Using an LMS to Facilitate Class Participation in ENG1300 at Wenzhou-Kean University

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Wenzhou-Kean University English Department Problem Statement and Analysis

Introduction

Over the past decade, American universities eager to forge ties with foreign countries have begun to invest by building campuses abroad. For example, Education city in Doha, Qatar houses several U.S. campuses, such as Texas A&M University, Carnegie Mellon University, and Georgetown University ("Destination: Education City," 2016). In 2012, Kean University in Union, New Jersey opened a campus in Wenzhou, China. The purpose of the campus was to offer students living in Zhejiang province access to what has been described as a "World Class Education" ("Wenzhou-Kean University," 2018). The intention behind launching this campus was to provide Chinese students an American education locally. Other universities, such as NYU Shanghai and Duke University, have also followed suit opening campuses in hopes of expanding their global footprint.

At the beginning of each academic year, Wenzhou-Kean university requires its freshmen to take a summer intensive course during the month of August. During this time, Chinese students are introduced to a full immersion, English only classroom environment, as well as new websites censored in China, such as Google, Facebook, and western library databases. They learn the importance of communicating in English in both verbal and written forms. Beyond learning new technologies, the students must now also adapt to a paradigm shift from a teacher-centered classroom to a student-centered classroom where being able to think critically is an integral part of the academic experience. Now, as university students enrolled in an American university, they are required to apply what they have learned in order to demonstrate evidence of comprehension and long-term retention. Up to this point in a freshman student's education, it has not been required of the student to produce evidence of learning beyond the "teach to the test"

expectation placed upon them by the *Gao Kao*, the national Chinese college entrance

examination for which they spend the majority of their senior year of high school studying.

Problem Statement

Students at Wenzhou-Kean University struggle with learner anxiety due to a lack of

Academic English proficiency and underdeveloped critical thinking skills. As students transition

from a traditional, teacher-centered classroom environment in which the teachers serve as the

authority figure to a cooperative, student-centered learning environment, learning how to engage

in the learning process through class participation has posed certain challenges. Specifically,

Chinese students attending the Wenzhou campus of Kean University are reluctant to verbally

participate in student-centered academic activities. Instead, they are often silent when asked

discussion questions. When they are asked to do group work with their peers, they are often

caught lapsing into speaking Chinese when the university policy is strictly "English Only" in the

classroom and on campus. Being put on the spot with teaching techniques such as cold calling is

in straight contradiction with the cultural norm of "saving face" in East Asia. Therefore, students

are afraid to participate for fear of being ridiculed for being wrong and labeled as being

incompetent by the professor in front of their peers.

Needs Assessment Plan

Felt Needs Analysis

The Summer Intensive term is conducted for 2-4 weeks during the month of August,

prior to the start of the Fall semester. This semester is run in conjunction with a Chinese

language student orientation. During this time, adjunct English language instructors and full time

English language instructors conduct classes which introduce incoming freshman to Gmail and

Google Sites. Topics such as the importance of speaking English on campus and the importance

of class participation are introduced during this time. As part of the Needs Assessment Plan,

feedback from the freshmen students during their Summer Intensive term in 2017 was taken. The

purpose of this feedback was to understand what methods, techniques, and activities the students

found to be the most engaging in order to explore opportunities to adapt them to academic

courses. Data was collected for felt needs using the following survey (Appendix A).

Expressed Needs Analysis

The result of the felt needs analysis has been the creation of an online discussion forum

for all ENG 1300 academic writing courses convening in the Fall of 2018. The discussion forum

will subsidize the class participation percentage of the final course grade. Figure 1 shows the

percentage break down of the grade for ENG 1300.

Final Grade Breakdown for ENG 1300
4 essays-60%
Midterm essay-10%
End-term essay-10%
Tests, quizzes and assignments-10%
Class participation-10%

Figure 1: Final Grade Breakdown for ENG 1300.

