Us & Our Context

Introductions: Us and our Context

- MLitt in ELT --> MSc TESOL
- 1 face-to-face Masters programme --> 12 Masters programmes
- 6/12 programmes delivered by distance learning

PG TESOL Programmes

- On campus and distance learning options
- Broad or specific qualification
- A range of employment destinations e.g. researcher and teacher profiles
- A range of pre-programme experience e.g. pre-service and in-service practitioners

Photo by **Jens Johnsson** from **Pexels**
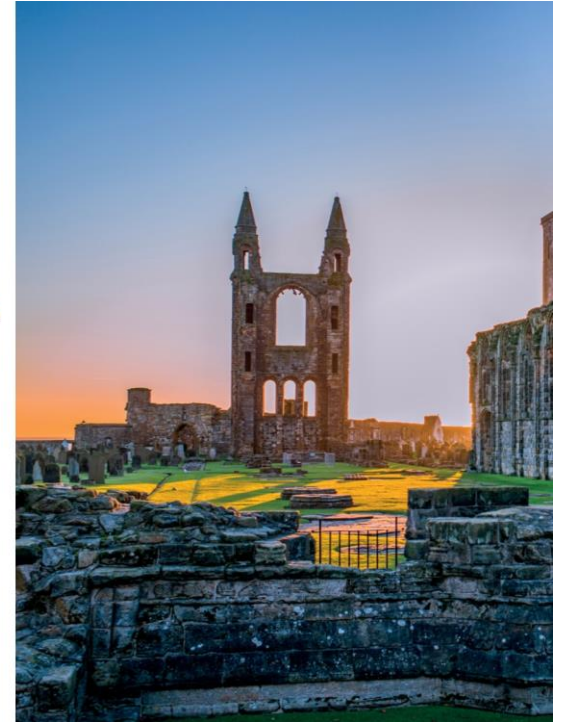
Introductions: Us and our Context

Approach

Action Research

Dimension	Researcher-led research	Teacher-led research
Director	Researcher	Teacher (-as-self-researcher)
Purpose	Improve general quality of teaching	Primarily improve one teacher's practice through self-development
Generalisability	To many teaching contexts	Primarily to the teacher-as-self-researcher's context
Context	Minimises context	Highly context-dependent & context-driven
Reflection on personal practice	Research-focused	Practice-focused

Dikilitas, K. & Griffiths, C. (2017: 6-7)

Action Research

Dimension	Researcher-led research	Teacher-led research
Results	Recommendations for teachers' practice	Self-discussion: Insights into own teaching practice in a specific context
Audience	Large number of educational researchers Small number of practitioners	Self > Practitioners > Educational researchers
Tone of report	Conventionally academic (typically)	Initially: personal, reflective, self-directed

Dikilitas, K. & Griffiths, C. (2017: 6-7)

Reflection

'We do not learn from experience. We learn from reflection on experience.'

John Dewey (1933, p. 78)

Internationalisation

Internationalisation - 2013

Activity Sheet A

1. "Internationalisation… could give proper meaning to student centred learning."	7. "Internationalisation…is Higher Education characterised by market and competition."
2. "Internationalisation…means embedding a global dimension into teaching."	8. "Internationalisation…is about non HEFCE students."
3. "Internationalisation… provides opportunities for students to interact outside the classroom at an international level."	9. "Internationalisation…is about HEFCE students."
4. "Internationalisation …is about cross cultural exchange."	10. "Internationalisation…is academic mobility for staff."
5. "Internationalisation…prepares students to be global citizens."	11. "Internationalisation… has positive consequences."
6. "Internationalisation…is about inclusivity."	12. "Internationalisation…has negative consequences"

Liverpool John Moores University (2013: 8)

