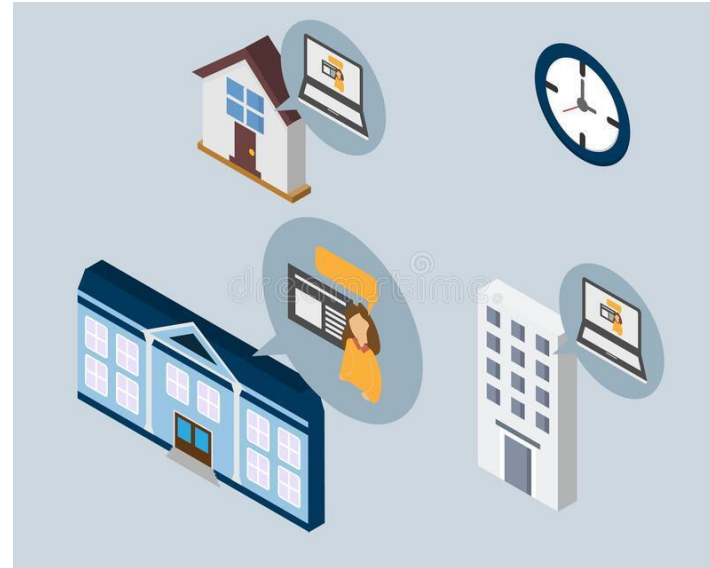


Towards a model for a hybrid delivery of EAL



Edwin Creely (Monash University)

Katrina Tour (Monash University)

Peter Waterhouse (Monash University)

Elizabeth Keenan (Carringbush Adult Education)

Thursday 4 November, 4-5:30pm



Introducing the webinar

Why is this webinar
being offered?

What is the
problem?

What are the
possibilities?

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Session goals:

- Understand ‘flipped learning’
 - Advantages & disadvantages
- Consider mixed mode/hybrid learning
 - Advantages & disadvantages
- Explore the concept of dialogic education
- Participate in practice-based discussion (in B/O rooms)
- Share examples & experiences from practice
- Learn from the Carringbush experience
- Establish some implications for practice

Activity one: FAST CHAT

Responding to the quote: What are your current practices with online and face-to-face learning?

For almost half a year now, we have been facing rapid and drastic changes that touch all domains of life: family, work, leisure, education, etc. COVID-19 has shaken all aspects of societies around the world in unforeseeable ways

Source:

<https://www.tandfonline.com/doi/full/10.1080/02660830.2020.1811474>

Open your chat function.

Share your experiences of teaching during lockdown

Share your current classroom practices with online learning and face-to-face



Case example:

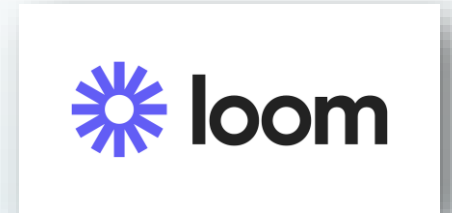
Carringbush Adult Education (Elizabeth Keenan)

1. The response of Carringbush to the Covid-19 pandemic and lockdowns
2. The current approach to EAL delivery
3. The benefits for learners and teachers
4. The use of this approach post-pandemic

