

# Collaborate to Accelerate



Source: holykaw.alltop.com



Source: clipartfest.com

**BALEAP 2017**

**Norazida Johar**  
Centre for English Communication  
Singapore Management University

# Good Writing What & How



00:04 -03:55

## Unit 1 - Take a stand

# Unit 1 Take a stand

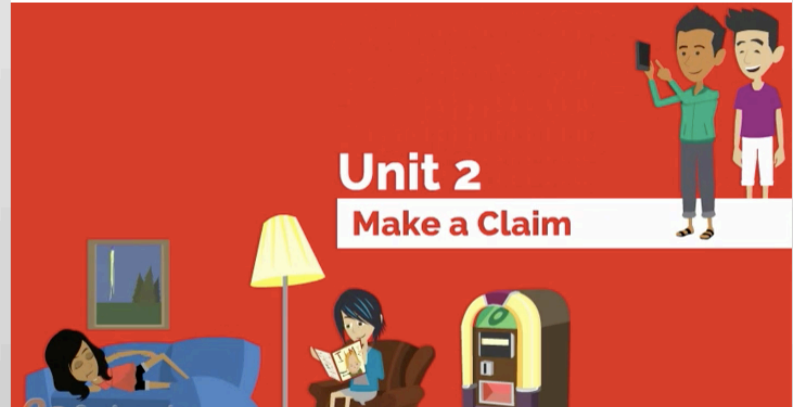


00:06 -03:03

## Unit 2 - Make a claim

Resources

# Unit 2 Make a Claim



00:06 -01:39

## Unit 3 - Know your purpose and audience

Resource

## Unit 4 - Organize your thoughts

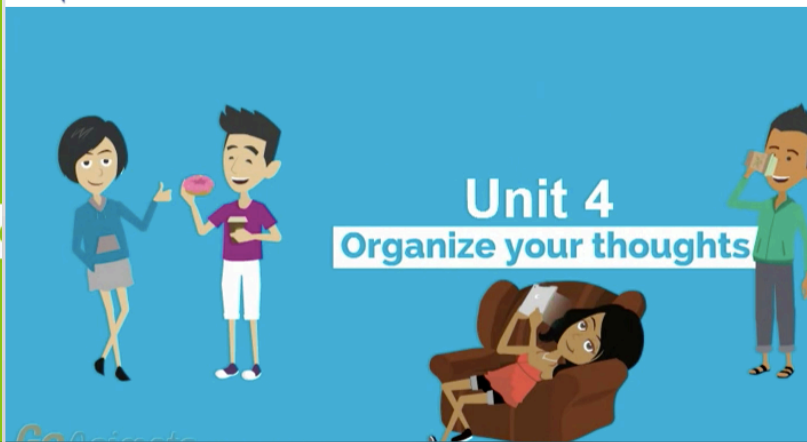
Resources

# Unit 3 Know your purpose and audience



00:04 -01:51

# Unit 4 Organize your thoughts

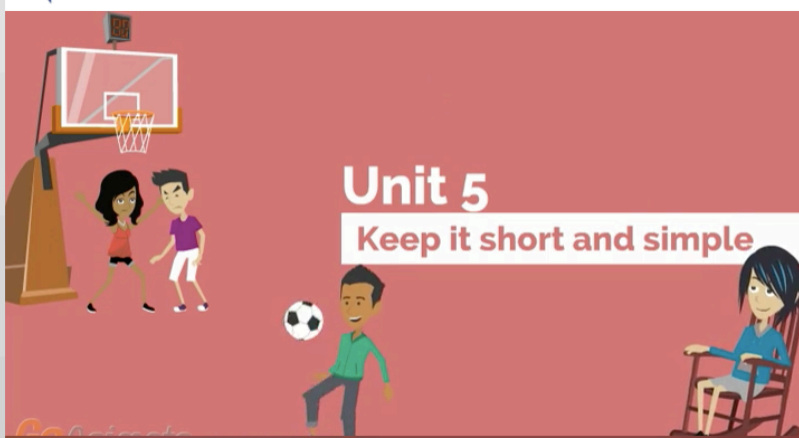


00:09 -04:40

## Unit 5 - Keep it short and simple.

Resources

# Unit 5 Keep it short and simple



00:13 -03:45



# ROADMAP

Outcome of the  
collaboration

Nature of  
collaboration

Basis of collaboration

Source: [img.clipartfest.com](http://img.clipartfest.com)

