

Australia-ASEAN Academics Forum: Online Education during COVID-19 and Beyond

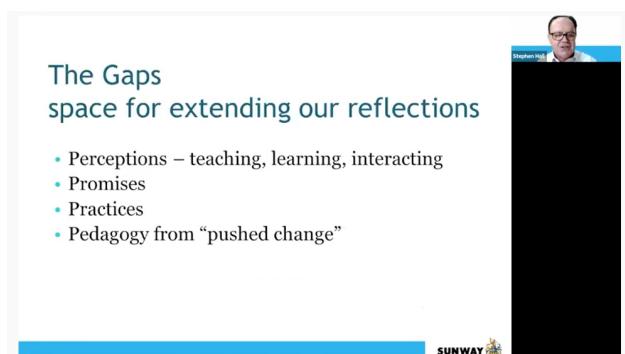
AAAF Prof Stephen J Hall talk 9th Sep 2021

Transcript

Thank you very much. I hope you can all see a screen in front of you, and you should recognize this screen, although hopefully it also has the addition of my talking head down the bottom.



So, I'm actually based in Malaysia rather than Indonesia. And I work for Sunway university in Bunda Sunway, which is a city that is built by the corporate group that the university is part of. But we're a not-for-profit foundation-based private university. So, although I'm going to look at being digitally extended as an educator and reflecting on reaching learners, I want to draw from some action research, not just within the university context, but also some research we're doing with the struggling secondary teachers here in Malaysia. And as Sharon has said, if nothing else, you'll get used to my New Zealand accent. I welcome you using the chat box because this to me helps create something that I want to talk about.



And that is it helps create some of the promises of digital learning. And I'd like to take this as a reflective presentation based upon our perceptions. And I think our perceptions have to go way beyond the much talked about dichotomy of digital natives. So I want to go from that to promises, practices and some of the pedagogy from pushed change. So, I think, like you, we were suddenly told go online. And we had no choice. And my university said, because when we chose, when COVID struck Malaysia, it gave us basically three weeks before our semester started. So, they said you are online in three weeks. And we worked like maniacs. We were fortunate in my centre for English

language studies that we were already 40% online. So, that was helpful.

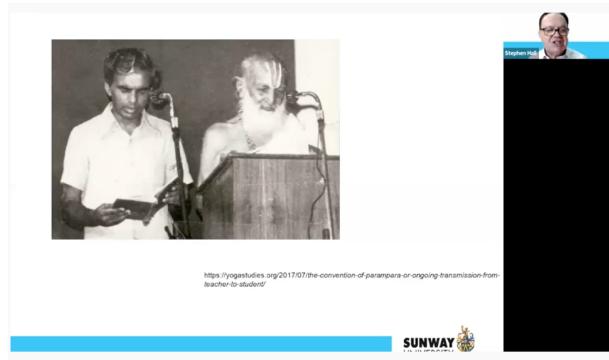


Perceptions

Stephen Hall

SUNWAY

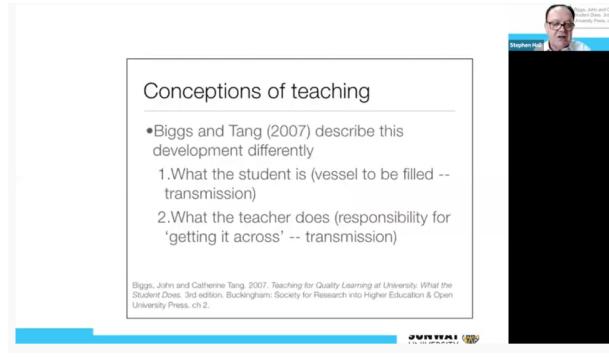
So I'm going to look first of all at some of the perceptions...



<https://openstax.org/2017/07/the-convention-of-parampara-or-ongoing-transmission-from-teacher-to-student/>

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And basically say that we are all, whether we like it or not, digitally extended as educators. But we may still think in transmission mode like this yoga teacher reading his teacher's teachings to those who want to learn.



Conceptions of teaching

- Biggs and Tang (2007) describe this development differently
 - 1.What the student is (vessel to be filled -- transmission)
 - 2.What the teacher does (responsibility for 'getting it across' -- transmission)

Biggs, John and Catherine Tang. 2007. *Teaching for Quality Learning at University: What the Student Does*. 3rd edition. Buckingham: Society for Research into Higher Education & Open University Press. ch.2.

SUNWAY

So, this is quite an interesting idea, and it is that really, often we teach, as we think, as our principles are or maybe the way we've been taught, and one of the things is that being digitally extended, we need to move beyond the mode of transmission teaching. So what Biggs and Tang talk about is that too often there is a cultural framework where we are teaching as if our students are a vessel that needs to be filled up.