Response to COVID-19

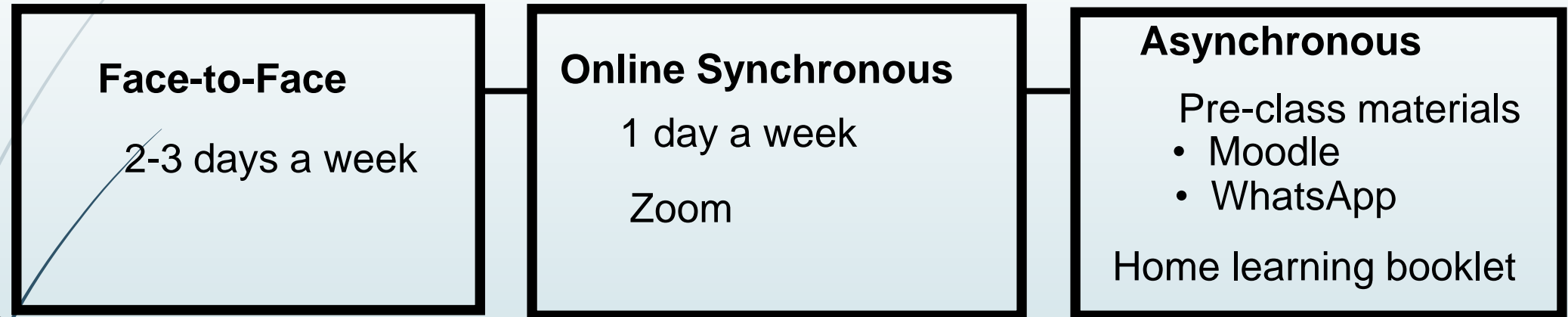


- Zoom
- WhatsApp – messaging platform
- LMS – Moodle
- Loom – video recording and storage platform
- Device lending library
- Digital mentors
- Digital Capacity Advisor
- Professional learning and support for teachers



Current Hybrid learning model

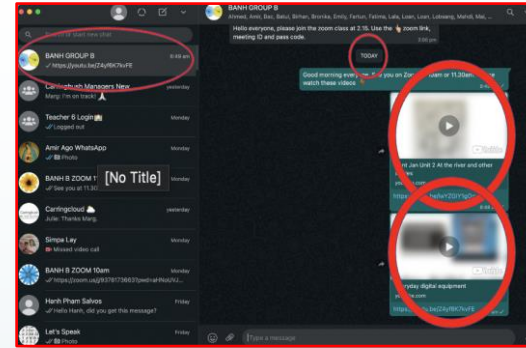
Model will continue to evolve



Adapted from 'Hybrid Learning' model created by Dr. Ed Creely, Dr Katrina Tour & Dr Peter Waterhouse for Carringbush Adult Education professional learning workshop, April 2021

Digital skills

- Joining a Zoom class
- Mute/unmute
- Breakout rooms – digital mentor
- Accessing pre-class content via WhatsApp

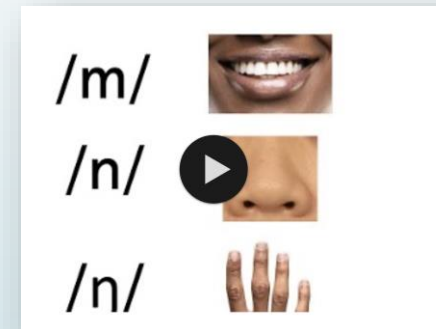


Zoom at 2.15pm



Learning skills

- Class times
- Learning tools
- Zoom etiquette
- Home learning booklet



l i p



Today we will...

- Day, date, weather, seasons
- Zoom class
- WhatsApp
- Days of the week
- Numbers 20-30
- Nasal sounds /m/, /n/ and /ŋ/
- 'i' words
- *Lien goes shopping* – fruit & vegetables

Evolving model

Ongoing consultations with academics

Action research- 'What is the optimal structure for Zoom lessons?'

Building resources - Pre-class videos and interactive content for Moodle

Student voice - student surveys and focus groups with interpreters

Continue to support learners to develop digital skills



Three core concepts in today's session:

