Hybrid, blended, flipped... How ELICOS centres are using online learning to enhance the student experience
Overview

A. Introduction

B. Lightning Presentations

1. Kathryn Olston  Capstone Project Proposal
2. Brooke Donnelly  Adaptive learning support
3. Michael Bos  ICT and 21 Century learners
4. Jarrad Merlo  1:1 Online Learning Tutorials
5. Paul Moore  Pedagogical principles for CALL

C. Question time

D. Concluding thoughts
Padlet discussion board
https://padlet.com/cmoore88/zjvu83ec74ag
Definitions

- **Hybrid learning solutions**: A mix of online and face to face learning.

- **Blended learning solutions**: The thoughtful integration of conventional and digital methods of teaching and learning as the means to achieve our greatest ambitions for 21st century education (Diana Laurillard, 2014)

- **Flipped learning solutions**: The traditional classroom flipped on its head with the idea that content is completed pre-class so that time is maximized in classroom for teachers to provide personalized learning for students, working on activities/homework.
Key feature of solutions that utilize technology is that they are models that are driven by methodology and pedagogy and use technology purposefully to enhance the student learning experience.

‘I did not fall in love with technology but with methodology. That is why I always emphasise the “educational” in Edtech because we should always exploit digital tools methodologically and never focus too much on the “bling bling” of digital tools.’

(Thomas Strasser)
Capstone Project Proposal

Katherine Olston
Director

University of Sydney Centre for English Teaching
What is the learning solution?
Learners address a real-world problem in their community.

Scaffolded through the process of creating a project proposal.

Identifying a problem, generating ideas, targeted researching, evaluating, synthesising...

Produce a project proposal in written & video form.

Online, interactive, personalised, adaptive, multi-part lesson & project book.

Make a difference

CAPSTONE

Continue
Capstone Project Proposal – Online

Academic Skills for University Success Specialization

MOOC 1: Information & Digital Literacy for University Success

MOOC 2: Problem-Solving & Creativity for University Success

MOOC 3: Critical Thinking Skills for University Success

MOOC 4: Communication for University Success

MOOC 5: Advanced Skills for University Success: Capstone
Capstone Project Proposal – Blended

- Academic Skills for University Success Specialization (MOOC) learners had similar learning needs as CET’s f2f students – developing academic skills to prepare for study at University

- Integrate the Capstone Project Proposal into f2f course, Graduate Academic Skills
What challenge does the Capstone address?
Challenges Addressed - Graduate Academic Skills Course

Challenges

- Problem solution essay and presentation
  Aim to develop learner autonomy through a self-directed project
  Not effective – insufficient scaffolding for students at this level
  Teacher couldn’t provide the level of personalised support and input needed

Aims in task re-design

- Maintain the self-directed and self-paced design of the task
- Provide a higher level of scaffolding, (automated), to allow the teacher to focus on supporting students to achieve the task aims.
- Provide personalised feedback
- Provide self-access to targeted resources
Capstone Project Proposal – Blended

- Designed to promote autonomous, self-directed, self-paced learning
- A ‘learning to be’ approach (Brown, 2005)
- Engagement of learners as active agents in their own learning
- Provision of support to learners in developing an understanding of ‘what it means to be’ (Eisenberg & Fischer, 2014)
- Challenging task that is relevant to learner interests
- Provision of access to specific resources
- Guidance and feedback
Capstone Project Proposal – Blended

Stage 1

Identify A Real World Problem To Be Solved

So far, so good. The next step is to identify possible problems or issues that affect the communities you chose earlier.

Start by choosing a brainstorming technique.

- Traditional brainstorm
- Word Storm
- Mind Map
- Question Map

Good choice! Now use a Mind Map to brainstorm issues relevant to each of these communities.

These issues could be social, economic, technological, educational, environmental, or something else. Then choose 3 issues for each community and enter them below.