# Basis of Collaboration

Learner characteristics

Pedagogical implications

Course design

# MILLENNIAL CHARACTERISTICS<sup>17</sup>

**TECH-SAVVY**

**CONNECTED 24/7**

**OPTIMISTIC**

**INDEPENDENT**

**COMFORTABLY SELF-RELIANT**

**GOAL ORIENTED**

**SELF-CONFIDENT**

**SUCCESS DRIVEN**

**CENTERED**

**LIFESTYLE**

**CENTERED**

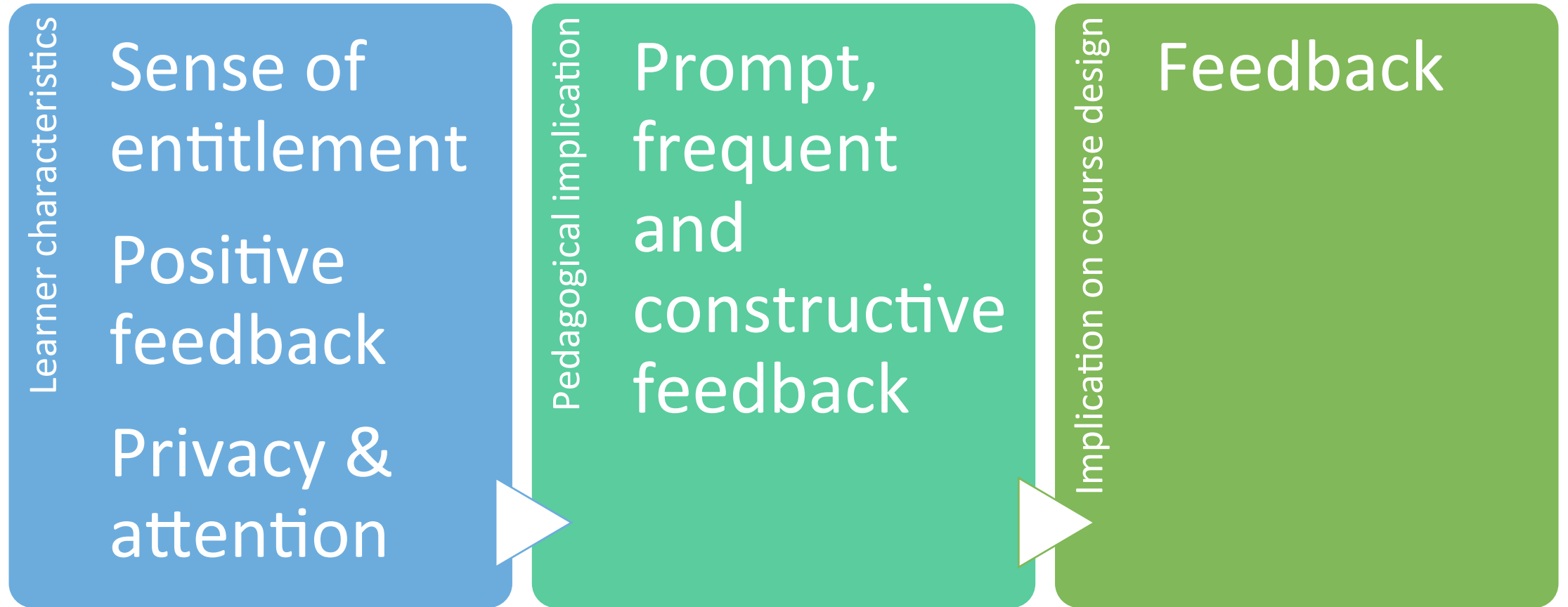
*hopeful*

## Howe & Strauss (2003): 7 core traits of Millennials





# Special



# Sheltered

Learner characteristics

Rarely left  
unsupervised  
Highly  
protected as  
children

Pedagogical implication

Take  
responsibility  
for their own  
learning  
Relate to  
authority  
figures

Implication on course design

Promote  
self-directed  
learning



# Confident

Learner characteristics

Misguided due to over-involved parents

Underestimate time-on-task to achieve academic goals

Pedagogical implication

Teach time management skills

Implication on course design

Rules

# Team-oriented

Learner characteristics

Like to be in a group but doesn't necessarily like working on teams

Pedagogical implication

Collaborative learning  
Use active learning strategies eg. Discussion forum, reflection

