

Victoria University English

News with a VUE

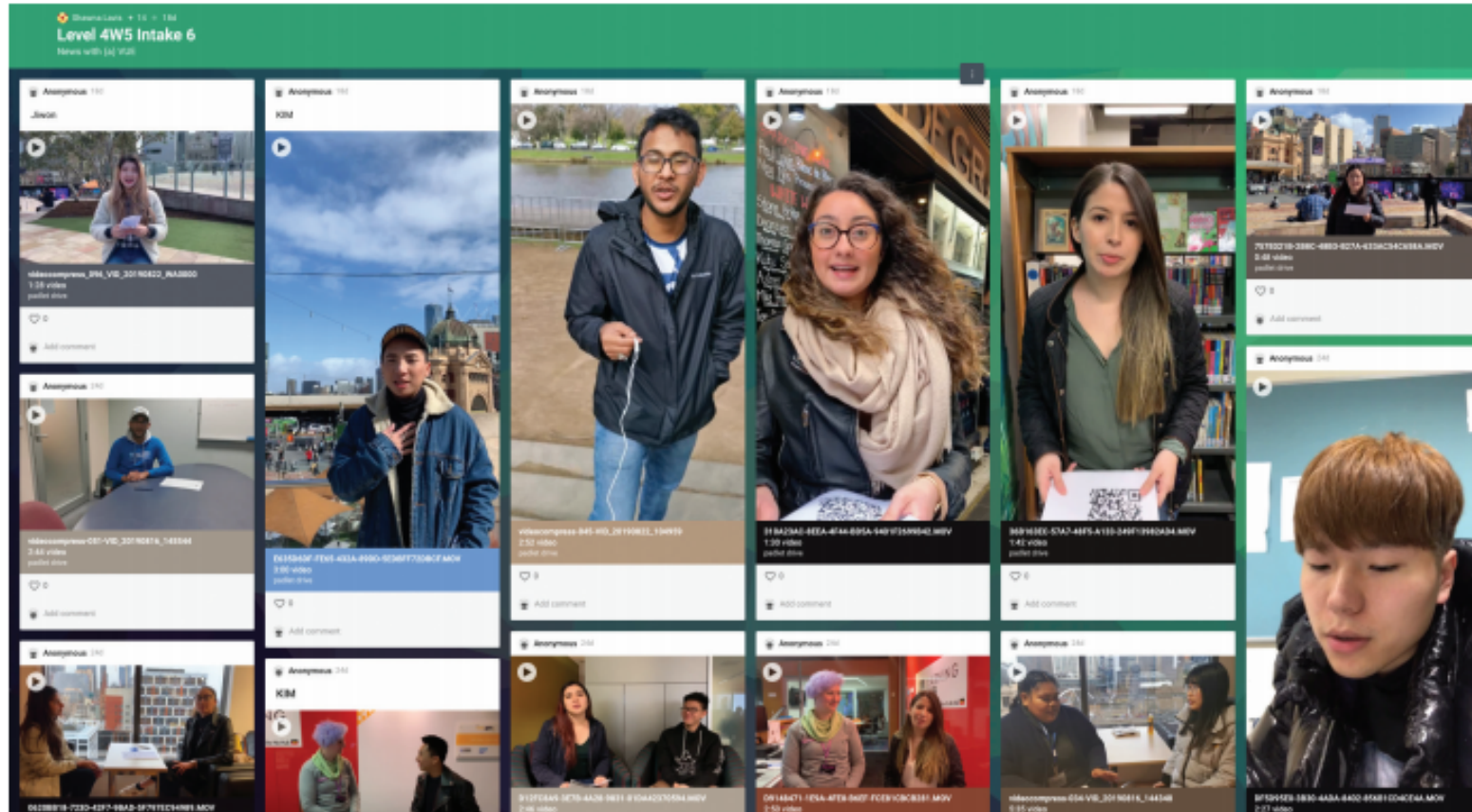
Shawna Lavis & Carla Bardella



THE NEW WAY TO DO UNI



Our Project



Our Project Aims

1. to raise awareness of suprasegmental pronunciation features using news stories
2. to develop suprasegmental pronunciation features through production of news stories & the use of technology
3. to improve student confidence in communicating