Community 1:

<table>
<thead>
<tr>
<th>ISSUE 1:</th>
<th>ISSUE 2:</th>
<th>ISSUE 3:</th>
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</table>

Community 2:

<table>
<thead>
<tr>
<th>ISSUE 1:</th>
<th>ISSUE 2:</th>
<th>ISSUE 3:</th>
</tr>
</thead>
</table>

- Access to relevant resources
- Videos
- Extra videos
- Discussion boards
- Readings
- Peer review
- Staged approach & clear task progress
- Scaffolded learning
- Personalised feedback
How has it added value to the student learning experience?
Outcomes – Adding value to the learning experience

73% of students agreed or strongly agreed that the *Capstone* helped them to improve their ability in the five learning outcomes assessed in the writing task.
Outcomes – Adding value to the learning experience

Analysis of a written text produced by students in the first week of the *Capstone* and then in the final week shows that, on average, marks improved by 16.5%.

<table>
<thead>
<tr>
<th>Initial Mark – Text produced in first week</th>
<th>Final Mark – text produced in final week</th>
<th>Difference</th>
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<tbody>
<tr>
<td>20</td>
<td>23</td>
<td>10%</td>
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<tr>
<td>16.5</td>
<td>22</td>
<td>18.3%</td>
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<td>15</td>
<td>21</td>
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<tr>
<td>Average: 16.4</td>
<td>21.4</td>
<td>16.5%</td>
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</table>
Outcomes – Learner feedback

Before the GAS course started, I didn't expect that the course will totally change my thought academically. What we have learn is a systemic and well organized program which can help the international students adapt to the Uni. life quicker....

I enjoyed the project proposal the most. Although [it] might be challenging and frustrated sometimes, it makes you think thoroughly and forced you to think out of the box. It will definitely be helpful for our future life in the university.

‘Angela’ (Graduate Academic Skills student)
Adaptive learning support
Brooke Donnelly
Education Manager University Pathways Centre for English Teaching
What is the learning solution?
Module 1: Where does our fresh water come from?

Learning Outcomes

You will:

- practice taking notes
- practice organising notes
- identify signals of text organisation
- practice listening for specific information
What problem does the adaptive platform address?
Program design

- Achieve scale and sustainability
- Leverage technology to minimise cost
- Personalise the learning experience
Reading & Listening Support

Total content for each skill:
12 hours face to face
36 hours online

Dedicated LMS for
The learning experience...?
How have the adaptive modules added value to the student learning experience?
Adaptive learning modules

- **personalisation**
  - Targeted help based on performance
  - Ongoing real-time feedback

- **methodology**
  - Guided, structured path through the learning material

- **progress**
  - Individual student performance data
  - Progress monitoring
Context

JPIC
Feeder School
Co-educational
Courses for Yr4-10
Most entries Yr7-10

JPC
Brisbane
K–12 School
Co-educational
1600 Domestic
300 International

PREPARATION COURSES
International Primary Preparation
High School Preparation (Year 7 – 10)
Study Tours
Study Abroad

MAINSTREAM
Primary School (Years P – 6)
High School (Year 7 – 10)
Overall Position (OP) Pathway
International Baccalaureate (IB) Diploma Pathway
Learning Outcomes

Statements of what a learner knows, understands and is able to do, at completion of a learning program, and which are defined as learning outcomes.
Learning Outcome: **LISTENING 5+ for exit to Year 9, 10, 11, 12**

*Based on Secondary Years NLLIA ESL Bandscales (12 to 18 years old) and CEFR B1+ (nearing B2)*

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<tr>
<th>Everyday English</th>
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<tr>
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<td><strong>L5.5.3.2</strong></td>
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Learning Outcome: GENERAL CAPABILITIES

Based on Australian Curriculum January 2013: General Capabilities.
http://www.australiancurriculum.edu.au/GeneralCapabilities/PdDocOverview

