



vicTESOL
Supporting English language teaching,
learning and multicultural education



MONASH
University

Enhancing collaboration in online learning environments in EAL classrooms



Edwin Creely (Monash University)
Peter Waterhouse (Monash University)

Wednesday 23 August 2023


1

AMEP Digital Literacies Framework and Guide released (2022)


<https://immi.homeaffairs.gov.au/amep-subsite/Files/resources/amep-digital-literacies-framework-guide.PDF>

Survey about its use in the AMEP sector

https://monash аз1.qualtrics.com/jfe/form/SV_6xPzbcm7G4c9ph4



2



Introducing the seminar presentation

Key ideas:

- Collaboration and learning (in-person & online)*
- The online environment and EAL*
- Strategies for enhancing collaboration*

3

Strength-based approach to learning

Strengths-based approach acknowledges and leverages the capacity and resources of students and allows them to have agency



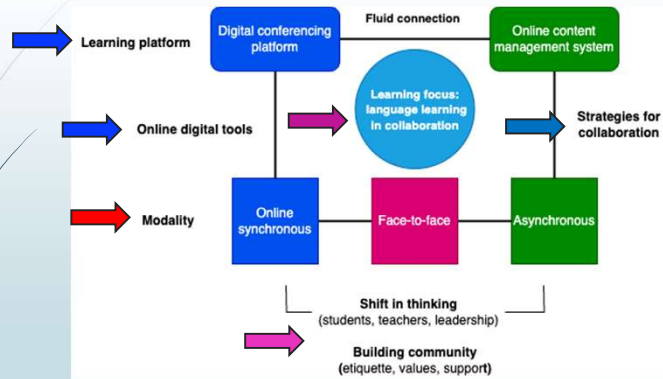
Empowerment



4

Synchronous and asynchronous teaching

24



5

Collaborative learning in-person and online involves:

- Hearing & legitimating **multiple voices, students' voices** (not just the teacher's voice)
- Building an effective **learning community/group** (that is more powerful than even the 'best' individual teacher)
- Creating a **safe environment/culture** that is caring, non-judgemental, open, supportive, nurturing ...
- **Co-constructing knowledge** (Stahl 2006)
- **BENEFITS:** social, psychological, and academic (Laal & Ghodsi 2012)

6

The needs of adult EAL learners and collaborative online learning

- Genuine/authentic & meaningful tasks/problems, challenges & opportunities with which to engage – "group worthy" tasks
- Time & supportive opportunities to practise language & literacy skills & to navigate & **'play'** with online tools eg. 🌐 🎧 🗣️ (Zhang et. al. 2021)
- Shared language/vocabulary to be able to use & to discuss online tools
- Problem solving information & strategies
- (Reassurance) need to know – things don't always work as expected, things **do** sometimes go pear shaped ... and *"it's not necessarily my fault"*

7

Strategies for an inclusive, respectful and safe collaborative online culture include:

- Ensuring deliberate attention to care & wellbeing online
- Including/allowing time for wellbeing checks
- Managing/sharing screen time/airtime
- Explicitly inviting engagement & participation & allowing the time for response
- Being respectful of privacy, context, family situation – sometimes other "listening eyes"

8

Online digital tools and collaborative strategies

	Teachers as designers of
Breakout rooms	talk time (teacher and students)
Employing the Chat function	collaborative group-based language activities
The role of the camera and screen share	Integrating asynchronous with synchronous
Etiquette of being online	experimentation and play

9

Conclusion

- ▣ **Design is critically important – teachers as learning designers**
- ▣ **“Teaching is design, and care is a central design element of learning” p.88** (Hendrikson, Creely & Gruber (2022))
- ▣ **Considering the affordances of the tech**
- ▣ **“What do these tools do? Where are the possibilities to enact care or support for students in this task or discussion? What can these tools do and allow for?”** (Hendrikson, Creely & Gruber (2022))
- ▣ **‘Giving it a go’**
- ▣ Learning (& trouble shooting together)

10

References

- Calvente, Miguel Muniz, Álvarez-Vázquez, Adrian, & Fernandez, Pelayo. (2022). Collaborative Learning Through Youtube. *Journal of Higher Education Theory and Practice*, 22(7), 202–208. <https://doi.org/10.33423/jhelp.v22i7.5284>
- Heisawn Jeong & Cindy E. Hmelo-Silver (2016) Seven Affordances of Computer-Supported Collaborative Learning: How to Support Collaborative Learning? How Can Technologies Help?, *Educational Psychologist*, 51:2, 247-265, DOI: 10.1080/00461520.2016.1158654
- Henriksen, D., Creely, E., & Gruber, N. (2022). A conceptual model for pedagogies of care in online learning environments. *Italian Journal of Educational Technology*, 30(1), 75-91. doi: 10.17471/2499-4324/1238. Available at <https://ijet.itd.cnr.it/article/view/1238/1141>
- Laal, Marjan, & Ghodsi, Seyed Mohammad. (2012). Benefits of collaborative learning. *Procedia - Social and Behavioral Sciences*, 31, 486–490. <https://doi.org/10.1016/j.sbspro.2011.12.091>
- Ng, Peggy M. L., Chan, Jason K. Y., & Lit, Kam Kong. (2022). Student learning performance in online collaborative learning. *Education and Information Technologies*, 27(6), 8129–8145. <https://doi.org/10.1007/s10639-022-10923-x>
- Zhang, Zhipeng, Liu, Ting, & Lee, Chwee Beng. (2021). Language learners' enjoyment and emotion regulation in online collaborative learning. *System (Linköping)*, 98, 102478. <https://doi.org/10.1016/j.system.2021.102478>

11



12