Teacher as transmitter

- Cultural traditions
- Safety in the up at the front power source
- Profess group work but do little
- Align performance to marks production

• Based on the writers experience and research in a Project which worked with 22,000 teachers, a needs analysis of 90% of one District and the insightful work of Moses Samuel,Meng Yew Tee and colleagues (Springer,2017)



SUNWAY

And this is a cultural tradition, not just in the yoga tradition I showed you but certainly in Malaysia, where we have a power status operating, and as the teacher you get a lot of respect. You may not get a lot of questions, but you get a lot of respect, as you are the upfront power source. Now, in my research that I did as part of my doctorate, and also in research by Moses Samuel and colleagues, in Malaysia, and I would contend it's probably the same in Vietnam and Indonesia where I've been involved before, and in Thailand, there is the teacher up front source of information. Now, this is challenged by going online, because you and I know that our learners, after 10 minutes of listening, will tune out. And what happens is often teachers say, well, I do group work. But really, they, all I want to do is to make sure people pass the exam.

Where have all the boys gone?

- Intensive listening is not learning
- Topic emphasis
- Physical activity may be muted
- Lost in the world of games
- Disproportionately represented in tertiary learning



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And this especially includes a neglected group in Malaysia, which are teenage boys. Now, these are the gaming addicts, these are the ones who love to play Clash of the Clans. And really, they face the fact that intensive listening is not learning. They face problems with topics because the majority of teachers in Malaysia are women, and the guys may find some of the topics are not exactly what interests them. And the boys are missing out because often physical activity doesn't happen, and more so now online, and they are lost in the world of games.

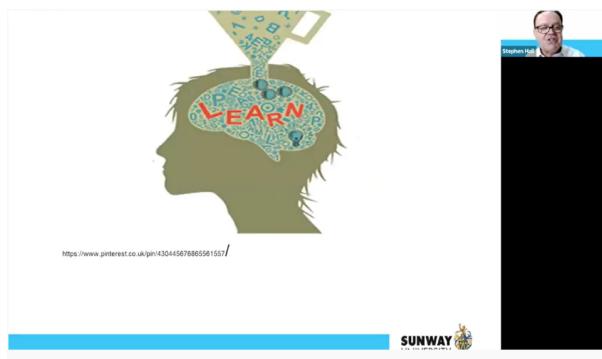
Gender disparity may be linked to transmission learning

- Media Statement by Penang Institute in Kuala Lumpur on the 30th of May, 2016
- KUALA LUMPUR– More than half of public universities in Malaysia have extreme disparities in favor of women, according to a report by the Penang Institute



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And yet when it comes to university, they don't make it. And this statement from the Penang institute is still true.



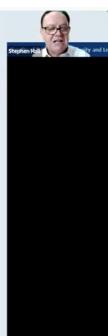
So, perhaps it's because they suffer from the model of teaching which dominates. I fill the vessel.



I get them to write and write as I want them to write.

No one can teach, if by teaching we mean the transmission of knowledge, in any mechanical fashion, from one person to another. The most that can be done is that one person who is more knowledgeable than another can, by asking a series of questions, stimulate the other to think, and so cause him to learn for himself

Socrates, 5th Century BC



But questioning this is not new. Have a quiet read of a guy called Socrates, who was around just a little bit before you and I were. Now, I'm sorry about the gender bias. It wasn't quite an issue in fifth century BC Greece, as it is of real concern now.



And of course, even Socrates is being digitally reinvented, and this is a site on using the Socratic method in physics. And it says challenge assumptions, alternatives, consider implications. And I hope that's what we do in this presentation.



Because this is the world that most of our learners live in.

From Socrates to Post Pandemic learning

- On screen and avoiding Zoom fatigue
- Guiding language in peer learning - use Rooms
- Cultivating on/off screen
- Modelling Questioning through the chat
- Creating placemaking and presence (David White, 2021)



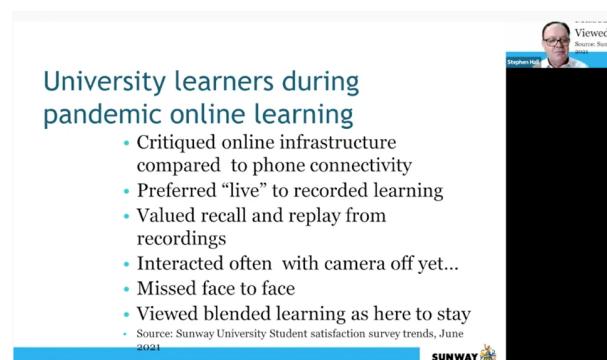
And I'd like to suggest that we need to think about Socrates' stimulation of questioning and to look at post-pandemic learning, because we need, and I'll come back to this later on, we need to avoid zoom fatigue. There is psychology papers out on this now, by the way. And that means changing the transmission mode. So, you will find later in this presentation I'm going to get you to do stuff. And perhaps we also need to go back to peer-to-peer learning, so that the use of rooms, whether it's in zoom or it's in teams, is very important. And I also like to cultivate what I call the on-off screen. It's very difficult to teach to a set of initials. And I also like to model things through the chat in terms of questioning. So if you have any questions, go to the chat and I'll even answer them along the way, just as if I'm face to face. And I'd also like to move on and draw on the work of a really wonderful design scholar called David White, where he talks about making a sense of presence, and I'll come to that.

