

IELTS Writing and Speaking

MOOC

On Intercultural Communication



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

TODAY

The Learning Environment

Activity Types

What's Next



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.



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?



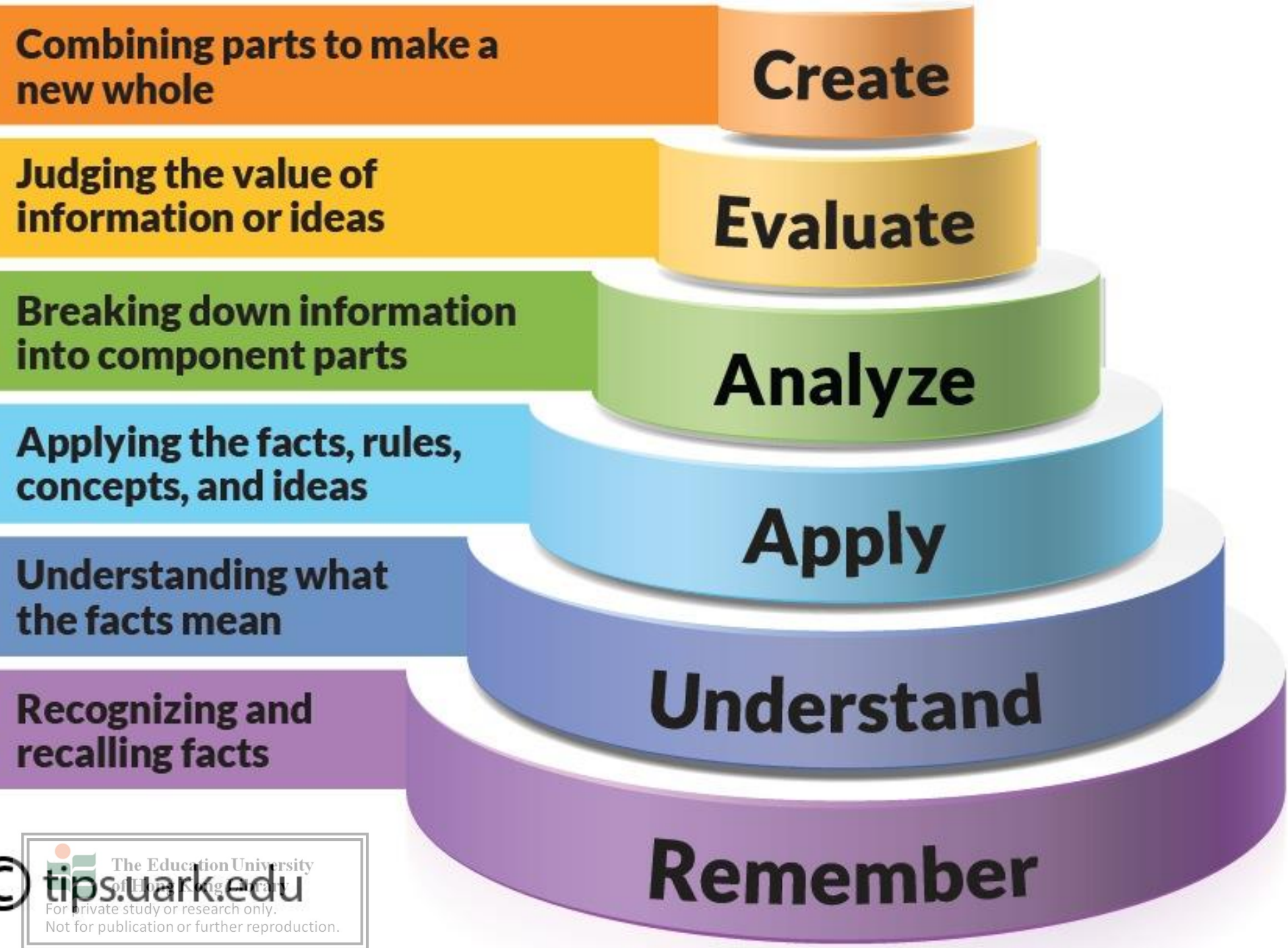
The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