The online discussion-based forum will be made available on the course's Blackboard[1]

site to all students and will include 10 separate modules which will be based upon an assigned

reading and in conjunction with a supplemental piece of digital media to support the reading for

each module. Each student will be responsible for posting a video response to each prompt as

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[1] Due to user limitations as a student at the University of Tampa, the author of this training program has used Edmodo in place of Blackboard. However, this substitution of the LMS did not alter the content of the project in any way.

well as to write a 4-7 sentence written paragraph in the comments section for a peer's posts. The

10 posts will be distributed within an 11-week semester with exceptions for holidays and

midterms. Table 1 illustrates the break down for the Fall 2017 semester.

Table 1

Schedule Breakdown by Module

Fall 2017	Topic of Discussion
Week 1	Global Education
Week 2	Higher Education
Week 3	Study Abroad
Week 4	International Business
Golden Week	**No School**
Week 5	Cyber Communication
Week 6	**Midterm**
Week 7	NGOs
Week 8	International Relations
Week 9	Entrepreneurship
Week 10	Music and the Arts
Week 11	Tourism and Culture

Instructional Problem

As previously mentioned, many western websites are currently banned in China. The

university's ability to use a government sanctioned VPN is unique to the Sino-Western

partnership as the university is considered to be fully accredited by the Middle States

Accreditation Association in the United States (Gilles, 2017). While students do possess a

confident level of computer literacy using the world wide web with Chinese websites, they will

need time to familiarize themselves with academic search engines which are part and parcel of

the American student experience. In addition, slow internet connectivity on campus will, at

times, make it difficult for the students to upload their media projects, so they will need to be

careful about how they manage their time in order to submit their assignments by the due date.

Furthermore, not all students are expected to have experience making videos with either a smart

phone or laptop. Tutorials in class would be expected in order ensure that all of the students

possessed the prerequisite skills set necessary to complete each weekly assignment. While there will be ample class time to offer students technological instruction, a high percentage of the faculty population who work at the university are older than what may typically be found at other universities in the United States. Many English faculty members range from their late 50s to their late 60s and are resistant to using technology in the classroom as they lack confidence in their own computer literacy skills. Therefore, the instructional problem is two-fold as it pertains to a lack of a standardized level of computer literacy for all instructors as well as limitations in the internet quality for which the students can expect to have access.

<div align="center">**Goal Analysis**</div>

Aim

Upon successful completion of this LMS program, the students will be able to participate in class discussions through the creation of well-formed arguments as aided through the demonstration of reading comprehension skills, critical thinking skills, and web tools 2.0.

Set Goals

- Summarize texts by using SQ3R reading strategies.

- Write short speeches conveying individualized points of view about each assigned reading.

- Create YouTube video clips in order to document class participation.

- Critique another student's argument in order to counterargue or elicit further meaning.

- Demonstrate comprehension of weekly instructions by recording a video of a student generated speech and uploading it to YouTube for each weekly question.

- Paraphrase key points within an argument of a text in order to avoid plagiarism.

- Contrast one's own point of view with the main of idea of an assigned article.

- Write responses of other student MP4 submissions in order to demonstrate listening comprehension.

- Identify how to upload an MP4 to the LMS.

Refine Goals

- Identify how to embed a YouTube link to the LMS.

- Demonstrate reading comprehension of weekly assigned articles by using SQ3R reading strategies.

- Write short speeches articulating individualized points of view about each assigned reading.

- Create YouTube videos and upload them to Blackboard(Edmodo) in order to document class participation.

- Contrast one's own point of view with the main of idea of an assigned article by developing supporting details.

- Develop responses of other student YouTube video submissions in order to demonstrate listening comprehension.

- Paraphrase key points within an argument of a text in order to avoid plagiarism.

Rank Goals

1. Summarize texts by using SQ3R reading strategies.

2. Paraphrase key points within an argument of a text in order to avoid plagiarism.

3. Prepare a short speech in order to develop an individualized point of view about each assigned reading.

4. Contrast one's own point of view with the main of idea of an assigned article by developing supporting details.

5. Identify how to embed a YouTube link to the LMS.

6. Prepare and embed YouTube videos in order to document class participation.

7. Develop and type responses of other student YouTube video submissions in order to demonstrate listening comprehension.

