Teaching and Investigating higher-level Comprehension Skills in LearnWeb, an interactive Platform integrating TED Talks

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ICT 2015
Florence , 12-13 November, 2015

Outline

- LearnWeb – general features
- LearnWeb – TED-related features
- How we used TED talks and LearnWeb
- Advantages and limits of current version
- Platform’s new developments

LearnWeb

An educational Web platform specifically designed for searching, collecting, sharing, managing, analysing and critically working with open-access multimedia resources, through individual or collaborative activities.

Integrates

- multimedia resources from YouTube, Vimeo, Slideshare, Flickr and Bing
- educational resources:
  - the LORO portal of the Open University
  - TED talks
- Web2.0 tools
  - GoogleDocs
  - WordWanderer

http://learnweb.l3s.uni-hannover.de

TED talks in LearnWeb

learnweb1.l3s.uni-hannover.de/lw/myhome/resources.jsf

LearnWeb | ted videos | My Resources | Group overview | Profile

Group overview

- TED
  - Overview
  - Resources
  - Members
  - Presentations
  - Links

My Resources — Upload Resource

How do we heal medicine?

Video added by LabInt

Eric Dishman: Health care s...

Video added by LabInt

Eric Dishman: Take health c...

Video added by LabInt

Rebecca Onie: What if our he...

Video added by LabInt

Dave deBronkart: Meet e-Pa...

Video added by LabInt

The simple power of hand-wa...

Video added by LabInt

The simple power of hand-washing

Author: Myriam Sidibe
Source: TED
Transcript: Link To Transcript

Description

Myriam Sidibe is a warrior in the fight against childhood disease. Her weapon of choice? A bar of soap. For cost-effective prevention against sickness, it's hard to beat soapy hand-washing, which cuts down risk of pneumonia, diarrhea, cholera and worse. Sidibe, a public-health expert, makes a smart case for public-private partnerships to promote clean hands — and local, sustainable entrepreneurship.

Current Version: Archive Now

Tags

Add Tag

Comments

Add Comment

Resource annotations

Web Science – **Investigating the Future** of Information and Communication

TED talks in LearnWeb

Workable transcripts

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Select transcript language: ---------- Save

Note: You can highlight a w… just selecting it, and on selection a prompt opens up where you could give your a… ystem returns a set of definitions according to the relevant parts of speech and… s displayed as a tooltip for the highlighted part. You could also click on the highlighted … delete it.

Arabic
Chinese, Simplified
Chinese, Traditional
Croatian
Dutch
English
French
German
Greek
Hebrew
Hindi
Italian
Japanese
Korean
Norwegian Bokmal
Persian
Portuguese
Portuguese, Brazilia
Romanian

0:11 So imagine that a plane is… children and babies, and if you knew how to stop that, would you?

0:23 Now imagine that 60 plan… e crash every single day. That's the number of kids that never make it to their fifth birth… never make it to their fifth birthday.

0:43 Most of these deaths are … sn't just make me sad, it makes me angry, and it makes me determined. Diarrhea and p… top two killers of children under five, and what we can do to prevent these diseases isn't … logical innovations. It's one of the world's oldest inventions: a bar of soap. Was… abit we all take for granted, can reduce diarrhea by half, can reduce respiratory infectio… hing with soap can have an impact on reducing flu, trachoma, SARS, and most re… era and Ebola outbreak, one of the key interventions is handwashing with soap. Handy… kids in school. It stops babies from dying. Handwashing with soap is one of the most cost-effective ways of saving children's lives. It can save over 600,000 children every year. That's the equivalent of stopping 10 jumbo jets full of babies and children from crashing every single day. I think you'll agree with me that that's a pretty useful public health intervention.

2:13 So now just take a minute. I think you need to get to know the person next to you. Why don't you just shake their hands. Please shake their hands. All right, get to know each other. They look really pretty. All right. So what if I told you that the person whose hands you just shook actually didn't wash their hands when they were coming out of the toilet? (Laughter) They don't look so pretty anymore, right? Pretty yucky, you would agree with me.

2:42 Well, statistics are actually showing that four people out of five don't wash their hands when they come out of the toilet, globally. And the same way, we don't do it when we've got fancy toilets, running water, and soap available, it's the same thing in the countries where child mortality is really high.

3:03 What is it? Is there no soap? Actually, soap is available. In 90 percent of households in India, 94 percent of households in Kenya, you will find soap. Even in countries where soap is the lowest, like Ethiopia, we are at 50 percent.