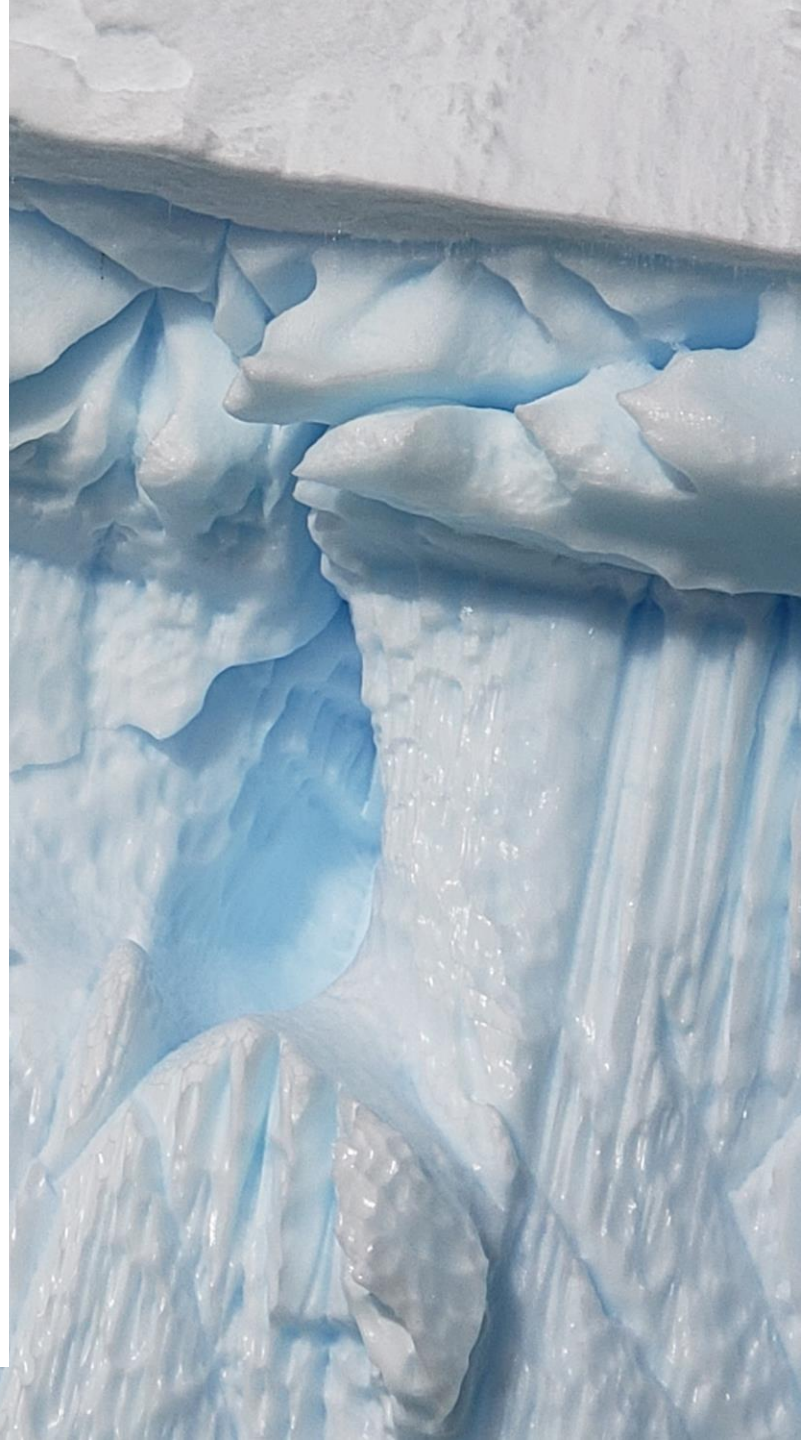


Six Task Types by Willis

- 1 Listing
- 2 Ordering & Sorting
- 3 Comparing
- 4 Problem solving
- 5 Sharing personal experiences
- 6 Projects and creative tasks

