



Virtual Learning Environments and Web Tools: Lessons from Chemnitz

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Africa/Asia Symposium on English
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OVERVIEW



- **Context: The eLearning course**
- **Excerpts from lecture – pre-task, lecture and model**
- **Excerpts from students' work**
- **Questions**

The eLearning course...evidence-based practice

- Fifteen weekly lectures
- Inverted learning:
Themes grounded in literature – prepared before class
- Laptops in hand
- Students take on the role of a teacher as they practice using apps and testing out the principles heralded in each weekly reading

Course overview:

'Adaptive', 'blended' and 'flipped' learning become more than mere buzzwords in this course on the theory and practice of integrating technology in language teaching practices. Evidence-based practice is central to our undertaking; hence, after exploring relevant theoretical frameworks each week, students practice using selected eLearning applications, media and services to address specific didactic scenarios, such as devising diagnostic assessments, designing activities, addressing poor scholarship and creating cohesion in a multicultural classroom.



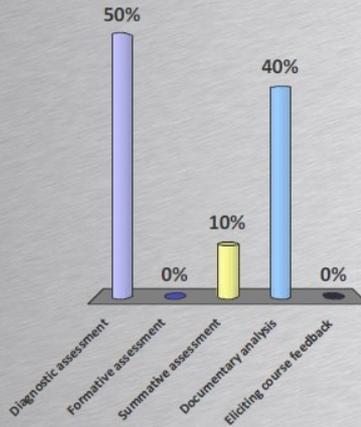
Excerpts from the eLearning Syllabus

Topic	Reading	Web app/media/service
Learning Management Systems	Lochner, Conrad & Graham (2015)	CourseSites by Blackboard
Digital Libraries	Maurer & Mueller (2013)	Europeana Librivox
Assessment	Kenwright (2009)	Turning Technologies, TEDeD ARSNova
Game-Based Learning	Cicchino (2015)	FreeRice ESL Games +
Open & Distance Learning	Blackmon & Major (2017)	MOOCs: Open Learn, Coursera, EdX...

Pre-task: Assessment after the weekly reading and diagnostic assessment for ensuing lesson

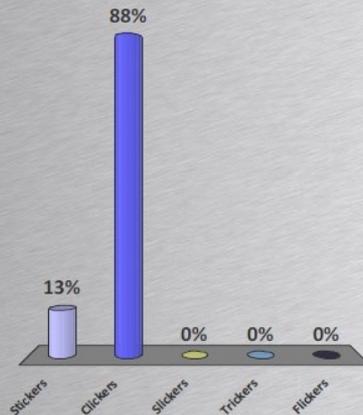
According to Kenwright, clickers have many uses. Which one is not suggested?

- A. Diagnostic assessment
- B. Formative assessment
- C. Summative assessment
- D. Documentary analysis
- E. Eliciting course feedback



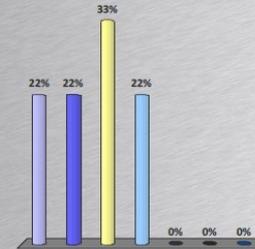
What synonym does the author of this week's reading use for Audience Response Systems?

- A. Stickers
- B. Clickers
- C. Slickers
- D. Trickers
- E. Flickers



I am having so much fun that I feel there ought to be an advanced course in eLearning

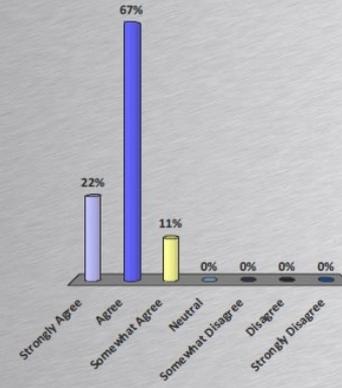
- A. Strongly Agree
- B. Agree
- C. Somewhat Agree
- D. Neutral
- E. Somewhat Disagree
- F. Disagree
- G. Strongly Disagree



Details in PDF

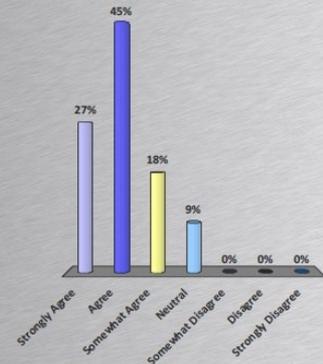
I enjoy the hands-on approach taken in this eLearning course.

