Collaborate to Accelerate

Source: holykaw.alltop.com

Source: clipartfest.com

Norazida Johar
Centre for English Communication
Singapore Management University

BALEAP 2017
Outcome of the collaboration

Nature of collaboration

Basis of collaboration

ROADMAP

Source: img.clipartfest.com
Basis of Collaboration

Learner characteristics
Pedagogical implications
Course design
MILLENIAL CHARACTERISTICS

TECH-SAVVY

OPTIMISTIC

CONNECTED 24/7

COMFORTABLY SELF-RELIANT

INDEPENDENT

GOAL ORIENTED

SELF-CONFIDENT

SUCCESS DRIVEN

LIFESTYLE CENTERED

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

- achieving
- special
- team-oriented
- pressured
- confident
- sheltered
- conventional
Learner characteristics

Sense of entitlement
Positive feedback
Privacy & attention

Pedagogical implication
Prompt, frequent and constructive feedback

Implication on course design
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
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

Confident
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

Interactivity
Implication on course design
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

Learner characteristics
- Over-programmed
- Multi-tasking

Pedagogical implication
- Teach time management skills
- Staying focused
- Critical thinking

Implication on course design
- Rules
- Problem-solving
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

Ministry of Education

Committee of IT-enabled Learning

SMU
NUS
NTU
SUTD
SIT
UNISIM
The Singapore education system aims to help our students discover their talents, realise their potential, and develop a passion for learning that lasts through life.

This infographic provides an overview of the Singapore education landscape.

Image: https://www.moe.gov.sg/education/landscape
Macro perspective

Collaboration to pool resources

Bridging the gap for a common playing field
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

Foundation Core
University Core
Global Studies
Asian Studies
Technology Studies
Entrepreneurship Studies
Modes of Thinking
General Education
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
- Sounds
- Reasons
- Arguments

Unit 2: Make a claim
- Claims
- Reasons
- Evidence

Unit 3: Keep your purpose and audience
- Purpose
- Audience
- Tone/Style

Unit 4: Organize your thoughts
- Topic sentence
- Support
- Elaboration

Unit 5: Keep it short and simple
- Questions
- 5 paragraphs in total

What is Good Writing?

Goal: Writing What and How is an online writing course for undergraduates. It is part of the Program in Writing and Rhetoric (PWR). This course covers five topics:
1. Take a stand
2. Make a claim
3. Keep your purpose and audience
4. Organize your thoughts
5. Keep it short and simple
## Ways to improve the e-learning course

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Pilot – Feb 2016</th>
<th>Term 1 – Aug 2016</th>
<th>Term 2 – Jan 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactivity</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Audio</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Video</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Narration</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Navigation</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Animation</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Graphic – visuals, subtitles, text transcript</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Layout</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Technicality</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Quizzes</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Term 1 [Aug 2016]</td>
<td>Term 2 [Jan 2017]</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>Respondents</td>
<td>33 [4%]</td>
<td>74 [10%]</td>
<td></td>
</tr>
<tr>
<td>Enrolment</td>
<td>768</td>
<td>750</td>
<td></td>
</tr>
<tr>
<td>**Question</td>
<td>Strongly Agree &amp; Agree (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Relevant content</td>
<td>76</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>2. Logical sequence of content</td>
<td>73</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>3. Positive learning experience</td>
<td>76</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>4. Clearer understanding through interactive</td>
<td>73</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>learning games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Use of multimedia</td>
<td>64</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>6. Visual design</td>
<td>64</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>7. Narration</td>
<td>64</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>8. Navigation</td>
<td>70</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Term 1</td>
<td>Term 2</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Animation</td>
<td>reduced, better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text transcript</td>
<td>to be provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video</td>
<td>shortened, lessened, more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio</td>
<td>unnecessary</td>
<td>Speed up audio recording</td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td>allow back button to previous page instead of having to refresh the page and re-start</td>
<td>increase the speed of speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>provide real life chat function</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>user-friendly transition from videos</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>include content page tracker on the side</td>
<td></td>
</tr>
<tr>
<td>Interactivity</td>
<td>more activities, allowed to re-attempt activities</td>
<td>more activities, more interaction</td>
<td></td>
</tr>
<tr>
<td>Visuals</td>
<td>can be improved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtitles</td>
<td>to be provided for visual learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narration</td>
<td></td>
<td>Faster</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Livelier tone</td>
<td></td>
</tr>
<tr>
<td>Navigation</td>
<td></td>
<td>Being directed to the start page after failing one section</td>
<td></td>
</tr>
<tr>
<td>Graphics</td>
<td>needs improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia</td>
<td></td>
<td>Improve more visuals and sound effect</td>
<td></td>
</tr>
<tr>
<td>Layout</td>
<td></td>
<td>Awkward – prevents information from being viewed clearly, difficulty navigating</td>
<td></td>
</tr>
</tbody>
</table>
Quizzes accompanying each unit

AY2016-17, Term 2 [Enrolment – 750]

<table>
<thead>
<tr>
<th>Unit</th>
<th>Quiz</th>
<th>Users</th>
<th>Attempts</th>
<th>Average Score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>559</td>
<td>74.5</td>
<td>916</td>
</tr>
<tr>
<td>2</td>
<td>2A</td>
<td>542</td>
<td>72.3</td>
<td>821</td>
</tr>
<tr>
<td>2</td>
<td>2B</td>
<td>528</td>
<td>70.4</td>
<td>1076</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>523</td>
<td>69.7</td>
<td>794</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>520</td>
<td>69.3</td>
<td>921</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>514</td>
<td>68.5</td>
<td>996</td>
</tr>
</tbody>
</table>
## The Seven Cs – 21st Century Lifelong Skills

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

Grammar App
Simulation game
Writing & Feedback
One-stop portal
References


Contact detail

norazidaj@smu.edu.sg