



PomiędzyK PL-CALL
PL-CALL Between

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POMIĘDZYK PL-CALL BETWEEN 2015 BOOK OF ABSTRACTS

PLENARY LECTURES

Piotr Peszko

Motorola Solutions Systems, Polska

Big Data = Big Deal

Zadania, które uczą się swoich studentów. Kursy online dopasowujące się do uczniów. Książki, które same się streszczają. Takie cuda pojawiają się na horyzoncie innowacji edukacyjnych, a wszystkiemu winne dane, dużo danych, bardzo dużo danych, które możemy ujarzmić, oswoić i zacząć wykorzystywać jako zwierzę pociągowe innowacji w szkoleniach online.

Czy przyszłość edukacji będzie oparta o Big Data? Tego nikt nie może przewidzieć. Faktem jest to, że teraźniejszość już jest. Dowodzą tego projekty takie jak DuoLingo, Coursera, czy Khan Academy, za którymi stoją zaawansowane narzędzia analityczne i grupy specjalistów odpowiedzialne za interpretację wyników i usprawnianie uczenia się.

W swoim wystąpieniu przedstawię podstawowe reguły rządzące światem Big Data, a także dostępne narzędzia i praktyczne możliwości wykorzystania, w tym dotyczące platformy Moodle.

Anna Stanisławska-Mischke
University of Economics, Krakow, Poland

(Nie)prosta droga do nowej dydaktyki.

Czyli co się udało, a co nie na Uniwersytecie Ekonomicznym w Krakowie?

W 2006 roku na Uniwersytecie Ekonomicznym w Krakowie (wtedy jeszcze Akademii) rozpoczęto nieuchronny, jak się wówczas wydawało, proces systemowych zmian paradygmatu dydaktyki uniwersyteckiej. Zmiany te polegać miały na (prawie) powszechnym użyciu internetowych form oraz środków przekazu wiedzy, a także nowych sposobów weryfikacji kompetencji studentów. Początkowo idea była prosta — ‘e-learning na UEK!’, czyli trochę jak ‘kobiety na traktory!’. Przystępując do projektowania modelu e-kształcenia w oparciu o 5 komplementarnych względem siebie zasad:

- równoprawności e-nauczania względem tradycyjnej dydaktyki
- spójności systemu kształcenia (e-zajęcia mają stać się stałym elementem programu studiów)
- systemowości działań modernizacyjnych
- zapewniania jakości kształcenia
- centralnego zarządzania wdrożeniem

nie przypuszczano, jak trudno będzie wcielić je w życie. Kluczowe okazały się ograniczenia projektu wynikające z kultury organizacyjnej UEK. O tym, jak to wszystko wyglądało na początku, co dzisiaj działa, co (jeszcze) nie, a także czego brakuje oraz co i dlaczego jest siłą naszego wdrożenia postaram się opowiedzieć szczerze i zwięźle.

PANEL DYSKUSYJNY

E-learning akademicki w Polsce - już się skończył, czy jeszcze się nie zaczął?

Prowadzenie

Jerzy Mischke (Kraków): przewodniczący Rady Programowej Stowarzyszenia E-learningu Akademickiego (SEA); założyciel (1996) i długoletni kierownik (do 2002) Ośrodka Edukacji Niestacjonarnej AGH (obecnie Centrum e-Learningu AGH); przewodniczący pracom Seminarium Praktyków e-Edukacji; redaktor naczelny Jagiellońskiego Kompendium e-Edukacji.

Paneliści

Jarosław Krajka (Uniwersytet Marii Curie-Skłodowskiej, Lublin): jeden z prekursorów CALL i e-learningu akademickiego w Polsce; redaktor naczelny czasopisma *Teaching English with Technology* (<http://www.tewtjournal.org>)

Małgorzata Kurek (Akademia Jana Długosza, Częstochowa): metodyk e-learningu oraz nauczania wspomaganego komputerem. Tworzy i prowadzi szkolenia dla nauczycieli online i stacjonarnie. Członek grupy projektowej INTENT, organizatorka wielu studenckich wymian online i entuzjastka tej metody nauczania.