Netizens from a private uni and views pre-pandemic

- Embraced the use of phones in class (85% Positive)
- Requested more on line materials (90%)
- Suggested a differing role for lecturers (52%)
- Wanted to know more about visual literacy (55%)



So, we're looking at perceptions and what are our students doing. I'd like to share some perceptions from some of my students from a small-scale study I did, and these are pre-university students. They like the use of the phone in the class, something our ministry of education thinks is heresy, a phone in the class. However, students like it. They like to go online. They think lecturers need to change their roles and they want to know more about digital literacy.



University learners during pandemic online learning

- Critiqued online infrastructure compared to phone connectivity
- Preferred “live” to recorded learning
- Valued recall and replay from recordings
- Interacted often with camera off yet...
- Missed face to face
- Viewed blended learning as here to stay

Source: Sunway University Student satisfaction survey trends, June 2021

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Now, these same students, during our pandemic online learning, came up with these things. They critiqued the online infrastructure and compared it to phone connectivity and phone apps. And I've talked elsewhere about phone apps and what we can learn from phone apps and how useful they can be. Now, our students preferred live to recorded learning. They still like some interaction. However, they liked being able to go back to the recordings. Often, they interact with the camera off. This has its challenges in terms of learning. And they viewed blended learning as here to stay. So this was a small-scale study that's in press of about 76 students but notice the last one. Blended learning is here to stay.



The medium is the message.
This is merely to say that the personal and social consequences of any medium / that is, of any extension of ourselves / result from the new scale that is introduced into our affairs by each extension of ourselves, or by any new technology.

http://www.openculture.com/2016/10/hear_marshall_mccluhan_s_the_medium_is_the_message_1967.html

Marshall McLuhan
Canadian Philosopher

And in line with that is this quote from way back when of Marshall McLuhan's.



The medium is the message.
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http://www.openculture.com/2016/10/hear_marshall_mccluhan_s_the_medium_is_the_message_1967.html

So the new technology is going to impact on all kinds of things. Take this artwork, which is digital artwork, which if you like Javanese cuisine you will recognize all the tempeh and the soya beans and the corn and the fish and the noodles. So, the digital world is here to stay.



And yet, for some, there is of course the issue of the divide. This is a school bus parking lot in Sarawak, East Malaysia. You can see the school buses there.



So we have the digital divide.



And it's not just in Asia. This is high-tech farming in rural Romania. And by the way, all the pictures are mine unless I credit it, because I don't think there should be plagiarism. We have no choice.

Embracing digital literacy unavoidable in pushed change

We are all
netizens with our
digitally extended
self



SUNWAY

Digital literacy is here to stay, so you're going to have to pack away your fountain pen.

Ourselves and being seen

- Often people use first impressions to judge others
- The Primacy effect is well researched (Hogg, 1988, 2006)
- How others see us may not be how we see ourselves
- Online identities for all with video phones



SUNWAY

That we are all digitally extended. But perhaps we should start as educators, given that our pedagogy often reflects our own view of self and our own view of education. We should think about some principles that apply to being online as well. The primacy effect is well researched in psychology, and it basically applies to what people see online.

The digitally extended self

- digital footprint:** data descriptive of an individual, laid down by that individual as a result of using, or being observed by, computing devices;
 - third party digital footprint:** digital footprints created by an individual, or a computer system, which are descriptive of another individual
 - digital mosaic:** a collection of digital footprints which can be used to create a picture of a person...a full digital mosaic is used to describe the collection of both an individual's own, and third party digital footprints;
 - digital persona:** a model of an individual created by the analysis of digital footprints and/or other digital personas and additional second level data
 - digitally extended self:** the combination of the above elements to provide the fullest possible digital representation of an individual.
- Journal of Information Science, 2017, pp. 1-18 © The Author(s), DOI: 10.1177/016555151600000000
Parkinson et al.



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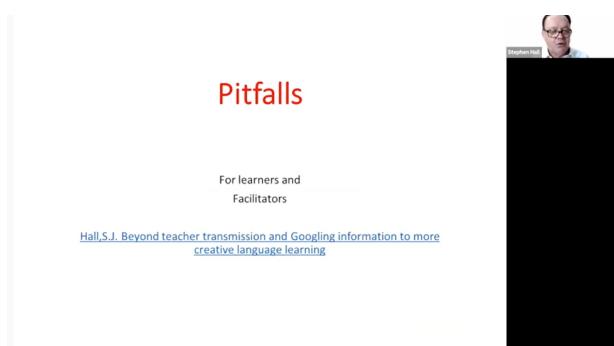
But it's deeper than that. You have a digital footprint, you have a digitally extended self. Let me move here, and Parkinson explores this idea. Now, don't worry, you don't have to take a picture because I'm going to share my slides with Dr Vinh and you'll be able to get them tomorrow, but in essence what I'm saying is when we dive into the digital world...



