IELTS Writing and Speaking
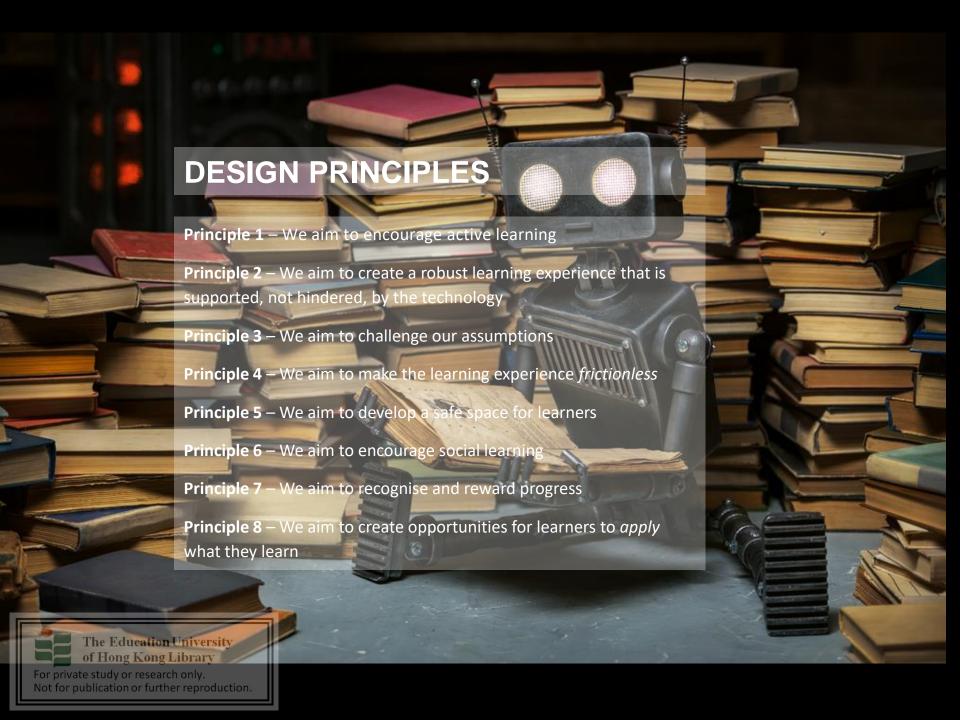
MOOC

On Intercultural Communication

TODAY

The BIG picture

Your MOOC experiences

MOOCS

Which one(s) did you join?
What did you like about it? (think: Principles)
What would you have done differently?

DESIGN PRINCIPLES

Principle 1 – We aim to encourage active learning

Principle 2 – We aim to create a robust learning experience that is supported, not hindered, by the technology

Principle 3 – We aim to challenge our assumptions

Principle 4 – We aim to make the learning experience *frictionless*

Principle 5 – We aim to develop a safe space for learners

Principle 6 – We aim to encourage social learning

Principle 7 – We aim to recognise and reward progress

Principle 8 – We aim to create opportunities for learners to *apply* what they learn

MOOCS

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DESIGN PRINCIPLES

RATING

Principle 1 – We aim to encourage active learning

1--------10

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1--------10

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1--------10

Challenge 1 – We are not (always) there when learners engage with the platform
We cannot easily observe our learners, guide them, provide feedback and emotional support.

Challenge 2 – the subject of the course is not very practical
Many test-takers of IELTS do so for instrumental purposes, not because they are interested in English (and certainly not in taking tests!). So it going to be challenging for us to make links with their personal objectives (for example, by reminding them what the benefits for their careers and personal lives will be of improving their language skills).

