#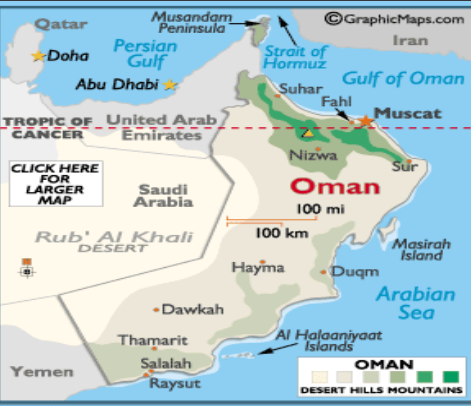 TOWARDS AN INTEGRATED FRAMEWORK: USE OF CONSTRUCTIVIST AND EXPERIENTIAL LEARNING APPROACHES IN ICT-SUPPORTED LANGUAGE LEARNING

Dr. Samia Naqvi
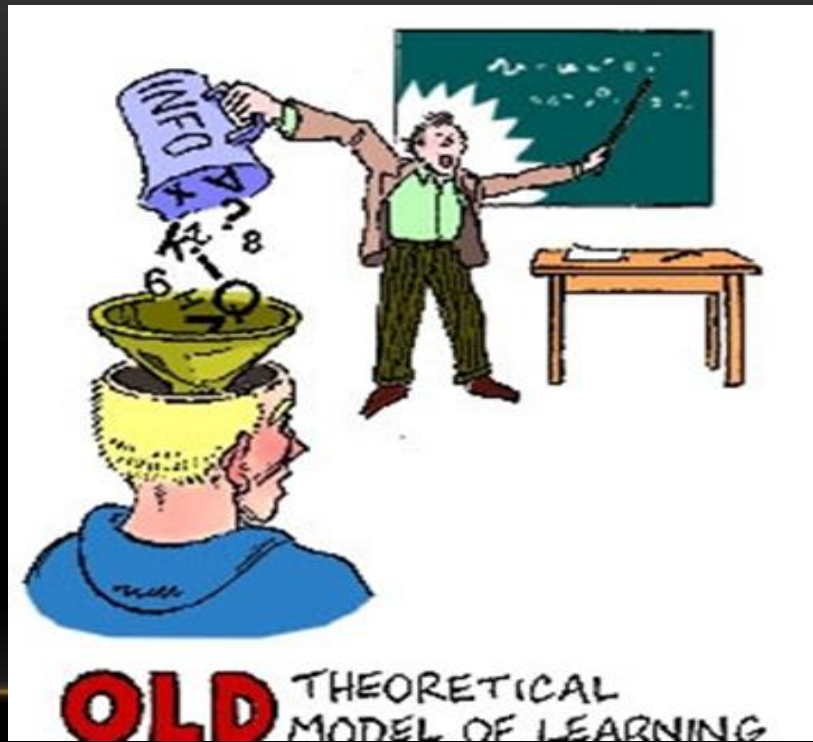
كلية الشرق الأوسط
Middle East College

Sultanate of Oman- a Middle Eastern country
- Young nation
- Sultan Qaboos'accession -1971
- Before 1971- only three schools
- Renaissance -Sultan Qaboos brought economic and educational reforms
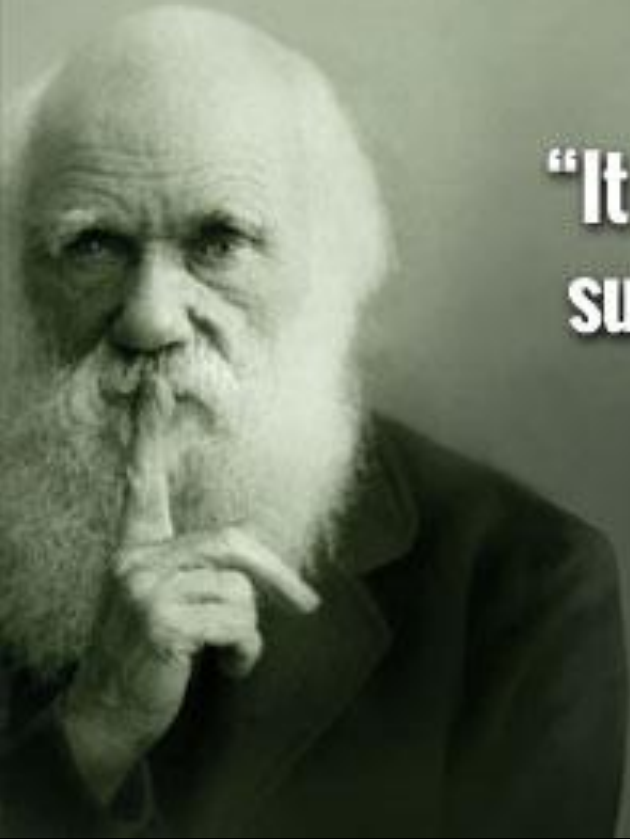- Educational system
- Importance of English

