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University

# Creating new teaching model for the offshore program in COVID- Normal Period

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CPCECPR Conference 2022 – Embracing the new normal of education:  
Blending Technology into Pedagogical Design

Sub-theme: Online/Blended learning, EduTech, Innovative Pedagogy



# Overview of Session

1. Course context – Master of Education and its orientation unit (EDF5610 Interacting with research in education context)
2. Literature review on online learning
3. Shifting the teaching models for the offshore program (Build Back Better)
  - A. 4-day intensive face-to-face teaching and asynchronous mode
  - B. 12 weeks \* 2 hours per week synchronous and asynchronous mode)
  - C. 4-day intensive face-to-face teaching, asynchronous and synchronous mode.
4. Student feedbacks and improvement
5. Professional standards for teachers of online live English teaching
6. Questions and Answers



# 1. Course context – Master of Education

The Master of Education addresses the professional learning needs of educators, educational administrators, managers, policy makers and others interested or involved in learning and education in the wider community.

## Specialisations

- Digital learning
- Early childhood education
- General education studies
- Inclusive and special education

## Duration (full-time depending on prior qualifications)

- **1 year** (48 credit points – education degree (credit average) AND 2 years of full time working experience in education)
- **1.5 years** (72 credit points – education degree (credit average) OR 2 years full time working experience in education)
- **2 years** (96 credit points – any degree (credit average))

## Location

- **On campus at Clayton campus** (Melbourne, Australia) – Full time and Part time (Semester 1 (Feb-June) and Semester 2 (July-November))
- **Off campus at oversea campus** (Singapore, Australia) - Part time (Term 1 – Jan-Mar, Term 2 – Apr-Jun, Term 3 – Jul-Sept, Term 4 – Oct-Dec)



# 1. Course context – Master of Education

The course is structured in three parts:

## **Part A: Orientation to education (for 1.5 years and 2 years program) (General Education Studies Specialisation)**

These studies will introduce students to contemporary issues in the study of education.

- **EDF5610** Interacting with research in education contexts (Chief examiner: Philip Chan)
- **EDF5611** Investigating education issues in global contexts



## **Part B: Expert studies in education**

These studies will allow students to extend their knowledge, skills and proficiency within their chosen specialisation area

- **EDF5760** Action research in contemporary education contexts
- **EDF5761** Education in contemporary contexts
- **EDF5762** Enhancing education to work transitions and employability
- **EDF5763** Promoting and sustaining social and emotional learning in educational contexts
- **Elective units**

## **Part C: Professional inquiry**

These studies provide students with an opportunity to undertake a program of coursework study which they can tailor to their own interests.

- **EDF 5764** Assessment in education
- **EDF 5675** Globalisation and contemporary education (Chief examiner: Philip Chan)
- **Elective units**



# **1. Orientation to education unit (EDF5610 Interacting with research in education context)**

## **Teaching approach – Active learning**

Students will be provided with the opportunity to engage with relevant literature and resources. Further, they will be encouraged to deepen their understanding of topic areas through collegial discussion and debate, and by participating in activities designed to extend their understanding.

### **Modes of teaching:**

- Face to Face teaching: meet in a set physical place (eg. Tutorial room) for a set time
- Asynchronous teaching: in-dependent of time and space
- Synchronous teaching: the interactions can be real-time

## 2. Literature review on online / distance learning

### Impacts of COVID-19 on student learning experience

- In-person lecture and tutorial were replaced by synchronous online meeting via applications (App) such as Adobe Connect, Zoom, or Microsoft Team.
- Practical session and skill lab substituted with video simulation or being postponed until the resume of face-to-face class (Amir et al., 2020)
- Exams either conducted live in front of a laptop, or turned into an assignment (Giray, 2021)
- Learners accessed notes and recorded lectures on Learning Management Systems (LMS), approached their instructors by email, and interacted with classmates via camera and microphone at real-time discussions as well as words and images on course forums (Tsai et al., 2021; Zeng & Wang, 2021).
- Face-to-face class is still preferred (Giray, 2021; Means et al., 2020; Novikov, 2020), but level of satisfaction with distance education improved over time (Yang, 2021)

## 2. Literature review on online / distance learning

- Face-to-face class is still preferred (Giray, 2021; Means et al., 2020; Novikov, 2020), but level of satisfaction with distance education improved over time (Yang, 2021)