Implication on course design

Interactivity

# Conventional

Learner characteristics

Like to have everyone get along with each other

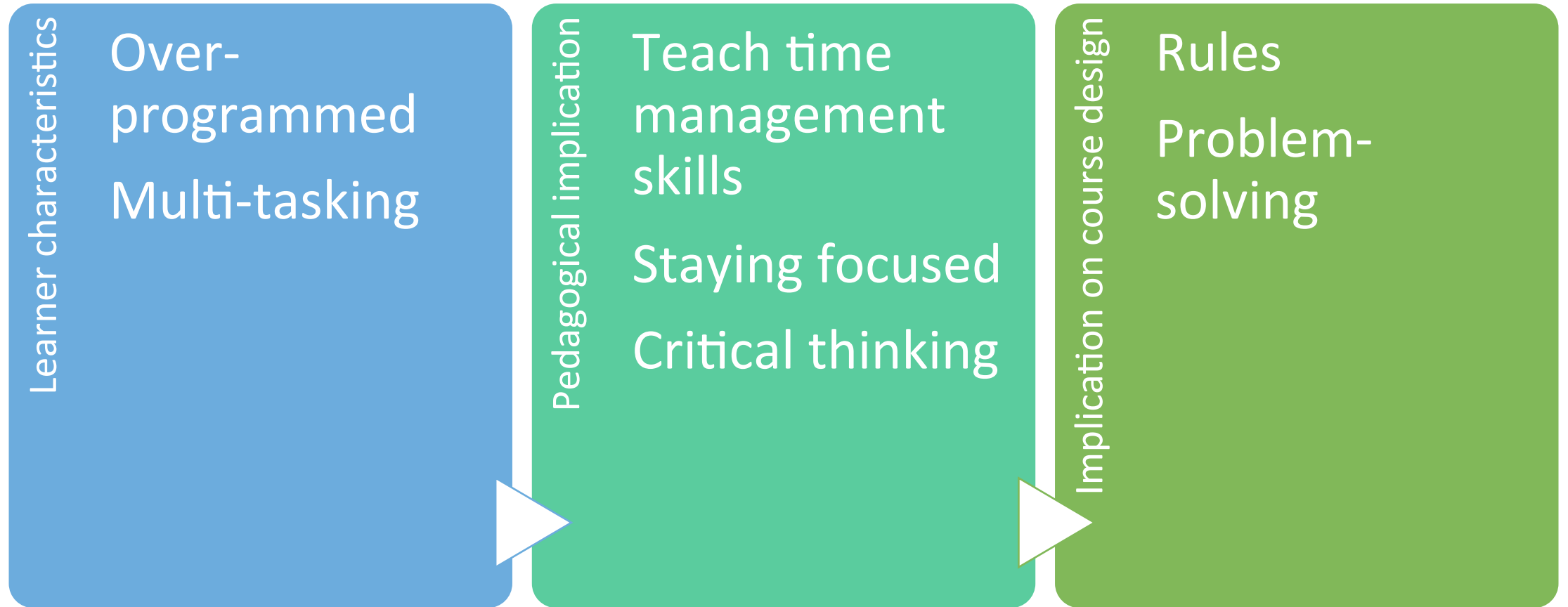
Pedagogical implication

Create opportunities to exercise reciprocity and cooperation

Implication on course design

Rules  
Interactivity

# Pressured



# Achieving

Learner characteristics

Not realistic

Pedagogical implication

Use a variety of teaching strategies to cater to different learning styles

Implication on course design

Feedback

# Teaching the Millennials

## Preferences

- Collaborating
- Connecting
- Creating social change

## Principles

- Cooperation
- Diversity and cross-cultural interaction
- Knowledge creation
- Active engagement