Internationalisation of HE - 2013
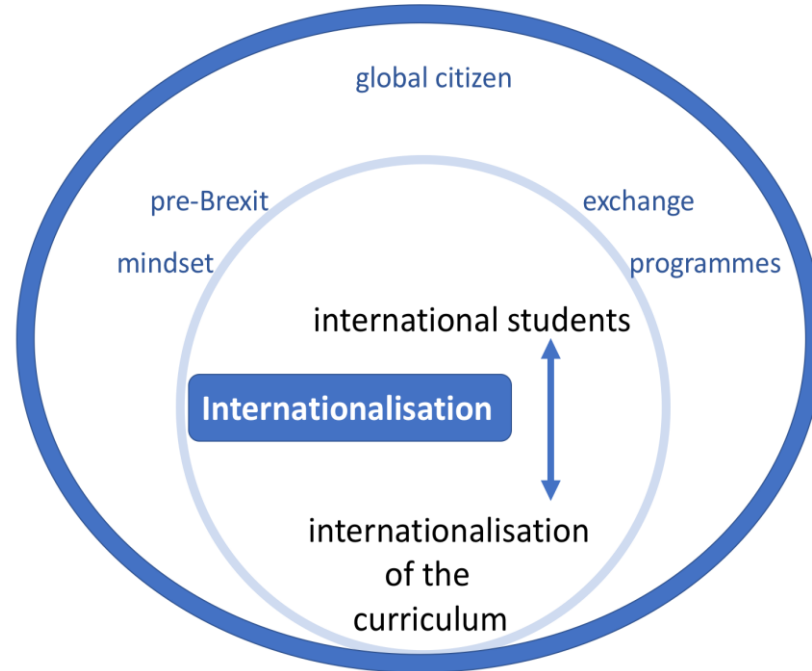
Internationalisation of HE - 2015

(Advance HE, n.d.a)

Internationalisation HE - 2015

'Promoting a high quality, **equitable** and global learning experience can help prepare graduates to live in and contribute responsibly to a globally interconnected society... Individuals bring a **plurality** of identities, cultures, languages and experiences that can **enrich and enhance learning, teaching and research**' (Advance HE, n.d.b).

Internationalisation at the University of St Andrews 2015

'We will also adjust and monitor the portfolio of subject disciplines, collaborations, modes (such as e-learning) and timetabling of delivery as appropriate to the University's needs, to respond to societal changes and to reflect the aspirations and abilities of our students'
(University of St Andrews, 2015).

'The location, small size and close community atmosphere of St Andrews are central to the experience of the great majority of our students... Our teaching will remain founded on small group sizes to promote high quality exchanges in the classroom... We recognize that learning technologies... have to be top class to continue to enable and inspire excellence. In order to support both classroom and independent learning, as well as preparing a secure and sophisticated platform for any future developments in distance learning, we will substantially update and improve use of the University's Virtual Learning Environment and other learning technologies across the institution'
(University of St Andrews, 2015).

Task

1. How would you define "classroom"?
2. What does it look like?

Internationalisation at the University of St Andrews 2018

'As we build and modernise space to accommodate planned growth, we will recognise the **new styles of learning** and working, and the **role of digital technologies** which lead to increased creativity, productivity, and **collaboration**.

We will continue to enrich our teaching, and will support innovations and technologies that reinforce **quality**.

We believe very strongly in the value of the 'traditional' degree. Alongside this, we will also develop different types of teaching enhanced by emergent technologies, both in St Andrews and on-line, that offer our own form of world-class experience to those learners at undergraduate and **postgraduate level who have different needs**' (University of St Andrews, 2018).

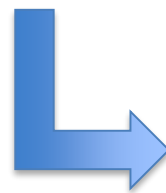# From Theory to Practice

From theory to practice

University rooted in European traditions with lifelong learners

Social Constructivism
Connectivism
Communities of Practice

Bloom's Taxonomy

Professionals in work

Co-construction

'...pedagogical shift from a position where the teacher is the sole source of knowledge to one where understanding and authorship are collaboratively **co-constructed** by teacher–student or student–peer interactions.'