Piotr Peszko (Motorola Solutions Systems, Polska): właściciel i założyciel 2EDU, firmy zajmującej się doradztwem i projektowaniem użytecznych szkoleń online; projektant, trener i twórca szkoleń online; bloger i komentator zjawisk związanych z nowoczesną edukacją; pomysłodawca i organizator serii edukacyjnych barcampów - EduCamp;

Anna Turula (Uniwersytet Pedagogiczny, Kraków): doświadczony praktyk e-learningu akademickiego; pomysłodawczyni i organizatorka konferencji PL-CALL nt. dydaktyki języków obcych wspomaganą komputerowo; członkini SEA

Tomasz Walasek (Politechnika Częstochowska): dyrektor Centrum Zastosowań Technologii Informatycznych w Wyższej Szkole Lingwistycznej w Częstochowie; certyfikowany metodyk e-learningu; doświadczony administrator kursów na platformie Moodle; pomysłodawca i organizator konferencji Polski MoodleMoot; członek SEA

WORKSHOPS

Małgorzata Kurek

Jan Długosz University, Częstochowa, Poland

Integrating online student exchanges into academic practice

Universities across Europe are increasingly turning their attention to the themes of internationalisation, student mobility and the development of students' multilingual and intercultural competencies. Telecollaboration goes well with these trends as it enables groups of learners across time zones and geographical distance collaborate through the use of commonly available online tools. In the process participants develop language proficiency, intercultural communicative competence, and multiliteracies. The workshop is for academics, teacher trainers and mobility officers who long for a breath of fresh air into their lecture rooms. In the workshop you will learn

- how to create and implement effective telecollaborative task sequences;
- how to find partner classes and resources;
- how to choose the right tools for your online intercultural exchange;
- what intercultural tensions to expect and how to deal with them.

Anna Skowron

Jan Długosz University, Częstochowa, Poland

Otwarte zasoby i praktyki

Abstrakt: Możliwości jakie niesie ze sobą wykorzystanie Internetu i komputerów w pracy nauczyciela są nieograniczone. Nigdy wcześniej znalezienie odpowiednich materiałów nie było takie proste. Często jednak odnaleziony materiał nie jest odpowiedni i wymaga adaptacji do własnego kontekstu. Czy każdy odnaleziony zasób można zmieniać, łączyć z innym i następnie udostępniać, aby inni mogli z niego korzystać? Na te i wiele innych pytań odpowie niniejsze szkolenie.

Skierowane jest ono do tych uczestników, którzy pragną dowiedzieć się:

- czym tak naprawdę są Otwarte Zasoby Edukacyjne (OZE);

- jak przejść przez wszystkie etapy korzystania z nich: od odnalezienie zasobu, poprzez jego adaptację, łączenie z innym, aż po udostępnianie innym użytkownikom.

Uczestnictwo w warsztatach pozwoli Państwu stać się częścią społeczności, w której otwartość i praktyka udostępniania materiałów edukacyjnych to standard a nie wyjątek.

PAPERS

Marie-Thérèse Batardière
University of Limerick, Ireland

Shaping students' engagement in online discussions

Web-based tools, such as blogs, wikis, and online forums, allow learners to move away from a teacher controlled environment and to adopt a more active role in their learning experience while increasing the human and communicative aspect of their learning (Guth & Thomas, 2011). Furthermore, asynchronous communication affords learners more time for reflection and knowledge construction thus shifting the learning responsibility from teachers to learners (Lee, 2011). Recent studies (Shea et al., 2012; 2013; Weerasinghe et al., 2012; 2014; to name but a few) provide evidence that inquiry-based discussions can foster deep and meaningful learning with minimal or no teacher support. These researchers have nonetheless underlined the critical importance of course design and students' engagement to achieve a high level of online collaboration.

In light of these findings, the present study seeks to examine students' engagement in a 'peer to peer' discussion forum involving Irish and French undergraduates. Based on students' data (i.e., online postings, reflective reports and feedback questionnaires), it identifies a number of factors that seem to have impacted on students' motivation and commitment to the online task. It also explores the potential causal relationship between task design and students' cognitive engagement.

Daniela Caluianu
Otaru University of Commerce, Japan

Study abroad at home- using technology to achieve global education

This presentation will describe the collaboration between two universities, Transylvania University Brasov in Romania and Otaru University of Commerce in Japan, on a project aiming to take full advantage of the potential of digital technologies for the improvement of teaching and learning. The talk will outline the design of the project, present the results of a

pilot class, and discuss the potential benefits of the project along with some of the foreseen problems.