- A. Strongly Agree
- B. Agree
- C. Somewhat Agree
- D. Neutral
- E. Somewhat Disagree
- F. Disagree
- G. Strongly Disagree



If given the opportunity, I will integrate an audience response system in my teaching.

- A. Strongly Agree
- B. Agree
- C. Somewhat Agree
- D. Neutral
- E. Somewhat Disagree
- F. Disagree
- G. Strongly Disagree



A word on assessment



- Diagnostic → Needs analysis, placement →
- Assessment to learn
- Formative → Assessment for learning
- Summative → Assessment of learning
- Should be based on the intended learning outcomes
e.g. ADDIE Model of instruction and assessment
(cf. Yelon (1991); Gagne, Wadner, Golas & Keller, 2005)



Easy assessment



Letsfeedback



eduVote – ARS

TEDEd

Traditional
assessment





Modelling

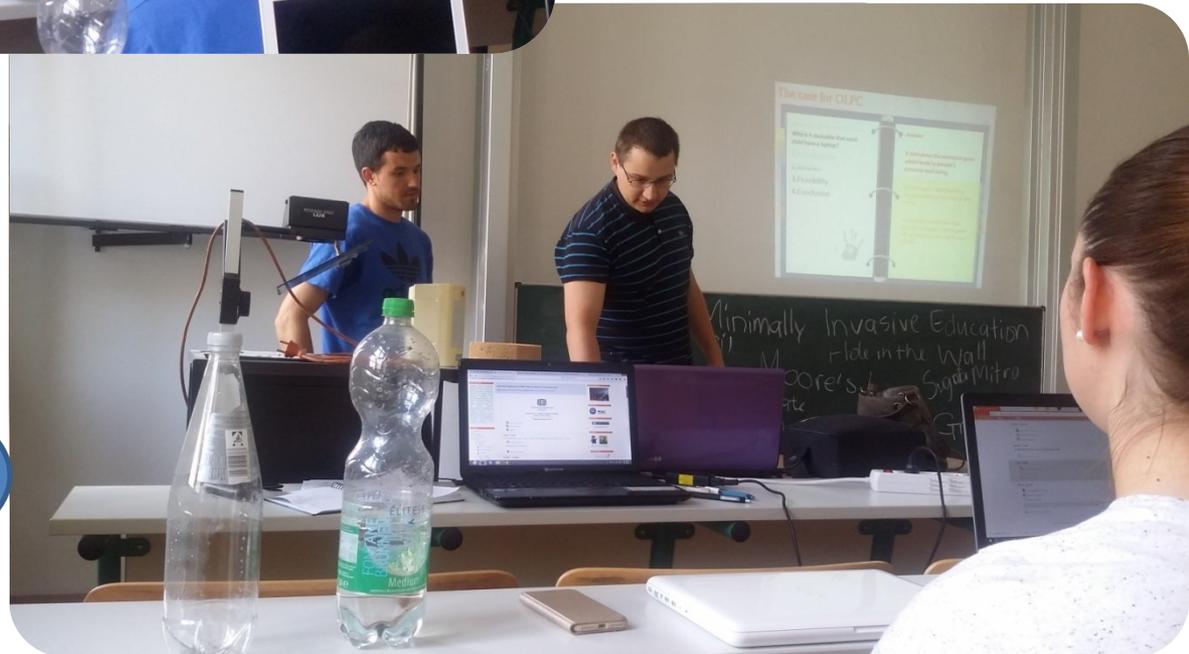
The students then had to join session 95248841 on <https://arsnova.eu/mobile/>.

Sound assessment:

Addresses intended learning outcomes

Presentation modes view: Multimedia learning – using multi-sensory

input leads to long-term retention



Thereafter, the students signed up for the service as teachers.

Excerpts - students' classwork

ArsNova - 28403494



Session Number

by Redacted - Friday, 5 May 2017, 4:50 PM

28403494

Average of ratings: -

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Re: Session Number

by Pruc Goredema - Thursday, 11 May 2017, 11:02 AM

I love that you kept things local: this is a wonderful land and a great topic for a quiz. The main issue to note is that you must use English terms throughout. "Mio" is a Teutonic affectation that is not used widely. Just write million. The river name is Danube, not Donau, and that big, bad city in Bavaria (not Bayern) is known as Munich! (Q5 & Q3)

Whilst we are on the subject, here are some more names to note: Baltic Sea, Cologne, Lake Constance, North Rhine-Westphalia and Rhineland Palatinate.

Finally, you have to "release" your questions in future. I was not able to answer them!