Refine Goals Again

- Goal number 2 was dropped because the student is not likely to plagiarize his or her own opinions.

- Goal number 4 was dropped because the learner should not be obliged to contrasting his or her opinions when the opportunity to agree or affirm an argument should also be available.

- Goal number 5 was dropped because it was redundant and was already encompassed in Goal number 6.

Final Ranking

1. Summarize texts by using SQ3R reading strategies.

2. Prepare a short speech in order to develop an individualized point of view about each assigned reading.

3. Prepare and embed YouTube videos in order to document class participation.

4. Develop and type responses of other student YouTube video submissions in order to demonstrate listening comprehension.

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Learner Analysis

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General Characteristics

Gender. The university population is co-ed. However, due to the traditional role of women in Chinese society, and the limitations opposed by the One Child Policy, there are more men than women in the student body.

Age. The student age range at the university is from 17-22 years of age. However, the majority of the students in the ENG 1300 class will be 17-18 years of age.

Work Experience. The vast majority of students enrolling at this university have no experience in a paying job of any kind. As most do not have siblings, they typically lead sheltered lives within close knit nuclear families. During the final year of high school, they devote much of their time, if not all of it, to studying for the *Gao Kao*, the high school entrance exam. However, once enrolled and on campus, some students may opt to work at the Social Dog, a student run café beside the faculty lounge on the fifth floor of the Education building.

Education. The freshman English students that enroll in this course have a traditional, eastern paradigm which informs their understanding of the student's role in the classroom. The role of the student in a Chinese secondary learning context is passive. The teacher is revered as the expert of the subject and does not, traditionally, open the class time to debate or dialogue. Rather than asking questions intermittently, students will typically wait until the end of class and ask their questions then.

Ethnicity. Students from Kean University in Union, New Jersey come as study abroad students each semester. Although recruiting efforts are actively being pursued to attract more international students, all the students in ENG 1300 are Chinese, with the vast majority being of the Han ethnic group.

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Specific Entry Characteristics

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Prerequisite Skills

The students who enroll at this university are of varied English proficiency. In agreement with the tenants of the Sino-Western cooperation between western universities and the Chinese government, the *Gao Kao*, rather than the SAT or TOEFL, is used as the preferred assessment instrument for admitting students. The two largest disadvantages of this policy are the inability to engage the students with critical thinking questions as well as to allow them ample opportunity to demonstrate proficiency by creating self-generated language construction which usually occurs with an essay question.

Prerequisite Attitudes

In order for Chinese students to be successful in an American university, they must be open to participating in new methods of learning. While is not expected that the students will have a clear vision of what other learning approaches or strategies may be like, they must be willing to be engaged in the learning process. Specifically, students who make a genuine effort to participate in games and group projects struggle much less than students who are resistant to student centered activities.

Learning Styles

As previously mentioned, new students to this context are accustomed to taking a passive role in the classroom. In a university classroom, they are expecting skills such as notetaking to be of particular importance. Between class sessions, they may elect to study with peers in their class, which sometimes leads to cheating on major assignments.

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Personal and Social Characteristics

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Motivation and Attitude Towards the Subject

In general, most students feel shy about speaking English. Many have never had serious interaction with a Native speaker of English, and they are self-conscious about making mistakes.

Some students attend a Sino-Western university, such as Wenzhou-Kean University based upon the insistence of their parents. Parents, rather than students, are often responsible to choosing the student's major, with the largest percentage of students enrolled in the College of Business. Others choose to attend a Sino-Western university because they feel as though attending an American university in China will give them a competitive edge when applying for graduate school or in the job market.

While the students are aware of the competitive advantages that being proficient in English can afford them, they are often eager to look for loopholes to avoid with engaging with the language directly. For example, they will often use websites, such as Google translate, despite being repeatedly told of its prohibition as well as its lack of ability to produce quality prose. Students will also order Chinese language translated textbooks if they are available online.