3:23 So why is it? Why aren't people washing their hands? Why is it that Mayank, this young boy that I met in India, isn't washing his hands? Well, in Mayank's family, soap is used for bathing, soap is used for laundry, soap is used for washing dishes. His parents think sometimes it's a precious commodity, so they'll keep it in a cupboard. They'll keep it away from him so he doesn't waste it. On average, in Mayank's family, they will use soap for washing hands once a day at the very best, and sometimes even once a week for washing hands with soap. What's the result of that? Children pick up disease in the place that's supposed to love them and protect them the most, in their homes.

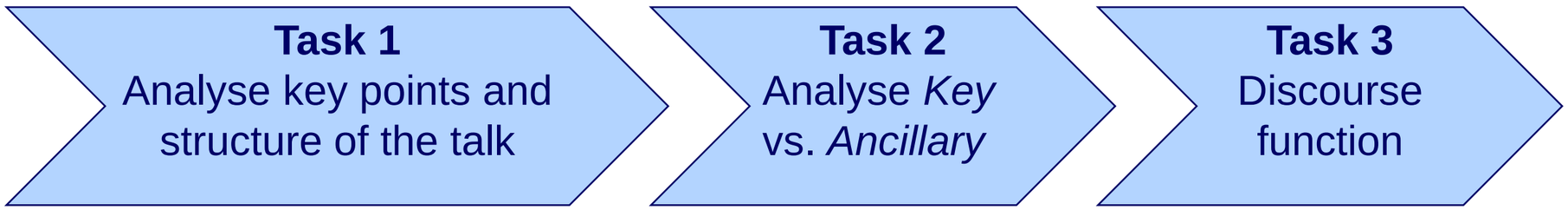
How we used TED talks in LearnWeb

MA curriculum for translators and interpreters

Module on Interpreting (1 year) – first few lessons

16 students

Students analysed the transcript in order to identify specific aspects



Task 1

Key points and structure

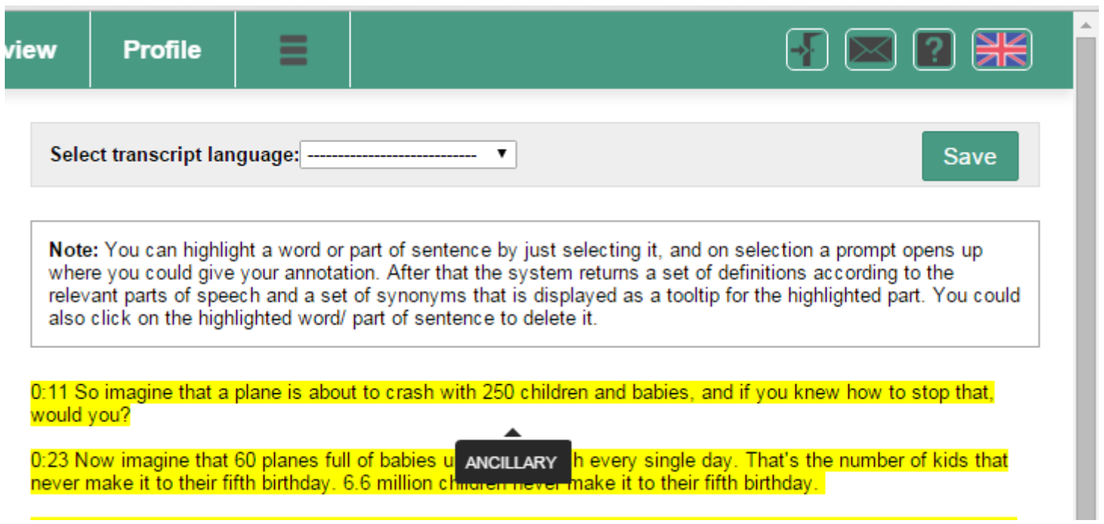
Work on the transcript of the first six minutes of the “Soap” video and divide it into five sections corresponding to the following ‘titles’:

