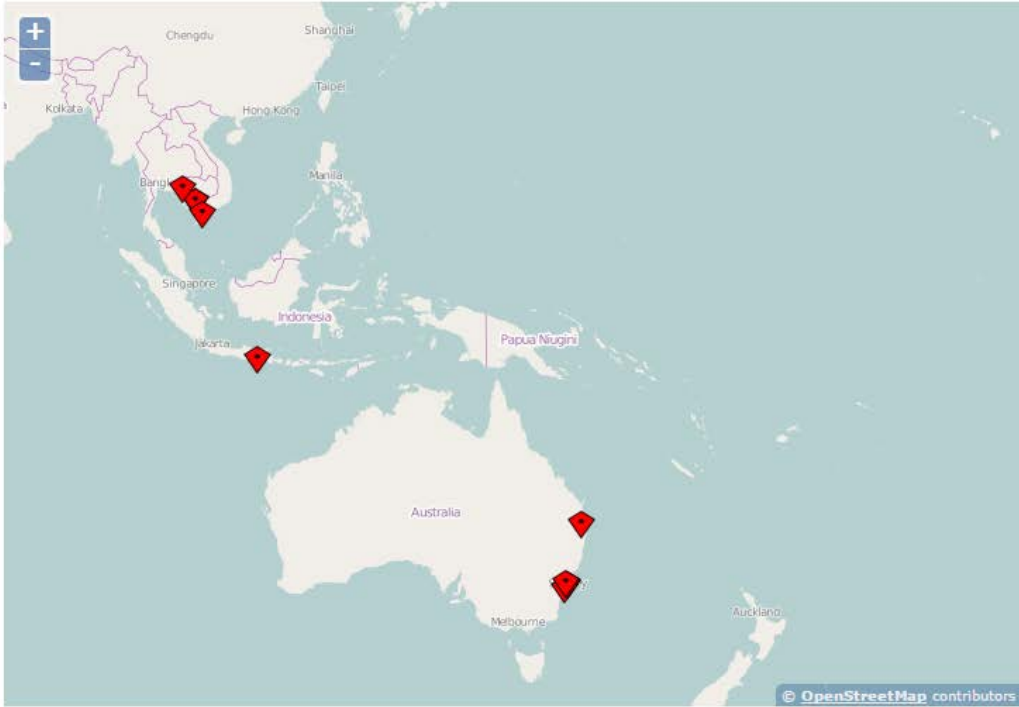
- Writing a biography
- Writing an abstract
- Writing a title
- Writing an introductory paragraph

Map - Location of Mentor an...

Resources

- APA Style Tutorial
- Research Report Format (APA)

Map - Location of Mentor and Researchers




The map displays the region of Southeast Asia, Australia, and New Zealand. Red diamond markers indicate the locations of mentors and researchers. In Southeast Asia, markers are placed in Bangkok, Jakarta, and Singapore. In Australia, markers are placed in Melbourne and Sydney. In New Zealand, a marker is placed in Auckland. The map also shows major cities like Chengdu, Shanghai, Taipei, Hong Kong, Manila, and Jakarta. The map is credited to OpenStreetMap contributors.

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The Community – Versal LMS



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Writing a bio

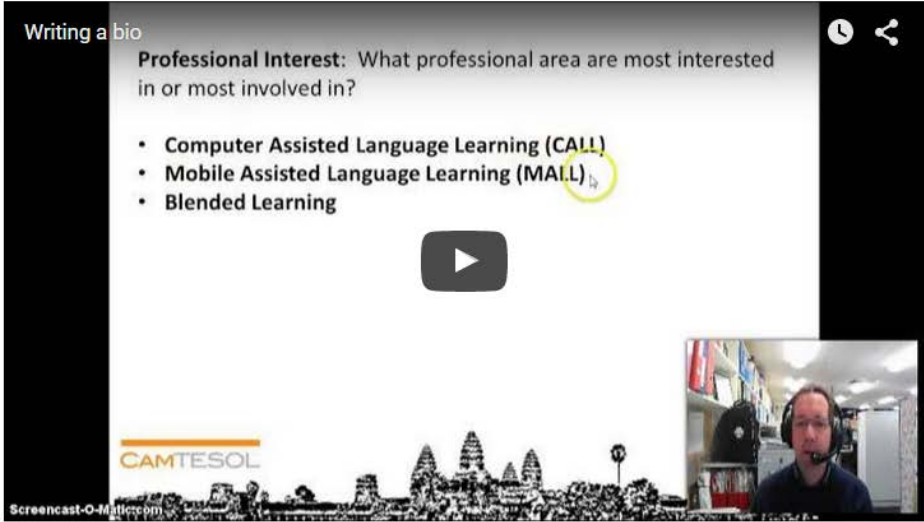
Professional Interest: What professional area are most interested in or most involved in?

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

Research Paper Abstract

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

the teachers' experiences from their own classroom contexts



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The Practice – Feedback via track changes in MSWord & Email

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.

Comment [b3]: not passive – use active voice: “can result from”

Comment [b4]: avoid reflexive pronouns for things, i.e. “itself”

Comment [b5]: page number? You need to cite the page number of the citation in APA style, i.e., p.36 or pp.36-37

Comment [b6]: et al. This is a Latin abbreviation for “et alii” (and others). Abbreviations need to have a period for the abbreviated word – al. (alii).

The Practice – Mentor and Researcher working one to one

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

	Stage of research project	Task	Timing/ deadline		Primary person for task	Person to give feedback
1	Preparation	Prepare the interview questions	July 2014	Finish on 25/7/14	Ha	Emily
2	Presenting	Prepare one PPT for University of Sydney TESOL Research Colloquium on 23/8/14	August 2014	Finish by 15/8/14	Emily	Ha
3	Data collection	Conduct the first round of interviews with 8 students		3 rd week of August	Ha	
4	Preparation	Design the training materials		Done by August 30	Ha	Emily
5	Preparation	Review literature again in preparation for writing the abstract	Sept 2014	Week of 1/9/14	Emily & Ha	
6	Preparation for presenting	Prepare abstract for <u>CamTESOL</u> conference		By 13/9/14	Emily & Ha	
7	Data collection	Conduct the training with 8 students		Finish by 30/9/14	Ha	
8	Writing paper	Write up first draft of paper: introduction, literature review, methodology, initial results (before the training)	Oct – Dec 2014	Finish by end of Dec	Ha (& Emily – lit review)	Emily
9	Data	Collect the 8 research proposals		Finish by the	Ha	

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

