



Bluenotes **GLOBAL** 2021
VIRTUAL EXPERIENCE

Enhancing Learner Satisfaction with Challenging Pedagogical Content Through Student- Feedback-based Course Redesign

Presenters: Thu Ngo & Len Unsworth
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Zoom link

- Your presentation starts at 11am, AEST, (Australian Time) but let's meet 10min before so that we can double check everything before going live.
- Here comes the speaker url for you to use to deliver your presentation

<https://zoom.us/j/96918871761?pwd=SUR3RXo1eXZ0YnRIM1ZTVHp0RmpCdz09>



Presentation agenda (11:00-11:40 AEST)

1. **ACU Bachelor of Primary Education program**
2. **Challenging Literacy pedagogical content for preservice teachers**
3. **The design-based research for course redesign and development**
4. **Implications for higher education in response to COVID-19**

Q & A

1. ACU Bachelor of Primary Education program

- **Program duration: 2018-2022**
- **Literacy Education units:**
 - ☐ **3 core:**
 - 1st year: Foundation
 - 2nd year: Literacy Education for K-2
 - 3rd year: Literacy Education for Years 3-6
 - ☐ **1 elective:**
 - 4th year: Specialisation in Literacy
 - ☐ **Professional placement:** 2nd-4th year
- **Learning mode:**
 - ☐ 2018-2019: Face-to face
 - ☐ 2020-2021: Mixed mode

EDLA342: Literacy Education-Curriculum, Pedagogy and Assessment (Years 3-6)

Enrolment: approx. 300 students
(3 cohorts)

Teaching staff:

- ☐ 1 Lecturer in charge: develops materials & delivers lectures
- ☐ 4-5 tutors: deliver tutorial workshops

Duration: 12 weeks



2. Challenging Literacy pedagogical contents for preservice teachers

EDLA342-Objective:

By the end of the course, preservice teachers are able to develop a program to teach critical multimodal digital literacy using multimodal digital literature adaptations for Year 3-6 students.

The program includes detailed units of work, lesson plans and teaching resources.

Critical multimodal digital literacy:

The ability to interpret, critique, affectively and creatively respond to and create multimodal texts in the digital platform such as videos, films, digital comics etc. (Pangrazio, 2016; Unsworth, 2001, 2006).

Sample program:

<https://docs.google.com/presentation/d/1DICF5l5NBkF5yth0-tlLgyKD4SaxgGGE/edit#slide=id.p1>

2. Challenging Literacy pedagogical content for preservice teachers (cont.)

REQUIRED KNOWLEDGE

Curriculum knowledge	Subject content knowledge	Subject pedagogical content knowledge	Subject Technological Knowledge
<ul style="list-style-type: none"> English Textual Concepts scope and sequence NESA English syllabus: Y3-6 	<ul style="list-style-type: none"> English Textual Concepts Language, visual and sound resources for realizing English textual concepts (NESA Syllabus Year 3-6) Genres in subject English: <i>Narrative and Review</i> Critical literacy Children's literature and literature adaptations 	<ul style="list-style-type: none"> Programming. Developing an lesson sequence in a unit of work. Teaching Shared Reading/Viewing of multiversion narratives. Teaching Writing: <i>Joint Construction of a critical book/film review</i> 	<ul style="list-style-type: none"> Technological applications for teaching Viewing and Creating multimodal digital texts (VideoAnt, Storyboardthat, Scratch)



2. Challenging Literacy pedagogical content for preservice teachers (cont.)

Why is the REQUIRED KNOWLEDGE challenging?

1. Innovative and new content: Australian curriculum 2009, UNESCO 2015-2020 initiative on digital media literacy

'Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, plays, films and multimodal texts in spoken and digital/online forms' (ACARA, 2019).

This requirement resonates with the UNESCO 2012 Moscow declaration of media and information literacy and UNESCO 2019's Literacy Strategies for Youth and Adults 2020-2025 which emphasises 'increased highlighting of media and digital literacy' (UNESCO 2019, p.2).

