



## Creating Machinima Empowers Live Online Language Teaching and Learning

### 4.5 Feedback Report (MOOT 1)



#### Disclaimer

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Deliverable Name: Feedback report (MOOT 1)

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Description: Trainees on the first version of the training course were asked to complete a feedback questionnaire and express their opinions on the effectiveness of the course. They were asked to comment on the usual elements, post-training, selection of content, balance of content, quality of delivery and support, clarity, applicability etc. From this the WP leader compiled a report and recommendations for modification and improvement before the second phase of training.

Signed off by: Project Coordinator

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## **MOOT 1 Feedback Report**

### **Preliminary remarks**

Due to staff changes in the ICC, the MOOT 1 course started later than anticipated. At the same time, advertising and promotion of the course started later which meant that project partners were not able to recruit a satisfactory number of participants.

Ultimately, a total of seven participants followed the course with intermittent attendance.

Based on feedback and self-assessment questionnaires (see 4.4) it was established that there was a considerable gap between those who were highly familiar with Second Life / virtual worlds and those who have little or no knowledge of these environments. It is highly important to take this into consideration when considering participants' feedback.

### **Content and balance of content**

The course satisfied the expectations of all participants.

All participants confirmed the fact that they had learnt everything necessary for the creation and use of machinima. They highlighted the fact that each participant - even those with no or very little experience - had had the chance to create his/her own machinima for language teaching and CLIL (one participant) purposes.

Contrary to the original intention of the course, more time than planned had to be dedicated to the deployment of Second Life since a number of participants had little or no knowledge of or experience in the use of this virtual world to create machinima.

### **Clarity, applicability**

A major problem for some participants was the language used in the course. These colleagues did not have a sufficient mastery of English to enable them to participate completely satisfactorily in the training sessions.

Another problem was linked to training times scheduled – the days and the time of day chosen for meetings in Second Life or for the Adobe Connect sessions. This is a problem which can only be partially resolved when there are participants from different time zones who have different timetables for their usual activities within the context of a working day.

Some were confronted with technical problems, in particular, problems with (recording) sound. Others reported having learned new techniques such as Minecraft.

All participants agreed that questions concerning content – how to make machinima and how to use them in teaching – as well as the technology deployed, were clearly explained and, where necessary, repeated.

### **Quality of delivery and support**

Unanimous satisfaction was expressed with respect to delivery and support.

The course trainer worked together with two additional tutors on observation and filming and, where necessary, providing extra support to individual participants.

The patience of the trainer and her continuous support for each individual is to be highlighted here, as well as her continuous availability for extra support, together with the other tutors. It became clear that one of the participants would have abandoned the course, if the trainer and tutors had been less patient. All participants appreciated being able to work in small groups, and being able to rely on one another for mutual help.

### **Recommendations by participants**

- Less emphasis should be placed on Second Life as a platform.
- More time should be dedicated instead to the creation and use of machinima, no matter which platform is used.
- Working in smaller groups was also recommended.
- Translating the course into other languages would be useful.
- All agreed that they have already recommended or would recommend the course to other colleagues, confirming that this course was excellent. One colleague reported that it had been the best online course he ever had participated in.

Trainer and tutors received messages after the end of the course, commending the course and the dedication of the trainer and the tutors.

## General Recommendations

### For MOOT 2

- It should be clearly stated that participants require an adequate command of English (at least Level B2 on the CEFR scale) for them to be able to participate in the course satisfactorily.
- Expected outcomes should be formulated more clearly, with an indication of the percentage score necessary for the award of a certificate.
- A short video, instead of text information, should be provided, illustrating the course contents and procedures (how to use the Moodle, the fora, etc.).
- Similarly, clear information as to the hardware and software needed should be given before the course starts, together with a clear time schedule concerning what has to be done with clear deadlines.
- Offering both a facilitated MOOT 1 and a self-study course led to some confusion; in the event, it seems that nobody attempted the self-study course, although several (potential) participants registered. As a result, it is clear that “MOOT 2” should be clearly advertised as an online course facilitated in English.
- The course duration should be extended by one week.
- Project partners need to be informed well in advance of the course in order to be able to recruit participants for training.

Explanations related to pedagogical aspects of the *why* and *how* of using machinima in teaching and learning need to be improved. More time than planned was needed for explaining the affordances of Second Life. This was one of the main reasons why pedagogy (teaching aspects) was not sufficiently discussed. However, participants did not complain about this, saying that they needed all the time available for creating machinima and understanding its technology.

In some fora, participants commented on pedagogical aspects of using machinima in teaching and learning; some of them are experienced teachers and see clear advantages of using machinima in the classroom.

MOOT 2 should, for example, have an introductory section devoted exclusively to introducing Second Life. Colleagues with little or no knowledge of Second Life could then acquire the knowledge and skills they need to follow the course on machinima.

Pre-course questionnaires need to be distributed well before the course starts and the timeslots for meetings should be placed in the evenings. Registered participants should receive the logins and instructions for the MOOT 2 course well in advance.

The idea broached of including mentors, (i.e., students/learners who are quite advanced in the area of producing machinima) was excellent, but it needs considerable preparation and selection of persons suited to work in this capacity, and who have the time and the interest to contribute to the course.