Middle East College

Blog.blackboard.com

"digital natives"
Prensky, 2001,
2010

Diginomica.com

Remember . Time has changed. You are not the only source of information for your students!!!

"It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change"

- Charles Darwin

So what do you think today's educators need for their own survival?

STATEMENT OF THE PROBLEM

- Low level of English proficiency

Causes

- inadequate exposure to the language-use of English within the four walls of the classroom only (Switching medium of instruction from Arabic to English

- government schools- till 1998-grade 4 onwards

- lack of study skills

- low motivation levels

- use of traditional methods of teaching
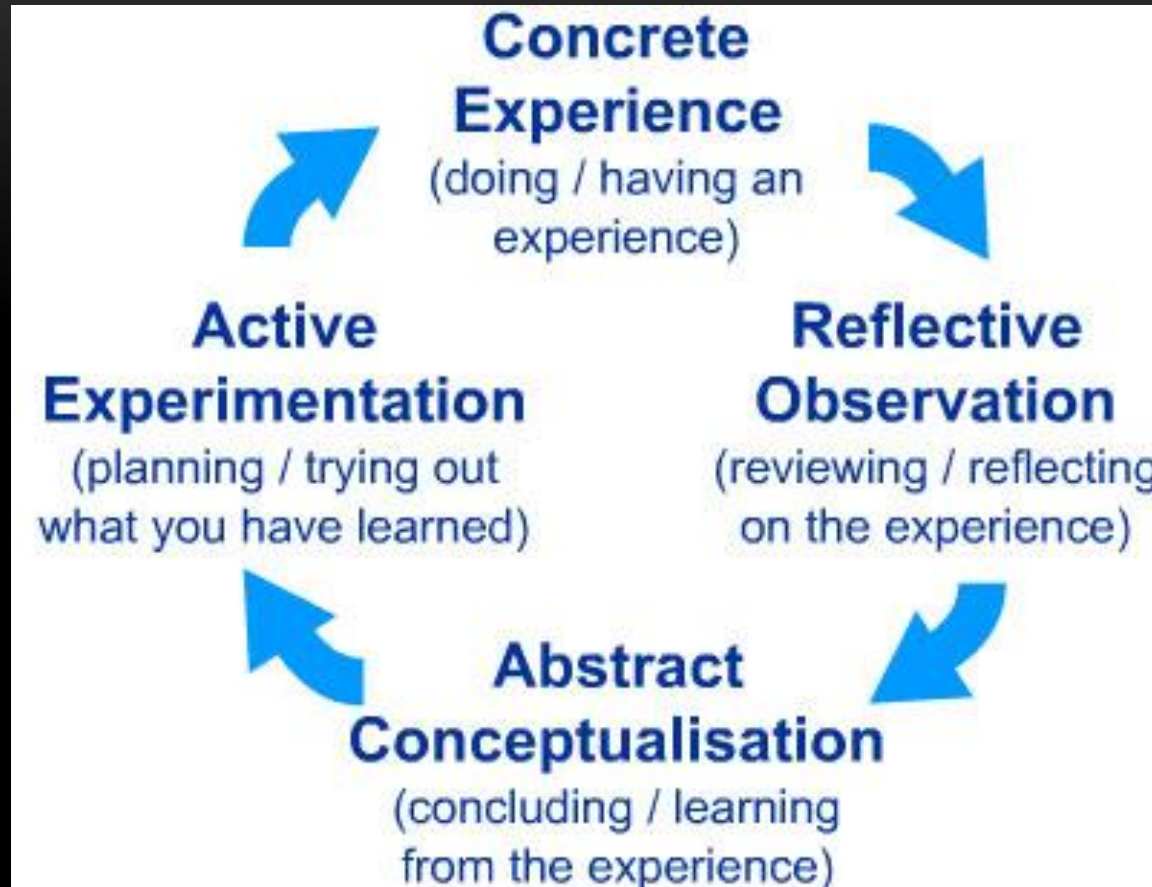
OF THE PAPER

