UECA PD Fest 2014

Connecting digitally:

Online mentoring of Cambodia TESOL research grant recipients from ASEAN countries

Order of Presentation

Background of Project

Group Discussion & Feedback

Project to date

Case Study

Questions & Discussion

Project Overview

"In addition to receiving financial assistance, each research grant recipient is matched with an experienced research partner from another country. Partners communicate through email and / or Skype and offer help to the extent they feel appropriate. The role of peer mentor is to facilitate in any way possible to help researchers write good academic papers. The main purpose is to support and network the research grant recipients with more experienced researchers who could help the grant recipients' paper reach a standard suitable for an academic publication."

IDP Regional Research Grants Guidelines, 2013

Cambodia TESOL

- Started in 2004 with around 150 Delegates
- Has grown to 1700 delegates in 2014
- Implemented a full day research symposium in 2014
- Implemented a research grant and mentoring program in 2013
- Invited internationally recognized speakers in the field of TESOL
    - Yulin Sun, Barbara Seidelhoffer, Brian Paltridge, Sue O'Connell

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Cambodia TESOL Research Grant Recipients 2013

8 Early career academics from:

- Cambodia
- Vietnam
- Myanmar
- The Philippines
- Indonesia

Working online with a mentor in Australia to write and present 6 quantitative research papers

Cambodia TESOL Research Grant Recipients Topics

Research Topics covered a diverse area including:

- Attitudes toward ESP for Law in Cambodia
- Writing Problems
- Primary Teachers Issues
- Teacher Adoption of Technology
- Collaborative Learning
- Speaking motivation through Drama Techniques

Group Discussion

Challenges of Peer Mentoring	Treatments or Solutions

Group Discussion - Feedback

Challenges of Peer Mentoring	Treatments or Solutions
• Synchronous Communication	• Adopted asynchronous communication via email, Facebook and Google+
• Poor/slow internet connections	• Option of feedback via MS word and track changes or video feedback
• Familiarity with social media	• Multiple platforms used
• Time management	• Scaffolded tasks – Research paper feedback in sections, project management framework
• Keeping track of emails etc.	• Microsoft OneNote

Cultural Dimensions

High vs Low Context Cultures

- Engaging a high context culture to follow low context research practices
- Letting go – let it be what it will be (bamboo metaphor)
- Broadening the definition of success to engage researchers

> "[The researchers] recognized the need for a broad definition of research activity that includes both completed and incomplete, or even discontinued, projects. The concept of research success was refined by considering the distinct dimensions of research productivity, efficiency, and focus (Santucci, et al. 2008, p. 494)"

Project Methodology

Phases of the QUT Project Management Framework

Project Management Framework Phases:

- **Initiating**
- **Planning**
- **Controlling**
- **Executing**
- **Closing**

Initiating Phase

**Researcher Contacts
Communications - Survey
Communication Plan**

Initiating Phase – Communications Survey

**Cambodia TESOL 2014
Regional ELT Research
Grants**

What country are you from?

What is your name?

What are your preferred methods of communication?

☐ Skype
☐ Google Plus Circles
☐ Google Hang Outs
☐ Email
☐ Twitter
☐ Facebook
☐ Linked In

When would be a suitable time to collaborate via Skype?

☐ morning 9 to 12 pm
☐ afternoon 12 to 6 pm
☐ evening 6 to 9 pm

How would you like to receive feedback?

☐ via word document
☐ via video
☐ via video and word document

Do you have any other questions?

Submit

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Initiating Phase – Communications Survey Results
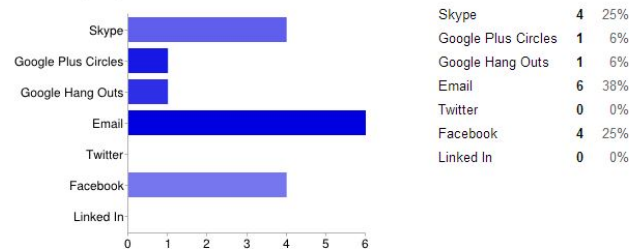
Summary

What country are you from?