# Nature of Collaboration

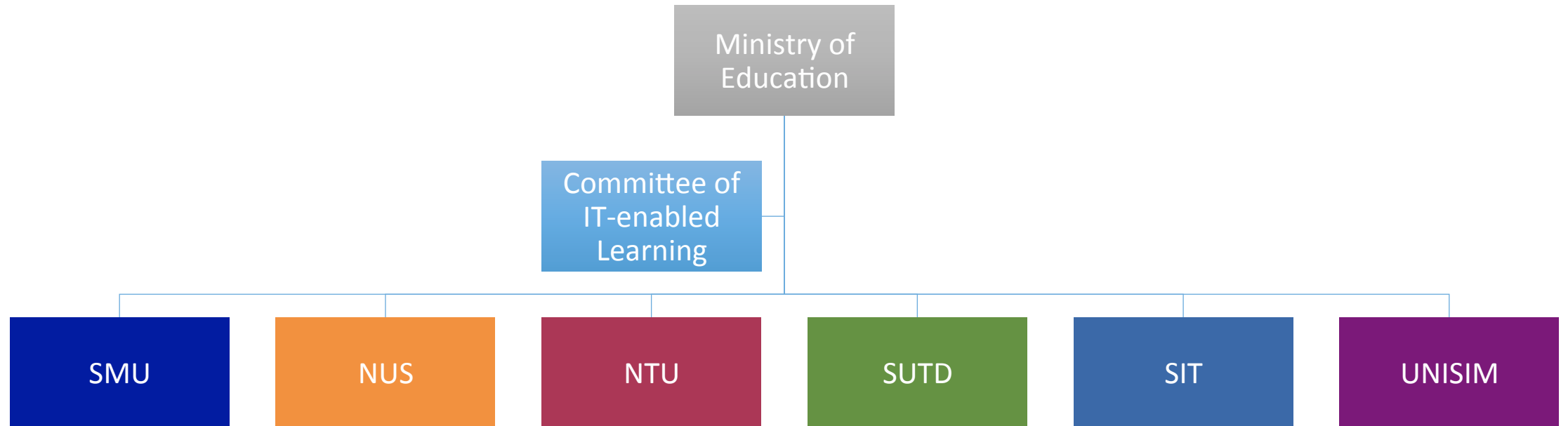
Macro

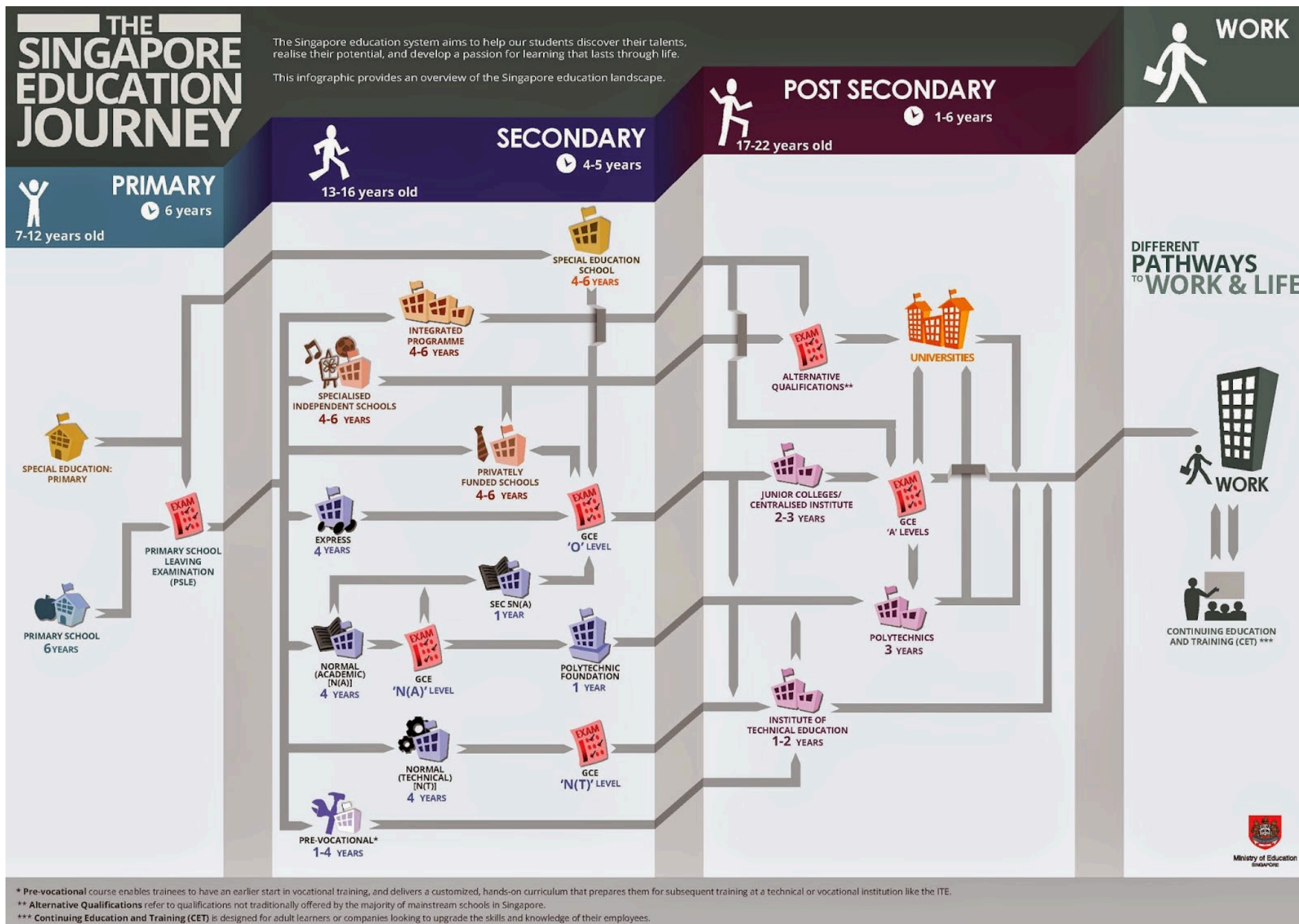
Micro



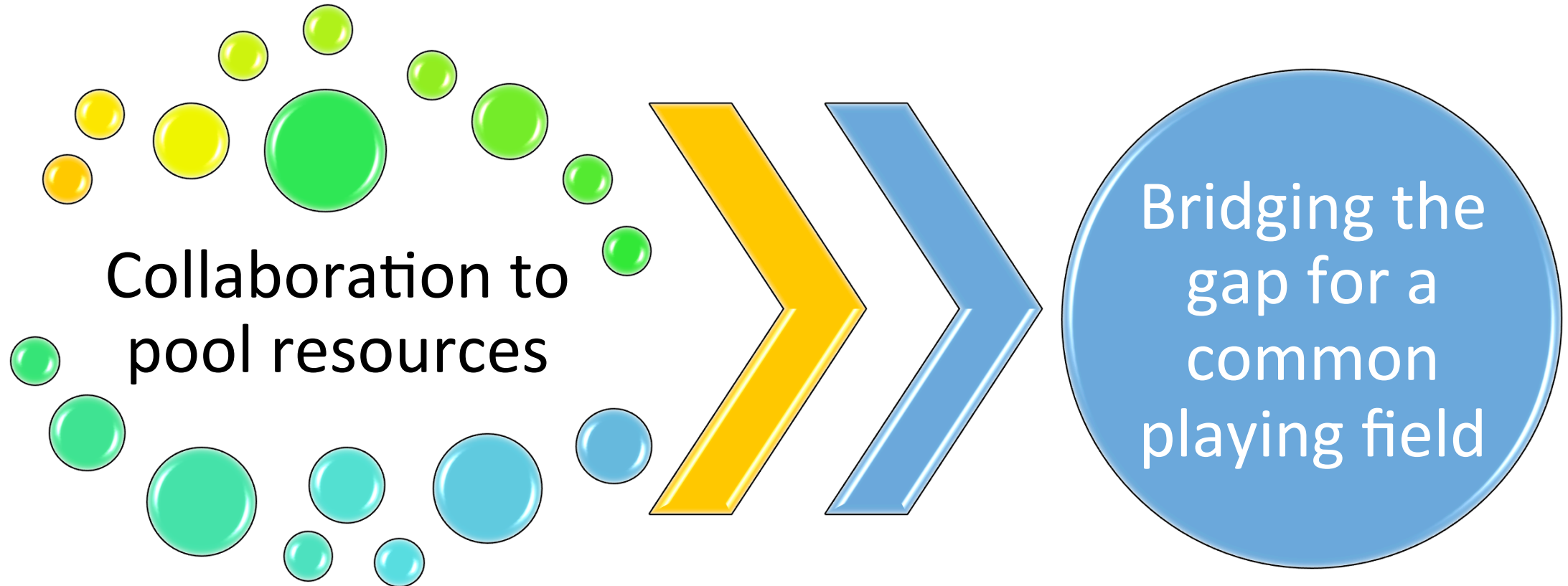
# Here's how it all started ...

