

ATINER conference, Athens 2020

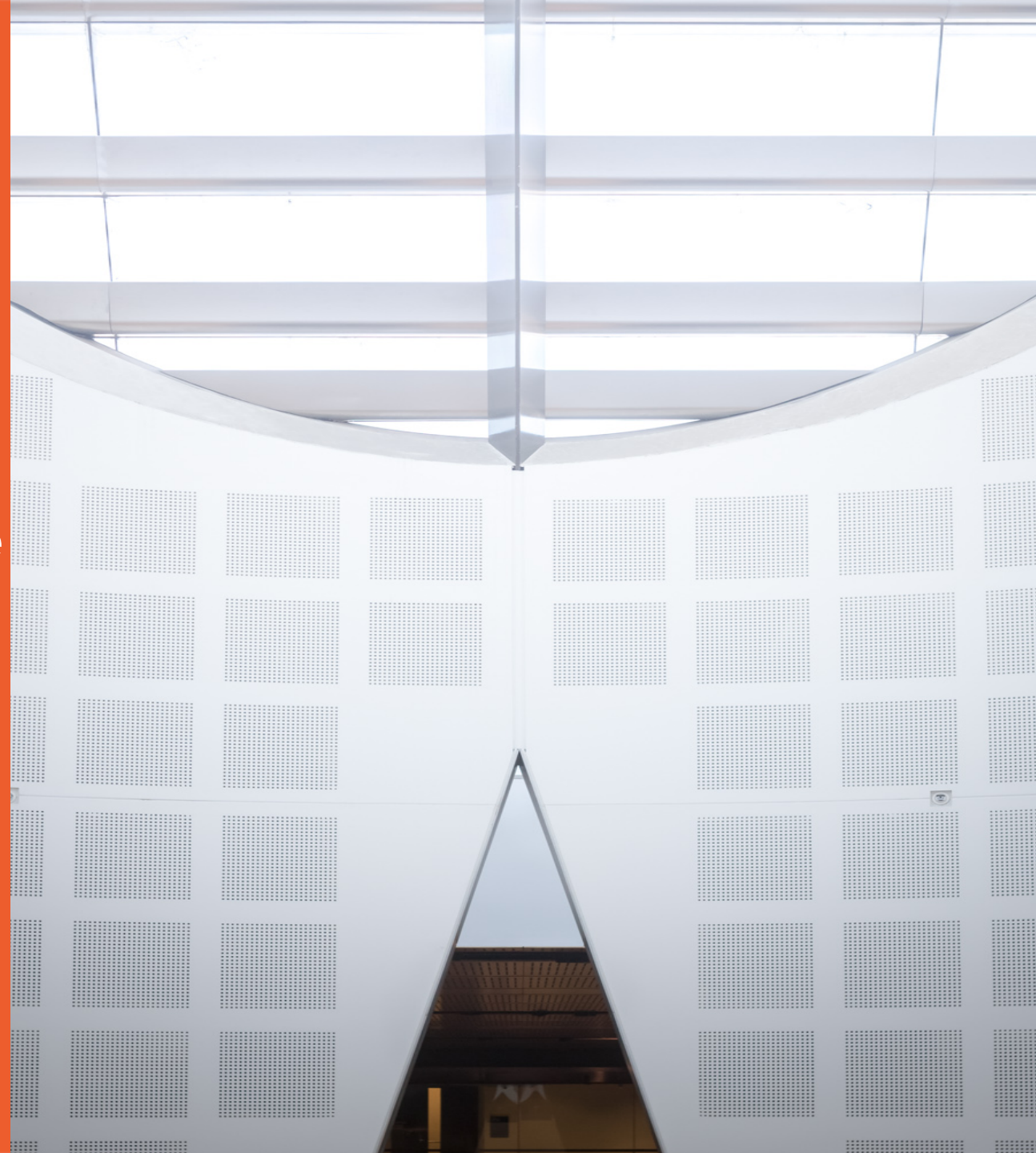
Learning on the job: Challenges in producing an online HDR writing development resource

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Academic Enrichment
Learning Centre