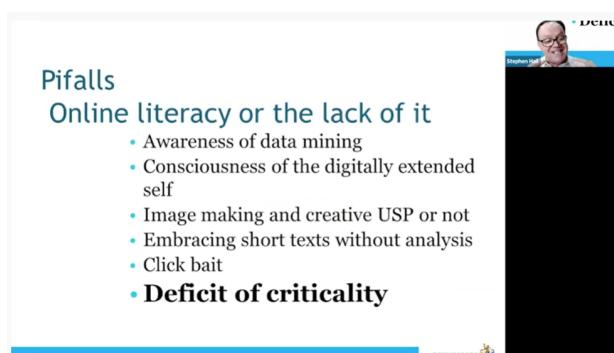
...although this is me bungee jumping in Queenstown, you have to think about your presence.



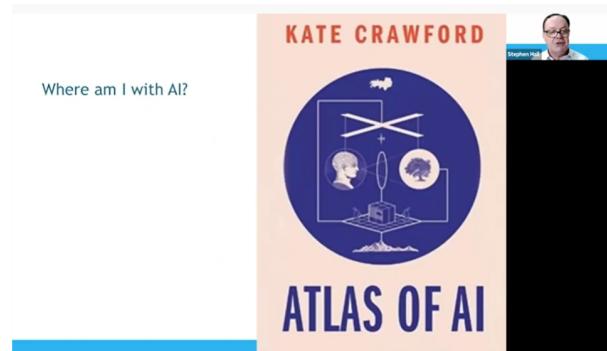
And are you, as an educator, conscious of your digital footprint? Mine on Facebook is three things: my pleasure for fermented grape juice, my love of travel and other connections, and my work at the centre for English language studies at Sunway university Malaysia. I consciously curate who I am online.



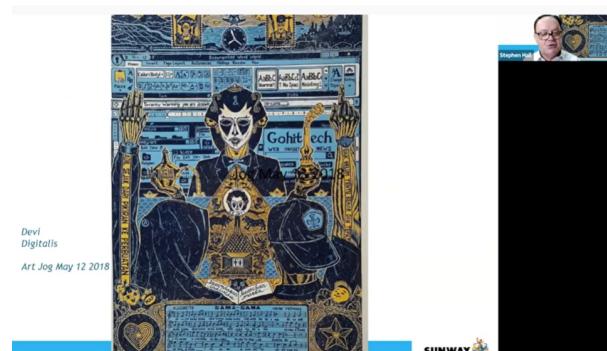
So, there are pitfalls for this, and I explore some of them in an article that you can find on my google scholar link, about some of the pitfalls of where we're at now.



When we're working online, and I'm going to argue that this is for both learners and facilitators of learning, because if we're working online it's required that we're a facilitator rather than a transmitter. Now, I'm pretty much transmitter only, right, but are we aware of the levels of criticality of what we're doing, are we conscious of our digitally extended self, and are the learners, are they conscious of the image making we are making? Because remember...



...it's all being mined. So, Kate Crawford from Harvard university has just released this wonderful book called *Atlas of AI*. So, artificial intelligence is really a productive area for profit making. And our students and us, we are part of this world. But are we digitally literate? Because we are being searched, we are being mined.

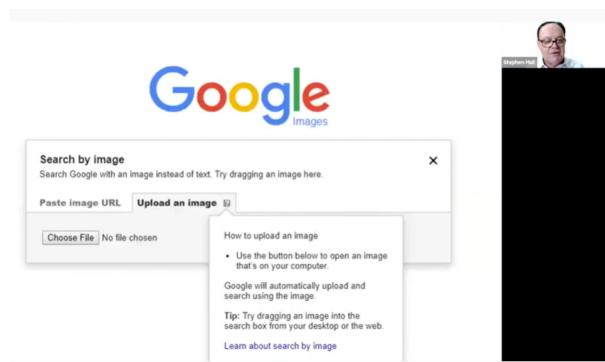


Even if you're obscure, for example this digital painting. Actually, it's an oil painting, but a digital image from an art exhibition I went to in Jakarta in 2018. And they point out that the old world here, you see some Javanese images, the old world is mixing with the new. Is it a real image though?

The pitfalls of fake images

- A picture is worth.....
- Reverse image search using your phone or tablet
- Use the Chrome app to do a search.
- Tap the image you want to search with to open a larger version of the image.
- Touch and hold the image. In the box that appears, tap Search Google for this image.
- There is also free software..

Are we and our learners aware of the realities beyond Trump's obvious fake news? Don't start me on Trump. But are we aware of the digital literacy of not just words but of images.



