Creating Machinima Empowers Live Online Language Teaching and Learning

4.8 Feedback Report

Deliverable Number: 4.8

Deliverable Name: Feedback Report

Description: As with the first version of the training course, feedback was invited from trainees and this was collated and analysed in the form of a report that has been disseminated to the project consortium and beyond.

Dissemination: Public

Signed off by: Project Coordinator

Date Signed off: 17 November 2015

Feedback Report

Preliminary remarks

Participants' feedback and recommendations were evaluated and taken into consideration.

MOOT 2 has been modified considerably compared with the contents of the first course.

Participants in MOOT 2 were, generally, technologically less proficient than those in MOOT 1.

Even though MOOT 2 was planned for 6 weeks, participants still needed an additional week to complete and several needed extensions to complete tasks, even at the end of the course.

The course started with 11 participants; 3 left due to bereavement and severe illnesses. Not all completed the questionnaire, and some failed to fill out the last section. Feedback conclusions are, therefore, based not only on the questionnaires, but also on the discussions which took place in the fora, together with comments made by the trainer and tutors.

Content and balance of content

There was a clear focus on SL in the first part of the course; some participants had good knowledge of and experience in SL and some were even proficient in filming, others, however, were real beginners.

All reported that they had learned a great deal, not only with respect to SL and various technological devices, but also in creating machinima for a wide variety of purposes.

Clarity, applicability

Compared with MOOT 1 the week description was more elaborate; MOOT 2 offered more course resources than the first course.

MOOT 2 had one additional objective, which was to consider some of the different approaches/pedagogies related to teaching in a virtual world. Discussions of pedagogical aspects were very rich, with a large range of examples and suggestions. This shows quite clearly that the training sessions were both clear and appropriate to the needs of the participants.

Quality of delivery and support

Two additional tutors complemented the work of the trainer as tutors in MOOT 2, and supported participants in the course. Both are colleagues with wide and long experience in the use of SL and the creation of machinima. One of the two was a participant in MOOT 1.

As in MOOT 1, the participants were extremely satisfied and pleased with both the course and the tutors. Group work went very well and smoothly, and participants were very supportive of one another.

Recommendations by participants

A recurring comment from both courses was that learning Second Life skills and acquiring machinima-making skills whilst also performing a full-time job means that the reading of background literature and the discussion tasks are too demanding to manage within the timeframe of the course.

A new MOOT course has to reconsider which day and at what time the meetings should take place. However, it will be a difficult to resolve this challenge, since participants live in different time zones and have their own individual schedules.

Recommendations

Future courses could start earlier in the school or academic year, when exams and reports are not yet looming; careful consideration should be paid to the timing of the course.

Pre-course and end-of-course questionnaires are extremely useful and should be maintained; self-assessment helps participants to clearly see the progress they are making. Keeping a diary could well be an alternative solution. The question of whether a separate pre-course on SL is advisable should be carefully reconsidered. However, it should be borne in mind that some participants will not register for a pre-course, since they are not aware of the real state of their knowledge and skills in this area.

Both MOOT courses were run by an outstanding trainer and two excellent tutors. Future course providers must not lose sight of this; it is vital for the success of the course. Tutors may be teacher trainees with a sound background and knowledge of SL and machinima similar to that of the two additional tutors who were engaged in MOOT 2. The trainer must

have proven experience in teaching in SL/virtual worlds and must have all the necessary skills required for producing convincing machinima.