Average of ratings: -

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Excerpts – students' classwork

ARSNova – 37887354 and 48742758 (and 86974094)



How to learn Chinese Language

by Redacted Sunday, 8 May 2016, 6:17 PM

Session Numbers: 86974094

48742758

37887354

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Re: How to learn Chinese Language

by Pru Goredema - Tuesday, 10 May 2016, 12:41 PM

Thanks for sharing your sessions, Dan. Great stuff. I did not know about the number of letters in your alphabet nor what Pinyin means, so from this short exercise, you have managed to teach me a thing or two.

Just make sure you select to have your students review the correct answers for work that you set as self-study outside of class time.

A small issue to note: the construction ought to be: What does X mean? Never, ever: What means X? This type of inversion is used with the copula in English (Is he alright? Are you coming?) and with good old periphrastic 'do' (Do you like this course? Did she really go?) and the auxiliary (Will you be there? Shall we dance?). There are exceptions, of course, mostly idiomatic expressions that have survived the transition into modern English.

I do hope that everyone else will share their session numbers so that we can explore each others lessons and have the chance to see how our lessons were received and what sort of data output is possible once a sizeable number of people have responded.

Great job, I n!

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Excerpts - students' projects

ArsNova – 23914526 and – 69080714 in conjunction with two reading texts as formative assessment

Procedure:

Time & Phase	Teacher's activities	Students' activities	Media and Materials
(5 minutes) Introduction	General Introduction: <ul style="list-style-type: none"> - Get to know each other - Present topic 	Talk about themselves and their expectations of the course.	-
(20 minutes) Task 1	Hand out text 1 and explain the question naire. Discuss the answers and collect any issues that came up.	Read text 1. Answer the questions.	Text 1: Romans in Britain ARSnova Session 1 Blackboard.
(20 minutes) Task 2	Hand out text 2 and explain the question naire. Discuss the answers and collect any issues that came up.	Read text 2. Answer the questions.	Text 2: King Arthur ARSnova Session 2 Blackboard.
(10 minutes) Post-task	Discuss the already collected language issues.	Discuss the already collected language issues and practice correct usage.	Blackboard.
(5 minutes) Conclusion	Sum up the content of the session. Give outlook for next session.	Sum up the lesson. Give feedback.	(Blackboard)

Model given to students



TEDEd

<https://ed.ted.com/on/fzRW5RFP>

Excerpts – students' classwork

Materials Development

- A. <https://ed.ted.com/on/0mpzskXa> - Red Rooms
- B. <https://ed.ted.com/on/Es8dFb2f> - Mathematics
- C. <http://ed.ted.com/on/l9TJuFd7> - Aliens
- D. <https://ed.ted.com/on/1MIJT5LK> - Ghosts
- E. <https://ed.ted.com/on/BpuB7QIG#watch> – Gone



Excerpts from students' work



Red Rooms

by Redacted - Sunday, 18 June 2017, 6:47 PM

<https://ed.ted.com/on/0mpzskXa>

Maximum rating: -

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Re: Red Rooms

by Prit Goredema - Wednesday, 5 July 2017, 11:56 AM

What a frightening topic!

In practice, such a long video would be fine for flipped learning. I did not have time to sit through it (the directive was to stay under five minutes for this class task).

As far as listening comprehension goes, this is fine for advanced learners. However, if you are going to use a medium that has audio AND visual capabilities, you might as well select a video with some relevant images to make the input more comprehensible.

The video you selected did not adhere to the Coherence, Colour or Signalling Principles.

Overall, however, you seem to have the gist of how to put together a presentation with its attendant questions. Just put more thought into the principles of materials design we discussed in Week 4.

Maximum rating: -

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Reflection

Click to edit Master text styles - Standard (4:3)

- Because class attendance is not compulsory, many students played truant, for the eLearning class was held on Fridays from 15.30 to 17.00 in the Summer Semester.
- This meant that students seldom tested out each others' learning management systems or online assessments. Those students who did attend class duly were nevertheless at a disadvantage.
- Those students who followed all tasks diligently responded positively in their course evaluation and spoke favourably of the emphasis on practice during class time.
- They also felt confidence in the fact that the apps, services or media chosen had been previously tested or written about in the literature.
- In future, volunteers will be sought to give diligent students a chance to test out their assessments with an engaged audience.
- The same approach will be adopted to teaching this material in the Summer Semester, albeit with the inclusion of some new apps.
- The specifics of the planned eTwinning project are yet to be decided.





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Images: The ClipArts.com

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