Teaching Context

VUE: General English and English for Academic Purposes



News with a VUE

Cycle 1: Voluntary extra-curricular lunchtime class

- Interviewed for participants
- Selected 10 students
- Ran the program over 8 weeks (2 lunchtime classes)

Cycle 2: Speaking component of Upper-Intermediate course curriculum

- Team-taught over 1 day

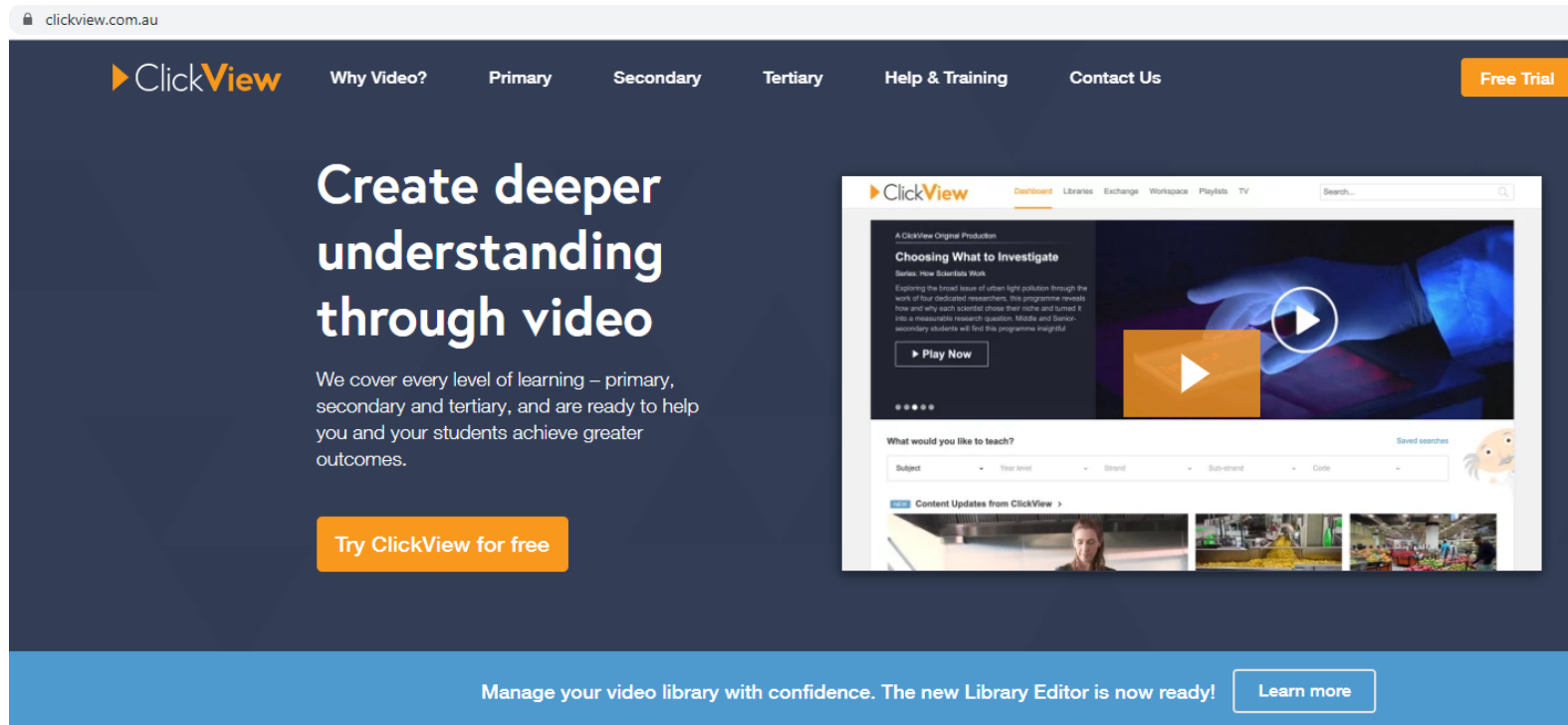
Part A : Aim and Lesson Format

Aim: to build awareness of suprasegmental features through analysis of news stories (chunking/ syllable and word stress/ question intonation)

Sourcing the Stories:

- Grabaword
- Library Acquisitions (Clickview)

Clickview: Clickview.com.au



The screenshot shows the ClickView website homepage. The header includes the ClickView logo, navigation links (Why Video?, Primary, Secondary, Tertiary, Help & Training, Contact Us), and a Free Trial button. The main content area features a large heading "Create deeper understanding through video" with a subtext "We cover every level of learning – primary, secondary and tertiary, and are ready to help you and your students achieve greater outcomes." and a Try ClickView for free button. To the right is a video player interface showing a video titled "Choosing What to Investigate" with a Play Now button. Below the video player is a search bar and a section for "Content Updates from ClickView" with three video thumbnails. A footer banner states "Manage your video library with confidence. The new Library Editor is now ready!" with a Learn more button.