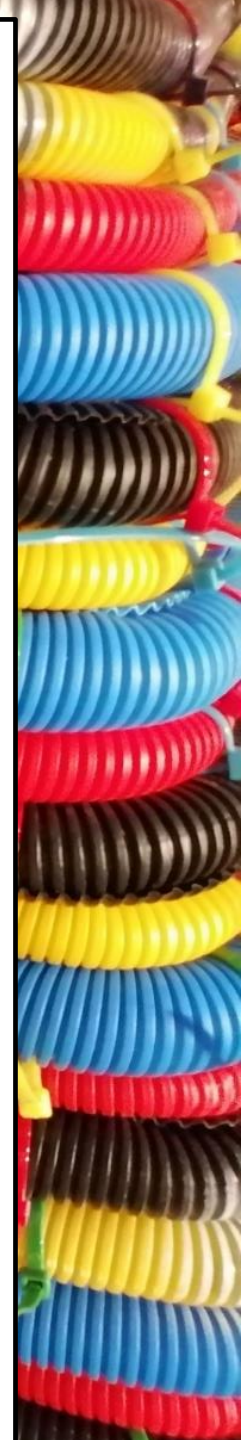


Criteria	Tasks	Intercultural Component	Authentic Material
1. Beliefs and behavior: moral, religious beliefs, daily routines	<ul style="list-style-type: none"> ✓ Getting to know some of the greatest religions in the world. ✓ Students read one of the religions in groups of four and learners will find information as a short background of the religion, rituals, beliefs and traditions. ✓ Students also talk about their experiences about their religious beliefs, why they believe or not. 	<p>Knowledge (savoir)</p> <p>Attitudes (savoir être)</p>	Excerpts from a book called: <i>The Greatest Religions in the World</i>
2. National History: historical and contemporary events seen as makers of national identity	<ul style="list-style-type: none"> ✓ States from the USA. ✓ Students were given a coin from the United States, then, they have to look up for specific information about a state. 	Knowledge (savoir)	Currency from the United States (coins)
3. National History: historical and contemporary events seen as makers of national identity	<ul style="list-style-type: none"> ✓ Coins and bills from Colombia. ✓ Students had to investigate some historical facts about the person who appears on the bill as well as the representative animal that are on the coins. 	<p>Knowledge (savoir)</p> <p>Skills (savoir engager)</p>	Currency from Colombia. (coins and bills)
4. Social Identity and Social groups: social class, regional identity and ethnic minorities	<ul style="list-style-type: none"> ✓ Students watched a movie related to a tribe in Somalia and its traditions. ✓ Students were exposed to African and English accents. 	<p>Knowledge (savoir)</p> <p>Skills (savoir engager)</p>	Movie: <i>The Desert Flower</i>
5. Social Identity and Social groups: social class, regional identity and ethnic minorities	<ul style="list-style-type: none"> ✓ Students watched a movie about a Latin woman who is a guest in a business dinner. ✓ They saw types of interaction among people as to how they treat each other that belong to the same circle and how they treat a woman who does not belong to that circle. 	Attitude (savoir être)	Movie: <i>Beatriz at Dinner</i>





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	<ul style="list-style-type: none"> • 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 <i>Research Overview Diagram</i>^a for students to link their background experiences and connect to the course work • Use of <i>Online Participation Tips</i>^b and <i>Advice from Previous Students</i>^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 ^d folder	<ul style="list-style-type: none"> • Use of <i>Scenarios</i>^d and <i>Our Group Response</i>^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 <i>Practice and Play</i>^f area • Use of the <i>Break Time</i>,^h <i>Can Anyone Help?</i>^g and <i>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	<ul style="list-style-type: none"> • Use of <i>Scenarios</i> 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	<ul style="list-style-type: none"> • Use of <i>Scenarios</i> 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 <i>Scenarios</i> in <i>Our Group Response</i> • 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 <i>Break Time</i>, <i>Can Anyone Help?</i> and <i>Farewell/Moving On</i> 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	<ul style="list-style-type: none"> • Use of different <i>Scenarios</i> 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





MOOCs

Which one(s) did you join?

What did you like about it? (think: Principles)

What would you have done differently?