Philippines   Indonesia   Viet Nam   Viet Nam   indonesia   Cambodia

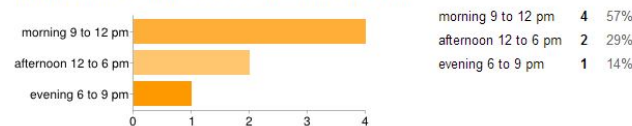**What is your name?**

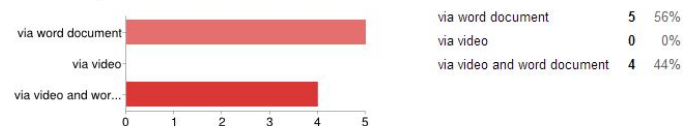Anne Richie Garcia Balgos   Baetty   Vo Kim Hong   Mai Le   baetty   Putheavy Mao

What are your preferred methods of communication?

Skype	4	25%
Google Plus Circles	1	6%
Google Hang Outs	1	6%
Email	6	38%
Twitter	0	0%
Facebook	4	25%
Linked In	0	0%

When would be a suitable time to collaborate via Skype?

morning 9 to 12 pm	4	57%
afternoon 12 to 6 pm	2	29%
evening 6 to 9 pm	1	14%

How would you like to receive feedback?

via word document	5	56%
via video	0	0%
via video and word document	4	44%

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Initiating Phase – Communication Google Circle

Initiating Phase – Communication Google Circle

 Advantages:

- Easy to secure to one group (i.e. researchers)
- Easy to integrate video feedback
- Integration with Gmail, YouTube, Google Docs

Disadvantages:

- Not as popular as Facebook
- Not as easily shared as Facebook

Initiating Phase – Communication Facebook

Initiating Phase – Communication Facebook

Advantages:

- Popular
- Open to likes and requests to join
- Easy to promote the project to future prospective grant recipients – A few requests for information

Disadvantages:

- Not easy to secure
- Less integration with other apps

Communication via Skype

Problem

Skype problematic
due to time differences
and internet connections

Treatment

Created
Screencast feedback
and directions using
Screencast-O-Matic ®
Uploaded these to Google
And Facebook

Planning - Project Timeline

Planning/Initiation

- Draft project timeline
- Seek feedback.
- Draft communication plan.
- Seek feedback on plan
- Initiate communication plan.
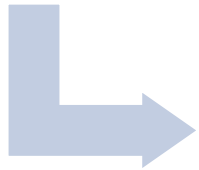
Executing

- Read abstracts and provide feed back.
- Read drafts and provide feedback.
- Registration of Group Colloquium
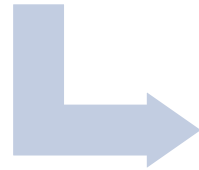
Controlling

- Provide sponsor feedback/reports at the end of each month.
- Alert sponsor when deadlines are not being met
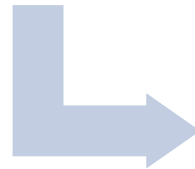
Closing

- Prepare Colloquium Presentation
- Give feedback on final drafts for publication

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Controlling – Project Sponsor Updates

Researchers' Progress to date

Researchers	Country	Institution	Abstract	Introduction	Methodology	Results	Conclusion	References
Myat Thinzar Tun	Myanmar	British Council	✔	✔	✔	✔	✔	✔
Brasoeur Molyka & Putheavy Mao	Cambodia	HE –RULE/RUPP	✔	✔	✔	✔	✔	✔
Baetty Baetty	Indonesia	Politeknik Negeri	✔					
Le Xuan Mai & Vo Kim Hong	Vietnam	Can Tho Uni	✔	✔				
Nguyen Th Bich Thuy	Vietnam	Can Tho Uni	✔					
Richie Garcia Balgos, Anne	Phillipines	De La Salle Uni	✔	✔	✔			

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Controlling – Project Sponsor Updates

Problems encountered during November and treatments applied

1. There was some difficulty communicating using Skype – Internet bandwidth issues, synchronization. We reverted to email comments. This worked quite well. I saved a copy of the drafts researchers sent to a OneNote file for organisation and reference.

2. I suggested researchers use online survey tools, however, researchers reported that respondents would have limited internet in their countries. Researchers retained paper surveys.

3. Some researchers have not sent an introduction for me to proof read. I sent out several reminders on email, google+ and Facebook.

4. Some researchers were not supporting their claims with the appropriate evidence and citations. I downloaded and sent academic articles from the QUT Library database for researchers to include in their papers.