The impact of digital technologies on education is frequently referred to as a revolution, transforming the canonical roles of teacher, students and knowledge. Yet, in spite of the potential for change, technology is still frequently used as a vehicle for canonical pedagogy. This is particularly true in Japan where, in spite of huge financial investments in technology, education tends to remain culturally isolating, teacher-centered and resulting in intellectual consumerism.

In order to take full advantage of the affordances of digital technology, we have designed a collaborative English academic writing class. Working within a unified syllabus, the students are given the opportunity to do real-time, online group-work. The results of a pilot class indicate that the collaboration has a positive effect on student motivation, engagement and metacognitive processes. The pilot study also revealed a number of technical and cultural hurdles that we are hoping to overcome in the actual implementation of the project.

Agnieszka Gadomska

University of Social Sciences and Humanities, Warsaw, Poland

E-author and e-user: expectations vs. reality

It has been two years since E-Academy of the Future project ended. It was run by WSiP, and has been one the most innovative and comprehensive programs aimed at 1500 Polish middle-school teachers, 22,376 pupils in 200 schools. It was a three-year long interdisciplinary project based on the implementation of the Key Competences for Life-long Learning in the school curriculum by means of blended learning, project work methods, virtual academic circles, compensatory groups, diagnostic testing. The experience and effort put into designing its e-materials, training teachers and implementing the program in schools has been described and shared by the authors and program supervisors in numerous academic publications. However, little has been said so far from the perspective of the e-material users, i.e. teachers and pupils. The paper focuses on the data gathered from the author's research on the teachers of English who were the users of the E-Academy of the Future Project (based on interviews, lesson observation, teacher training sessions) and on other teachers who use IT mediated materials for language learning in the classroom, including the materials designed by the author. The question arises whether this confrontation has turned satisfactory for the author or not.

Krzysztof Kotuła

Maria Skłodowska-Curie University, Lublin, Poland

Teaching a foreign language in a desktop videoconferencing environment

This paper explores how language instructors teach with a synchronous multimodal setup (Skype). It will report on findings from a research evaluating how teachers are using technologies enabling them to work in distance learning contexts. Our aim will be to examine communicational and pedagogical aspects of this process, which involves orchestrating different modalities and deploying various techniques. Also, an important goal of the study will be to determine what are teachers' opinions on the utility of distance solutions.

Another important subject we wish to consider are teachers' IT skills necessary to maximise the potential offered by new technologies. We claim that they have to become part of the professional repertoire of future teachers, as they will increasingly be required to exploit the multimodal potentialities of online teaching.

Our discussion will also inevitably address a variety of more general questions such as: What does learning in today's technology-enhanced environment mean? Is learning as an activity fundamentally changing as a result of the opportunities offered by new technologies and tools? What does this mean for the role of teachers in terms of how they support students? Even if the answers we will provide will necessarily prove to be very incomplete, we will attempt at a reflection whether it is possible to define a model of language pedagogy adapted to distance learning and teaching.

Anna Koziół

Opole University, Poland

New media and modes of communication from foreign language learners' perspective

New media have revolutionized communication in 21st century as they became an important means of exchanging information among people. The Internet has also influenced relations and modes of communication between students and teachers in contemporary classroom. In consequence, the social distance between teachers and students has shortened and their relations have become less strict and formal. The following study concerns teacher-student, student-student classroom practices in lower secondary schools, and addresses the issue of students' preferences in communication and teacher-student communication satisfaction. The

study's purpose was to determine whether teacher-student communication at schools is satisfying for lower secondary school students, and to evaluate teacher-student relationships, which appear to be satisfying and important to students. The survey revealed that students spend plenty of time in front of their computers, and most of them have mobile phones and stay in touch with teachers and classmates outside of school. What is more, social media such as e.g. Facebook are extremely popular among teenagers and serve them for both social contacts and tools assisting FL learning and FL acquisition.

Mariusz Marczak

Pedagogical University, Kraków, Poland

Evaluation Criteria for CALL Software Utilised in Translator Education

This paper offers insight into the possibility of utilising Computer Assisted Language Learning (CALL) software in university level courses in Translation Studies for the purpose of developing the translator's intercultural competence. The author begins by outlining the model of intercultural competence by Byram (1997) with regard to the intercultural knowledge, skills and attitudes which lie at the foundation of the most important documents shaping European policies on language education at large. Then he presents the model of translation competence proposed by the European Master's in Translation (EMT) expert group as well as the generic criteria used for the evaluation of software harnessed in order to develop target language competence in foreign language instruction. In conclusion, on these premises he constructs a checklist of evaluation criteria that can be used while evaluating CALL software to be used with students of translation in order to promote the development of selected aspects of their intercultural competence.

