



Deconstruct, Digest, EAT

Pilot Study of a Tool for Evaluating Language Apps

Andrew Csizmadia
Newman University

Elaine Pattison
Newman University

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Who We Are?



- ✓ One of five universities in Birmingham, UK
- ✓ Excellent reputation for teacher training
- ✓ Known for quality and innovation
- ✓ Strong tradition for technology enhanced learning

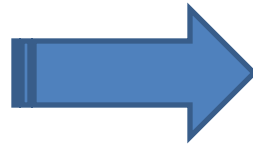


Andrew Csizmadia
PGCE Secondary Computer Science Subject Lead
Newman University
a.p.csizmadia@newman.ac.uk



Elaine Pattison
PGCE Secondary MFL Subject Lead
Newman University
e.pattison@newman.ac.uk

Background

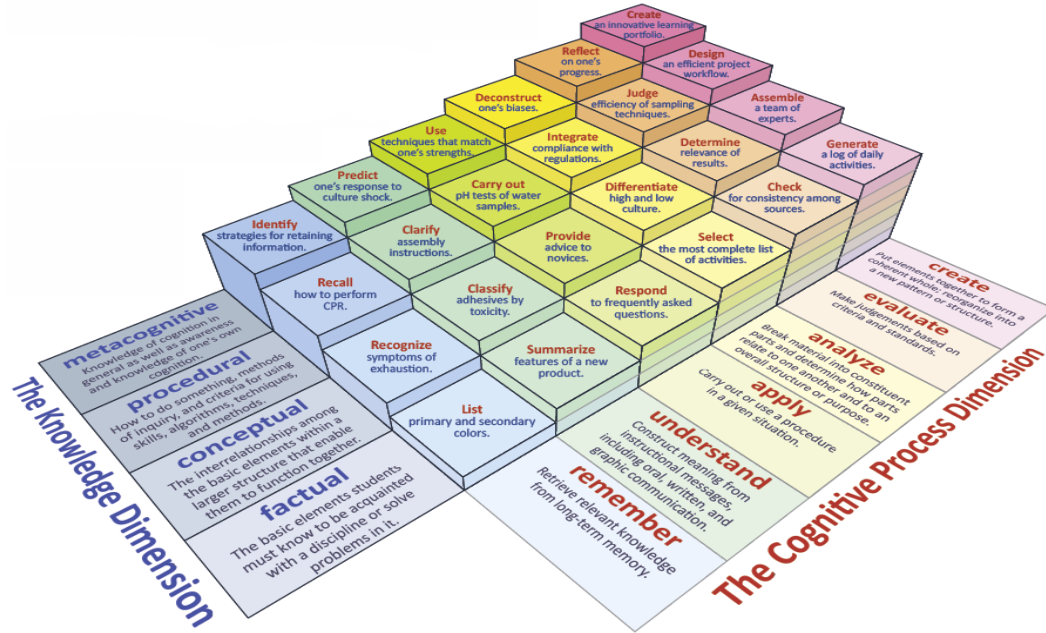


Creating	
Evaluating	
Analyzing	
Applying	
Understanding	
Remembering	

Literature Review

- Proliferation of mobile technology in pedagogical applications (Godwin-Jones, 2011)
- Digital natives (Prensky, 2001; Prensky, 2011; Prensky, 2012) versus late adopters (Kim *et al*, 2013)
- Pre-service teachers' self-efficacy (Tschannen –Moran and Woolfolk-Hoy, 2007)
- Revising Bloom's taxonomy (Anderson *et al*, 2001; Munzenmaier and Rubin, 2013)
- Digital taxonomy (Churches, Crockett and Jukes, 2010; Lightle, 2011)

Underpinning Model



EAT (Evaluate App Tool)

Evaluating App Tool (EAT)



		Revised Bloom's Taxonomy					
		Remember	Understand	Apply	Analyse	Evaluate	Create
Knowledge Dimension	Factual Knowledge						
	Conceptual Knowledge						
	Procedural Knowledge						
	Metacognitive knowledge						

Pilot Study

- MFL trainees on a Postgraduate Certificate of Education (PGCE) programme in 2013-14, incorporating both traditional and school-based routes
- Group 1(n.5) control
- Group 2 (n.4) provided with mini iPad; introduction by MFL course leader with a story telling app, plus follow-up session with support technician
- Focus groups