Special Talents

Students are keenly connected within their social spheres through online chatting and e-commerce. Specifically, students use the WeChat app to text each other, order a taxi, or pay a delivery person. This paperless, online world is very much integrated into the fabric of their everyday lives. The youth of China are very much on the forefront of creating and networking within social paradigms that transcend their current student lives and will leverage them, with alarming precision, into their adult lives.

Task Analysis

Task Analysis Part 1: Getting Started

The Task Analysis will take the students through the process of creating their Edmodo student accounts, their own YouTube accounts, and the process of posting their weekly assignments. The tutorials for these processes will occur during regularly scheduled class time.

Absent students will be able to consult video tutorials made by the Instructional Designer using Screencastify which will be posted to the ENG 1300 Google classroom page for later reference. In order for each student to be able to log into the instructor's participation module for ENG 1300, the student will need the following items

- A laptop

- A wireless internet connection

- A website generated code given to the instructor for the students

- The website address

- A smart phone

1. Open an internet window and type in Edmodo.com into the URL field at the top of the window.

OR

1A. Download the Edmodo app from the App Store or Google Play.

2. Click on the "I am a student" button in the middle of the screen.

3. Create an online account.

   a. Type in your English name in the field (e.g *Charlotte*).

   b. Type in your Family name in the last name field (e.g. *Yao*).

   c. Type in the course code p3sif9.

   d. Create a username using your student number and your initials (e.g.*1025945CY*).

   e. Create an English language password (e.g. *homework123*).

Task Analysis Part 2: Finding Your Homework Assignment

1. On the left-hand side of the screen click on ENG 1300: Class Discussion Forum under the Classes tab.

2. In between "Posts" and "Members," click on Folders tab.

3. Scroll down to Week 1 and click on the Week 1 link.

    a. Download both the article and video clip.

    b. Listen to the article and take notes on a piece of paper.

    c. Read the article carefully 1-2 times and take notes as needed on a separate sheet of paper.

4. Click on the Posts tab to the left of the Folder tab.

5. Watch the video created by your instructor entitled, "Participation Homework for Week 1."

Task Analysis Part 3: Submitting Your Homework Assignment

1. Using the notes you have taken from watching the video and reading the article, create a brief speech 5-7 sentences long explaining your answer to the two questions given to you in the Week 1 folder.

2. Practice reading your speech 3-5 times in front of a mirror, or as many times as you need until you feel comfortable.

3. Open the Camera app on your smart phone.

4. Select the video function.

    a. Make sure you select the "selfie" mode of the video function.

5. Record yourself reciting your speech which answers the questions for Week 1 folder.

    a. Be sure to make eye contact with the camera as your classmates will be watching your video.

    b. Make sure the volume of your voice can be clearly heard in the recording.

      c. You may choose to recite your speech word for word, or you may explain your ideas in a conversational style as long as you are careful to discuss all points assigned in the homework video.

6. Find the YouTube app in the Apple store or Google Play store of your smartphone.

7. Download the YouTube app onto your smartphone.

8. Use your Kean University email address to create a new account.

      a. Use your Kean email address as your username.

      b. Create your own unique password.

9. Upload your homework assignment.

      a. To the left of the magnifying glass on the upper right hand corner, click on the small camera icon.

      b. Select Allow access from the pop up screen.

          i. Allow access for photos.

          ii. Allow access for microphone.

10. Upload your homework assignment

      a. Select your video and click the blue UPLOAD button on the upper right hand corner.

      b. Copy the link made by YouTube after the video is uploaded.

      c. Return to the homework video made by the instructor and scroll to the comments section.

      d. Post the YouTube link for your video there.

11. Respond to a student video.

    a. In the comments section of the instructor's video, select a video made by one of the students.

    b. Watch the video and take notes as needed.

    c. In the comments section of instructor's video, write a 4-7 sentence response to the video of your choice answering two of the three following points.

        i. Explain why you agree with the student's argument.

        ii. Explain why you disagree with the student's argument.

        iii. Ask a question in order to get the student to explain their argument with more detail.