Controlling – One Note Records of Researchers' Correspondences
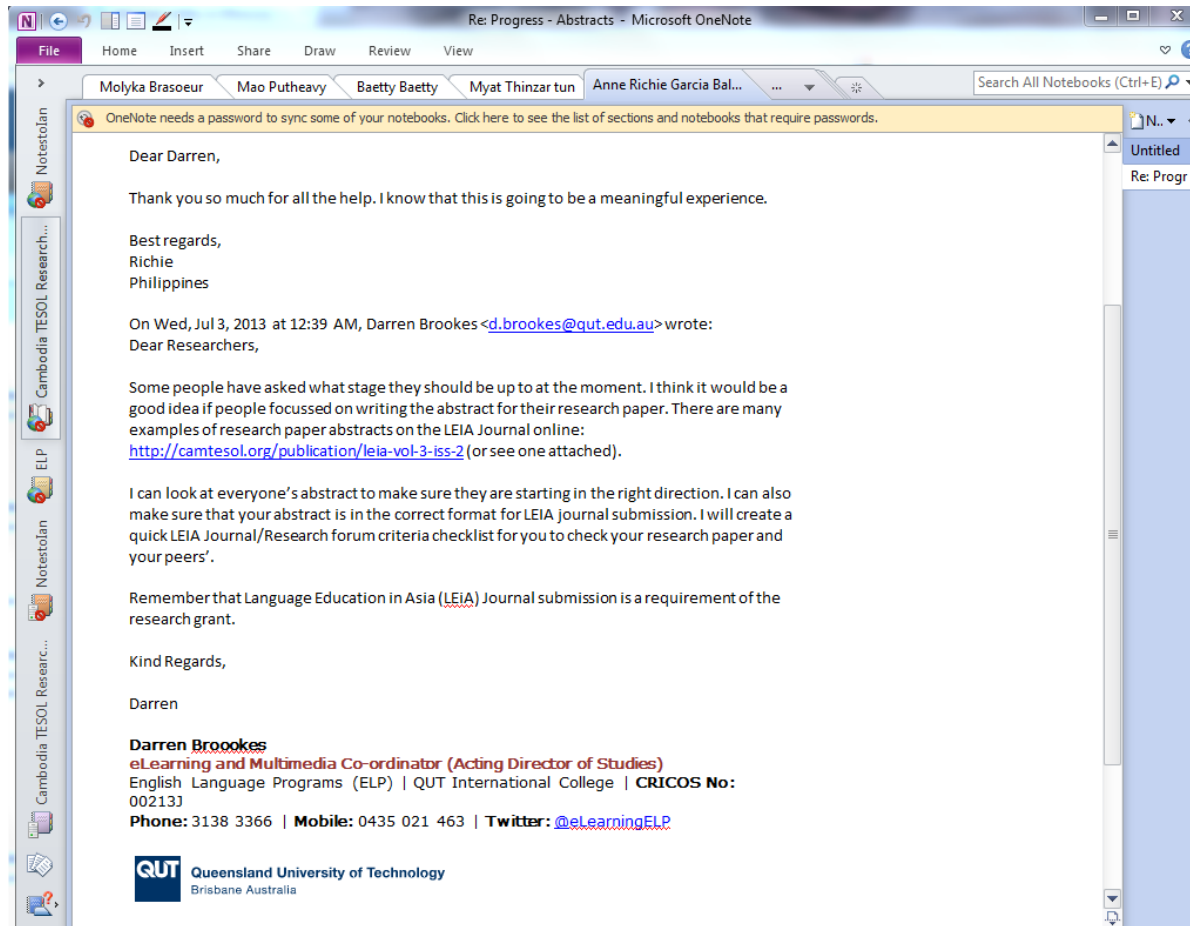
Controlling – Comments on drafts

skills in the class held in traditional teaching method. It was also suggested that four macro skills be included, especially communicative skills. However, the constraints can also be resulted from the institutional factors such as the unavailability of the needed facilities-audio visual aids and more importantly the extremely large class size (Harabi, 2010). His study reveals that the lesser accessibility to the materials could have a great influence on the effective ESP teaching and learning. Regarding the designing of materials used in the class, he pointed out that it is the task of the teachers to settle the arrangement on needs between him and his students, so he had to adapt those materials and design a syllabus appropriate to the needs of the students. However, according to Abdulaziz et all (2012) it is the administrative issue which prevents the ESP practitioners to implement their designed syllabi. ESP practitioners are given course outlines and in some cases provided with a complied syllabus rather than relying on faculties of untrained ESP practitioners. As a result, students complain that the contents are too updated and at times irrelevant.