Please tell us something about your learning experience			
		Disagree	Agree
Face to face	I was able to stay concentrated in class	8.8%	68.4%
	I was motivated to learn	10.3%	66.9%
	I participated in learning activities	8.9%	71.9%
	My teachers were easy to approach	8.2%	73.1%
	My teachers provided timely response	9.6%	75.7%
	I interacted with my classmates frequently	11.8%	68.4%
Online	I worked with my classmates on group project effectively	12.7%	67.9%
	I communicated with my classmates easily	12.6%	67.4%
	I was able to stay concentrated in class	17.2%	54.9%
	I was motivated to learn	18.1%	57.4%
	I participated in learning activities	9.8%	66.7%
	My teachers were easy to approach	15.7%	60.3%
	My teachers provided timely response	14.3%	64.0%
	I interacted with my classmates frequently	27.2%	55.4%
	I worked with my classmates on group project effectively	23.9%	55.2%
	I communicated with my classmates easily	26.1%	52.7%

## 2. Literature review on online learning

### Challenges of online learning

- Difficult to access to university facilities, such as highspeed Wi-Fi, computers, laboratories, and learning space like libraries (Hussein et al., 2020; Novikov, 2020; Yang, 2021)
- Ireland and the United States only reported occasional connectivity issues and hardware/software problems (Means et al., 2020), those in countries such as Vietnam, Indonesia, and Turkey experienced constant disruption in learning due to technological problems (e.g. being ‘kicked out’, audio/video delay) caused by insufficient internet bandwidth and data (Amir et al., 2020; Dinh & Nguyen, 2020; Giray, 2021).
- Individual learning barriers: external distractions, the loss of an established learning routine, and online learning fatigue (Bhojwani et al., 2020; Means et al., 2020).
- Learners got tired easily, especially when participated in synchronous meetings (Peper et al., 2021)
- Offshore students were often exacerbated by time zone differences (Bhojwani et al., 2020; Yang, 2021).
- Online learning is the lack of interactions and engagement (Hussein et al., 2020; Motte-Signoret et al., 2021). Students had fewer collaboration opportunities (Dinh & Nguyen, 2020; Means et al., 2020), and it became harder to maintain high effectiveness and good relationship in group projects (Giray, 2021; Lee et al., 2021)

## 2. Literature review on online learning

### Benefits of online learning

- Students appreciated **the learning flexibility** and **cost-effectiveness** of the approach which helped them to **maintain life-study balance** in the pandemic.
- Students often **got early access to recorded lectures, course materials and tutorial questions**, which allowed flexible scheduling and audio/video play-back (Giray, 2021; Martin, 2020; Motte-Signoret et al., 2021).
- Learning online means that students could move back to **live with families, reduce travel frequently to the university** (Seda et al., 2021), **save accommodation cost in host country** (Giray, 2021; Hussein et al., 2020; Yang, 2021), **fit workplace responsibilities** and **work in home countries** (Dinh & Nguyen, 2020; Hussein et al., 2020; Means et al., 2020).

### 3. Shifting the teaching models for the offshore program

#### A. 4-day intensive face-to-face teaching and asynchronous mode (Before COVID)

##### Pre Face to Face session (Asynchronous)

- Read learning materials from Moodle (online learning platform)
- Answer pre-set questions

##### Face to Face sessions:

- Thursday session (4 hours) - 6:30-10:30pm
- Friday session (4 hours) - 6:30-10:30pm
- Saturday session (6 hours) - 1-7pm
- Sunday session (6 hours) - 9am-4pm

##### Post Face to Face session (Asynchronous)

- Presentation assessment in recording and post on YouTube (marked by lecturer and comments by peers)
- Engage with lecturer with discussion forums

##### Pre Face to Face Session - Critical Thinking

Session 1 (19 January 2017)

Session 2 (20 January 2017)

Session 3 (21 January 2017)

Session 4 (22 January 2017)