Discuss the design , application and assessment of an ICT-based pedagogical approach that culminated in SCDV commercials.

Theoretical framework: Constructivism and Experiential learning

OBJECTIVES

- To enhance language skills

- To motivate students to learn English

- To shift from lecture based to activity based teaching

- To apply Vygotskian principles of socio-constructivism into practice

- To integrate experiential learning with ICTs

- To integrate technology

- To use SCDV in foreign language learning

- Gather student perspectives on SCDV

KOLB'S THEORY OF EXPERIENTIAL LEARNING

Concrete Experience
(doing / having an experience)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

Active Experimentation
(planning / trying out what you have learned)

https://www.simplypsychology.org/learning-kolb.html

Knowledge is created through the transformation of experience.

It results from the combination of grasping experience and transforming it. (Kolb,1984).

SOCIAL CONSTRUCTIVISM

- Origins of constructivism- John Dewey and Piaget

- Learning is an active, constructive process where the learner is a creator of knowledge rather than a passive receiver

- Vygotsky's (1978) fundamental contribution to constructivism was the formal introduction of a social aspect to learning
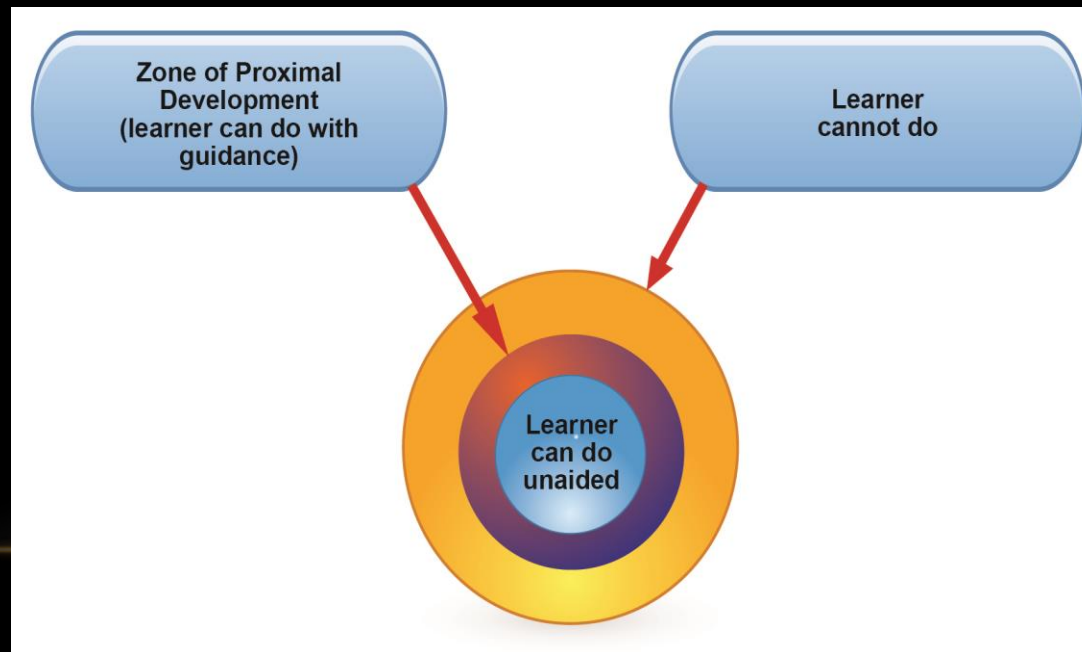
Zone of Proximal Development, Vygotsky (1978)

WHAT IS STUDENT CREATED DIGITAL VIDEO?