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

DESIGN PRINCIPLES

RATING

Principle 1 – We aim to encourage active learning

1-----10

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

1-----10

Principle 3 – We aim to challenge our assumptions

1-----10

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

1-----10

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

1-----10

Principle 6 – We aim to encourage social learning

1-----10

Principle 7 – We aim to recognise and reward progress

1-----10

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

1-----10



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

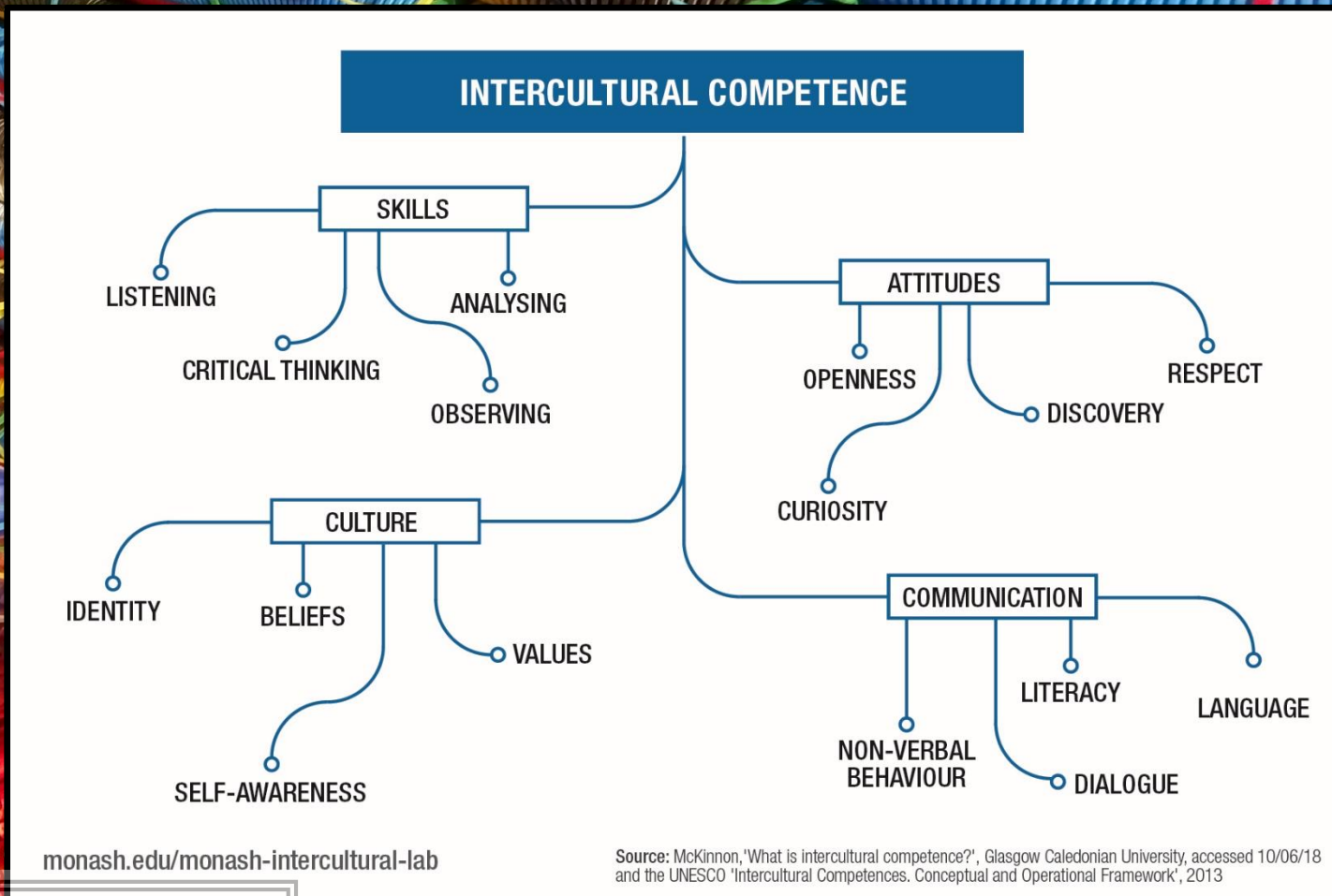
If a doctor, lawyer, or dentist had 40 people in her office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then she might have some conception of a teacher's job.

~ Donald D. Quinn ~



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.