Findings – EAT Tool

Evaluating Apps Tool (EAT)

Using the following tool to evaluate the App allocated to you:

App:	DuoLingo		
Brief Description of the App:	Language learning app → translation based		
Target Age Group:	? App?		
Level:	Beginner: <input checked="" type="checkbox"/>	Intermediate: <input checked="" type="checkbox"/>	Advanced: <input type="checkbox"/>

Instructions
Place a tick in the appropriate box of the matrix below to indicate an occurrence of a learning activity:

		Revised Bloom's Taxonomy					
		Remember	Understand	Apply	Analyze	Evaluate	Create
Knowledge Dimension	Factual Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	Conceptual Knowledge						
	Procedural Knowledge						
	Metacognitive Knowledge						

- Participant:
 - Engages with the activities/tasks within the App
 - Records an occurrence of the Revised Bloom's Taxonomy level on the Evaluating Apps Tool (EAT) Sheet
 - Distributes the EAT Sheet to other MFL teachers

Findings – EAT Tool

Evaluating Apps Tool (EAT)

Using the following tool to evaluate the App allocated to you:

App:	Quizlet		
Brief Description of the App:	Teacher creates a set of vocab & there are a range of games for students to learn them.		
Target Age Group:	any KS3/4		
Level:	Beginner: <input checked="" type="checkbox"/>	Intermediate: <input type="checkbox"/>	Advanced: <input type="checkbox"/>


Instructions
Place a tick in the appropriate box of the matrix below to indicate an occurrence of a learning activity:

		Revised Bloom's Taxonomy					
		Remember	Understand	Apply	Analyse	Evaluate	Create
Knowledge Dimension	Factual Knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
	Conceptual Knowledge						
	Procedural Knowledge						
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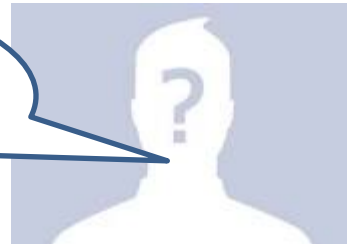
Findings – Technological Anxiety

Own competence and/or reliability (and availability) of school equipment

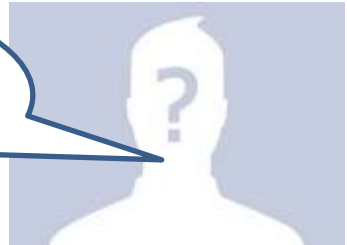


‘There are definitely things that exist, you know, for the usage of iPads in the classroom that I’m not aware of, because you didn’t have anything, any specific training.’

Group 1



‘I just don’t know where to start with it really’




‘Technology is something that you can’t really trust’


Group 2

Findings – Pedagogical Anxiety

Expensive equipment vs. excitable children



‘How do you control who is actually doing the app or who is not?’



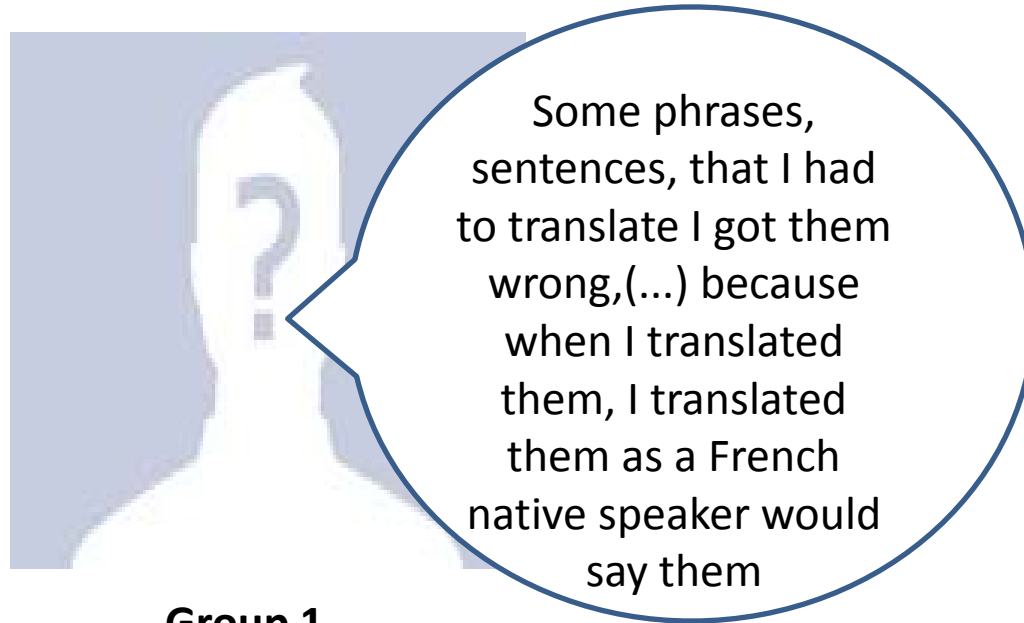
‘I didn’t feel confident using technology in the classroom because I felt it would be harder to manage it properly or manage it in a way that’s conducive to learning.’