THE UNIVERSITY OF
SYDNEY



Outline

Background

The HDR online thesis writing project

Story of a rocky relationship

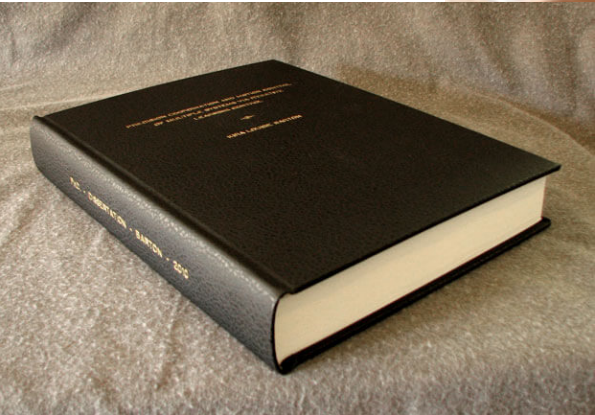
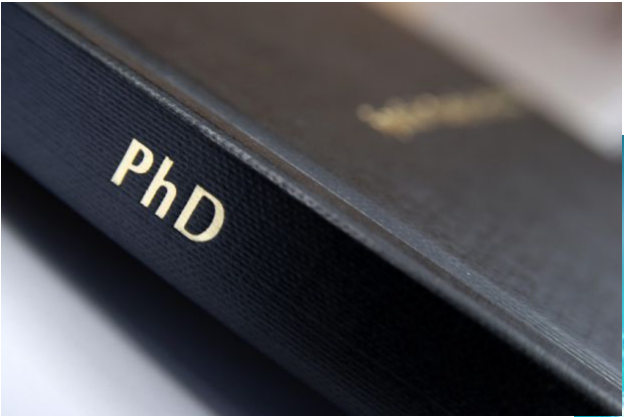