Students engage in the design of a short digital video/story/documentary in groups .

The activities include

- researching

- scripting

- recording/collecting information

- directing

- rehearsing and performing

- editing and other post-production activities

ADVANTAGES OF SCDV

- Develops language skills (Yang & Wu, 2012)

- Enhances motivation and enjoyment (Burn et al., 2001)

- Enhances social skills (Reid, Burn, & Parker, 2002 and Robin, 2008)

- Develops creative thinking skills (Abdel-Hack & Helwa, 2014)

- Improves technical knowhow(Sadik,2008)

- Develops research skills(Robin,2008)

- Can support or extend pedagogy and learning outcomes

- (Kearney, Jones, & Roberts,2012)

COURSE

- English for Communication

- It aims to develop students' communicative and researching skills

- The project was an assessed coursework with 20% weight

- Content-ethics of advertising , academic writing, researching , data analysis

- Carried over a period of three semesters-one pilot and two main study phases

WEEKLY IN-CLASS PROJECT ACTIVITIES

Week	Activity
1)	Introduced to the course and a workshop on academic writing
2)	Introduction to the project, grouping
3)	Demo on the use of Moviemaker and other online programs, briefing on advertising ethics
4)	Designing of questionnaires- students created short questionnaires to collect audience' feedback on their DVs.
5)	The students learned how to analyze and interpret statistical data through worksheets.
6)	Data analysis and description of graph practice continued.
7)	A workshop on report writing
8)	instructions on the points to be covered during the final presentation.
9)	DV commercials were displayed in front of the classmates along with presentation.
10)	Revision of reports
11)	Report submission

METHODOLOGY USED TO ASSESS THE PRACTICE

- Mixed methods approach

- Quantitative
- ✓ student questionnaires

- Qualitative
- ✓ focus group interviews
- ✓ teacher's reflective journal
- ✓ observers' comments

- Questionnaire analysis- SPSS

z test -to gauge the consistency among the student responses from both the phases

STUDENTS' COMMENTS FROM FOCUS GROUP

- Incredible way to learn

- Challenging and interesting-better than the past

- A good idea as through multimedia people understand things clearly.

- Interesting and not boring at all

- I had the freedom.

- New way of learning -really nice

- Very nice and beautiful.

- Easier and a new method

- More effective

- It is different and fun filled.

- I became more creative.

- First time ever I enjoyed the project.

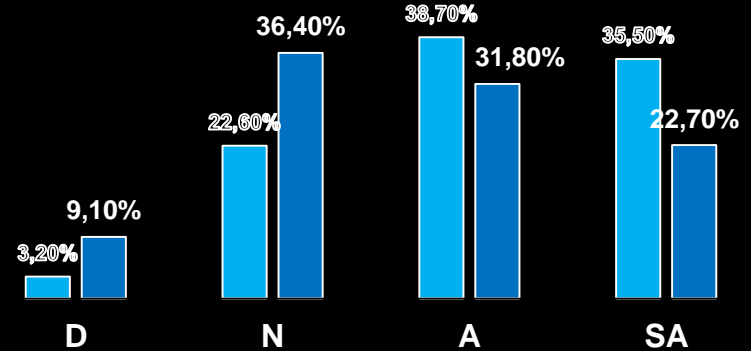- This was the first time it was fun.

