Creating Machinima Empowers Live Online Language Teaching and Learning

4.6 Modified Materials

Language Learning with Machinima
EU funded CAMELOT project (2013-2015)

Deliverable Number: 4.6

Deliverable Name: Modified Materials

Description: In the light of feedback from the first phase of the teacher training, adaptations were made to materials prior to a second training phase. Whilst it is understood that one training course may not produce comprehensive feedback about the quality of the training, the fact that the target group in the first instance are interested people from the consortium, indicates a positive and supportive form of feedback that can be built on going forwards.

Dissemination: Public

Signed off by: Project Coordinator

Date Signed off: 16 November 2015

Changes to the second iteration of teacher training course

This document shows the process of evaluation and revisions following a dialogue between the external assessor, Dr Darren Mundy from the University of Hull, UK, and the two P1 staff working on the teacher training course (Christel Schneider and Carol Rainbow).

These changes, arising from the first iteration of the teacher training course (MOOT 1), have been incorporated into the final version, MOOT 2 as indicated in the table below.

Change Needed Comments from: DM Darren Mundy / evaluator (University of Hull, UK) EH Ellinor Haase (ICC) CS Christel Schneider (UCLan) CR Carol Rainbow (UCLan)	What has been done to address the issues mentioned?
CR and CS: It was too rushed, we gave participants an extra week to do everything.	CR extended the course to 6 weeks but there is only one task and one meeting in the final week, it is time to complete all of the tasks.
Pedagogy: better integration needed. Comments from CR / DM.	Week 1: CR made the reading task clearer - this identifies pedagogies for teaching in a virtual world.
Strengthen the Pedagogy: better integration needed. Comments from CR / DM.	Week 2: CR Introduce reading describing Project based learning and Task based learning and in the synchronous meeting work through a machinima exercise linked to Bloom's taxonomy. See the Teacher Training Course 2, MOOT 2 folder in WP4 for the presentation.
DM: Storyboarding and designing of Machinima related content is provided in Week 4, it may also be useful to consider whether this is the right place for this, particularly considering 'My First Machinima'	CR Brought storyboard and lesson plan into week 3 - this is nothing to do with the "My first machinima" though which is a group activity all filming an activity acted out by the facilitator(s) and filmed by everyone to give

clip is provided as a discussion fora in Week 3.	all an opportunity to learn the basics and share what they learned.
CR: Some of the extra bits built in for interest were not done (no time).	CR removed them.
DM: You may also consider engaging learners more explicitly with evaluation of the teaching process as a mechanism of engaging them in understanding how they may deliver similar to learners. As a practical mechanism this facilitates continued improvement of the course allied to the pedagogic development of the learners in better understanding the integration and support of Machinima production in their course contexts.	Having introduced the PBL / TBL approach linked with Blooms this should improve the lesson plan. CR added to the task asking everyone to evaluate at least one course colleague's lesson plan thinking about: ● Could someone else use this plan for their teaching? ● Are the aims and learning objectives clear? ● Can you add anything which may improve it?
DM: discussion fora - in some respects the learning platform could be designed to take more advantage of the fora, bringing through more specifically latest posts (or equivalent) to the front page of the site – thus helping to encourage a response from participants. CS: participants wrote in the wrong places.	Remind participants to click on My Home to see the new messages since they were last in the Moodle. The Teacher training team has requested a set number of responses expected for the pedagogy and lesson plan/ storyboard activities. Add the fora descriptions to the front page so it is clear where folks should write, clarify the number of contributions needed.
DM: the assessment tests primarily the practical deliverables of the course as opposed to the pedagogic objectives. Students are encouraged to evaluate each other's Machinima product with again for the most part discussion focusing on the practical achievements as opposed to course integration.	Added - expected number of responses from each person to other participants' contributions for evaluation purposes. 80% of completion requested now to complete the course means that participants have to get more involved in the fora.
DM: Wiki - two items to consider in this	CR added some example and ideas for

space, one is the continued development of the discussion fora and the second is the use of a wiki.	making machinima to inspire more contributions and have moved wiki content from the first course into the new course. CR has started to develop a glossary in the wiki - participants write words which they need explained or add their own explanations - for use by all, controlled by the facilitator. Also the final reflective task will be done in the wiki - see the week 6 task.
DM: Alumni may also have a good role to play in the further development of the course – demonstration to learners of how previous groups of learners have taken understanding developed through the course and integrated it into their learning contexts.	The Teacher training team has already agreed to invite anyone who has done the course to come back as mentors to aid the new group of participants. (We have NL and HG coming in as Mentors). The Teacher training team actually did this in the first iteration but the group who came back, though they had made a machinima in University, were not skilled enough to help and instead learned from our session.
DM: The level of the course could be much clearer in the course materials enabling a greater amount of confidence in the scope and focus of the CPD. In addition, reflection on mechanisms of delivery could also be more explicit, asking students to engage in critiquing how they are being guided through their learning, with an emphasis on developing their personal practice.	Currently participants were asked in two synchronous Adobe sessions to comment on the structure and content and delivery of the course.
CS: Should we have a level of expectations for machinima? Some of the skills that we are practicing should be shown in the development of the machinima?	Have a list of expectations for machinima. Demonstrate learning: ● camera angles ● change of scenes ● transitions ● credits ● music background ● appropriate lighting When posting machinima, during the development phase, participants should be

	asked to use our development sheet to feedback to at least one other person to help them develop their machinima making skills.
DM: The structure of the course is built around 5 weeks of facilitated content and activities with at least one synchronous meeting per week.	There were at least two sessions every week, at least one and often more in Second Life, and in three of the weeks a meeting in the Adobe room.
CS: Add a reflective task instead of the quiz.	The week 6 task is now described as: For your final task please write around 500 words on how you plan to use any of your new learning, this could include making and using machinima, using virtual worlds or anything else we have covered during the course. Every participant will get a page in the wiki for this work.

These changes need to be implemented in the running of MOOT 2

CS/CR: mentioned pre-course questionnaire and self assessment - sent out too late.	Send out pre-course questionnaire early (EH). The information needs to feed into course design/ prior to the beginning of the course.
CS/CR: some participants' sound was very bad.	Insist on participants on having headsets in introductory letter (EH).
CS/CR: there was no set percentage for completion.	Ask for 80% completion and a machinima / lesson plan and storyboard for certificate of completion (EH).
CS/CR: sessions were too close, there was not time between them.	Spread sessions, suggest Tuesday and Sunday nights. Tuesday and Friday is an alternative, but Friday is usually not a good night (CR/EH).
CS: Times for synchronous meeting were not set before the course started.	Set the synchronous sessions and send out the timetable with introductory letter (CR/EH).
CS: Time for the course was not set and circulated before it began.	Suggest 30 - 35 hours for the course a minimum of 6 hours per week, in reality it will probably be longer.
CS: beginners need more support	Build in two orientation session in the week

	preceding the course for SL newbies (EH).
CS/CR: we need an introductory document sent out.	
CS: this should be over 6 weeks The whole course should be moved to allow 6 weeks plus.	It can be - the last meeting can be one week later to give everyone a chance to finish off.