Challenges

Lessons Learnt

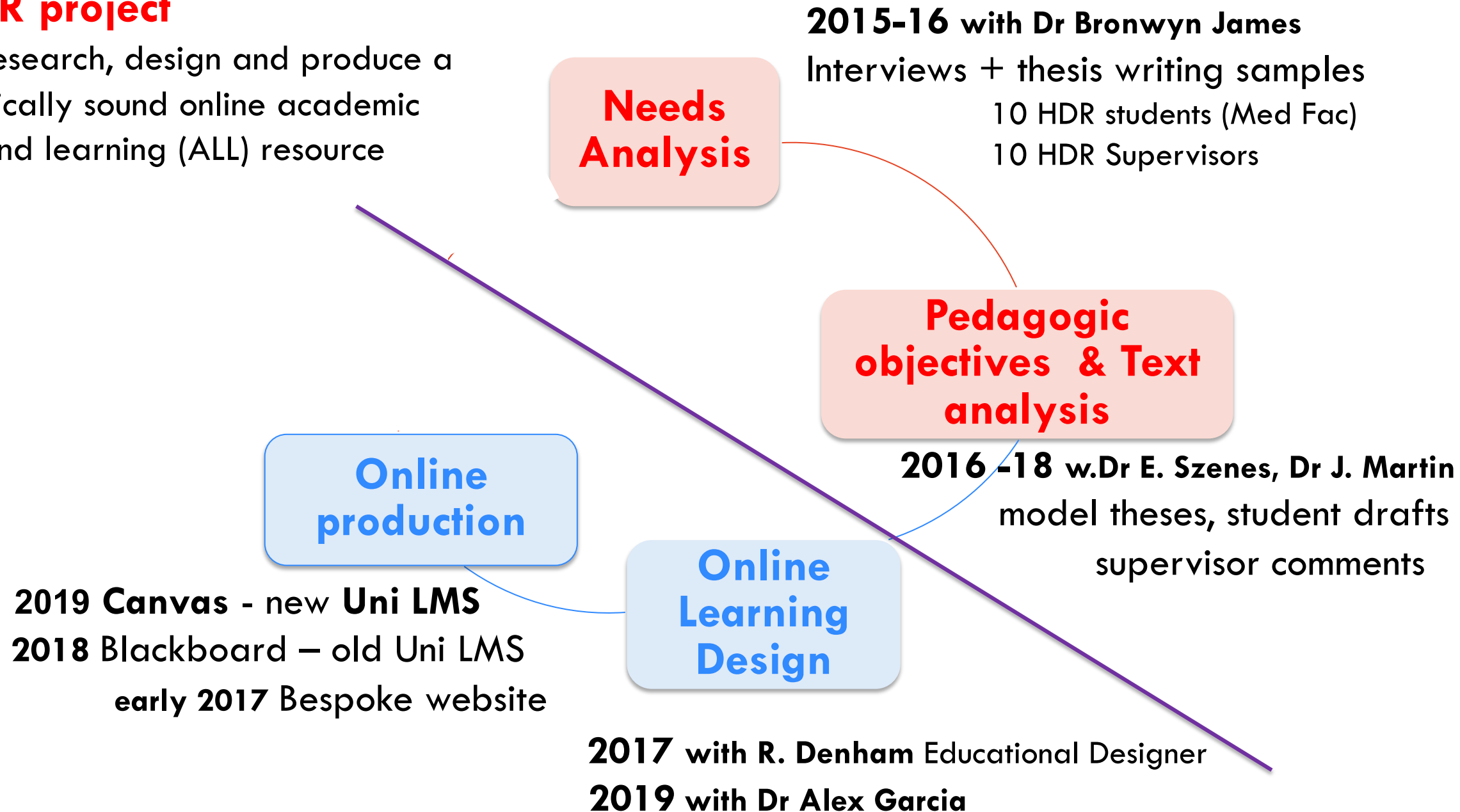
theory - practice – the literature

Conclusion



The HDR project

Aim: to research, design and produce a pedagogically sound online academic literacy and learning (ALL) resource



2. Story of a rocky relationship

Phase 1: Hopes and Dreams



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Key findings

Issues and problems - feedback

1. More correcting than developing

- no one wants this

**NOT
ENOUGH TIME**

2. Face-face best developmentally

- all say not enough of this

3. Three essential elements (all 3 rare)

1. **where** problem is
2. **what** problem is
3. **how to fix it**

**NOT ENOUGH
KNOWLEDGE**

Successful strategies - feedforward

1. Using exemplar texts **before writing**

all good writers said they did this

2. Outline each stage of text for feedback

before not after they write a full draft

3. Explicit targeted instruction

all students want more **before writing**
(but supervisors not confident)

Aim: Thesis Writing Tool for students and supervisors

Students can use the tool to:

1. prepare a draft before sending to supervisor
2. understand and use supervisor's comments better

Supervisors can use the tool to:

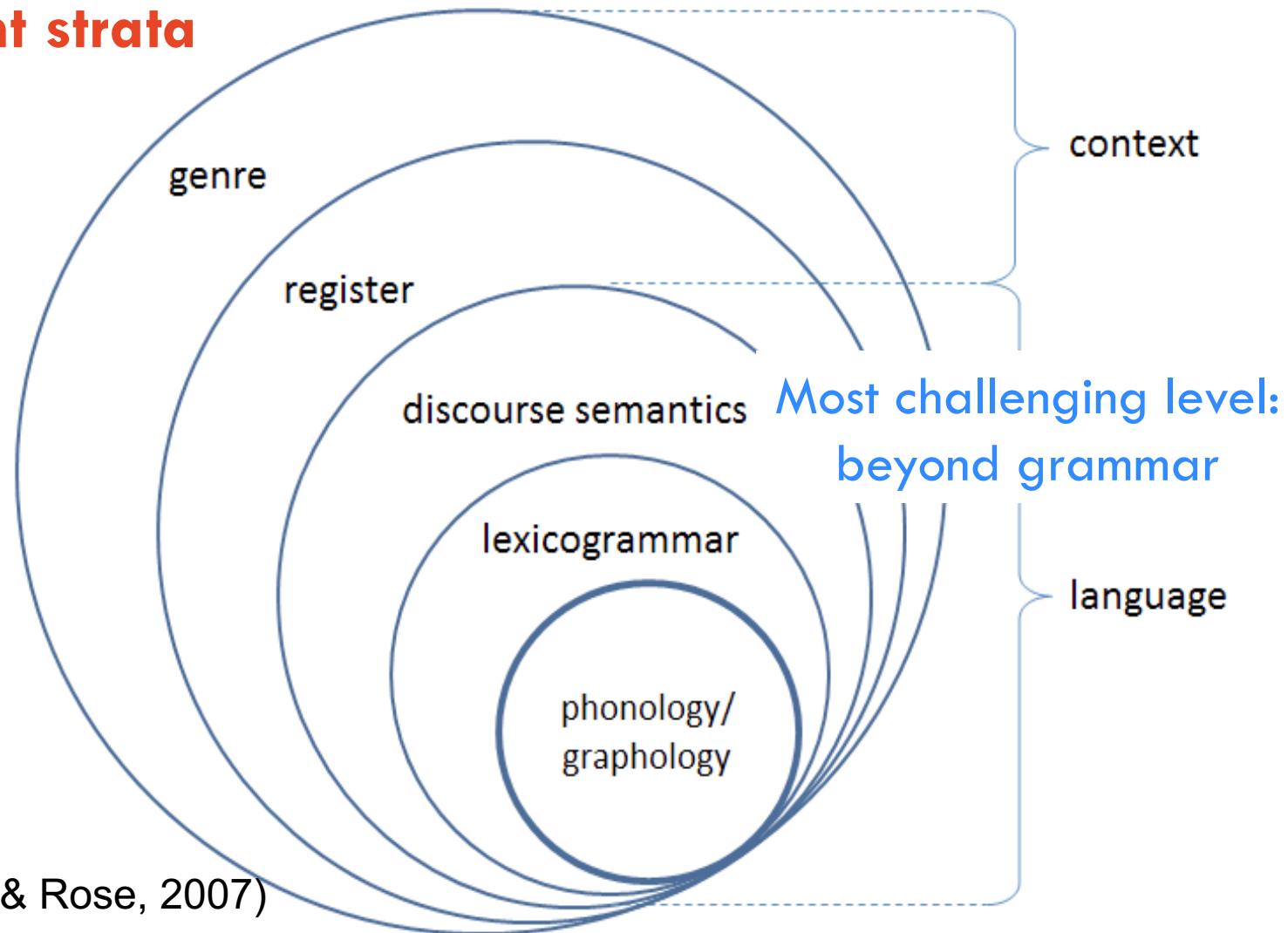
1. more clearly identify the aspect of student's writing to be worked on
3. provide more developmental feedback
2. be guided by examples of model supervisor comment on that aspect