##### Post Face to Face Session



### 3. Shifting the teaching models for the offshore program

B. 12 weeks \* 2 hours per week (asynchronous and synchronous mode) (during COVID)

The image shows a screenshot of a Monash University online learning platform. At the top left is the Monash University logo. Below it is a navigation bar with icons for Announcements, My Grades, Student Support, Academic Language Resources, and Online Learning Support. To the right is a large grid of video thumbnails for a synchronous session. The grid is organized into four columns and three rows. The first column contains thumbnails for participants 1. Saradha (Krissy), 2. Roshni Bhojwani, and 3. Philip Chan - viewer. The second column contains thumbnails for 1. Philip Chan, 2. Ridwan Suparman, and 2) Gayathri. The third column contains thumbnails for 1) Lynette Chua, 2) Sandra de Souza, and 2) Gayathri. The fourth column contains thumbnails for 1. Sash Raj, 2. Weng Low, and 3) Andrew Ang. A 'Mute' button is visible in the bottom right corner of the grid. The bottom of the screen features a dark footer bar with the Monash University logo on the right.

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ANNOUNCEMENTS MY GRADES STUDENT SUPPORT ACADEMIC LANGUAGE RESOURCES ONLINE LEARNING SUPPORT

Open all Close all

Instructions: Clicking on the section name will show / hide the section.

- ▶ Unit Information
- ▶ Assessment Information
- ▶ Virtual Class link
- ▶ Self Introduction
- ▶ Weekly Tutorial
- ▶ Week 1: Critical thinking
- ▶ Week 2: Applying critical thinking
- ▶ Week 3: Identifying key ideas in publications
- ▶ Week 4: The role of asking questions in critical thinking
- ▶ Week 5: Evaluating an author's reasoning
- ▶ Week 6: Supporting an argument (1) using the literature
- ▶ Week 7: Supporting an argument (2) coherence
- ▶ Week 8: Framing an argument in oral and written form
- ▶ Week 9: Giving and responding to constructive feedback
- ▶ Week 10: A critical thinking community
- ▶ Week 11: Evaluating your own writing
- ▶ Week 12: Reading education policy

1. Saradha (Krissy)  
Philip Chan  
1) Lynette Chua  
Sash Raj  
2) Sandra de Souza  
1. Weng Low  
2) Andrew Ang  
2) Gayathri  
3) Winnie Zhang

2. Roshni Bhojwani  
Ridwan Suparman  
Sidnie Chan  
Philip Chan - viewer

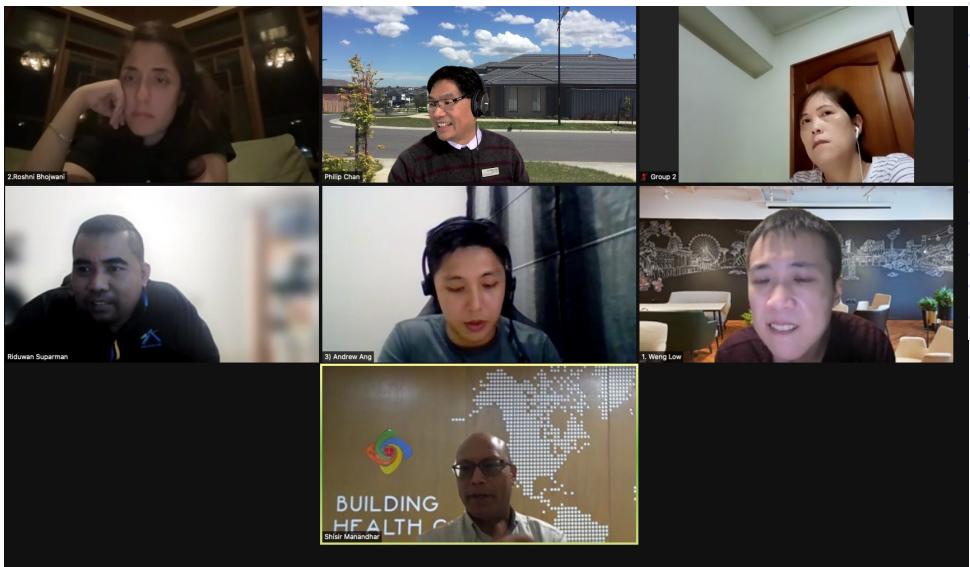
Group 2  
Shisir Marandhar

Mute ...