(De Freitas and Conole, 2010)

Collaborative Online Learning

"Collaborative learning is a method for students working together in a small group toward the same goal.' (Prince, 2004)

'According to Swan et al. (2006), online collaborative learning holds remarkable potential to support learning. It not only provides all participants with the chance to have an equal voice, but also reflects students' contributions and writing (Gunawardena and Zittle, 1997).Therefore, it is believed by researchers that **online collaborative learning is a good way to improve the quality of online course designs.**' (Biasutti, 2011)

Situated Learning Theory
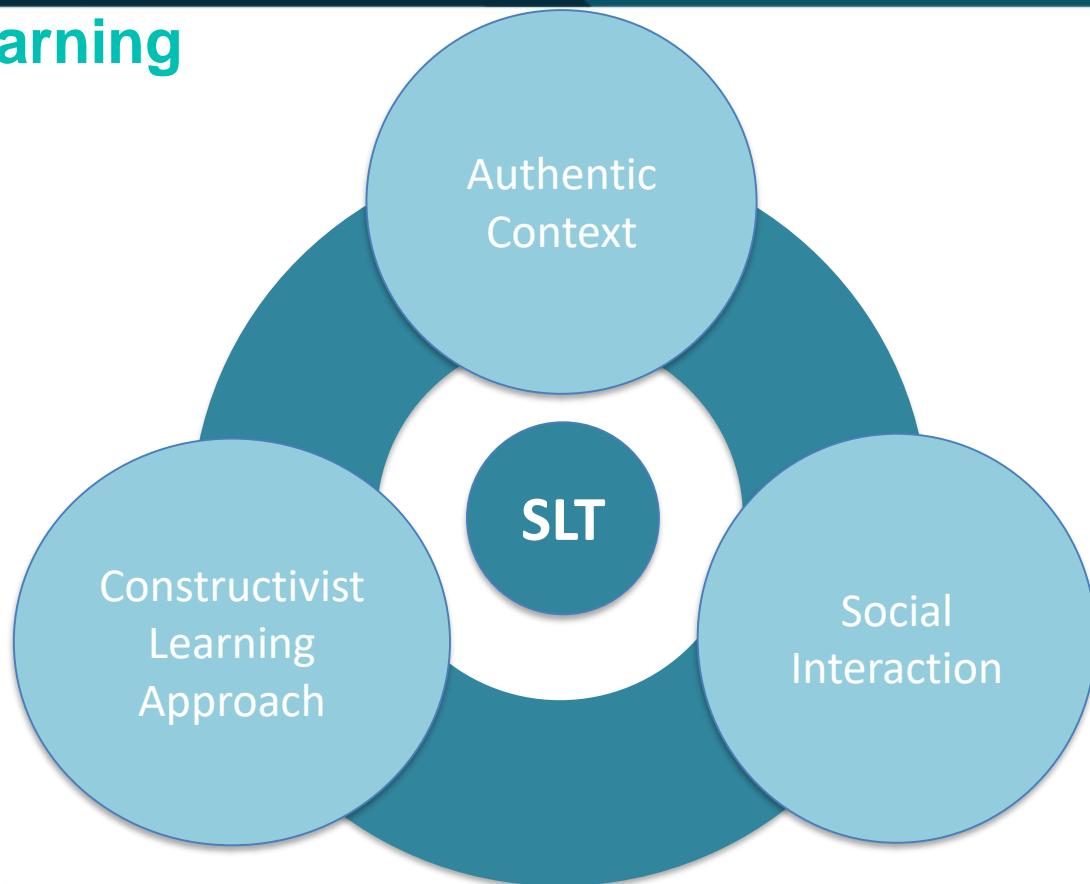
Connectivism – A learning theory for the digital age

Principles:

- Learning and knowledge = diversity of opinions
- Learning = process of connecting information sources
- Learning may reside in non-human appliances
- Capacity to know more *cf* what is currently known
- Nurturing/maintaining connections facilitates continual learning
- Seeing connections between fields, ideas, and concepts = a core skill.
- Currency (accurate, up-to-date knowledge) = purpose of connectivist learning tasks
- Decision-making = a learning process. Shifting reality --> contingent knowledge/decisions

(Siemens, Ch. 19)