Challenge 3 – not every learner is proactive
How can we get learners to do things, especially in a self-paced environment like our MOOC? How can we move learners from simply consuming content to producing it? From absorbing it to sharing it? And from simply accepting it to making it their own (e.g. by adding their own ideas or sharing their opinions)?
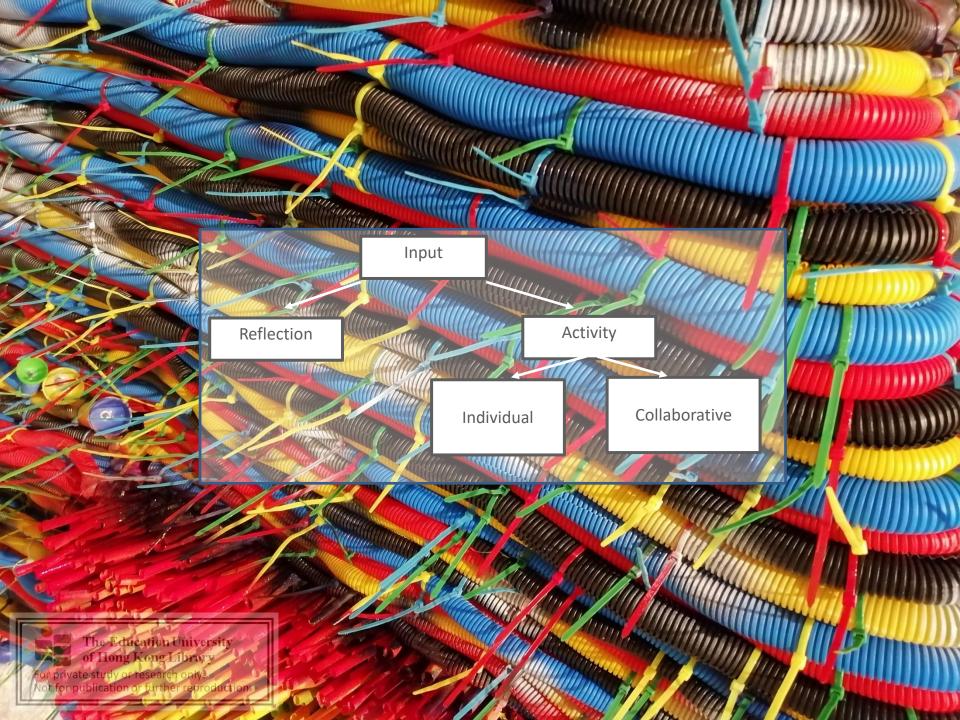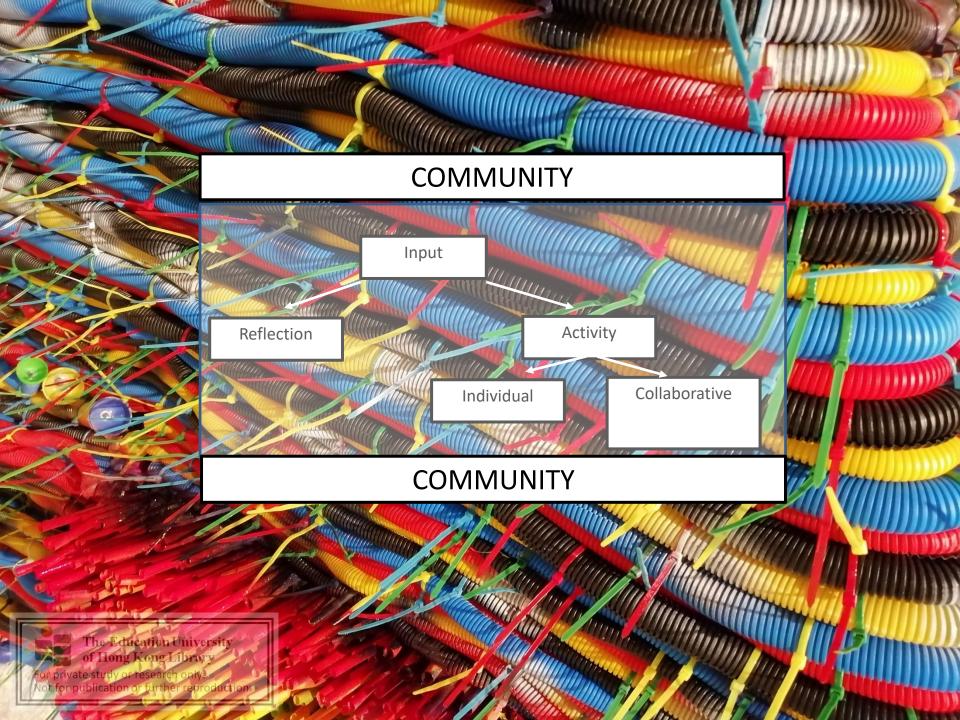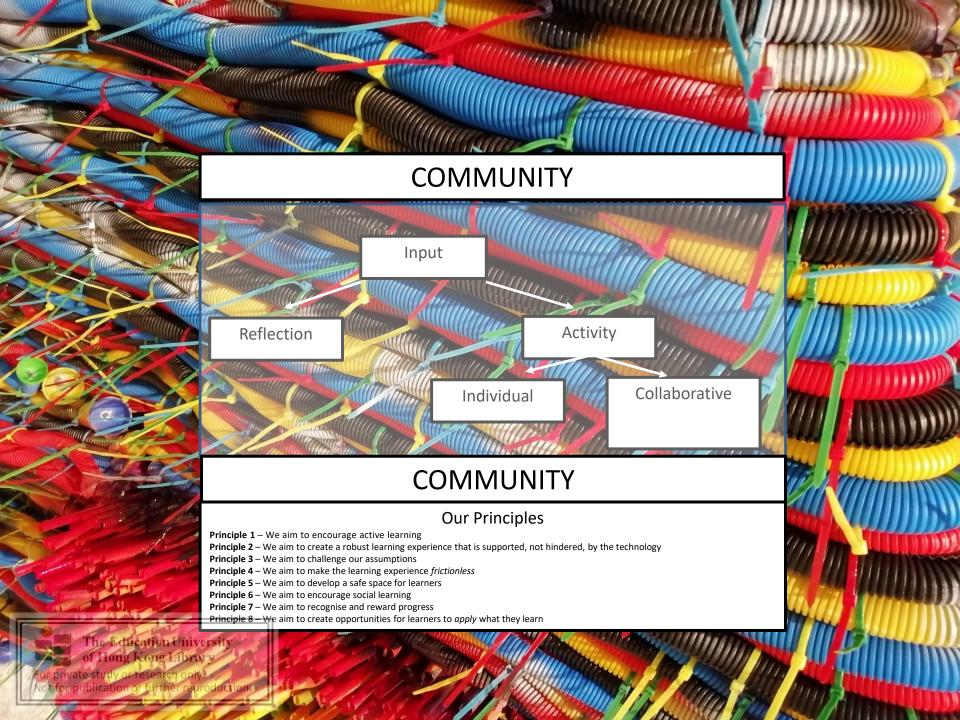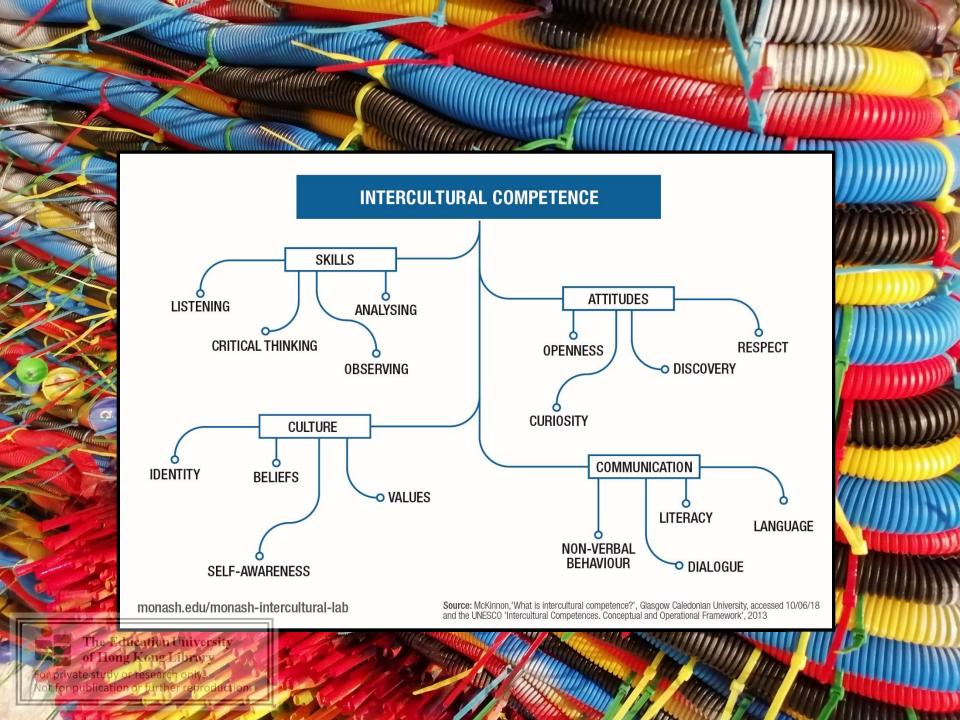
Input and Reflection