Tool can save time and increase knowledge

Tool can provide a **framework** and **metalanguage** to talk about students' writing

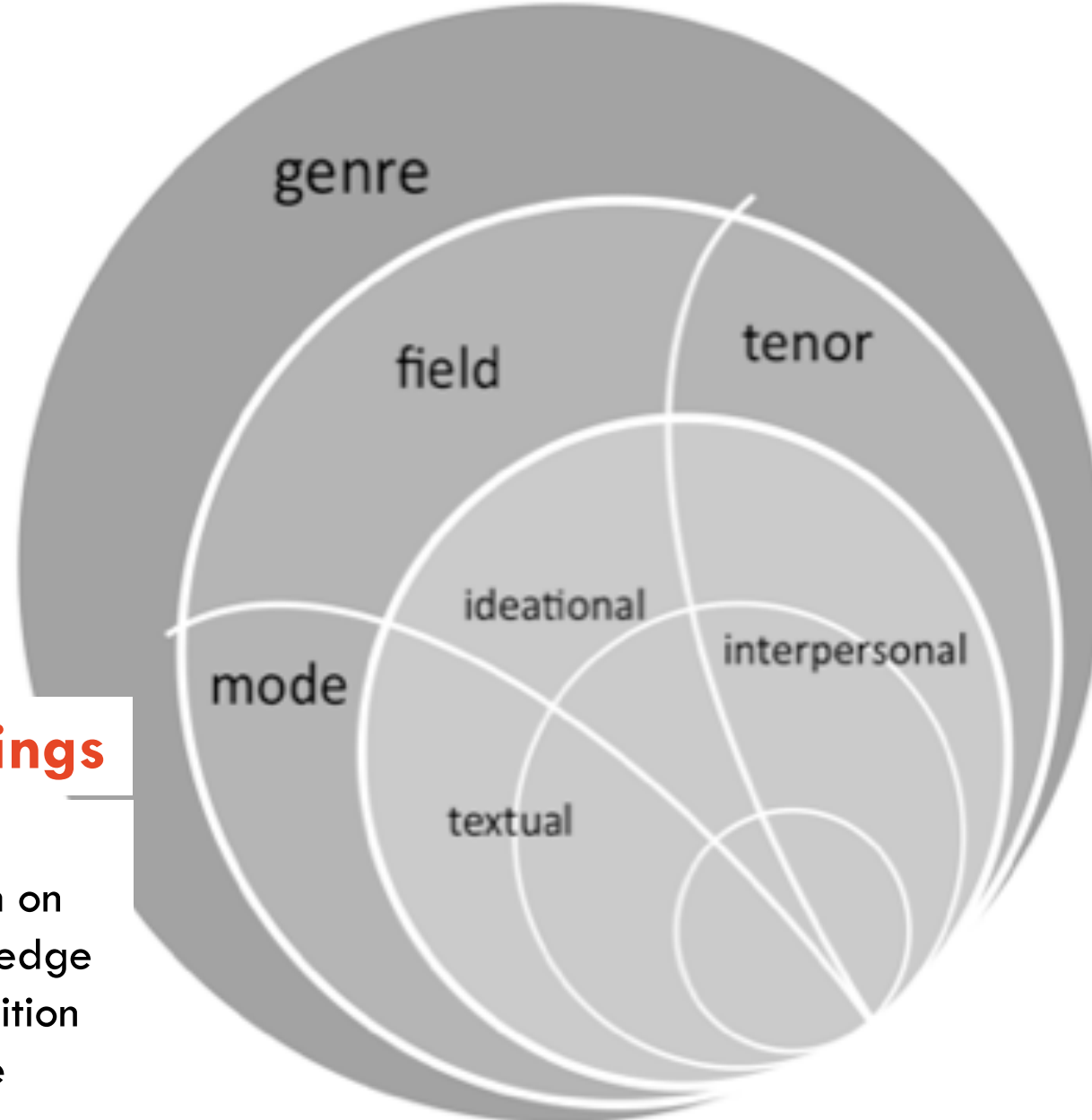
Informing the tool: Systemic Functional Linguistics (SFL) description