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### 3. Shifting the teaching models for the offshore program

B. 12 weeks \* 2 hours per week (asynchronous and synchronous mode) (during COVID)



#### IT is NOT good for Education (Group 2)

##### Supporting Arguments (Group 2)

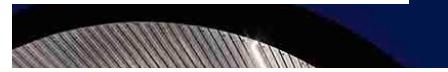
1. Access to technology may disadvantage students from low SES backgrounds
2. Social interactions between students and teachers in the classroom are minimised : long term decline in social skills
3. IT may not accommodate the different learning styles of different students Eg. may not cater to kinesthetic learners ;

##### Counter-Arguments (Group 1)

- W
1. Training the educators to bridge the gaps. Use of immersions to improve the learning of disadvantaged students. In fact, there are countries like NZ, China, SG etc. with strong government intervention in IT for education
  2. Interactions can still be conducted, just over a different medium (e.g. Zoom, Teams, Forums). In fact, with the ease of technology, one-on-one sessions with students can be conducted at any moments notice.

- A
3. On the contrary, IT actually allows an accommodation of different learning styles! Self-paced/On-demand, interactive live. For example, Podcasts for auditory learning. Virtual simulations to encourage a different form of learning

##### Refutation (Group 2)



### **3. Shifting the teaching models for the offshore program**

#### **C. 4-day intensive face-to-face teaching, asynchronous and synchronous mode (After COVID)**

##### **Pre Face to Face session (Asynchronous) – weekly lecture online**

- Read learning materials from Moodle (online learning platform)
- Answer pre-set questions

##### **Face to Face sessions (tutorial/workshop):**

- Thursday session (4 hours) - 6:30-10:30pm
- Friday session (4 hours) - 6:30-10:30pm
- Saturday session (6 hours) - 1-7pm
- Sunday session (6 hours) - 9am-4pm

##### **Post Face to Face session (Synchronous) (assessment and consultation)**

- Presentation assessment in Zoom or Adobe Connect (marked by lecturer and comments by peers during or immediately after the presentation)
- Provide one-to-one/group consultation in Zoom.



### 3. Shifting the teaching models for the offshore program

Suggestions to enhance students' participation and online engagement.

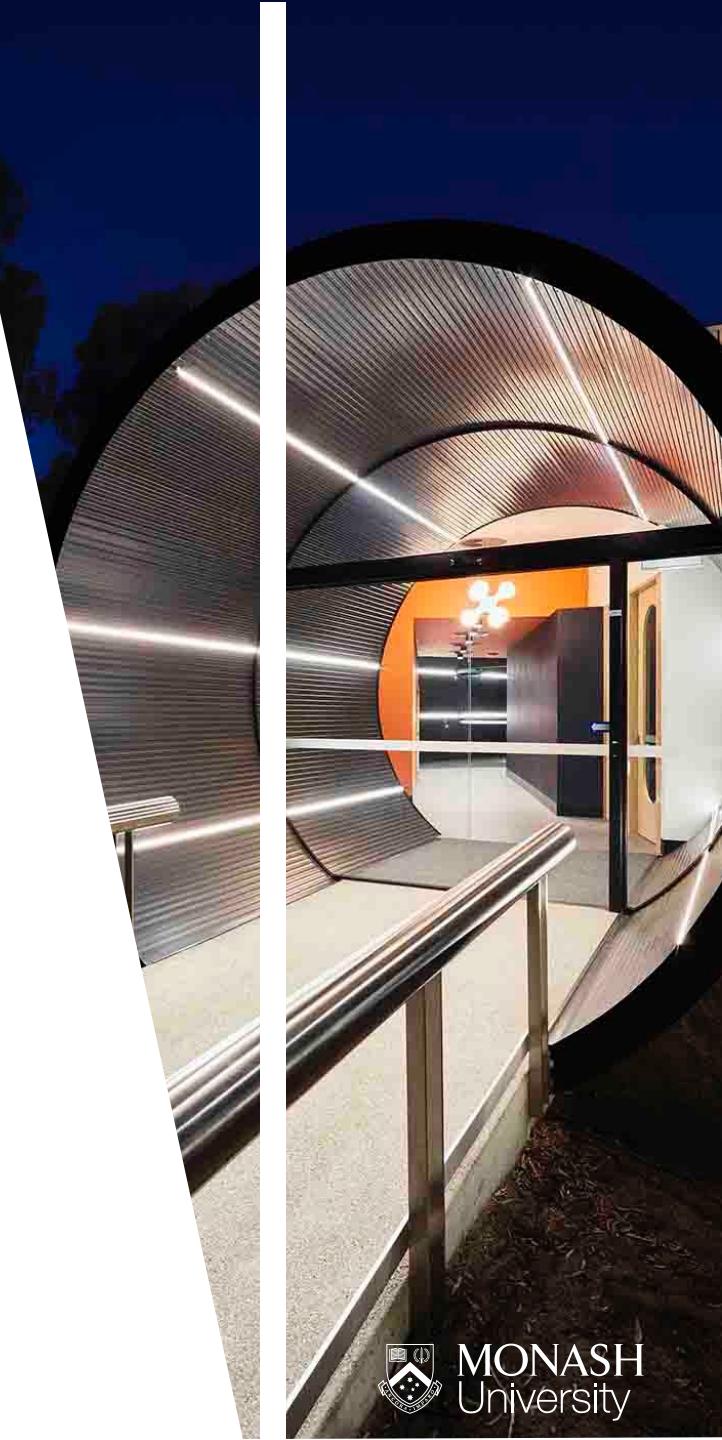
- Implement an additional ongoing assessment task: Online learning activities – peer assessment within student learning group (10%)