Relevant, educational content at your fingertips

We produce new videos here in Australia and curate the world's best educational content for all year levels.



Relevant Video Content



Active Learning



Simple Setup

THE NEW WAY TO DO UNI

Searching: [Library search](#)

☒ All resources ☐ Books & e-books ☐ Journal articles

Keyword

news with vue

Search

Create Alert [?](#)

[Basic Search](#) [Advanced Search](#) [Search History](#) [Citation Resolver](#)



Detailed Record



[View Catalogue/Place Hold](#)

Holdings Information

Location: Electronic Doc

Call No.: No Call
Number

Status: AVAILABLE

 [More Copies](#)

[◀ Result List](#) [Refine Search](#) [◀ 1 of 806 ▶](#)

News with VUE.

Language: English

Physical Description: 6 streaming video files (approximately 264 min.) : sound, colour.

Publication Type: Video

Document Type: Videorecording; Electronic representation

Subject Terms: [Television broadcasting of news](#)

Content Notes: ABC **news** Victoria. 14/08/2017 -- The Drum. 02/04/2018 -- The Project. 13/05/2015 -- SBS World **News**. 28/03/2018 -- Seven **News**. 16/07/15 -- The Project. 26/6/19.

Performer Note: Presenters: Tamara Oudyn (ABC **news** Victoria), Julia Baird, Ellen Fanning (The Drum), Waleed Aly, Peter Helliar, Gorgi Coghlan, Tommy Little (The Project), Michael

Part A : Aim and Lesson Format

News Stories:

- Suitability
- Good/bad models



Lesson Format:

1. Introductory Awareness Building Session
2. News Story
3. Applying Knowledge and Consolidation of Skills

Part A: Changes from Cycle 1 to Cycle 2



Student Awareness

I think it means when you stand in front of people and trying to speak but the words won't come out.

When we speak, get short term between word and word in order to distinguish and emphasise the meaning.

It means that your heart is pounding very high but you're not running and your hands are sweating.

It's when you pronounce in a different way a word. Means that the word is more important.

Part B: Aim and Format

Aim: to help students to gain confidence when speaking to native speakers, and to improve intelligibility through raising awareness of suprasegmental features.

Lesson Format:

1. Script interview (lead-in/ questions/ sign-off)
2. Shoot videos
3. Compress & upload videos






Part B: Changes from Cycle 1 to Cycle 2

Cycle 1:

- Dropbox

Dropbox > news with VUE

Name ↑	Modified ↓
 動画 2019-05-01 19 01 28.mov	2/6/2019 13:11 by 櫻井有紗
 動画 2019-05-20 23 05 22.mov	23/5/2019 08:14 by 櫻井有紗
 動画 2019-05-31 12 06 55.mov	2/6/2019 12:56 by 櫻井有紗

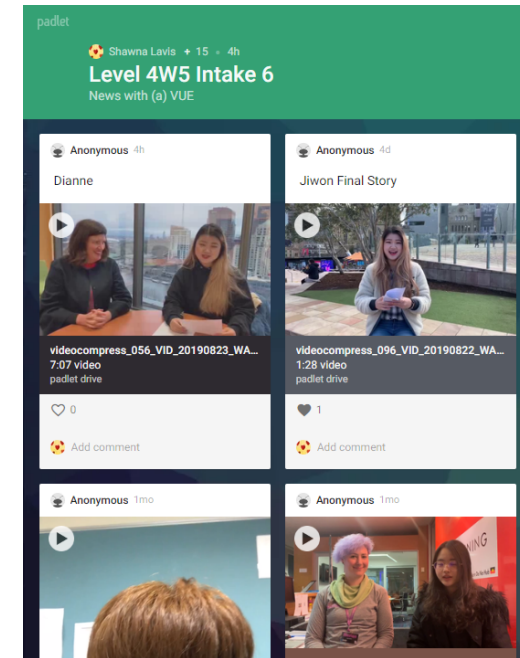
Issues:

- Difficulties using Dropbox
- Student engagement with the technology

Part B: Changes from Cycle 1 to Cycle 2

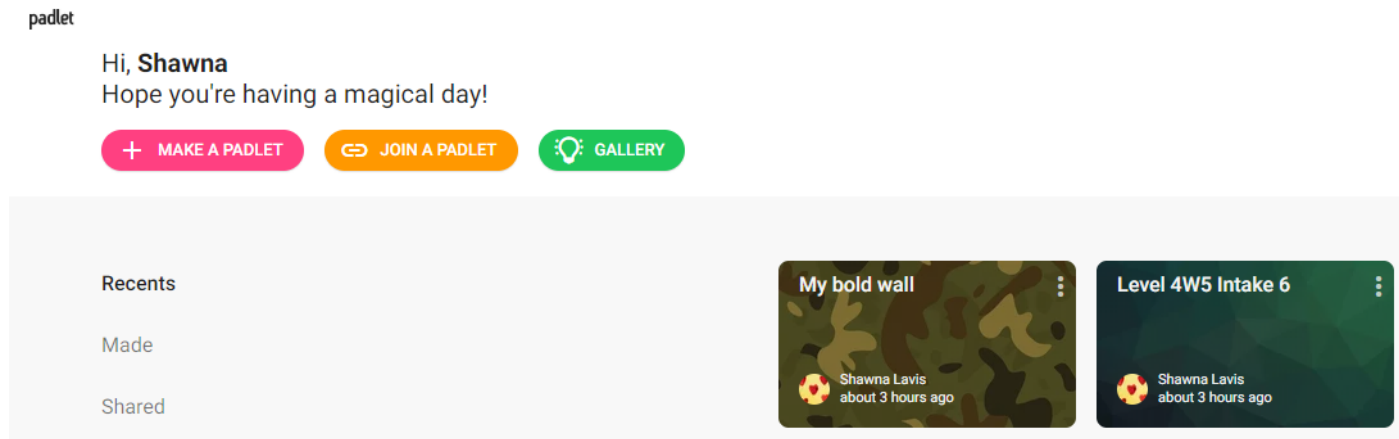
Cycle 2:

- Padlet
- Better rapport with students
- Peer feedback activities
- Appropriate responses & framing



Part B: What is Padlet?

- Padlet is a free software program
- We use 'Padlet Backpack' (Vic Uni has a license)
- It looks like a social media platform
- It is easy to use (QR code or link)
- It has settings for privacy/ posting preferences



How to set up and use a Padlet account

Step 1: Type www.padlet.com

Step 2: Click on 'Try it free for 30 days' and create an account or memberships start at \$12 for a 'Backpack Padlet'

Step 4: Click on 'Make a Padlet'

padlet

Hi, **Shawna**
Happy Thursday!

+ MAKE A PADLET

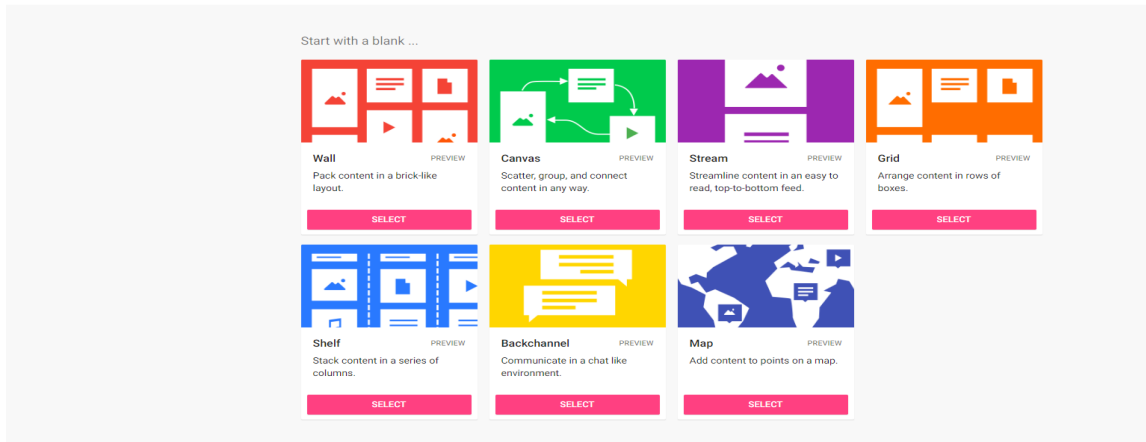
JOIN A PADLET

GALLERY

How to set up and use a Padlet account continued

- Step 5: You can 'start with a blank one' or 'choose a template'

Make a padlet



I prefer 'Wall' as it looks more like a social media page.