2. Paucity in research and teacher training materials

Large body of research: static images in picture books such as Unsworth (2001, 2014), Serafini (2012), Callow (2013)

Small body of research in *multimodal digital* literacy (e.g. comprehension and composition of moving images and other meaning making resources such as voice quality and music in animated films).

3. Lack of school practice exemplar:

Australian Council of Educational Research (Barret, 2016): 17% primary teachers taught film literacy, the others use films as stimuli only.



3. The design-based research for course redesign and development

3.1. What is the 'design-based research' design?

3.2. The current project: Aim

3.3. Data collection

3.4. Data analysis

3.5. Findings

3.5.1. Prior to Covid context -2019

3.5.2. During Covid-19 context- 2020 and 2021

3. The design-based research for course redesign and development

3.1. What is design-based research?

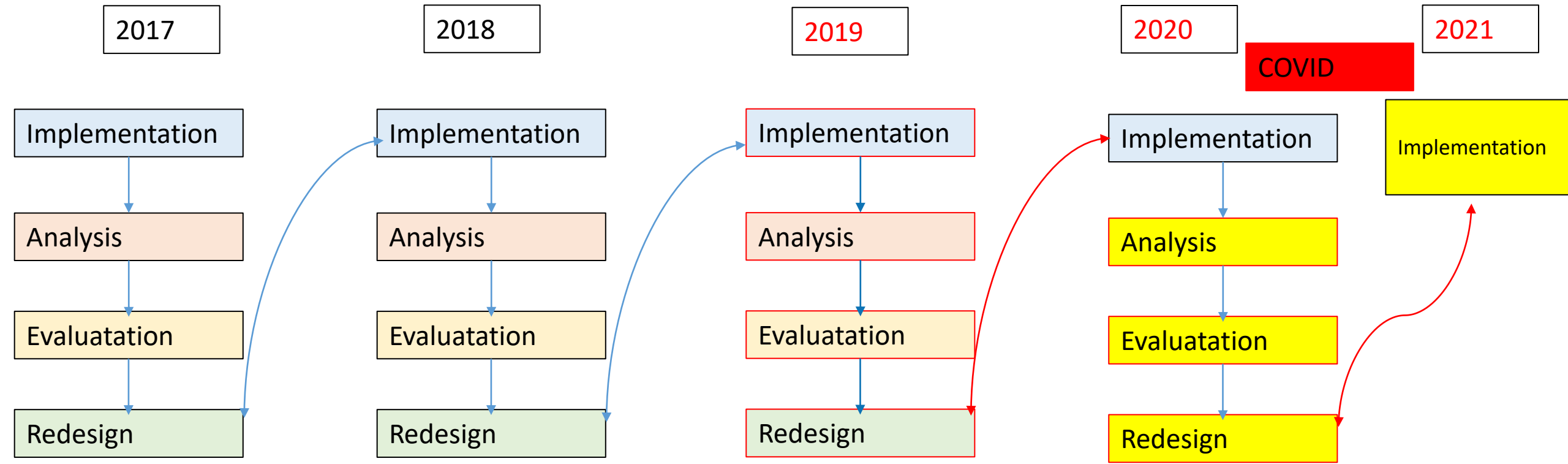
Wang and Hannafin (2005)

a systematic but flexible methodology aimed to improve educational practices through iterative analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings, and leading to contextually-sensitive design principles and theories (p. 6)

Main characteristics of design-based research

- “Pragmatic, Grounded, Interactive, iterative and flexible, Integrative, and Contextual” (p. 7).

The current design-based project





3.2. The current project

Research aim: to improve students' learning and satisfaction.

Specifically, the current project aims at investigating the effectiveness of the latest reflective cycle, addressing the following research question:

'To what extent did the redesign of EDLA342 informed by the SELT survey data in 2019 enhance student learning and satisfaction in 2020?'

3.2. Research aim: To enhance learner satisfaction

Dimensions of student satisfaction:

- Perceived values of educational services
- **Resources provided to the students**
- Service quality perception
- Marketing orientation
- Identity of the higher education institution, university environment and consequences

(Santini, Ladeira, Sampaio, & da Silva Costa, 2017).