IMPROVEMENT IN ENGLISH LANGUAGE
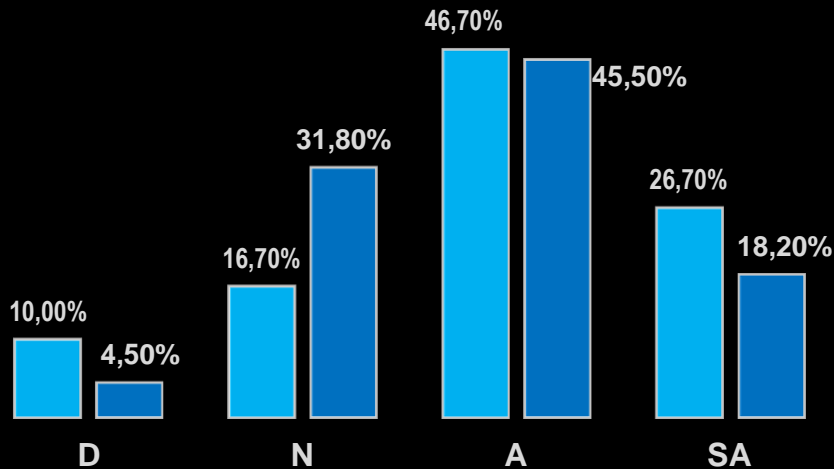
This project can help all students gain a higher level of English.

Phase 1 / Phase 2

- D: 10,00% / 4,50%
- N: 16,70% / 31,80%
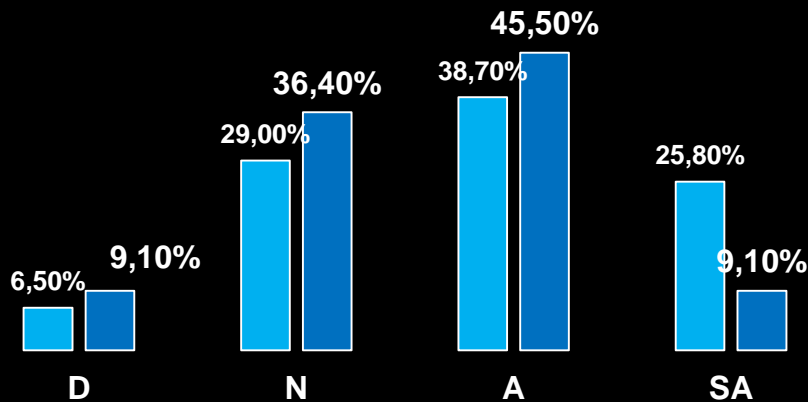- A: 46,70% / 45,50%
- SA: 26,70% / 18,20%

I LEARNED BETTER DUE TO NON-TRADITIONAL APPROACH

I believe that I learned better through this project as compared to traditional English instruction.
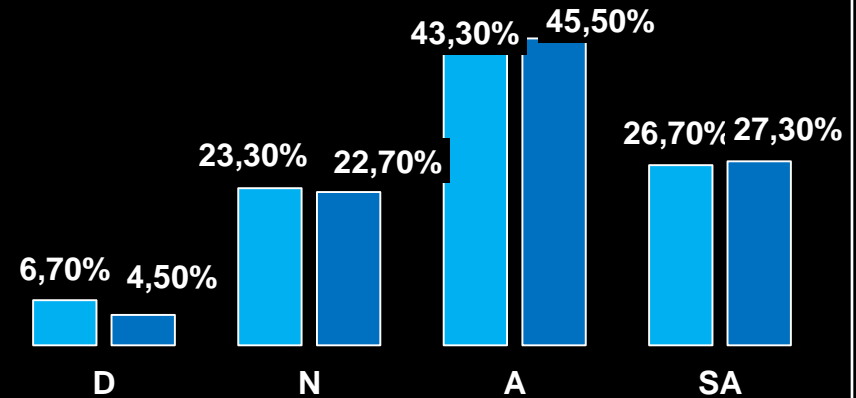
Phase 1 / Phase 2

- D: 3,20% / 9,10%
- N: 22,60% / 36,40%
- A: 38,70% / 31,80%
- SA: 35,50% / 22,70%

MOTIVATIONAL ASPECT

I was motivated to do this project because it had a real purpose, leading to meaningful language use.