Step 6: Design your space using Padlet's intuitive software

How to set up and use a Padlet account continued


- Step 7: Set your post specifications.

Posting

Attribution
Display author name above each post? ☐

New post position
Where do new posts appear? **FIRST** LAST

Comments
Allow viewers to comment on posts? ☐

Reactions
Grade, star, upvote, or like posts?  None >


These are the standards settings of any Padlet you create.

Posting

Attribution
Display author name above each post? ☒

New post position
Where do new posts appear? **FIRST** LAST

Comments
Allow viewers to comment on posts? ☒

Reactions
Grade, star, upvote, or like posts?  Like >

These are my preferred settings.

Note: Reactions 'thumbs up' or thumbs down' should be avoided.

How to set up and use a Padlet account continued

Step 7: Happy posting! You can add things to your class Padlet by clicking on this:



Other uses for Padlet

- Excursions: Immigration museum/ NGV
- Padlet Passport (Adapted from 'Student Experience Passport' from Newcastle University/ Innovation award winner 2019 EA Conference)

Challenges to consider

- Padlet only allows videos under 25 mb to uploaded

Solution: Students get a free app called 'Video Compress' which does not compromise the video quality

- Reluctance to incorporate new technology

Solution: PD sessions and follow-up drop-in sessions



Padlet in your centre/centres

Task:

1. Get into groups.
2. Think of how you could use Padlet at your centre/centres.
3. Once you have finished put your ideas up on the UECA Padlet Fun page.

Steps:

Scan the QR code

Click on the 'plus' or double tap your phone

Either type or make a short video of your ideas to upload to Padlet

CLOSE

QR code

DOWNLOAD



Final Reflections

filmed the video while I was talking with her. Before doing that, the teacher taught me how to response other people when I have a conversation with them, learnt which syllable I have to emphasize, and learnt how to chunk the information when I speak too.

what I was doing wrong to correct it, Also this was a good opportunity to talk to other person and try to understand her answers. After this activity I felt more confident when I speak to other people because I study hard to correct my errors. However, I know that I need to keep practicing each skill

✓ When the teacher Shawna told us about the new project I felt a little bit nervous because I was really sure that this was going to take me out of my comfort zone because I did not want to make mistakes in front of the camera and I thought that I did not have enough practice to do it. But now I think that was a good activity to help me know what I needed to practice to improve because this one was my first time in front of camera in a classroom and before this video I never seen myself speaking in English and making mistakes. For this reason I think this learning experience was fantastic because I could check what I was doing wrong to correct it, Also this ✓

a reporter and interviewing a stranger. I think it was so hard for me, but it made me learn many things. Moreover, filming the video while I was speaking provided me many advantages because I can turn back to watch my video and then compare my each videos. Therefore, I will be able to know that where I made the mistakes, I will be able to know which part I should practise more, and I will be able to know my speaking skill be better or the same as well. Furthermore, it made me feel more familiar to talk with other people by using English, and made me have more confidence too. I can adapt the things that I learnt to use

a reporter and interviewing a stranger, I think it was so hard for me, but it made me learn many things. Moreover, filming the video while I was speaking provided me many advantages because I can turn back to watch my video and then compare my each videos. Therefore, I will be able to know that where I made the mistakes, I will be able to know which part I should practise more, and I will be able to know my speaking skill be better or the same as well. Furthermore, it made me feel more familiar to talk with other people by using English, and made me have more confidence too. I can adapt the things that I learnt to use

News with (a)VUE Padlet



<https://victoriauniversityau.padlet.org/e5103988/yw6eycyjjhzx>

Carla : Carla.Bardella@vu.edu.au

Shawna: Shawna.Lavis@vu.edu.au