Connectivism – A learning theory for the digital age
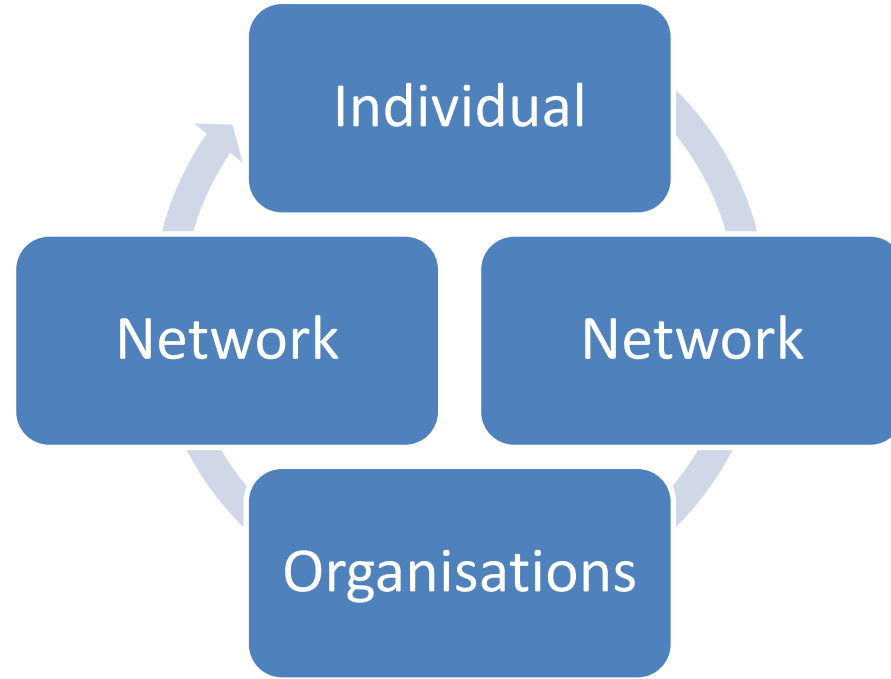
Communities of Practice

Three characteristics

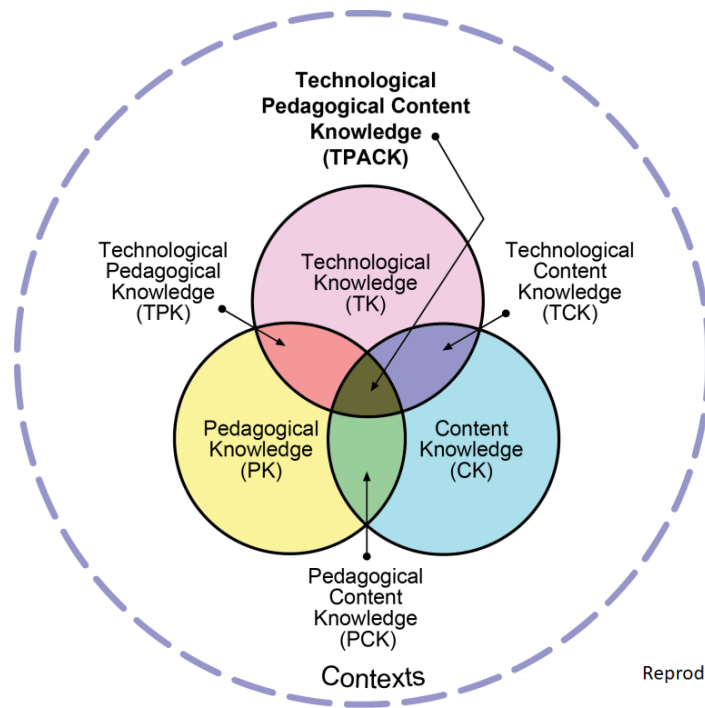1. Mutual Engagement

2. Joint Enterprise

3. Shared Repertoire

(Wenger 1998, pp. 72-73)

Community of Enquiry

'...community of learners who through discourse and reflection construct personal and shared meanings.'