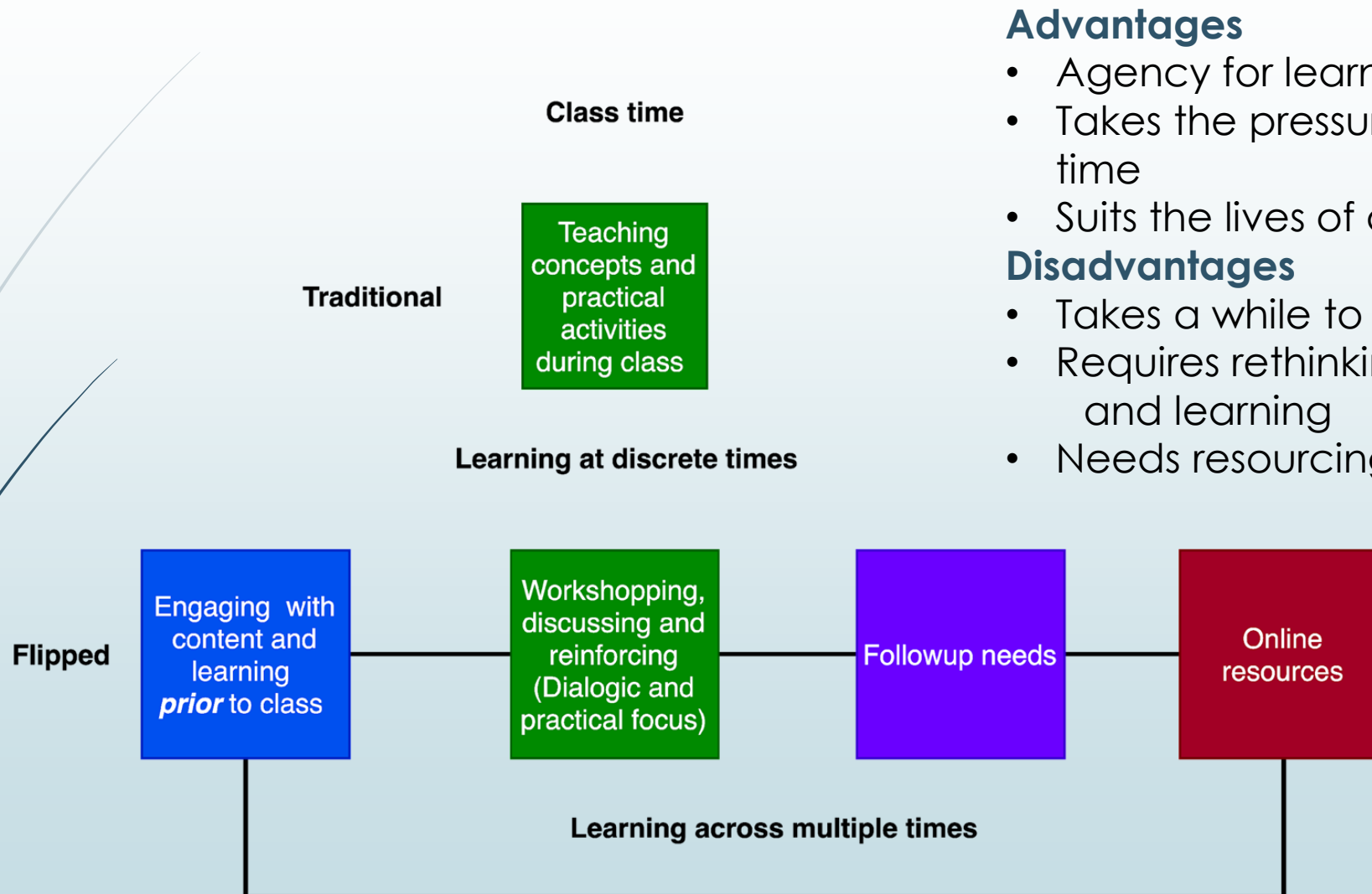
Flipped learning

Hybrid learning

Dialogic learning



Flipped learning and learner agency



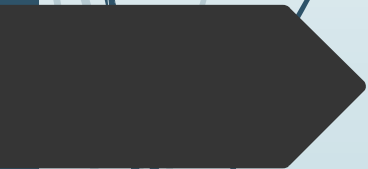
Advantages

- Agency for learners
- Takes the pressure off class time
- Suits the lives of adult learners

Disadvantages

- Takes a while to set up
- Requires rethinking teaching and learning
- Needs resourcing

	Aim	Description	Examples
Pre-class	To explain new content	Learners are encouraged to engage with new content before class	Teacher's video Youtube clip Audio/podcast Image Text for reading PowerPoint slides Quiz (assessment for learning)
In-class	To clarify/reinforce /extend understanding To be able to use new knowledge and skills	New content is revisited in class: •Those who did not complete a pre-class activity are able to engage with new content. •Those who completed can choose to revisit it again or can be offered an extension activity In-class activities to use new knowledge and skills	A guided template to complete while revisiting the content A discussion prompt Activities can be both f2f and digital
Post-class/ post-but-in-class	To consolidate understanding and skills	Learners are asked to complete additional activities to consolidate new knowledge and skills : •Beginner levels - in-class •Advanced levels – at home	Individual or/and collaborative Online activities/ quizzes Google forms /exit tickets Interactive worksheets Traditional worksheets Students' recording Writing/reflection Concept maps Think-pair-share in chat/f2f



Dialogic learning

What is it?