Different strata



(c.f. Martin & Rose, 2007)

Informing the tool: SFL description



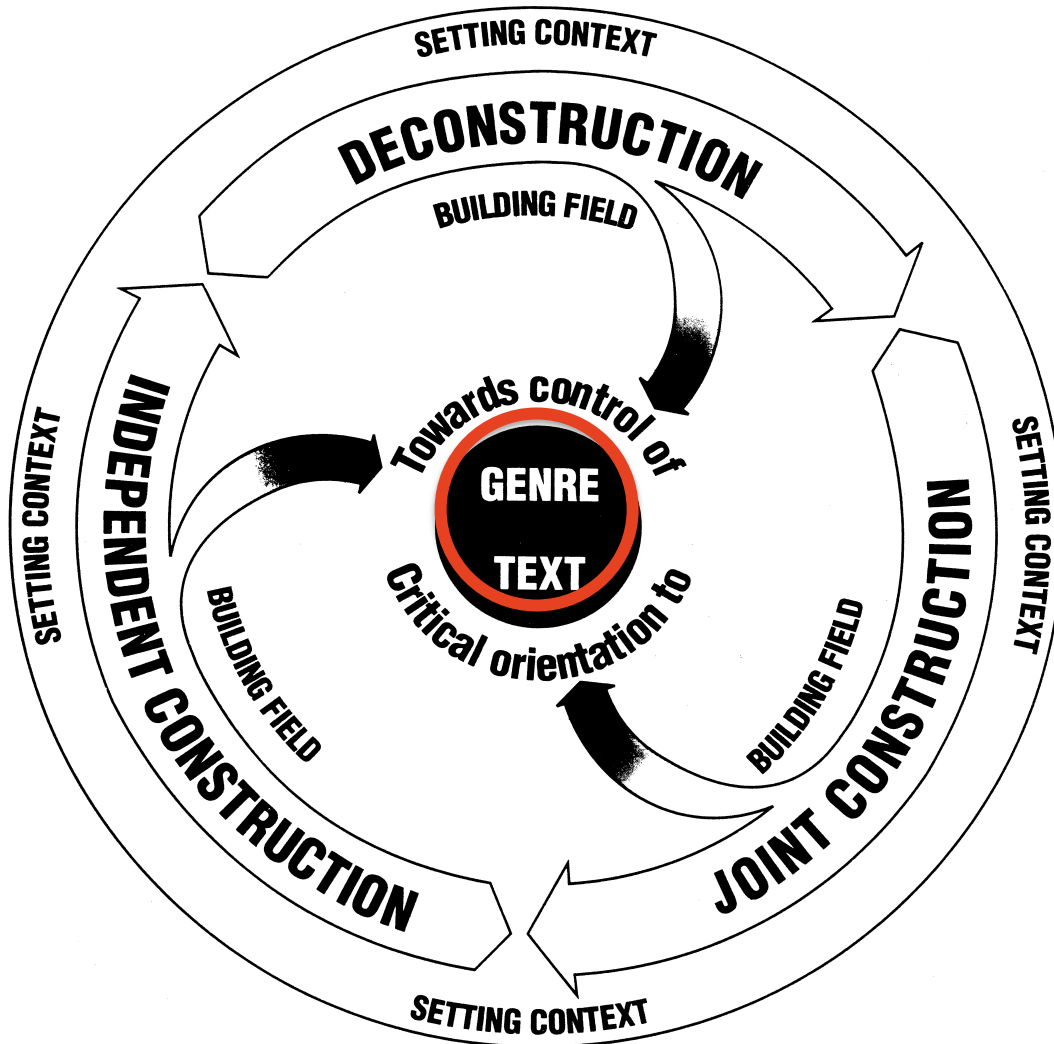
Three types of meanings

Ideational: knowledge

Interpersonal: writer position on
knowledge

Textual: packaging position
and knowledge

Teaching-Learning Cycle (TLC)



Prep: Setting up social context of the genre

All stages: Building field-knowledge

1. Deconstruction: modelling and providing explicit knowledge about genre, text structure and language

2. Joint Construction: shared genre/text construction through metalanguage learnt during deconstruction (**teacher guidance, increasing student control**; collaborative peer writing practice - feedback)