## MACRO

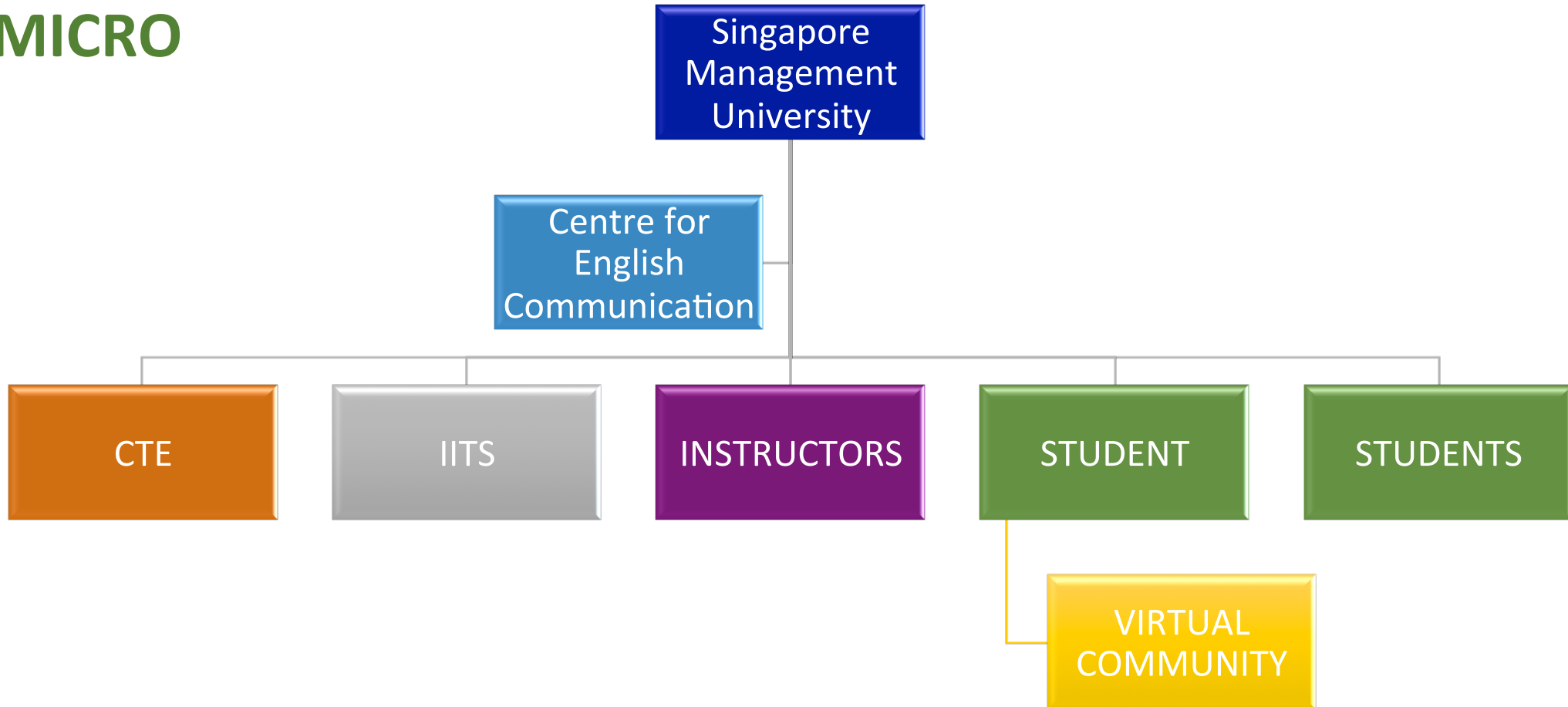




# Macro perspective

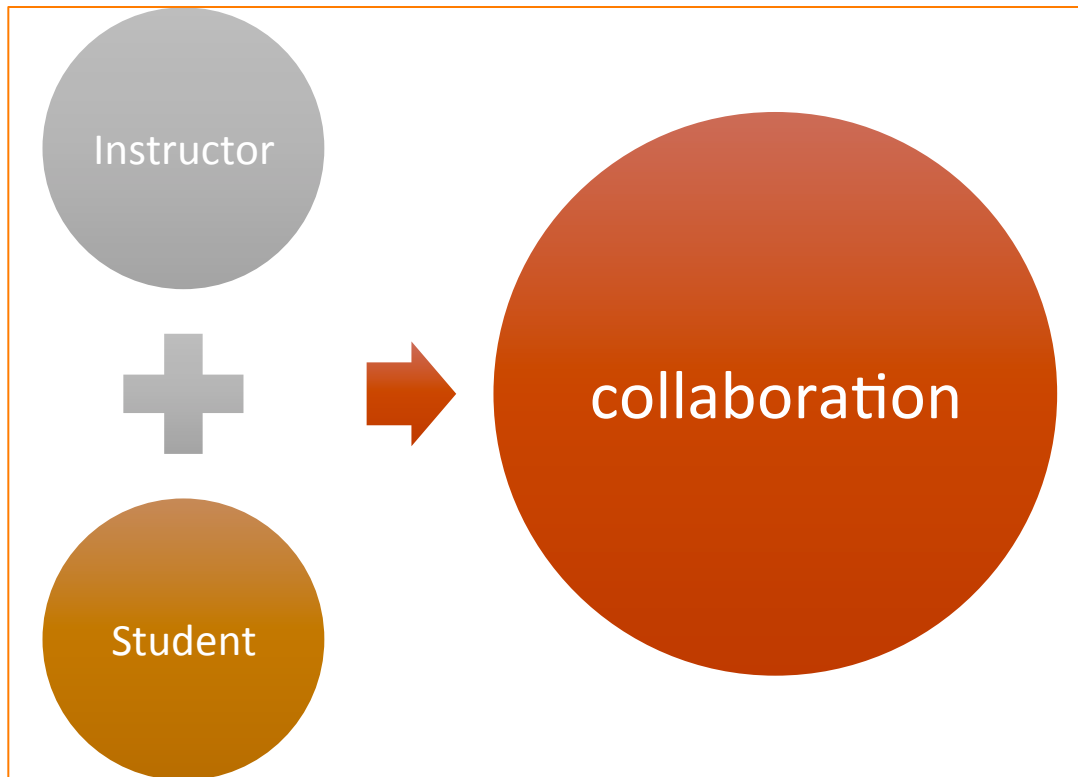


# MICRO

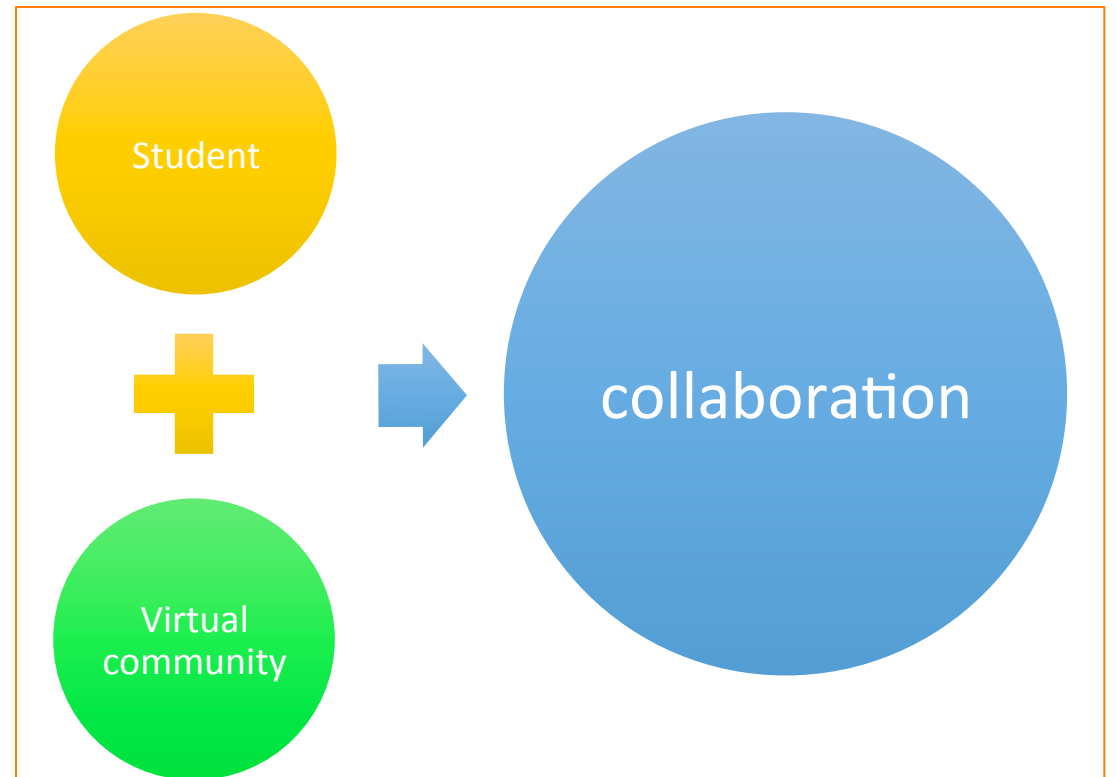


# Collaborations

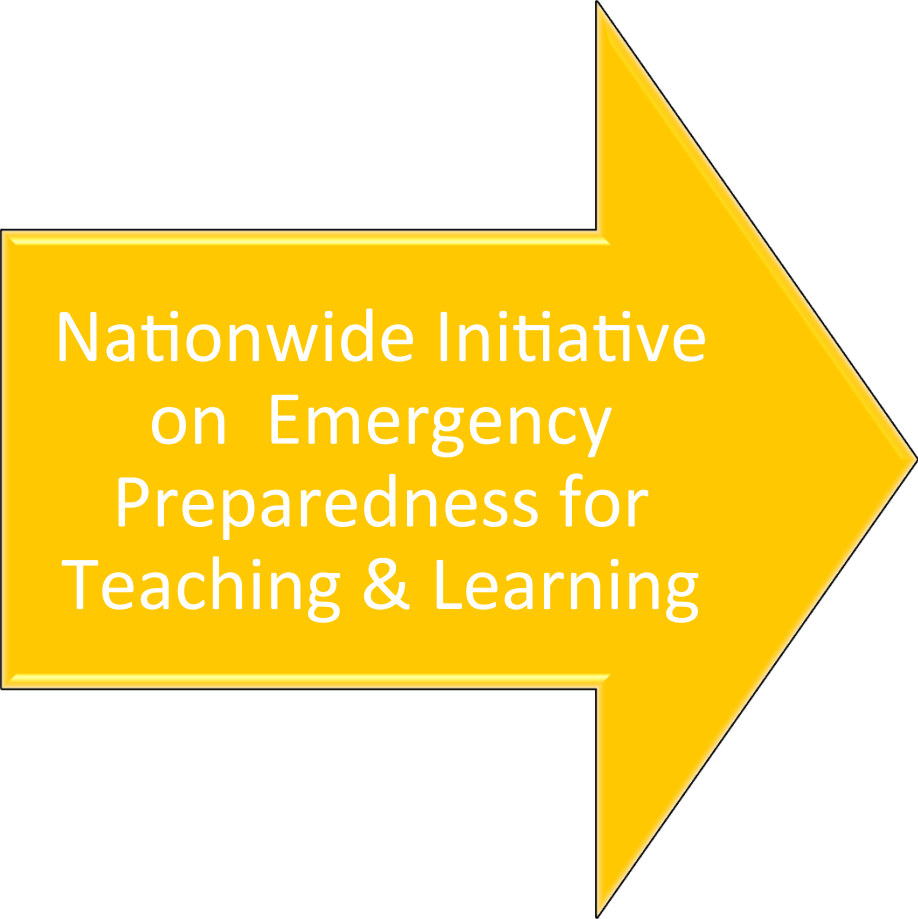
## Instructor - Student



## Student - Others



# What was the basis? Micro perspective



Nationwide Initiative  
on Emergency  
Preparedness for  
Teaching & Learning



University-wide  
Initiative on Blended  
Learning

# CURRICULUM





# Programme in Writing & Reasoning: Skills



## Critique

- Close reading
- Annotation
- Critical analysis and evaluation
- Argument analysis
- Crafting thesis statements



## Synthesis

- Synthesis
- Audience analysis
- Crafting position statements
- Trend analysis
- Structuring and organising arguments
- Evaluating sources
- Incorporating sources



## Argumentation

- Building an argument
- Writing an argument
- Audience analysis
- Using visuals
- Using appropriate tone and register
- Formatting the report
- Language of analytical reports

# Primer



- ☐ Take a Stand
- ☐ Make a Claim
- ☐ Know Your Purpose and Audience
- ☐ Organise Your Thoughts
- ☐ Keep it Short and Simple

# PWR



- ☐ Critique
- ☐ Synthesis
- ☐ Argumentation

# Outcome of Collaboration

Good Writing: What & How