Opening spaces for learning and thinking through *purposeful and exploratory talk*.

Benefits

- Gives more agency and sense of personal control to students
- Facilitates oral language skills
- Enables critical thinking

Challenges:

- Depends on language skills
- Reticence in using talk to think
- Reluctance to challenge the thinking of others

Examples of classroom use:

- Questions being used that promote thinking
- Students being encouraged to elaborate or add detail
- Students engaging in constructive conversations with each other
- Both teachers and students challenging the thinking of class members
- Students being asked to give reasons for their thinking

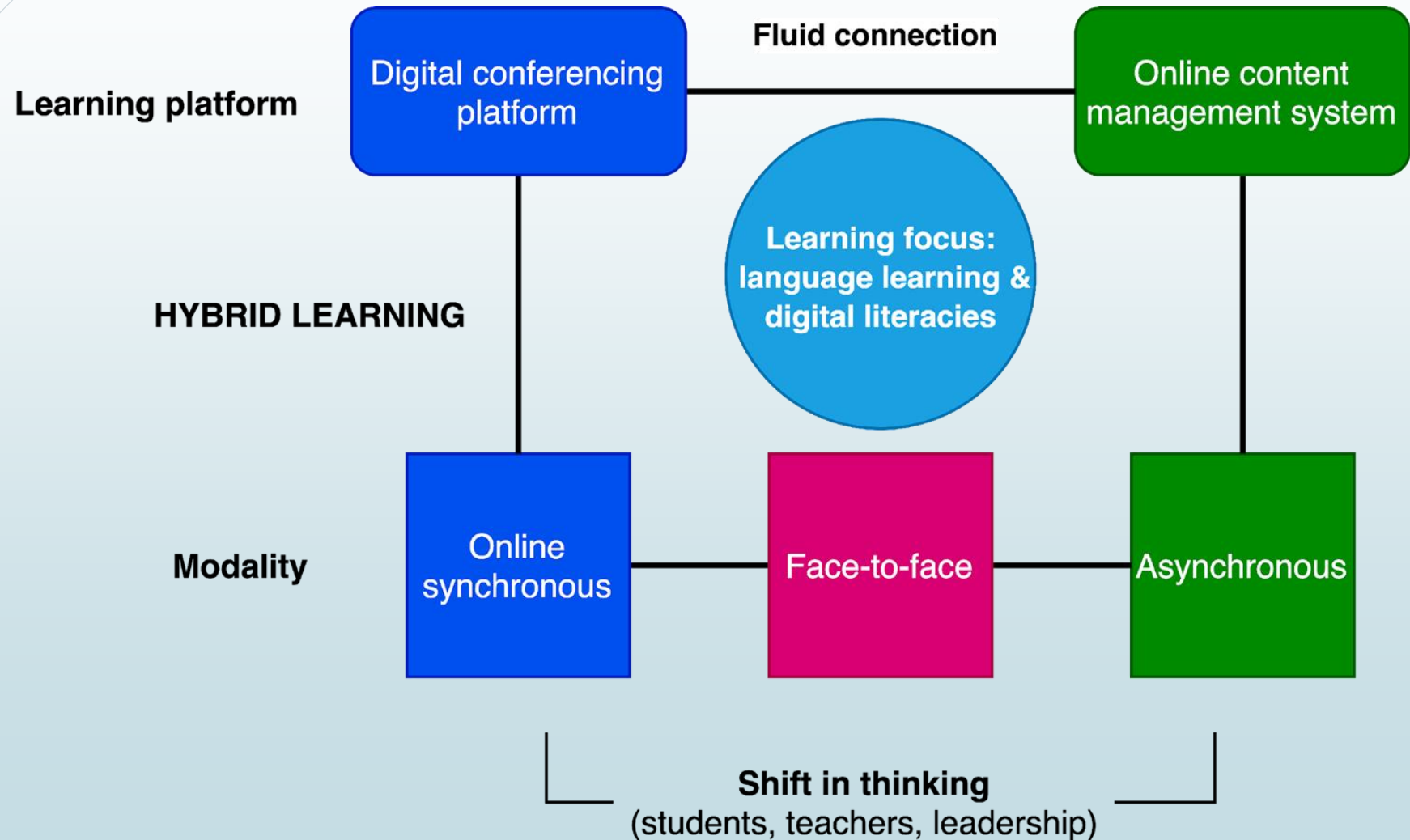
Source: Alexander, R. (2020). *A dialogic teaching companion*. Routledge