So, we include in our training with students digital literacy tools like searching for an image and its validity, its reality.



The digitally extended self
What are my images saying

- Socially
- Professionally

- *A learner task: Describe what you see on your FB/Tik Tok and how you would like to describe yourself?*
- *A teacher task: What differs between my online disclosure and my classroom persona?*

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And then come back to ourselves. What about our digitally extended self? And what are our images online saying about us socially and professionally? Because believe it or not, folks, the students will go digging around to find out about you. Oh yes, and that's what I do before I hire people. I troll them. But perhaps we need to consider educationally an awareness of the digitally extended self. For example, I told some of my students, just because you've got the hots for a particular international student and you love to go dancing, don't think your employer doesn't know about that as well. And I turned to one student and I said, so and so and so and so, and he looked at me and said, huh, how do you know that? I said, I searched. And then, perhaps as educators, we should think about what differs between my online disclosures and my personal persona.



Who are we as a digitally extended educator in the omnipotent world that my students now say is the province of aunties, uncles and grandparents – Facebook.

Unpacking Text online Searching written info: the how

- Easy
- Fast
- The lure of the top
- Identify the key *lure* words



And are we getting our students to look at what happens with online text, and how it is a different thing that is going on when they want to hook you in?

Seeing web page traps



Are we teaching about web page traps?

Synthesis and fake news -visual and words

- True value
- Authenticate words

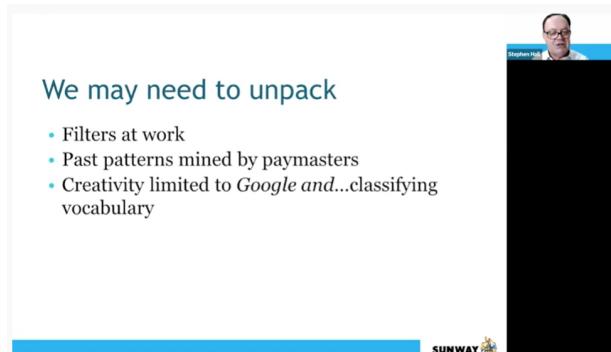


Along with fake news?

Strategies at whole text level

- Accuracy
- Buy in text and how it works
- Clickbait
- Downstream response modes

So I talk about the meta discourse that happens in terms of accuracy. This is my sesame street ABCD accuracy, the buy-in text, the click bait. I better click that bargain, and where they want you to go downstream.

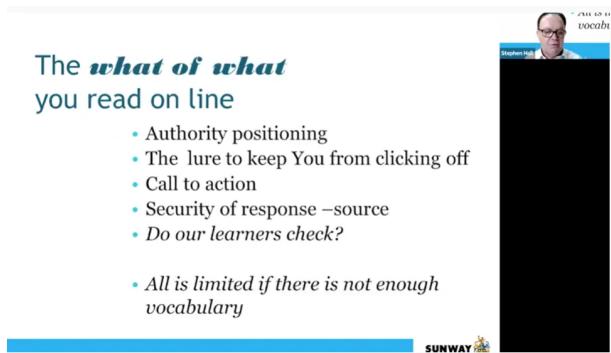


We may need to unpack

- Filters at work
- Past patterns mined by paymasters
- Creativity limited to *Google and...classifying vocabulary*

SUNWAY 

And perhaps we and our learners need to look at the filters at work, and how creativity is limited by saying just ask, as we say in Malaysia, ask uncle google. It's way beyond that. So we have to educate, I think, our learners also about databases and other search engines.



The **what of what**
you read on line

- Authority positioning
- The lure to keep You from clicking off
- Call to action
- Security of response –source
- *Do our learners check?*
- *All is limited if there is not enough vocabulary*

SUNWAY 

Because google gives you more what you like. And do our learners check? My small research suggests they don't check the validity of things. They don't look at what is happening online as they lure you, call you to action.



So this is the world that we miss.



But so is this the world that we miss. So, perhaps our education has to go way beyond transmission and regurgitation. Because the information is all out there and plagiarism is something that is a problem that has to be dealt with.

The Gap

- Perceptions – teaching, learning, interacting
- Pitfalls
- **Promises and Practices**
- Pedagogy

So, perhaps we need to think about some of the promises...

Promises

- Instant
- Mass processing
- Endless Information
- Multi modality
- On demand/ any time/rewind

...that are here. And you and I have this. Digital education online's instant, it's mass, there's lots of information. You can see it, you can read it, you can do everything but smell it, and the promises of our online education are on demand anytime.



So I could be sitting in one of my favourite beaches in my hometown of Gisborne on the east coast of New Zealand and could be doing this from Waikanae's nice cafe there, because this is the world that is coming. Education on demand, where you want it. But is it personalized?