Information and Communication Technology

| GC1 | The student can use ICT to access information, create and present information, communicate, make decisions, solve problems, and express him/herself (i.e. use SEQTA to access lessons, course materials, assessments, homework, daily notices; use the school portal to access the library, digital resources, school information; Outlook to email; use Microsoft Office suite to complete assessment tasks; conduct research etc.) |

- For each Class Level
- Builds ICT Skills & 21st Century Learner
- Designated Outcome areas
- Ability statements
Developing 21st Century Thinking

Classroom Connections

Integrating Technology

Global Leader
# Technology

## Supporting Teaching/Learning

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<th>A</th>
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<td>Soundbooth S4</td>
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<td>Synergetic (Staff)</td>
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<td>Word 2013</td>
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What and How?

- Feedback
  - Task, Process, Self-regulation & Self
    - Where am I going? (What are the goals?)
    - How am I going? (What progress is being made towards the goals?)
    - Where to next? (What needs to be done to make better progress?)
- Video feedback
- OneNote feedback
What and How?
Administrative Technology Supporting Teaching

**Outlook:** importing SEQTA calendar; archiving; connecting JPC Calendar

- **SEQTA Teach:** marks book; pastoral care; reporting; correspondence; lesson setup; sharing; bridging
- **Synergetic:** reports; distribution lists; doc man
- **Office 365:** collaboration; Video Channels; data analytics
- **LanSchool:** setup; classroom management tools
- **Printing:** activating swipe card; teacher release and uniflow management
- **SharePoint:** customising MyRooms
- **Skype for Business:** online communication and collaboration
- **College Portal:** including managing content and navigation
- **Track One:** track and analyse student data
## One Term PD for Integrating Technology & Teaching

- Video feedback
- Problem-based learning
- Multimodals
- Data to Tada
- Flipping the Classroom
- Gamification
- Infographics
- Managing Mobile Devices
- Social Media
- Online Debates
- Turn it in
- Sway
- Teams
- LanSchool
- Digital Inking
- OneNote

### Professional Learning Term 1 Timetable

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<tr>
<th>Week</th>
<th>Tuesday AM</th>
<th>Tuesday PM</th>
<th>Wednesday PM</th>
<th>Thursday AM</th>
<th>Thursday PM</th>
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<td>All for OneNote and OneNote for All</td>
<td>All for OneNote and OneNote for All</td>
<td>Together Everyone Achieves More – Microsoft Teams</td>
<td>Pen and Paper Last Year – Using Digital Inking in the classroom</td>
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<td>3</td>
<td>Pen and Paper Last Year – Using Digital Inking in the classroom</td>
<td>Much More than a Game of I Spy – LanSchool</td>
<td>Pedagogy of Space – Closing the Gap between the Physical and Virtual Space in the Classroom</td>
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<td>4</td>
<td>By Request</td>
<td>Pedagogy of Space – Closing the Gap between the Physical and Virtual Space in the Classroom</td>
<td>By Request</td>
<td>By Request</td>
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<td>5</td>
<td>The Window to Creativity – Windows 10 Creators Edition</td>
<td>Intel Problem Based Approaches Information Session</td>
<td>From Data to Tada – Using the Magic of Data to Differentiate</td>
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<tr>
<td>6</td>
<td>From Data to Tada – Using the Magic of Data to Differentiate</td>
<td>Intel Problem Based Approaches Session 1</td>
<td>By Request</td>
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<td>8</td>
<td>Improving Student Achievement Through Assessment for Learning</td>
<td>Improving Student Achievement Through Assessment for Learning</td>
<td>Intel Problem Based Approaches Session 2</td>
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<td>9</td>
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<td>By Request</td>
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INTRODUCTION