# Good Writing: What & How

## Unit 1 - Take a stand

Stand  
Reasons  
Arguments

## Unit 2 - Make a claim

Claim  
Reasons  
Evidence

Unit 3 - Know your purpose and audience  
purpose  
audience  
tone  
style

## Unit 4 - Organise your thoughts

topic sentence  
elaboration  
support

## Unit 5 - Keep it short and simple

clarity  
coherence  
conciseness

Quizzes

6 quizzes in total

## What is Good Writing?

Good Writing: What and How is an online writing course for undergraduates. It is a primer to the Programme in Writing and Reasoning (PIWR). The course covers five topics:

1. Take a stand
2. Make a claim
3. Know your purpose and audience
4. Organise your thoughts
5. Keep it short and simple

# Ways to improve the e-learning course

Criteria	Pilot – Feb 2016	Term 1 – Aug 2016	Term 2 – Jan 2017	
Content	✓			
Learning experience				
Interactivity	✓	✓	✓	
Audio	✓	✓	✓	
Video	✓	✓		
Narration			✓	
Navigation	✓		✓	
Animation	✓	✓		
Graphic – visuals, subtitles, text transcript	✓	✓	✓	
Layout			✓	
Technicality	✓	✓	✓	
Quizzes	✓			

	Term 1 [Aug 2016]	Term 2 [Jan 2017]
Respondents	33 [4%]	74 [10%]
Enrolment	768	750
Question	Strongly Agree & Agree (%)	
1. Relevant content	76	68
2. Logical sequence of content	73	66
3. Positive learning experience	76	65
4. Clearer understanding through interactive learning games	73	62
5. Use of multimedia	64	64
6. Visual design	64	59
7. Narration	64	61
8. Navigation	70	58

Criteria	Term 1	Term 2
Animation	reduced, better	
Text transcript	to be provided	
Video	shortened, lessened, more	
Audio	unnecessary	<ul style="list-style-type: none"> <li>• Speed up audio recording</li> </ul>
Technical	allow back button to previous page instead of having to refresh the page and re-start	<ul style="list-style-type: none"> <li>• increase the speed of speech</li> <li>• provide real life chat function</li> <li>• user-friendly transition from videos</li> <li>• include content page tracker on the side</li> </ul>
Interactivity	more activities, allowed to re-attempt activities	more activities, more interaction
Visuals	can be improved	
Subtitles	to be provided for visual learners	
Narration		<ul style="list-style-type: none"> <li>• Faster</li> <li>• Livelier tone</li> </ul>
Navigation		Being directed to the start page after failing one section
Graphics		needs improvement
Multimedia		Improve more visuals and sound effect
Layout		<ul style="list-style-type: none"> <li>• Awkward – prevents information from being viewed clearly, difficulty navigating</li> </ul>