Group 1

Group 2

Findings – Subject Knowledge Anxiety


Reservations about linguistic limitations in apps




Group 1

Findings – Pedagogical Self-efficacy

Seeing MFL-specific pedagogical applications in generic apps

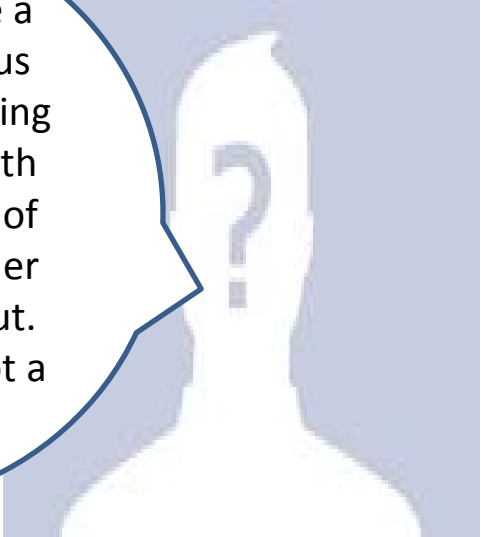


'... if it's games we know that they motivate but you know if it's an app, what else is it adding?'



'I think the actual devices themselves have got more creative uses that we don't often think of'

Group 1



'I know it does take a certain amount of us thinking about it, being a bit imaginative with it, but it was a case of having 1 million other things to think about. It just kind of felt not a priority.'

Group 2

Findings – SWOT Analysis

STRENGTHS	WEAKNESSES
<p>Engages pupils Portable Accessible Manipulate data Personalisation Convenience Objective classification</p>	<p>Cost of technology Reliability of technology Safeguarding Linguistic/pedagogical scope app IT infrastructure Confidence, competence & capability</p>
OPPORTUNITIES	THREATS
<p>Widen knowledge dimensions in teaching Teach imaginatively Gamification Support learning outside the classroom</p>	<p>Perceived lack of control Low technological confidence Limited training Low incentive Work overload ‘educational’ label Misuse of iPad</p>

Future Work – EAT Instrument

Evaluating App Tool (EAT)

		Revised Bloom's Taxonomy					
		Remember	Understand	Apply	Analyse	Evaluate	Create
Knowledge Dimension	Factual Knowledge						
	Conceptual Knowledge						
	Procedural Knowledge						
	Metacognitive knowledge						



		Revised Bloom's Taxonomy					
		Remember	Understand	Apply	Analyse	Evaluate	Create
Knowledge Dimension	Factual Knowledge	✓	✓			GoSet ✓	
	Conceptual Knowledge						
	Procedural Knowledge						
	Metacognitive Knowledge						

- Prototype tool works
 - Enables teacher to explore and evaluate an app using Revised Bloom's Taxonomy
- Participate in the research
 - Try it out
- Promote the EAT Instrument
 - Tell others about it

Future Work - Engagement

- Investigate whether greater mastery of technological expertise associated with teaching with apps would lead to greater uptake of MFL apps in the classroom
- Provide vicarious experience (modelling usage) to promote greater self-efficacy in teaching with MFL apps

Questions



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