(Garrison, Anderson, & Archer, 2000).

TPACK

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Forum pros and cons: What the literature tells us

Pros	Cons
'both Moodle and wikis are software whose pedagogy relies on constructivist and social pedagogy' (Stanca & Felea, 2016)	'lack of participation by students' (Naddabi (2007) cited in Rezaei et al., 2015).; McDermott, 2015.
'CSCL (Computer Supported Collaborative Learning) is based on the contributions of the constructivist learning theories, which focus on social interdependence and maintain that students consolidate their learning also by teaching one another' (Elmahadi & Osman, 2013)	Formality and permanence of posts problematic (Geraniou & Crisan, 2019)
One study suggested that 'a moderately statistically significant positive correlation was found between the students' participation in the forum and their final examination results' (Elmahadi & Osman, 2013)	

Collaborative Online Learning - Problem

'Students are willing to share ideas, but not to deepen their knowledge through debate.'

(Gordillo and Rodriguez, 2005: 121)

TESOL Meeting Point

Welcome to the TESOL meeting point!

This Moodle page is where on campus and distance learning TESOL students can meet up, discuss, co-construct...

💬 Welcome to the TESOL Meeting Point

Welcome to St Andrews and your **TESOL Meeting Point**!

The design of our TESOL programmes is based on the idea of us all belonging to a community of teachers, both in St Andrews and abroad.

Students studying on campus (OC students) and at a distance (DL students) will be encouraged to interact across time and space with each other. In so doing, we aim to encourage you to see yourself as a **global citizen**. We also hope that our Meeting Point community will acquire fresh perspectives on each other's teaching contexts. In other words, the Meeting Point serves to challenge all its members to engage in **inter-cultural, inter-national and inter-academic tradition dialogue**. The University of St Andrews prides itself on being an open community, so it is fitting that we engage in professional dialogue.

TESOL Meeting Point

Starting Point

Guide to Using a Forum

How can we define a lesson?

After you have read through the Book above, please share your thoughts with us about how **a lesson** can be defined. Feel free to be as **creative** as you wish in terms of the media you use: audio, PowerPoint slides, MP4 files...whatever is your preferred medium.

In order to help you understand the type of post we value, we will be giving you **feedback** on your contribution. This feedback is just for training purposes. The purpose of this activity is to help you understand our expectations of **post quality.**

TESOL Meeting Point – Guide to Using a Forum

1. Contributing to Online Discussions

" An important part of successful online learning is conversation. "

Netiquette

- Make single points.
- If you refer to sources, give a reference. This helps other contributors learn about useful sources of information.
- Ask open questions, starting with words like "Why", "What" and "How". This gives other contributors the space to develop their own ideas.
- Write clearly and succinctly, avoiding idioms and colloquialisms.
- Avoid writing words in CAPITALS - it is the equivalent of shouting. Always check that the tone of your post is friendly and respectful before sharing them online.
- Disagreeing with another participant can stimulate thinking and debate. However, be careful how you express your disagreement. For example, "the main reason I disagree" is fine, but "that's rubbish" isn't.

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Initial Forum Discussion Task

How can we define a lesson?

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Setting up participation (to learn how to learn)

Initial Moodle forum task

'Please share your thoughts with us about how **a lesson** can be defined. Feel free to be as **creative** as you wish in terms of the media you use: audio, PowerPoint slides, MP4 files...whatever is your preferred medium.'

Setting up assessed participation

Later Moodle forum task

'Post a description of how you intend to approach this task (e.g. what do you see as the key elements and/or issues) and highlight a reading you intend to use.

Using your knowledge and/or teaching and learning experience comment constructively on the content of one or more posts (e.g. the approach as stated, alternative ways to undertake the task, possible alternative key elements/issues, an alternative recommended reading).

Give a considered reply to your colleagues' posts.'

Reflections
Recommendations
Conclusions

Internationalisation of MSc TESOL programmes: Recommendations, Reflections & Tentative Conclusions

(Advance HE, n.d.a)

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