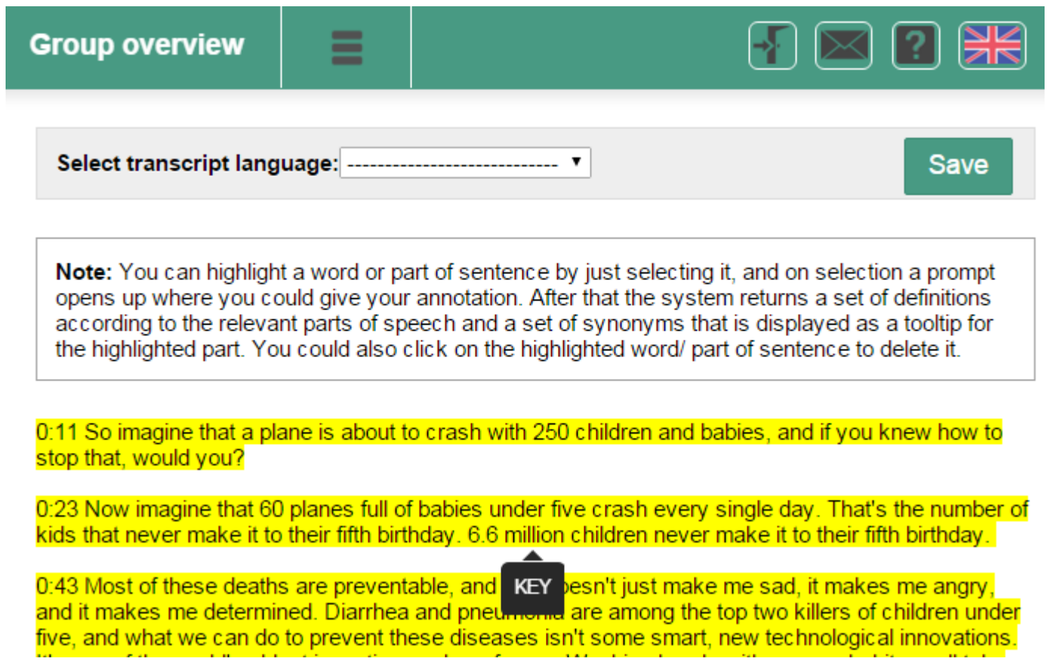
- *Speaker’s key point;*
- *Current situation;*
- *Reasons for current situation;*
- *How can current situation be changed and by whom;*
- *Evidence supporting this solution*.

Task 2

Key information

Analyse the same piece of text and distinguish key assertions from exemplifications or other ancillary pieces of text by using tags *Key* vs. *Ancillary*