Comment [b3]: not passive – use active voice: "can result from"

Comment [b4]: avoid reflexive pronouns for things, i.e. "itself"

Comment [b5]: page number? You need to cite the page number of the citation in APA style, i.e., p.36 or pp.36-37

Comment [b6]: et al. This is a Latin abbreviation for "et alii" (and others). Abbreviations need to have a period for the abbreviated word – al. (alii).

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Researchers' Comments

"As i am quite new to the research, I have been struggling with the data analysis and do not know if I am on the right track or not, so please kindly help me edit the draft of my research in the following attachment. Thank you.
I do appreciate your help and understanding."

Molyka Brosseur (Cambodia)

Again, thanks so much Darren. My ELT experience is a story that I will keep on sharing to my students, colleagues, and friends.

Hugs and sunshine,

Anne Richie-Balgos (Philippines)

Good morning from Myanmar!
We watched video and edited our research. Please see the attachment.
Myat Thinzar Tun &
Aye Ma Thet (Myanmar)

It is great to see such a cool picture. It will always remind me of good time with our group, especially your kindness and devotion to mentor us.

Vo Kim Hong (Vietnam)

2015 Mentoring Project – Broadened Scope

- Mentoring Research Grant Recipients
- Co-authorship
- Sydney TESOL Symposium
- Open Source Learning Management System (LMS)
- Two Communities of Practice:
  - Sydney University TESOL Symposium – Mentors
  - CamTESOL Reseach Symposium – Grant Recipients, et al.

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2015 Mentoring Project – Open Source LMS "Versal"

2015 Mentoring Project – Open Source LMS "Versal"

Project title:

Features of academic writing in students' research proposals and the influence of intensive writing training on their performances

Researcher: Thi Thu Ha Nguyen

(Hanoi National University of Education, Vietnam)
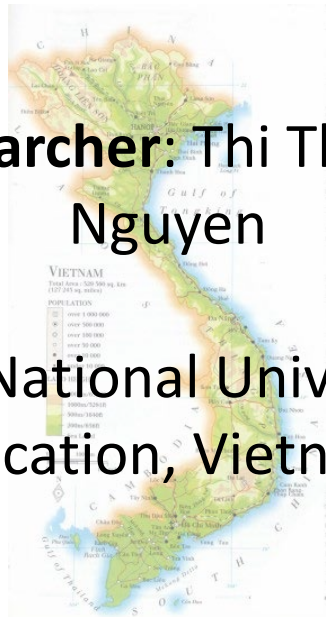
Mentor & co-author: Emily Edwards

(UNSW & UTS: Insearch, Australia)

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Our project planning

	Stage of research project	Task	Timing/ deadline		Primary person for task	Person to give feedback
1	Preparation	Prepare the interview questions	July 2014	Finish on 25/7/14	Ha	Emily
2	Presenting	Prepare one PPT for University of Sydney TESOL Research Colloquium on 23/8/14	August 2014	Finish by 15/8/14	Emily	Ha
3	Data collection	Conduct the first round of interviews with 8 students		3rd week of August	Ha	
4	Preparation	Design the training materials		Done by August 30	Ha	Emily
5	Preparation	Review literature again in preparation for writing the abstract	Sept 2014	Week of 1/9/14	Emily & Ha	
6	Preparation for presenting	Prepare abstract for CamTESOL conference		By 13/9/14	Emily & Ha	
7	Data collection	Conduct the training with 8 students		Finish by 30/9/14	Ha	
8	Writing paper	Write up first draft of paper: introduction, literature review, methodology, initial results (before the training)	Oct – Dec 2014	Finish by end of Dec	Ha (& Emily – lit review)	Emily
9	Data	Collect the 8 research proposals		Finish by the	Ha	

Our mentoring process

1) Informal 'needs analysis'

2) Method and frequency of communication

3) Sensitivity to researcher's needs – support but not too much pressure!

4) Creating professional relationships

Questions and Discussion