Phase 1 / Phase 2

- D: 6,50% / 9,10%
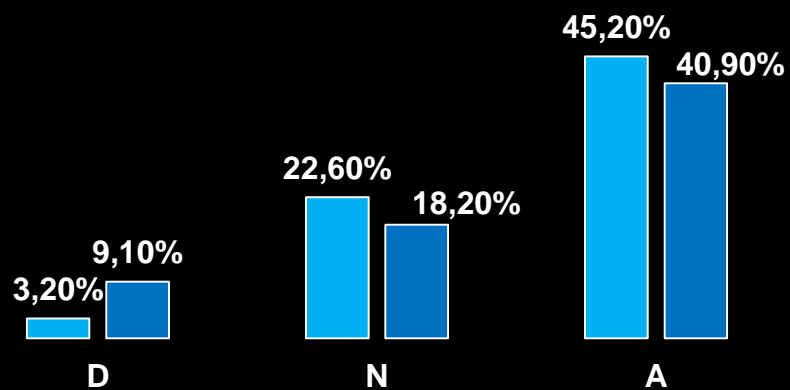- N: 29,00% / 36,40%
- A: 38,70% / 45,50%
- SA: 25,80% / 9,10%

LEARNING BY DOING

I was actively engaged because it was learning by doing.

Phase 1 / Phase 2
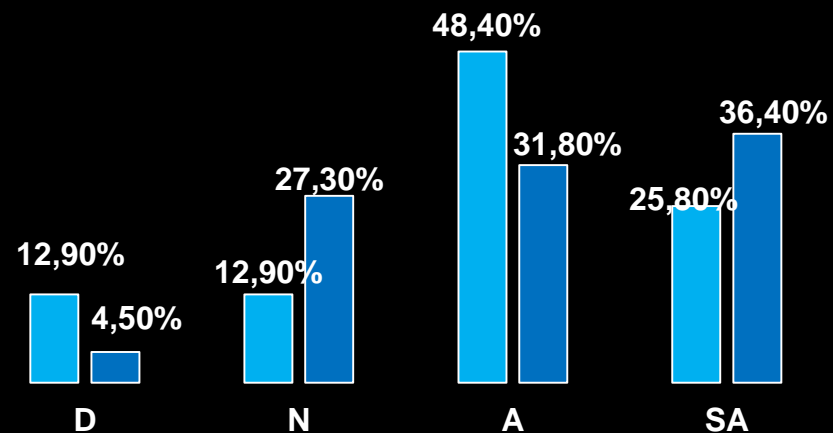
- D: 6,70% / 4,50%
- N: 23,30% / 22,70%
- A: 43,30% / 45,50%
- SA: 26,70% / 27,30%

PROBLEM SOLVING AND DECISION MAKING SKILLS

I have developed my Decision making and problem solving

Phase1 — Phase 2

D: 3,20% / 9,10%
N: 22,60% / 18,20%
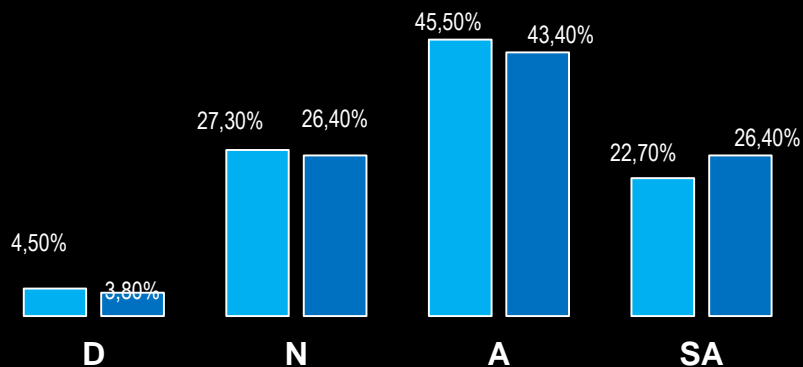A: 45,20% / 40,90%

CRITICAL THINKING SKILLS

I have developed my critical thinking skills.

Phase 1 — Phase 2

D: 12,90% / 4,50%
N: 12,90% / 27,30%
A: 48,40% / 31,80%
SA: 25,80% / 36,40%

CREATIVITY

My creativity is enhanced through SCDV.