Application / Experience

Collaboration

Input

Reflection

Activity

Individual

Collaborative

COMMUNITY

Input

Reflection

Activity

Individual

Collaborative

COMMUNITY

COMMUNITY

Input

Reflection

Activity

Individual

Collaborative

COMMUNITY

Our Principles

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Intercultural competence is the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds – at home or abroad.

INTERCULTURAL COMPETENCE

SKILLS
- LISTENING
- CRITICAL THINKING
- ANALYSING
- OBSERVING

ATTITUDES
- OPENNESS
- DISCOVERY
- RESPECT
- CURIOSITY

CULTURE
- IDENTITY
- BELIEFS
- VALUES
- SELF-AWARENESS

COMMUNICATION
- NON-VERBAL BEHAVIOUR
- LITERACY
- LANGUAGE
- DIALOGUE

monash.edu/monash-intercultural-lab

Source: McKinnon,'What is intercultural competence?', Glasgow Caledonian University, accessed 10/06/18 and the UNESCO 'Intercultural Competences. Conceptual and Operational Framework', 2013

How Do We Build a Community?

Framework elements	Mediating web-based tools	Examples of intervention teaching strategies
Participation in a learning community Entry and enculturation into the class responsibilities, beliefs and practices	Online class announcements, online public discussion area, online photos, online class resources	• Course introductions, ice-breakers, lecturer and student introductions/biography • Reminders for students to introduce themselves online and post their photos (especially late enrolments) • Prompt feedback to student queries • Use of the *Research Overview Diagram*[a] for students to link their background experiences and connect to the course work • Use of *Online Participation Tips*[b] and *Advice from Previous Students*[c] to set expectations for new and experienced online students in the class, and to establish norms of conduct • Clear course expectations and deadlines • Weekly updates/prompts to remind students about the week's topics and how they are to participate • Reminders and models of good online communication, and use of conflict-resolution mechanisms • Links to technical and library assistance
Mediated action Selection of tools and activities that afford and mediate interaction and participation	Online photos, online public and private (portfolios) discussion areas, web links, online portfolios, FAQ[f] folder	• Use of *Scenarios*[d] and *Our Group Response*[e] to generate discussions, foster group accountability, and prompt group positioning of ideas • Prompted use of peer feedback in the group discussions • Use of the *Practice and Play*[g] area • Use of the *Break Time*,[h] *Can Anyone Help?* and *Farewell/Moving On*[i] discussion forums • Links to technical and library assistance
Situated activity Selection of authentic and relevant tasks that situate activity	Online announcements, online public discussion area, FAQ folder, web links	• Use of *Scenarios* as authentic contexts to depict real-life research issues and foster purposeful collaboration and discussions • Just-in-time resources • Prompt feedback to student queries • Links to technical and library assistance
Distributed cognition Shared spaces for interaction, generating ideas, collaboration and team products	Online photos, students' contacts, online announcements, online public discussion area, web links, FAQ folder	• Use of *Scenarios* to support authoritative sharing of background experience and ideas for discussion • Peer feedback positioned as valid in the group discussions • Students present their group's position with regard to the *Scenarios* in *Our Group Response* • Lecturer mentoring, monitoring, referring, and linking to students' ideas to affirm their contributions • Prompt feedback to student queries • Reminders and models of good online communication, and use of conflict-resolution mechanisms • Use of the *Break Time, Can Anyone Help?* and *Farewell/Moving On* discussion forums • Links to technical and library assistance
Goal-directed Selection of activities that accomplishes particular goals	Online public and private (portfolios) discussion areas, online class announcements, online class resources, FAQ folder, web links	• Use of different *Scenarios* to generate discussion on various course-related ideas • Use of a variety of group and individual tasks in the course discussions and assignments to serve different pedagogical purposes • Weekly reminders of the purpose of discussion topics

How Do We Build a Community?

What activities can we use?

How can we encourage learners to participate?

How can we support them?

What online tools can we use?

How can we make the content more relevant?