Resources provided to the students:

- Curriculum
- Teaching methods
- Assessment and feedback
- Employability in the labour market

(Santini et al., 2017, p. 6).



Resources provided

Categories	Sub-categories
Curriculum	Goal (relating to market employability)
	Contents
	Sequence of contents
	Teaching resources
Teaching Method	Explanation of content
	Methods of delivery
	Implementation of activities and use of resources
	Motivation for students
Assessment tasks	Usefulness Complexity Appropriateness
Feedback on assessment	
Support & encouragement of Ss learning	Explanation of Assessment Tasks
	Support in prep for Assessment Tasks

3.3. Data, data collection methods

Data	Data collection
QUALITATIVE DATA: <ul style="list-style-type: none">• Student comments in EDLA342- 2019 and 2020 Student Evaluation of Learning and Teaching (SELT) survey reports.• Formative students' feedback during semester 2-2019 and 2020	Provided by ACU Teaching and Learning Centre as SELT Survey at the end of teaching period. Student emails Note-taking during conversation with students.
QUANTITATIVE DATA: Descriptive statistics about students' ratings in each category	Provided by ACU Teaching and Learning Centre as SELT Survey at the end of teaching period.

3.4. Data Analysis

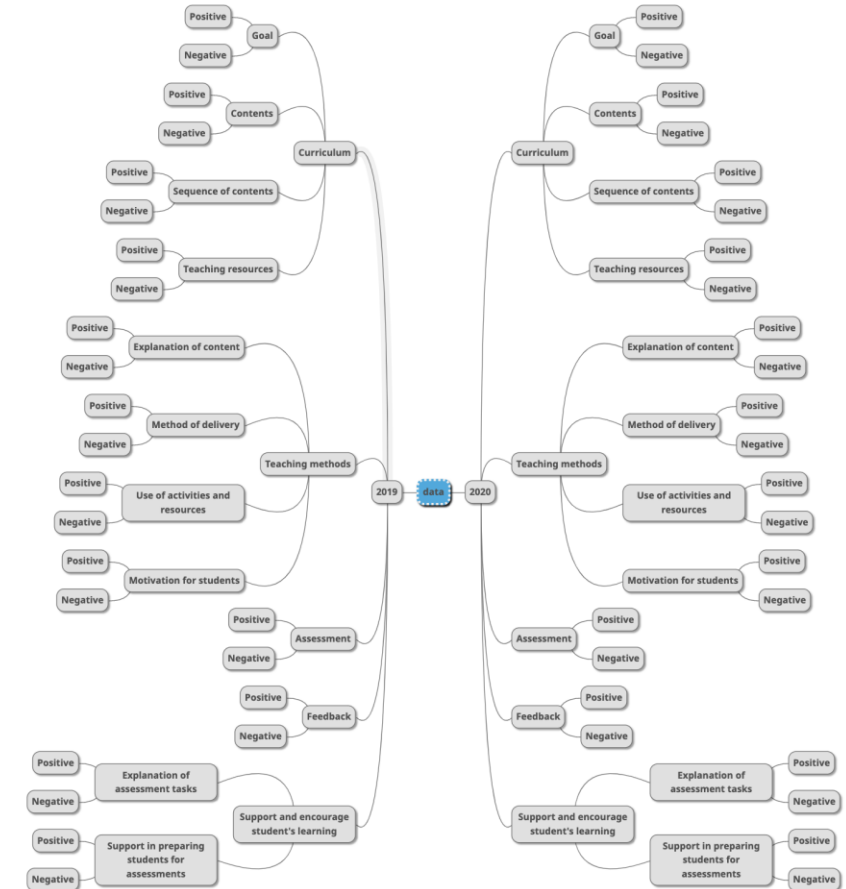
QUALITATIVE DATA:

- Thematic analysis using Data using NVIVO
- **Data coding:** inter-rater reliability (2 coders for unsure items)