DIGITAL DISRUPTION

MANAGING CHANGE

Michael Bos
mbos@jpc.qld.edu.au
(07) 3826 3474
100% ONLINE TEST PREPARATION

E2 LANGUAGE
Overviews, Methods, Practice Qs, Mock Test, Grammar, etc

LIVE GROUP CLASSES

S & W FEEDBACK

1:1 TUTORIAL
1:1 Online Tutorials

- Range of interaction types (SPC, PTFU, PreTSS)
- 1:1 Tutorials
- 45 minutes in length
- 22 E2 teachers
- Built own scheduler
- Delivered >5,000 tutorials
- 4.78/5 rating (n=1720)
- 98.6% would recommend to friend
Purpose-built Scheduler (student view)
Purpose-built Scheduler (teacher view)
1:1 Online Tutorials – KEY POINTS

• Teachers rapidly adapt to online
• Interaction is ‘intimate’ and ‘intense’
• **Need** pre-prepared material
• **Need** a scheduler!
• Teacher flexibility is great
• Student non-stuffupable
1: Many Classes

- Live Group Classes (webinars)
- ~500-1,000 delivered (I think!)
- 8 x PTEA per week (65/79+)
- 5 x IELTS per week (soon 2 per day)
- 2 x OET per week
- 20-450 participants per class
- Zoom / YouTube LIVE
Students enjoy them IF...

- Materials are pre-prepared
- Teacher is thoroughly prepared
- Technology is tried and tested
- Purposeful / Meaningful
Speaking / Writing Feedback

- >35,000 submissions marked
- IELTS writing/speaking
- PTEA writing/speaking
- TOEFL writing/speaking
- OET writing
- Built own marking mechanism
Speaking / Writing Feedback

1. Attend LIVE Group Class

DRAFT #1

2. Submit Writing for Feedback

DRAFT #2

3. Take 1:1 Tutorial

DRAFT #3
Speaking / Writing Feedback – KEY POINTS

• **Need** seamless system! (35k!)
• Hard to get right
• Can’t satisfy all
• Too much feedback? Too little feedback?
• Identifies issues – doesn’t solve them
• Links to remedial materials?
Do more. Be more.
Pedagogical principles for CALL integration

A postgraduate course
in
computer-assisted language learning
for
language teaching professionals

Paul Moore
School of Languages and Cultures, UQ
Language & Technology: A survey course in CALL (see Levy & Moore, 2017)

- History, theory and principles of CALL
- Language skills (e.g., reading, writing & online corpora)
- Computer-mediated communication
- Mobile learning
- The future

Content

- Critical analysis of research
- CALL evaluation: Develop, implement, and critique an evaluation tool
- Podcast creation and curriculum integration

Assessment
Principle 1. Hype & the wow factor in evaluating technologies
(Gartner, 2017; Hubbard 2006, 2018; Murray & Barnes, 1998)

• Does it work?

• Does it fit ...
  • The students’ needs/abilities?
  • The teacher’s needs/abilities?
  • The program/institution?

• Is it appropriate?
Principle 2. Affordances of different technologies

“the potential that teachers perceive in a particular technology tool that will support learning and teaching activities in their particular contexts” (Haines, 2016, p. 7)
Principle 3

Pedagogy first but the technology makes a difference

(Dooley 2015; Kolb, 2017; Levy & Stockwell, 2006; Sauro & Chapelle, 2017)

Adopting institutional technologies

Exploiting learners’ technologies

e.g., Mobile language learning
Trial and error in developing the flipped component

- Video or screen-recording
- Audio + PowerPoint
- PPT recording
Some technologies used to enhance interaction inside our classes

- Google Docs
- Mentimeter
- padlet
- SurveyMonkey
- YouTube
- Kahoot!
A final comment on ‘the classroom’

As the stable environment of a four-walled classroom breaks down into virtual and distributed ‘spaces’, learners and teachers are no longer confined to always attending a lesson at a specific time and location (either physical or virtual). Yet the concept of ‘the classroom’ is still useful as a way to discuss and locate pedagogical activities in bricks-and-mortar rooms and password-protected LMS class sites.

(Gruba, Hinkelman, & Cardenos-Claros, 2016, pp. 143-144)