3. Independent Construction: taking control of own writing, increasing potential to critique genres (Drury & Mort 2015, Martin 2000)c

The story of a rocky relationship

Phase 2: The wedding and the honeymoon







ALL
Academic Language and
Literacy lecturer
&

ED
Educational Designer

A bespoke website

Menu and frame requested by ED


Research Thesis Writing Tool: main menu (+ pop ups)

A. STRUCTURE	
	Basic building blocks - organising/staging text to fulfil purpose
B. FLOW	
	Ties, links and threads - creating clear connections across text
C. WORDS	
	Pearls - selecting the right words for the research context
D. GRAMMAR	
	Arranging and setting the pearls - in functional sentences

Thesis Writing Tool: Flow sub-menu + introduction

A. STRUCTURE	<p>FLOW: GENERAL INTRODUCTION</p> <p>If there is no flow in a text, your readers may comment:</p> <p><i>I can't see a logical connection here.</i></p> <p><i>This sentence is back to front. I can't follow this</i></p> <p><i>What does this refer to ?</i></p> <ul style="list-style-type: none">• FLOW makes it easy for readers to follow your ideas and complex, technical information in a paragraph or section. (FIRST organise your ideas well. See A. STRUCTURE)• FLOW is created by making different kinds of meaning links between words/ideas <i>across</i> paragraphs and sections. (AFTER FLOW created, organise and check word in sentences. See D. GRAMMAR)• FLOW menu items are four strategies for creating the different kinds of meaning links across sentences.
B. FLOW	
Word chains Logical relations	
Evaluation spread Information ordering	
C. WORDS	
D. GRAMMAR	

Rsearch Writing Tool: 'Information Ordering' introduction + links

A.STRUCTURE	INFORMATION ORDERING: INTRODUCTION 1.  <p>What you put <i>in the beginning</i> tells readers the topic of following text - what they will find out more about later.</p> <p>** thematic or topic information usually comes first</p>	MODEL Examples
B. FLOW	<p>*in <i>first</i> paragraph of section (Introduction to section)</p> <p>* in <i>first</i> sentence/s of paragraph (Topic sentence of paragraph)</p>	
Information ordering	<p>Remember: 'introduce first'</p>	STUDENT Drafts
	TWO TIPS	
C. WORDS	<p>1. Old before new:</p> <p>In topic or theme, include some 'given' or 'old' information (that readers already know from previous text or field knowledge). This prepares readers for new information that follows.</p>	
	<p>2. General before specific:</p> <p>The topic or theme is often more general information outlining the topic. This prepares readers for the often more specific, new information that follows.</p>	LEARNING Resources
D.GRAMMAR		

Research Writing Tool: 'Information Ordering' - Student Draft Link

A. STRUCTURE	From a student thesis on Weight Loss (Link)	MODEL Example
	1. Literature review 1.1 Introduction 1.2 Exercise 1.3 Appetite	
B. FLOW	The mechanisms responsible for exercise-related changes in appetite and why certain types of exercise increases hunger and other reduces appetite, as will be discussed later in section 4, are not yet well understood [54-57].	
Information ordering	Therefore, it is important to understand the physiology of normal appetite control and its role in the regulation of body energy homeostasis particularly during the performance of various acute and chronic physical activities	LEARNING Resources
C. WORDS	Supervisor: Remember to 'introduce first'. You need an initial sentence or two here that links previous section on exercise With your current section on appetite. Otherwise your discussion on appetite just seems to fall out of the sky, from nowhere. You could say something like:	
D. GRAMMAR	“Exercise, especially when combined with weight loss, brings a variety of health benefits. However, exercise is not always associated with weightloss, and this has been reported as due to... Therefore, in the next sections, I will cover what is know about the effects of exercise on appetite control. But first, I will cover normal, neuroendocrine control of appetite, as this is relevant to subsequent sections.”	

Tool framed according to Teaching-Learning Cycle (TLC) steps

deconstruction - **implicit knowledge** via tool design, navigation
- **explicit knowledge** via information in modules
via annotations on model thesis excerpts

joint construction (modelled) via sample supervisor comments on student drafts

(face-face) via blending  with supervision and ALL consults

individual construction via drafts submitted to supervisor

The story of a rocky relationship

Phase 3: Insurmountable obstacles



Collaboration with Ed Designer constrained:

- not enough time for us to build shared understandings

The institution ends our partnership

- no bespoke website, **must use LMS**
- no support for blending tool with supervision

University LMS



Modular course of short video lessons



From TechSmith, successfully tested in tertiary institutions (Suhr, 2006; Blevis & Elton, 2009)

Can highlight text, zoom in, annotate screen

Phase 4: Going it alone

First steps: producing ppt slides, scripts and student tasks

Technological Challenge 1: Teach thesis writing in 10-min videos

Six modules comprising **14 video lessons** between 5-15 minutes long

Introductory Module **University requirements**

Writing Modules **Front matter**

Introduction Chapter

Literature Review section

Structuring Paragraphs

Creating Flow

(words and grammar)

Phase 4: Going it alone: Steep learning curve!