- <http://www.internetlivestats.com/>
- http://www.internetlivestats.com/



Now, does this just mean WhatsApp? No, it doesn't. Can you take your phone and go onto this website because I'm going to argue the digital world is complex and in depth and it's way beyond people thinking it's only short texts, only WhatsApp and what's on the web. Can you take one minute to go onto this site and scroll down it and have a look. And this is from Tim Burnersly, the founder of the internet. He curates this site. Click on, see what's there. And reactions, you can type in the chat box. I welcome your reactions in the chat box. You go down the bottom between participants and share screen, you'll see chat. Yeah, it is mind-boggling, Sharon. Okay, you have to type the link, Dr Mastisa, it's hard to click it from my screen. And none of the numbers are decreasing. So, okay, I'll send the link then. Looking really slow at the moment, Okay, you've got the link. Now, hackers are very active, you're dead right there, Irish. The hackers are active. Okay now, here's the interesting thing. Digital literacy, we are all Nietzscheans.



But what about our presence? You've seen those numbers and the texts are varied. This is the other important thing. But one of the things that's missing, personal participation is there, but how do we foster that with learning online? And the idea of place making. How do we get our learners involved in what we're doing, and how do we personalize it? So, David White talks about the need to uncover a sense of presence when you are teaching online.

Small scale research findings

- **Practices**

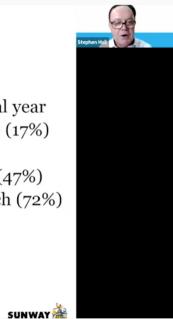


So I'm going to move on now to practices. You can go back and visit that site because boy, isn't it amazing? This is growth we cannot avoid, and neither can education.

Tertiary level learners 1

- Cohort of 72 diploma students final year
- Always check text or image sources (17%)
- Do not check sources (50%)
- Rate Facebook security negatively (47%)
- Use Google search for most research (72%)

• Preliminary findings by the presenter

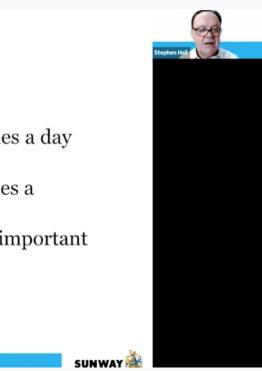


What do our learners do with all of this? They always check the images sourced? No. Only 17% of my 76 participants did. They use google for searching, they need to do much more.

Tertiary learners 2

- Look at Facebook more than 25 times a day (30%)
- Look at Facebook more than 10 times a day(22%)
- Rate Instagram or Twitter as more important than Facebook(57%)

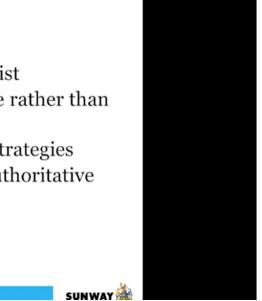
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They look at Facebook 25 times a day, and then more than 10 times a day a lot of them, and they think Instagram and Twitter is more important.

Tertiary level learners 3

- Choose from the top of the list
- Use the visible online source rather than going a level below
- Have few credibility check strategies
- Little awareness of stable authoritative information sources



So this is what my tertiary level learners are looking at. Here's the problem, when we're dealing with information, they choose from the top of the list. They use the visible online source, and remember this is being produced by AI for commercial reasons. And they have very few credibility checks and little awareness of stable information sources. So they are back at going to the obvious front page of the textbook. But really, we need to address this.

Pedagogy

• Creative Fluency
• Knowing the Self, Medium and Task Design

How do we address this?

Start with the self

- What is my digitally extended self?
- Fingerprint, profile, virtual self
- How conscious are we of **self creation?**

More at: The digitally extended self: A lexicological analysis of personal data. 2017, Parkinson, Millard, O'Hara and Giordano. Journal of Information Science 1-18.

I think as educators, we start with ourselves. Think about who are we online and how conscious are we that we are self-creating consciously. Because as you've said, we all leave digital footprints every single one of us, and they are traceable, as Cambridge Analytica found out in a big way.

Teacher role as facilitator

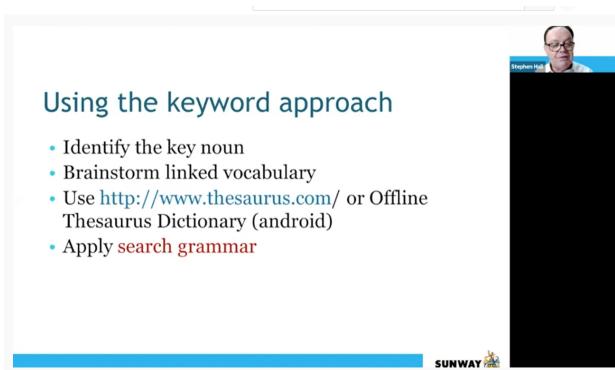
- Modelling as an ongoing learner
- Co constructing multi-modalities
- Chunking tasks to feed into a bigger project
- Accepting different answers
- Being a vocabulary facilitator

SUNWAY

So perhaps we need to position ourselves so that we are beyond the transmitter, and we model ourselves as an ongoing learner, just like our students with different multi modalities. So now, I'm working, for example, with more things on YouTube. When we teach, we need to accept different answers and become a facilitator...