QUANTITATIVE DATA

- Comparative description

ANALYTICAL FRAMEWORK for qualitative data



https://drive.google.com/drive/u/0/folders/1cPP--54KfWKOQUOU3DayoNpMIPpw__ZD



3.4. Research findings

SELT 2019 (Prior to COVID)

(2019 SELT feedback -Stats: Satisfaction: 3.78/5.00; Quality teaching: 4.80/5.00

Categories	Sub-categories	Positive	Negative
Curriculum	Goal (relating to market employability)	1	0
	Contents	0	0
	Sequence of contents	0	0
	Teaching resources	1	2
Teaching Method	Explanation of content	2	3
	Methods of delivery	4	4
	Implementation of activities and use of resources	0	0
	Motivation for students	5	0
Assessment tasks	Usefulness	3	1
	Complexity	1	3
	Appropriateness (e.g.due date, weighting, material)	0	6
Feedback on assessment	Usefulness	1	0
Support & encouragement of Ss learning	Explanation of Assessment Tasks	4	3
	Support in prep for Assessment Tasks (incl. tutor's support)	2	2



2019 Negative feedback

	Evaluated Items	Negative Feedback
Teaching delivery methods		Too fast, too long, boring, mismatching between lecture & tutorial contents
Assessment	Usefulness	doesn't match with school practice
	Complexity	too much content covered, too hard, too complex
	Appropriateness (e.g.due date, weighting, material)	Weighting too small, due date not convenient, materials too scary
Support for Assessment Tasks		Tutors lack understanding of tasks



Evaluation of 2019-SELT data

Why?

STARK difference between Satisfaction of the unit and Quality Teaching Stats.

Satisfaction of the unit overall:
3.78/5.00

Quality teaching: 4.80/5.00

Issues:

- Students were most unhappy about the complexity of the assessment tasks and the amount of workload relating to it.
- Students were dissatisfied with the support from teaching staff to deal with the complexity of the task.

Redesign & intervention

- Reduce workload in assessment task: 2 texts instead of 3
- Reword the instructions in assessment task description
- Provide more support materials, e.g. sample task response, real teacher's programs
- Provide PD training for teaching staff

DID NOT REDUCE THE COMPLEXITY OF THE TASKS



2020 SELT DATA (COVID affected)

SELT STATS:

Satisfaction: 3.29/5

Quality Teaching: 3.64/5

Categories	Sub-Categories	Pos	Neg	Positive/Negative Comments	Action
Curriculum	Goal (relating to market employability)	0	0		
	Contents	0	1	Too much content in one semester	
	Sequence of contents	0	0		
	Teaching resources	3	1	Pos: All readings are interesting; Authentic teacher program useful; NEG: Reading (Ngo et al) too complicated	
Teaching Method	Explanation of content	1	3	Explicit explanation (1) - inexplicit explanation (3)	
	Methods of delivery	3	3	Pos: content thoroughly & well explained ; Neg: content not covered thoroughly in lecture, online learning not optimal	Y
	Implementation of activities and use of resources	2	0	Engaging live lectures	
	Motivation for students	1	2	Pos: Understanding Ss concern regarding workload; Neg: failure threatening emails, T got frustrated at students when they 'got something wrong"	Y
Assessment tasks	Usefulness	3	1	Pos: assessment task deepens Ss understanding; Neg: did not support learning	
	Complexity	1	3	Pos: connect well with theory; Neg: too difficult, too much content, unclear	N
	Appropriateness (e.g.due date, weighting, material)	1	8	Pos: Assessment tasks weren't repetitive; Neg: repetitive task; changing due dates, 2 tasks didn't relate well, contradicting assessment instructions	Y
Feedback on assessment	Usefulness	0	3	contradicting feedback , limited feedback	Y
Support & encouragement of Ss learning	Explanation of A.Tasks	2	0	Pos: Assessment tasks well explained	
	Support in prep for A.Task (incl. tutor's support)	2	2	Pos: useful sample response; Neg: contradicting tutor-lecturer explanation of tasks	Y