Technological challenges

*Marrying video medium with pedagogy

1. How teach thesis writing in 10 min videos
2. How to design and write for screens



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Phase 4 cont. Steep learning curve

2. Writing for the screen is hard!

- * **Layout, readability, aesthetics, accessibility**

What colours, font types and sizes?

How much text on one screen?

How many, what type of images, diagrams?

- * **Engagement, interest** How to keep them online?

- * **Interaction** What should they be doing?

MY BIG MISTAKE! Got feedback after content for 10 videos completed!

Rewrote all 10 videos and scripts...



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Phase 4: Going it alone

Technological challenges

***Learning new technical skills on the job**

3.

4.

5.



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3. Record animated ppt slides in Camtasia

Instructions for recording video

(slides & narration)

Print out script and read aloud – **revise** if necessary and **reprint**

1. **Open mp4 file** with recorded script on iPhone

2. **Go to Camtasia**

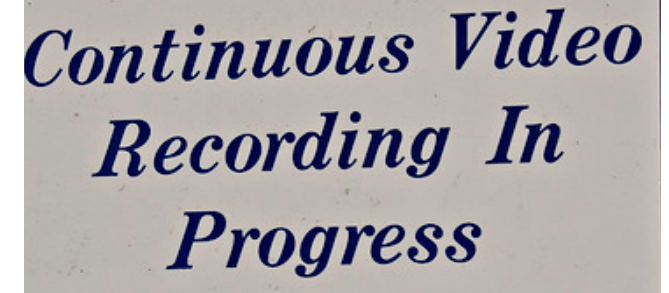
Open ppt Choose Imac

Press **Record** on screen + Press **Play** on phone recording

Press arrow on keyboard to animate and move to next slide

Pause recording if needed,

N.B. No need to pause slides, they won't proceed until you select arrow



Alternative instructions for recording video slides (NEW)

Go to Camtasia - File

Open ppt

Insert Mp3 audio file into ppt (see instructions above)

Choose Imac

Press **Record** on screen + Press **Play** on phone recording **(NO MORE)**

Press arrow on keyboard to animate and move to next slide

Pause recording if needed **(NO MORE)**

**GET NEWER
INSTRUCTIONS**

4. Record script narration

Instructions

TO RECORD narration

Open Camtasia

Open File

Choose New Project Choose Voice Narration Choose I Mac and Microphone

Press RECORD

TO EDIT recording (cut, redo and paste)

Select the spot (yellow line on minute + second)

Go to **Edit**

Choose **Split** (won't let you if you haven't selected the start of the bit you want to edit)

Need to select beginning of bit & choose Split-then select end of bit & choose Split again

Delete **old bit**

Record new bit if want to replace deleted bit (not just get rid of it)

Move new recorded bit up to add to the main recording

TO SAVE recording

At the end of narration Go to **Share** Choose **New project** Choose **Local File**

Export MP4 (.mp4) + Name it + Choose where to Save (desktop/ file)



[This Photo](#) by Unknown Author

5. Export and synch narration recording to video

Instructions

To move saved file ~~from desktop to Icloud Drive~~

Copy (press Command+?) Go to ICloud Drive Options Desktop and Folders

Then find on iPhone

NEW Download 'Switch' – free application for converting Mp4 video file into Mp3 audio file only..

(CHECK do we need to do our script recording in this?)

Drag the Mp4 file into Switch

Select 'Convert'

Drag it onto desktop

Open video slides ppt.

Select Insert

Audio

Audio from file

Select the Mp3 file from Desktop

Find file in Animations of the first slide—** place it first!

Make sure the **Speaker is on high in the inserted recording bar



AND AFTER ALL THIS?

The story of a rocky relationship

PHASE 5: Older and wiser?