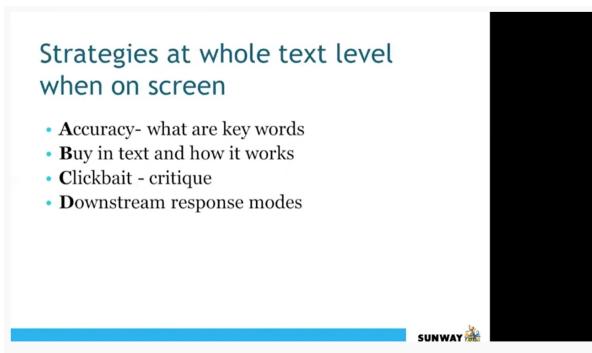
...to change the view of the world. This is from the same exhibition that I went to in Jakarta, one of my favourite cities, where I started English language teaching.



Using the keyword approach

- Identify the key noun
- Brainstorm linked vocabulary
- Use <http://www.thesaurus.com/> or Offline Thesaurus Dictionary (android)
- Apply search grammar

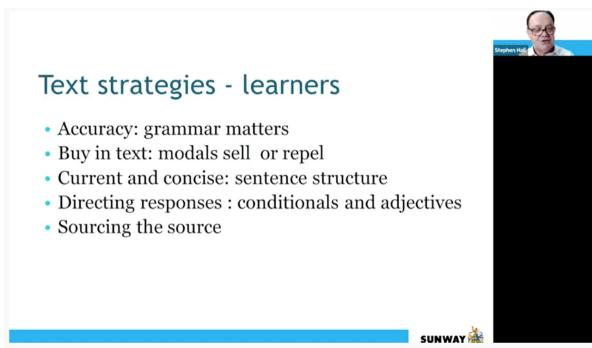
We need to consider the role of vocabulary and learning keywords, and finding out how these keywords are used both for searching and producing.



Strategies at whole text level when on screen

- Accuracy- what are key words
- Buy in text and how it works
- Clickbait - critique
- Downstream response modes

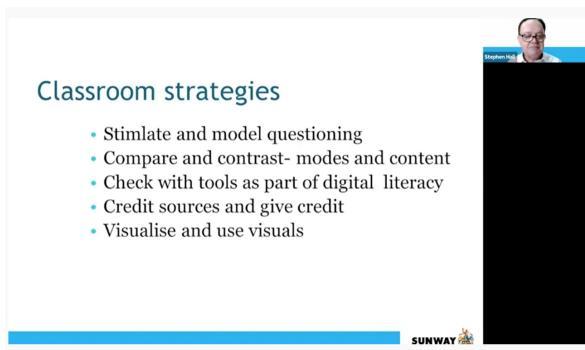
And to consider that a whole screen involves a lot of designed strategies that we need to analyse.



Text strategies - learners

- Accuracy: grammar matters
- Buy in text: modals sell or repel
- Current and concise: sentence structure
- Directing responses : conditionals and adjectives
- Sourcing the source

So I'm talking here about the need as facilitators and as learners to be critical in the critical literacy, to look at accuracy, to look at the buy-in text and how sentences are used and how a source is used, to stimulate questioning.



Classroom strategies

- Stimulate and model questioning
- Compare and contrast- modes and content
- Check with tools as part of digital literacy
- Credit sources and give credit
- Visualise and use visuals

SUNWAY

I do compare and contrast, look at the video, look at the text. And I always tell students find the sources. And if you're using something, give credit. You will notice my images, if they're not mine, are all credited and use visuals.



Now we can use visuals too to create a sense of community online. Here's my colleague from our intensive English program, Kenny, creating love with Korean, Chinese and Japanese students in this extremely small class. Half them weren't there.

