Adam Jenkins

Automated Autonomy: An Approach for Blended-Learning

JALT Matsuyama Oct 13 1400　to1600 online

Abstract:

A blended-learning syllabus was designed to maximize student engagement and promote language fluency. The approach combines the benefits of autonomous online resources using Moodle with interactive, face-to-face classroom activities. The novel aspect of this approach in this presentation is the explicit separation of educational roles to be played by the online and offline modes of delivery. In this syllabus, the online mode provides interactive self-study materials that are automated, providing instant feedback for learners. For example, this includes vocabulary quizzes and games, H5P Interactive video activities, online forums where students can interact with peers and a wide array of multimedia contents to cater to diverse learning styles and preferences. Students are not required to complete all the online activities, but are free to choose several options to complete from the full complement. This automated and autonomous component forms the basis for grading. The automated process reduces the workload for instructors while ensuring objective and consistent grading. This approach allows educators to focus on delivering high-quality instruction in class and fostering a positive learning environment. In the classroom setting, the emphasis shifts towards spoken communication and fluency. Group and pair work activities are designed to capitalize on the availability of the students' classmates' for live, face-to-face interaction. These tasks encourage active participation, provide opportunities for practice, and help build confidence in speaking English, in a low-stakes learning environment. By separately integrating the best of both worlds – the interactive, self-paced benefits of online resources and the immersive, engaging nature of in-person communication – this blended-learning syllabus gives English language learners agency over their learning journey, encouraging autonomy, as well as providing extensive practice at actual language use to help learners expand their skills and achieve fluency.

This presentation will be in two parts. In the first part, I will describe the separation of educational roles and differing uses of the various modes of delivery available in the blend. This will include discussions of the strengths and weaknesses of each mode. Following this, in the second part, I will showcase a real-life example of this being implemented in a course at the Shizuoka Institute of Science and Technology.

And here is the link:

Rudolf Reinelt さんがあなたをスケジュール済みの Zoom ミーティングに招待しています。
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Hoping to see you on October 13.
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