Anna Rolińska

University of Glasgow, Scotland

Assessment and feedback – old, new or different ways of doing it online?

According to the Manifesto for teaching online (<https://onlineteachingmanifesto.wordpress.com/the-text/>), “feedback can be digested, worked with, created from. In the absence of this, it is just ‘response’”, preventing the feedback loop from being closed. As such, dialogic feedback is an important part of learning-oriented assessment, i.e. one whose main aim is to develop ‘appropriate learning dispositions and behaviours’ (Carless, 2014). How does digital innovation affect assessment and feedback

processes? Do learning technologies just substitute an old good red pen, making marking more or less effective and efficient? Or do they invite or even enforce qualitative changes, resulting in augmented and enhanced feedback?

This presentation will attempt to grapple with these questions by reviewing some of the existing literature as well as referring directly to practical examples of assessment tasks and feedback from online and blended courses in language education and teacher training. These will be evaluated in light of Carless' model of learning-oriented assessment and Puentedura's SAMR (substitution, augmentation, modification, redefinition) model of infusing technology into teaching and learning (<http://www.hippasus.com/rrpweblog/>). The former emphasises the interdependence between task design, students' development of self-evaluative capabilities and their engagement with feedback as well as the need for contextualisation of assessment so that it closely reflects real-life scenarios. The latter aims to transform learning experiences, which can be measured in terms of impact on student outcomes.

Related opportunities and challenges from the learner's and teacher's points of view will also be discussed.

Anna Turula

Pedagogical University, Kraków, Poland

What the "Good (Digital) Language Learner" Can Teach Us

In the 1970s Rubin (1975) and Stern (1975) both published articles on who the good language learner is and how language pedagogy can capitalise on this knowledge. While some of their observations still hold, it seems necessary to note that a good language learner of today is one of the digital native generation. This is why it seems important to investigate different aspects of online presence of the advanced FL user to decide which of them contribute to success in language learning.

The paper presents such a research attempt. It describes a study carried out among the first-year students of English Studies of the Pedagogical University in Krakow, Poland in October-December 2014. The results, gained by means of a questionnaire (N=106) and a series of interviews (N=16) show the most common online FL routines of these advanced users of EFL. Based on this, a number of pedagogical implications will be put forward.

Adnan Zafar

Maria Curie-Skłodowska University, Lublin, Poland

Legal and ethical issues in the use of mobile based Facebook learning in ESP classrooms

The practice of technological devices, apparatuses and equipment to support English for specific purposes (ESP) based English language learning in classrooms is extremely common nowadays and to top it all up, the use of revolutionary social networking websites (SNSs) like Facebook combined with the mobile technology have exposed educators as well as the learners to the whole new dimension of the ESP learning.

This completely new facet of the language learning is based on the notion that students learn better and quicker from their comfort zones and in an informal environment with the help of technology. Despite of the numerous proven advantages of mobile learning through Facebook, the legal and ethical issues for the technology based ESP classrooms in particular have not been explored at a greater length. These issues range from the privacy and security problems, to the legal and illegal use of technology for learning, to the online piracy and intellectual properties.

Through this study, I discuss security and privacy problems as the two chosen ethical and legal issues for the mobile based Facebook learning, examine the impact of these issues from the perspective of ESP learners and educators and provide recommendations for remedying these problems.

Ewa Zarzycka-Piskorz

Pedagogical University, Kraków, Poland

Kahoot it or not? Digital game play and grammar learning motivation

Gamification is not a very new concept. It is the use of game elements and game design techniques in non-game context. It is used in various contexts for various purposes. There is a strong evidence that shows the relationship between the game playing and the motivation. More and more learning games emerge and bring a promise to help to learn a language. There are certain game elements that could be used in non-game context to trigger effective player engagement as well as persistence and motivation to win/learn.

The paper outlines influence of specific games elements onto players, presents the psychological aspects of game involvement, and investigates what game elements could be responsible for increasing motivation to participate and engage in a grammar learning game. The Kahoot.it online game is used with the English language course students. The paper provides the specific examples of grammar structures included in the samples that are exercised. The main objective of the research paper is to observe and assess how the students motivation increases – if – to learn and practise grammar and how effective this mode of learning is. It also presents the teachers' evaluation of the design process, implementation of it and recommendations for further use.