# Quizzes accompanying each unit

AY2016-17, Term 2 [Enrolment – 750]

Quizzes

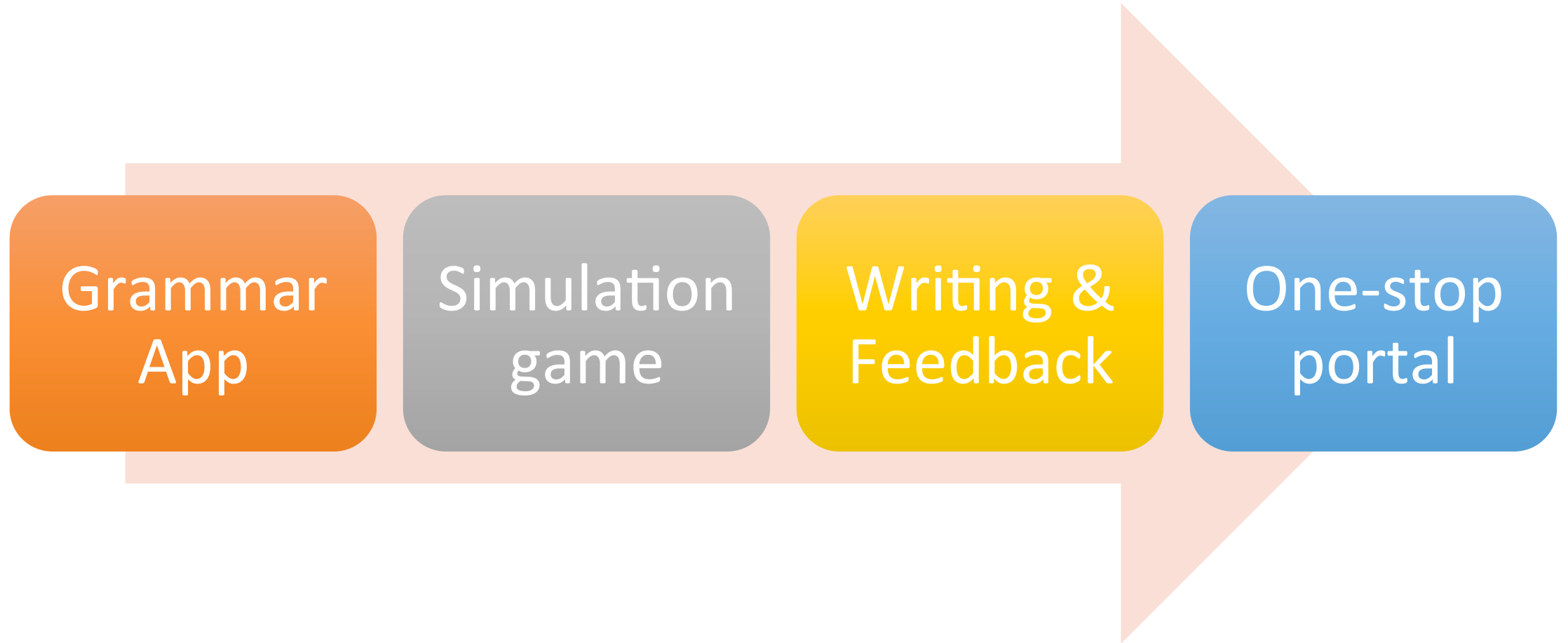
Unit	Quiz	Users		Attempts	Average Score (%)
		Number	%		
1	1	559	74.5	916	93.85
2	2A	542	72.3	821	94.83
2	2B	528	70.4	1076	89.47
3	3	523	69.7	794	93.8
4	4	520	69.3	921	93.46
5	5	514	68.5	996	88.79

# The Seven Cs – 21<sup>st</sup> Century Lifelong Skills



Seven Cs	Component Skills
<b>Critical Thinking-and-Doing</b>	Problem-solving, Research, Analysis, Project Management, etc.
<b>Creativity</b>	New Knowledge Creation, "Best Fit" Design Solutions, Artful Storytelling, etc.
<b>Collaboration</b>	Cooperation, Compromise, Consensus, Community-building, etc.
<b>Cross-cultural Understanding</b>	Across Diverse Ethnic, Knowledge and Organizational Cultures
<b>Communication</b>	Crafting Messages and Using Media Effectively
<b>Computing / ICT Literacy</b>	Effective Use of Electronic Information and Knowledge Tools
<b>Career &amp; Learning Self-reliance</b>	Managing Change, Lifelong Learning and Career Redefinition

# What next?



# References

Howe, W. & Strauss, N. (2003). *Millennials Go to College: Strategies for a New Generation on Campus* (2<sup>nd</sup> ed). American Association of Collegiate Registrars.

Ministry of Education, Singapore website. (n.d.). Compulsory Education.  
<https://www.moe.gov.sg/education/education-system/compulsory-education>

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Prensky, M. (2001). Digital Native, Digital Immigrants. *On the Horizon*, 9 (5), 1-6.

Singapore Management University. (2016). A Different U: Undergraduate Prospectus 2016/17. Singapore: Singapore Management University.

## Contact detail



[norazidaj@smu.edu.sg](mailto:norazidaj@smu.edu.sg)