Student online Participation Logs on Moodle (2016-2019)				
	2016	2017	2018	2019
Total student logs	6,606	19,870	26,061	41,288
Log per student	213	485	352	616



## 4. Student feedbacks

- I liked the activities during the weekly lectures. There were a range of learning activities and we benefitted as a cohort, being able to exhibit our learning outcomes in different ways.
- The collaborations with other classmates were effective and fruitful.
- I found the aspect of involving guest lecturers to provide input on our debates in class effective.
- I found that the activities that came with each unit were highly engaging. In addition to this, the group work given allowed us to mingle with one another and gain different perspectives on each topic.



## 4. Student feedback (future Improvement)

- Maybe more one-on-one time with lecturer to discuss key issues or doubts
- Would love it better if group activity is every alternate week than every week as being working professional its difficult to manage it all
- For students who are studying off campus and not in AUS, perhaps consider adapting the session on Indigenous education to include articles that offer a broader and more global perspective.
- I would suggest introducing tools and applications to use for the unit to be introduced early in the unit. For example, endnote software.

## 5. Professional Standards for Teachers of Online Live English Teaching (OLET) (Zhang et al., 2020)

1. Knowledge of the context and OLET policies	2. Knowledge of the mandated EL curriculum documents	3. OLET pedagogy	4. OLET feedback and assessment	5. Digital knowledge and skills	6. Ongoing professional engagement and development
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**3.**

### **OLET pedagogy**

**3.1 The online teacher knows and uses the techniques techniques to facilitate learners' motivation and engagement**

**3.2 The online teacher understands different modes of OLET, and effectively employs relevant ones as suggested by the schools.**

**3.3 The online teacher knows and employs a wide range of relevant student-centred approaches.**

**3.4 The online teacher has intercultural awareness, and is able to interact through digital channels intelligibly using verbal and nonverbal communication skills.**

**3.5 The online teacher can manage the learning process in collaboration with classroom teachers.**

**4.  
OLET feedback and  
assessment**

- 4.1 The online teacher knows and can adapt relevant forms of assessment , including diagnostic, formative and summative assessments.
- 4.2 The online teacher can design relevant assessment tasks considering student's age, language proficiency and class size.
- 4.3 The online teacher can interpret students' assessment data to support the OLET teaching practice and improve students' outcomes.
- 4.4 The online teacher can work collaboratively with classroom teachers to provide instant feedback of students; learning outcomes.
- 4.5 The online teacher can create a comfortable and low risk language learning environment for assessments.

**5.**

## Digital knowledge and skills

5.1 The online teacher understands the specifics of online synchronous communication, presentation, participation and productive work.

5.2 The online teacher has appropriate digital skills to navigate online learning platform and equipment.

5.3 The online teacher employs digital technologies in creative and innovative ways to support students' learning

5.4 The online teacher has basic troubleshooting skills to solve technical issues

5.5 The online teacher adheres to appropriate professional conduct



# THANK YOU

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## 6. Question and Answers