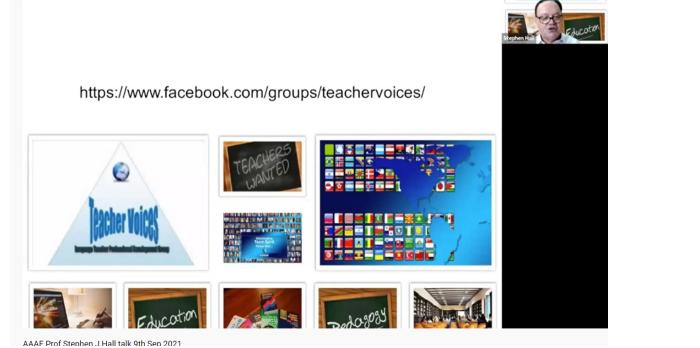


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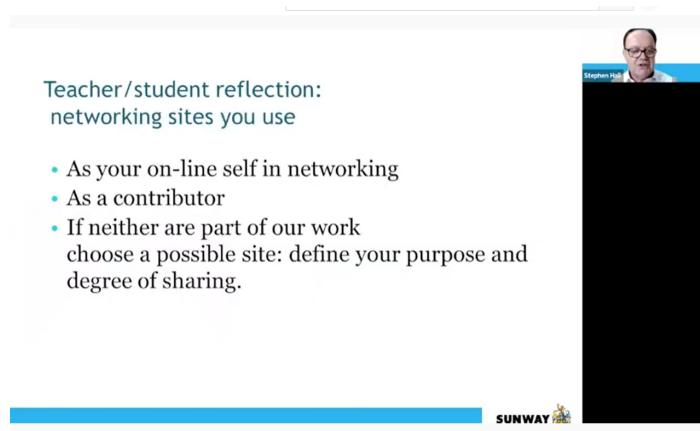
So I'm coming back to Socrates. Remember, questioning. I want you to keep this image in mind. I'm going to finish in about five minutes, but keep this image in mind because I'm going to do some questioning things, because we need to stimulate questioning and we need to find others who are questioning.

<https://www.facebook.com/groups/teachervoices/>



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So here's a plug. Check out this group called teachers voices for professional development. I was part of starting it with Willy Renardia and Flora de Boris. It was bilingual about eight years ago in Bahasa Indonesia, now it's multilingual. Join the 11,000 people that are now there.

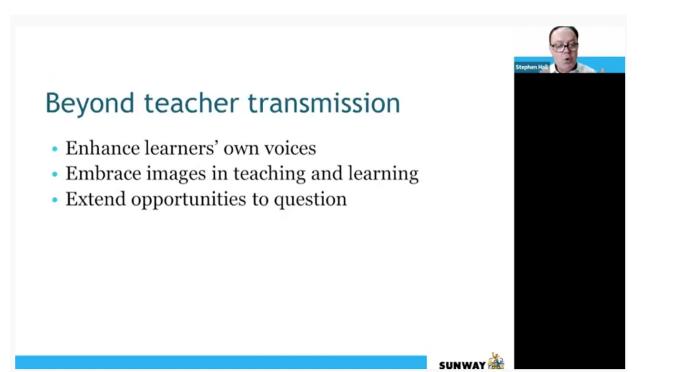


Teacher/student reflection:
networking sites you use

- As your on-line self in networking
- As a contributor
- If neither are part of our work choose a possible site: define your purpose and degree of sharing.

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Because what we're doing is we're networking and we're thinking about defining how we are online. Glad to see I know some of you are members of teachers voices, brilliant. Join it, it's worth it because you learn a lot.



Beyond teacher transmission

- Enhance learners' own voices
- Embrace images in teaching and learning
- Extend opportunities to question

SUNWAY

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And we all work together to go beyond teacher transmission to enhance our learners' voices and to embrace images in teaching and learning. You know, pictures help with vocabulary acquisition and much more.



And let's build opportunities to question, just like these students in our international student orientation. I told them, write questions to this sentence, not just write answers, ask questions.

From Socrates to Post Pandemic learning

- On screen and avoiding Zoom fatigue
- Guiding language in peer learning - use Rooms
- Cultivating on/off screen
- Modelling Questioning through the chat
- Creating placemaking (David White, 2021)

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Now, on screen avoiding zoom fatigue, you need tasks. That's why I took you out with the internet stats. We need to use the rooms a lot. I find when my students go into the rooms, they do a lot more talking and I just kind of pop in and out, you know, like a sort of voyeur, almost. And I model questioning through the chat, and I create place making. Place making: a sense of place in our online community, a sense of presence, where are we.

Beyond teacher transmission

- Enhance questioning
- Stimulate vocab for all- even the *back row boys*
- Decide on a real policy for *new text types*
- Model ongoing learning
- **Question, question and questions ???**

Here we are today. And are we enhancing questioning, are we stimulating vocab for all, even what I call the back row boys, because young men need active stuff as well. And are we deciding on a policy for new text types? Now, I showed you the internet stats. And it's not just short WhatsApps. We're going beyond more and more than that. Websites are still authoritative, e-portfolios are useful for students. I've got some students at the moment in English for computer technology. They build an e-portfolio that they can take to the workplace. And am I as an educator modelling ongoing learning? am I modelling my learning as a digitally extended individual? Here's a quote now. This is from the net, a Socrates quote. Socrates, it's all quoted as Socrates but it wasn't. So, this widely espoused Socratic quote is nothing of the sort. We need to be critical and develop critical literacy and develop questions, which is the point where I'm going to finish by saying question who you are as a digitally



extended educator, and think about how we can reach learners in this time. Because online learning and blended learning are not going to go away. If you want to know more, we have a YouTube channel. So here's something that we're also doing because we have to reach learners in many varied ways, because they are all online. And we've got to go beyond the transmission mode to create interaction and digital literacy. Thank you very much.