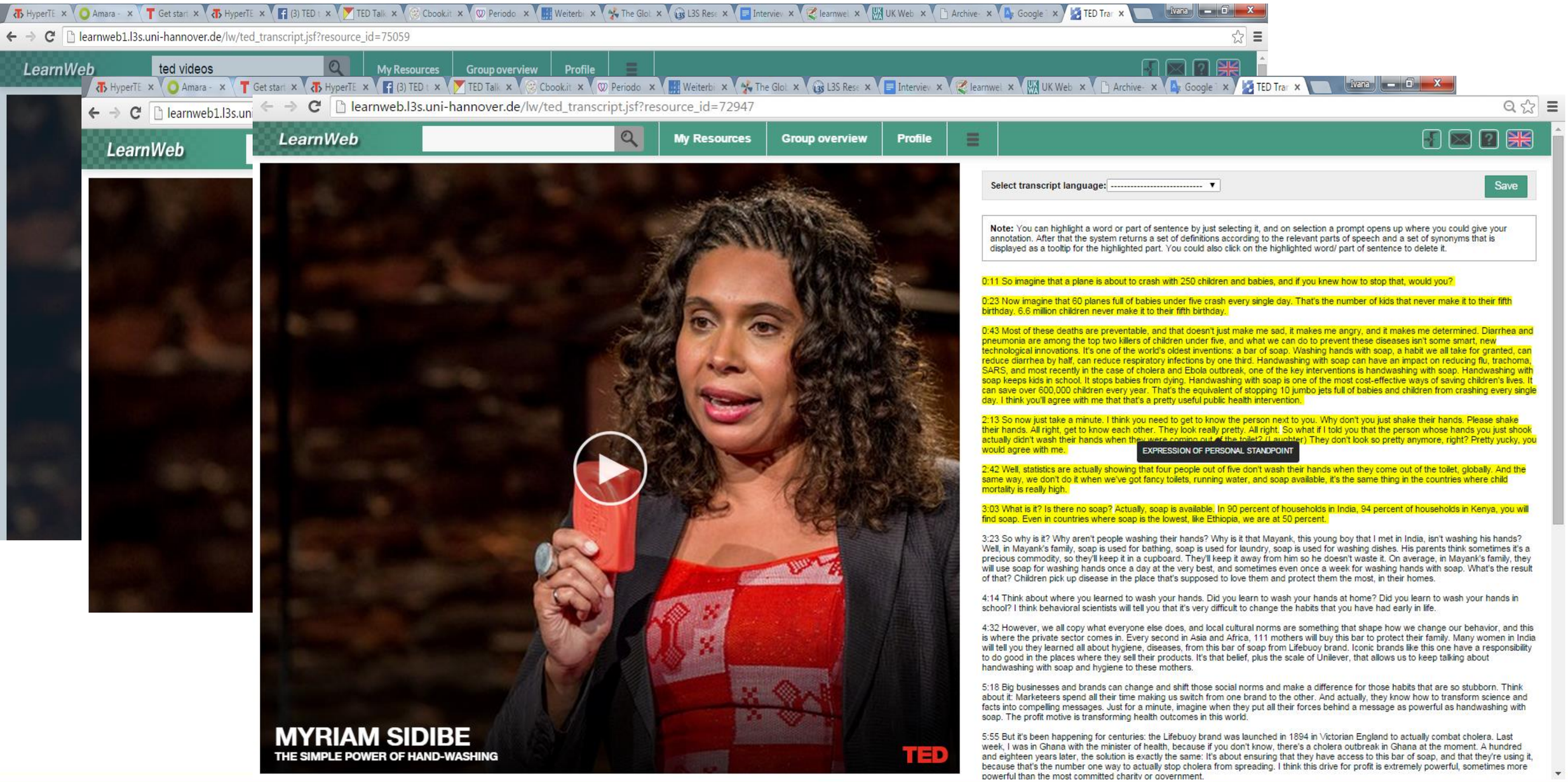


Task 3

Discourse function

Consider the first three minutes of the speech and specify the discourse function of each sentence. Choose among the following: *Assertion; Exemplification; Suggestion; Invitation; Request; Apology; Complaint; Thank; Compliment; Expression of personal standpoint; Rhetorical question; Other (specify).*

Tasks in practice



Teacher's aim in using LearnWeb

1. Providing an appealing environment for otherwise boring tasks;
2. Exposing the students to authentic spoken material;
3. Allowing the students to work in class and/or from home;
4. Keeping track of the students' steps and choices in performing the given tasks, for further analysis of the students comprehension skills, difficulties and needs.

Program limitations

- Only allows for open tagging. This limit was overcome by giving the students clear written instructions specifying a list of tags to choose from for each task
- Does not currently support multi-colour selections. It was thus necessary to instruct the students to save the same video resource three times with different names (Task 1, Task 2, and Task 3), each copy to be used for the corresponding exercise.

Logs

Can only be accessed on-line; however, an Excel version of the logs can be requested from the platform's administrators.

Showed that, though the tasks were rather boring, they seemed to engage the students (some students continued the exercises outside class hours; see time stamps)

Will also provide insight into the types of difficulties the students had in performing each tasks.

Logs

LearnWeb | sidibe | My Resources | Group overview | Profile

Transcript Logs

(4 of 66) 1 2 3 4 5 6 7 8 9 10 30

Student Name	TED Talk	added by	Word/Words	User Annotation	Action	TimeStamp
silvia.cristofaro	Task 3	silvia.cristofaro	In 90 percent of households in India, 94 percent of households in Kenya, you will find soap. Even in countries where soap is the lowest, like Ethiopia, we are at 50 percent.	EXEMPLIFICATIONS	selection	2014-10-20 15:11:47.0
silvia.cristofaro	Task 3	silvia.cristofaro	In 90 percent of households in India, 94 percent of households in Kenya, you will find soap. Even in countries where soap is the lowest, like Ethiopia, we are at 50 percent.		deselection	2014-10-20 15:11:35.0
silvia.cristofaro	Task 3	silvia.cristofaro	Actually, soap is available.		selection	2014-10-20 15:11:31.0
silvia.cristofaro	Task 3	silvia.cristofaro	In 90 percent of households in India, 94 percent of households in Kenya, you will find soap. Even in countries where soap is the lowest, like Ethiopia, we are at 50 percent.	EXEMPLIFICATIONS	selection	2014-10-20 15:11:04.0
silvia.cristofaro	Task 3	silvia.cristofaro	2:42 Well, statistics are actually showing that four people out of five don't wash their hands when they come out of the toilet, globally. And the same way, we don't do it when we've got fancy toilets, running water, and soap available, it's the same thing in the countries where child mortality is really high.	ASSERTION	selection	2014-10-20 15:10:17.0
silvia.cristofaro	Task 3	silvia.cristofaro	2:42 Well, statistics are actually showing that four people out of five don't wash their hands when they come out of the toilet, globally.		deselection	2014-10-20 15:10:08.0
silvia.cristofaro	Task 3	silvia.cristofaro	2:42 Well, statistics are actually showing that four people out of five don't wash their hands when they come out of the toilet, globally.	ASSERTION	selection	2014-10-20 15:09:50.0

Platform's new developments

- possibility to create and update multilingual glossaries in a collaborative way
- multiple-choice tagging options set by the teacher
- downloadable log data
- alternative ways to display the students' selections and tags

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LearnWeb
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