Activity Two: Think/Pair/Share

We are going into breakout rooms in pairs. Chat about how dialogic learning might be employed in your context.

Who would like to share some thoughts?

A hybrid learning model for EAL





Activity three: How might this apply to your context? (Developing a shared resource)

We have discussed the ideas of **flipped learning** and the **hybrid learning model**.

Think about how these *are being/might be* used in your context.

We are moving into **four breakout rooms**. You will be assigned to one room. Chat with your colleagues in the room about ideas for implementation.

Appoint one leader in your group to fill out a google doc with your ideas. The link to the google doc for each room is in the chat.

Report one key idea.



Practice-based Discussion groups/google doc

Flipped learning (Rooms 1 & 2)

- What are some practical **examples of flipped learning** that you have used, or are currently using, or might consider using in the future?
- What 'worked' well for you?
- Why, or how did it work?

Hybrid learning (Rooms 3 & 4)

- What are some practical **examples of hybrid learning** that you have used, or are currently using, or might consider using in the future?
- What 'worked' well for you?
- Why, or how did it work?



Implications for practice

- Moving towards a system-wide approach supported by professional learning (formal and informal)
- Empowering and up-skilling teachers to try-out these ideas in their classrooms
- Developing a strengths-based approach to activate the agency and resources of students

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Take away resources

The following materials will be made available to all participants:

1. Slide set from today's session
2. Links to the shared ideas produced
3. Video of the session



Further information

Flipped learning

<https://teaching.berkeley.edu/flipping-your-remote-classroom>

<https://omerad.msu.edu/teaching/teaching-skills-strategies/27-teaching/162-what-why-and-how-to-implement-a-flipped-classroom-model>

Hybrid learning environments

<https://www.edutopia.org/article/effective-instructional-models-hybrid-schedule>

<https://www.td.org/insights/what-is-the-hybrid-learning-approach>

Dialogic learning

<https://www.structural-learning.com/post/how-to-use-dialogic-pedagogy-the-key-to-powerful-teaching>

Please note that this article refers to schools. But we believe the ideas equally apply to adult education.

Abstract of the webinar:

The COVID-19 pandemic and subsequent lockdowns have forced all educational institutions to deliver their teaching programs online, including English as an Additional Language (EAL) programs. While this rapid shift in 2020 was challenging, many institutions and practitioners were able to come up with innovative and effective practices, utilising digital technologies as effective resources and planning the development of online learning beyond the pandemic. Many educational providers, especially those in the adult EAL sector, are now considering a 'hybrid' delivery of their programs, involving face-to-face, online synchronous and online asynchronous components to serve the needs of their learners. This workshop offers a cohesive model for implementing a hybrid learning approach in EAL settings. This model was conceptualised, developed and tested through collaboration between a group of EAL teachers and researchers from Monash University. In the workshop we provide examples of successful practices drawing on the ideas of flipped learning, active learning and dialogic pedagogy. The workshop will also provide opportunities for the participants to discuss how this approach can be adapted to their contexts and collaboratively construct a resource to support teaching in a hybrid/flipped mode. The workshop concludes with discussion of implications for the use of a hybrid approach for learning in the EAL sector.