Phase 1 — Phase 2

D: 4,50% / 3,80%
N: 27,30% / 26,40%
A: 45,50% / 43,40%
SA: 22,70% / 26,40%

COLLABORATIVE SKILLS

Phase 1 — Phase 2

N: 13,30% / 13,60%
A: 36,70% / 27,30%
SA: 40,00% / 50,00%
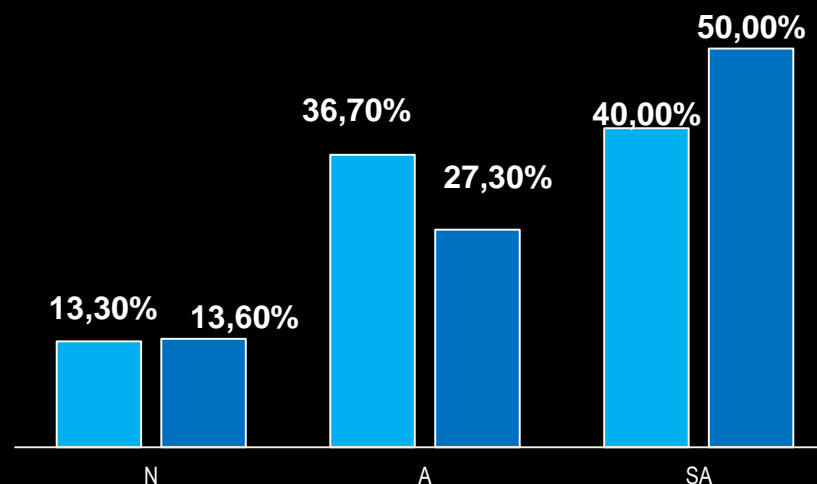
CHALLENGES FACED BY STUDENTS

- "We had a technical problem".

- "The audio was the biggest issue".

- "We don't have skills for recording and we recorded that video camera fell down after that so we changed it to pictures".

- "One of our group mates did not reply at all. I asked everyone and still she didn't do anything".

- "We didn't know each other so in the first meeting it was weird".

Observers' feedback

I must say, this is one of the best presentations I've ever attended.

The students were so confident and proud. It was wonderful!

I was amazed at the way students came up with such beautifully designed and well thought out logos.
We have a lot to learn from our students.

Researcher teacher's reflection

Today I have realized-process is more precious than the final product.

Ohh…one group - I wish they had kept their egos away from the project.

Surprisingly, they are developing a range of skills.

CONCLUSION

- Results from both the semesters are consistent.

- Students appreciated their experience.

- Teachers and observers also gave positive comments.

- "Students considered this project to be one of the most memorable assessments", Dr. David, the tutor.

- It motivated students and gave them a chance to exhibit their creativity.

- Other benefits : learner autonomy, collaboration ; digital literacy; critical thinking; and collaborative skills

Greene and Crespe (2012). Sun & Yang, 2013), Reid, Burn & Parker (2002) and Yang & Wu (2012) echo similar findings.

PEDAGOGICAL IMPLICATIONS

- study provides a model for SCDV integration into the foreign language curriculum

- the Vygotskian view - students' skills are nurtured as it provides them ample opportunities to stretch beyond their limits.

- Explicit example of experiential learning

- DV exercises can be effectively used in conjunction with other traditional classroom activities.

- SCDV increases learning motivation and enjoyment (Reid, Burn & Parker, 2002)

- gives them a sense of achievement and pride at the end

LIMITATIONS

Evaluation of the practice

- Findings from an experiment on a small sample from Oman-it could be difficult to generalize the findings to other courses or modules.

DV related issues

- time consuming

- difficult for teacher to keep a track of the students

- difficulty in producing original work- intellectual property issues

- technical glitches

- group clashes and scheduling conflicts

RECOMMENDATIONS FOR FUTURE INTEGRATION OF SCDV

- Use e portfolio as an assessment tool to track student progress.

- Gear in-class reading and writing tasks towards the DV project activities.

- Form groups with members possessing varied talents.

- Identify the role of each group member and write this down in the form of a contract.

- Incorporate more reflective writing exercises.

- Track performance of the students who took the course in other courses

- Compare performance of students with those who opted for other electives

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