Comparing 2019-2020

		2019		2020	
Categories	Sub-Categories	Pos	Neg	Pos	Neg
Curriculum	Goal (relating to market employability)	1	0	0	0
	Contents	0	0	0	1
	Sequence of contents	0	0	0	0
	Teaching resources	1	2	3	1
Teaching Method	Explanation of content	2	3	1	3
	Methods of delivery	4	4	3	3
	Implementation of activities and use of resources	0	0	2	0
	Motivation for students	5	0	1	2
Assessment tasks	Usefulness	3	1	3	1
	Complexity	1	3	1	3
	Appropriateness (e.g.due date, weighting, material)	0	6	1	8
Feedback on assessment	Usefulness	1	0	0	3
Support & encouragement of Ss learning	Explanation of A.Tasks	4	3	2	0
	Support in prep for A.Task (incl. tutor's support)	2	2	2	2



Evaluation of 2020 SELT Data

	Items	Possible explanation
Improvement	Curriculum -Teaching resource	Working with teachers to development authentic materials
	Teaching Methods -Implementation of activities	<ul style="list-style-type: none">• Research informed teaching content• Technological application (VideoAnt, Storyboardthat)
Regression	Motivation for students (Regression in building a relationship with students) E.g. threatening email, T got frustrated at students, no motivation to study online	Online lectures and tutorial make it hard to connect personally with students.
	Assessment Confusing word count instructions	Adjustments of assessment description: could not anticipate the amount of words required



Evaluation of 2019 redesign in 2020 response

REDESIGN 2019	Student Response in 2020	Remaining issues
Reduce workload in assessment task: 2 texts instead of 3	No more complaints	
Reword the instructions in assessment task description	No more complaints	
Provide more support materials, e.g. sample task response, real teacher's programs	Positive feedback in teaching resources	
Provide PD training for teaching staff	Contradictory tutor and lecturer explanation of concepts	Unresolved (unstable teaching staff)
Retain the complexity of the task	No more complaints	



2020 outstanding comments and possible explanation

Unit Satisfaction: 3.29/5

Quality Teaching: 3.64/5

Elements of Quality Teaching	SELT comments	Possible explanation
Curriculum- Teaching resources	More Pos than 2019: <i>All readings are interesting; Authentic teacher program useful</i>	
Teaching Method <ul style="list-style-type: none">• Explanation of content• Methods of delivery• Implementation of activities• Motivating Ss learning	Contradictory +ve/-ve comments: <ul style="list-style-type: none">• <i>Explicit explanation vs not explicit explanation</i>• <i>Content thoroughly & well explained vs content not thoroughly explained</i> More Pos than 2019: <i>Engaging live lectures; more engaging than in other classes.</i> Regression compared to 2019 (5 Pos comments) <i>Failure threatening emails, T got frustrated at students when they 'got something wrong'</i>	<ul style="list-style-type: none">• Students have different learning styles: some worked well with online mode, some didn't. Students' comment: Online learning not optimal• Live lectures allow better interactions with students than pre-recorded lectures=> more engaging.• Communication with the whole cohort mainly via unit announcement => impersonal tone => lack interpersonal relation with students.



Possible explanation of low SELT Stats

Despite much more outstanding comments relating elements of Quality Teaching (i.e. Curriculum and Teaching Methods), Quality Teaching was rated much lower than 2019 (3.64 vs 4.80).

Possible explanation: Impacts on COVID-19 on Teaching and Learning

- Student related factor: sudden change of learning mode is not suitable for many students
- Lecturer related factor: -ve capacity to build an online relationship with students.



4. Implications for 2021 redesign-dealing with COVID

2021: Context: Online teaching and learning

In response to the pandemic, many institutions have been putting great emphasis on developing digital teaching and learning resources for students. Staff have been promptly trained in integrating technological applications into their teaching.

However, there has not been any initiative in training staff in how to build personal relationship with students. Without a good relationship with students, despite meaningful and engaging teaching resources and delivery, students satisfaction will not be achieved.



Implications for 2021 redesign regardless of COVID

Casualisation => Unstable staff => Mismatching in content explanation.



ACKNOWLEDGEMENT

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Q & A

THANK YOU FOR YOUR ATTENDANCE!