SOME LESSONS LEARNT

theory

practice

the literature



Learning resource development underpinned by strong theory

e.g. SFL theory and pedagogical model, the TLC

Online resource development guided by the relevant literature

e.g. Good Learning Design Propositions in Higher Education

(Ellis & Goodyear, 2010 p.23-4)

e.g. Learning Design Taxonomy

(Nguyen, Rienties & Toetenel, 2017)

Good Learning Propositions in HE



(Adapted from Ellis & Goodyear, 2010 p.23-4)

1. Extensive - beyond tertiary education to life
2. Within a community of practice.
3. Induction into a community of practice
4. Situated in a context but eventually able to be abstracted
5. Through **engagement & practice** (repetition, **feedback**, refinement, automation)
6. Through **challenges met via scaffolding provided by expert others**
7. Through a **progression of challenges**
8. Through **conversation and interaction**
9. Through effective self reflection
10. Not limited by fixed abilities (IQ)
11. **Motivated (not just by teaching but good curriculum design).**
12. Supported by **different kinds of teaching (direct; scaffolded)**

collaborate with faculty

scaffolded joint construction

★ **face-face**

	Type of Activity		Example	
TLC Deconstruct -ion	Assimilative	Attending to information	Read, Watch, Listen, Think about, Access.	online modules; annotated pdfs
	Finding and handling information	Searching for and processing information	List, Analyse, Collate, Plot, Find, Discover, Access, Use, Gather.	
Simult. Joint construction	Communication 	Discussing module related content with at least one other person (student or tutor)	Communicate, Debate, Discuss, Argue, Share, Report, Collaborate, Present, Describe.	discuss/reconstruct draft with supervisor and ALL advisor
Individual construction	Productive	Actively constructing an artefact	Create, Build, Make, Design, Construct, Contribute, Complete,.	- produce final thesis - write final draft for supervisor
	Experiential	Applying learning in a real-world setting	Practice, Apply, Mimic, Experience, Explore, Investigate,.	
Delayed Joint Construction	Interactive /adaptive	Applying learning in a simulated setting	Explore, Experiment, Trial, Improve, Model, Simulate.	- online tasks - re/write drafts
	Assessment	All forms of assessment (summative, formative and self assessment)	Write, Present, Report, Demonstrate, Critique.	-supervisor feedback 

Evaluating types of learning activity

(Nguyen, Rienties & Toetenel, 2017)

- * Communication and interactive activities have **positive effect** on online engagement
- * Productive and experiential activities are **associated with lower level** online engagement

Criteria to guide online resource development (Blass & Davis, 2003 p.232)

e-learning development

Higher order criteria

Guiding principles

Central concerns

1. Appropriateness of staff and content
2. Appropriateness for market and students

Appropriateness

e-learning appropriate, sustainable?

3. Learning aspirations
4. Cognitive ergonomics

Design

What is the target population?
What should the e-learning look, feel like?

5. Faculty–student interaction
6. Student–student interaction

Interaction



How will students and faculty interact?

7. Reinforcement strategy
8. Achievement of purpose

Evaluation

How are student learning and
product effectiveness assessed?

e-learning development

(Blass, E. & Davis, A. 2003 p.232)

Higher order criteria

Guiding principles

Central concerns

Is the technical environment sufficient; robust?

Do staff have time, technical skills to develop resources?

NO!

How do we become digitally capable?

‘Going Digital’ by Garcia, 2018 in JALL Vol1 2, No. 1, 2018, A115-A127

Training

- provided by developers
- via autonomous learning - blogs and vlogs
- networking via electronic fora and lists
- peer collaboration (development team)
- peer apprenticing **surveys show it is best**



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Early student trialling via **‘User Experience’** testing

Software - another challenge



***wide range of activities** 'Drag and Drop', 'List sorting', 'Text highlighting' 'Matching' - increase engagement; facilitate learning 'by doing'

*allows **high quality feedback** (can say why answer correct or not; lead students on different pathways or scaffold next task).

***BUT not easy to use**

***AND soon to become defunct**



1120 x 600

Conclusion

How to happily marry technology & sound pedagogy

****Ensure high level institutional support for:**

- i. **collaboration** (ALL - discipline - technology)
- ii. **dedicated time** to share understandings, knowledge and learn some skills
- iii. **blending** online with face-face (include f-f online)

**** while technology is unstable, pedagogically limited**

More on why this support becoming harder to get:

Ellis, B. & Goodyear, P. 2019 The Education Ecology of Universities

Routledge: U.K.



- [illegible]

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THANK YOU

CODA

Digital capability technical skills to use ever-increasing learning technologies
IS NOT ENOUGH

WE ALSO NEED

Digital fluency pedagogical skills to design in, and facilitate effective
technology-mediated learning

'space to reflect on pedagogic values'

'to experiment, evaluate and learn from trial & error'

(Walker, R., Jenkins, M. and Voce, J., 2018)