12. Log out of Edmodo

Steps 1-5 and 9-11 should be repeated for Weeks 2-10

Learning Objectives

1. Students will be able to log into Blackboard (Edmodo) and access materials located in each weekly folder.

2. Students will be able to summarize their reading comprehension of academic texts by using the SQ3R method.

3. Students will be able to explain and defend their point of view by developing an argument using supporting details from the assigned readings located in the weekly folders.

4. Students will be able to create YouTube videos of their delivered speeches and upload them to the LMS in order to complete each assigned module.

5. Students will be able to obtain a more international context for the use of Academic English.

Objectives Sequencing

Learning-Related Sequencing

The Class Participation LMS learning module for ENG 1300 implements the Posner and Strike Learning-Related sequencing strategy (Morrison, Ross, Kalman, & Kemp, 2013). Specifically, the sequencing is developed with identifiable prerequisites which are built upon connecting the accumulation of prior knowledge. The sequencing acknowledges the user experience process that the student must participate in order to access the materials he or she needs in order to complete the assignment. Likewise, the identifiable prerequisite method also showcases the intellectual or cognitive building blocks that students need in order to complete their assignment. Reading strategies which lead to the production of written materials and which lead to the creation and submission of the electronic assignment, complement each other in a procedural piecing together supported only by knowledge of a proceeding step.

1. Students will be able to log into Blackboard (Edmodo) and access materials located in each weekly folder.

2. Students will be able to summarize their reading comprehension of academic texts by using the SQ3R method.

3. Students will be able to explain and defend their point of view by developing an argument using supporting details from the assigned readings located in the weekly folders.

4. Students will be able to create YouTube videos of their delivered speeches and upload them to the LMS in order to complete each assigned module.

5. Students will be able to obtain a more international context for the use of Academic English.

Objectives Strategies

1. Students will be able to log into Blackboard (Edmodo) and access materials located in each weekly folder.

   Initial Presentation: The instructor will guide the students through signing up for their Edmodo accounts during a face-to-face class. Alternatively, the instructor will create a tutorial video of all required steps using Screencastify for absent students and post a link of the tutorial video on the ENG 1300 Google Classroom page.

   Generative Strategy: After the students have created their student Edmodo accounts and have logged into the course, it is expected that they will be able to recall the basic steps required for future course log-ins.

2. Students will be able to summarize their reading comprehension of academic texts by using the SQ3R method.

   Initial Presentation: In preparation for this program, the instructor will conduct a workshop on how to use the SQ3R reading strategies method in order to supply a framework to help the students understand the main idea of each assigned text.

   Generative Strategy: The students will be able to demonstrate reading comprehension of academic and news related texts by implementing the SQ3R method through comprehension questions which the instructor will provide for the class.

3. Students will be able to explain and defend their point of view by developing an argument using supporting details from the assigned readings located in the weekly folders.

Initial Presentation: The instructor will incorporate an article and video of comparable academic rigor into a lesson and model how to take notes and brainstorm/mind map and then require the students to reconstruct the skills through group work.

Generative Strategy: The students will be assigned a mind map or outline for their Week 1 assignment and submit it for review to the instructor in order to assess reading comprehension of the assignment instructions and the assigned text prior to the first video speech submission.

4. Students will be able to create YouTube videos of their delivered speeches and upload them to the LMS in order to complete each assigned module.

    Initial Presentation: The instructor will schedule a face-to-face class and conduct a Test Kitchen class in order to guide students through how to create and upload MP4 videos or videos captured by cell phone, or other electronic devices, onto YouTube and upload them as links onto the Edmodo LMS class site.

    Generative Strategy: After being guided through the process of uploading videos from YouTube or an electronic device, the students will recall the procedural steps necessary in order to submit their class participation videos from Weeks 2-10 independently.

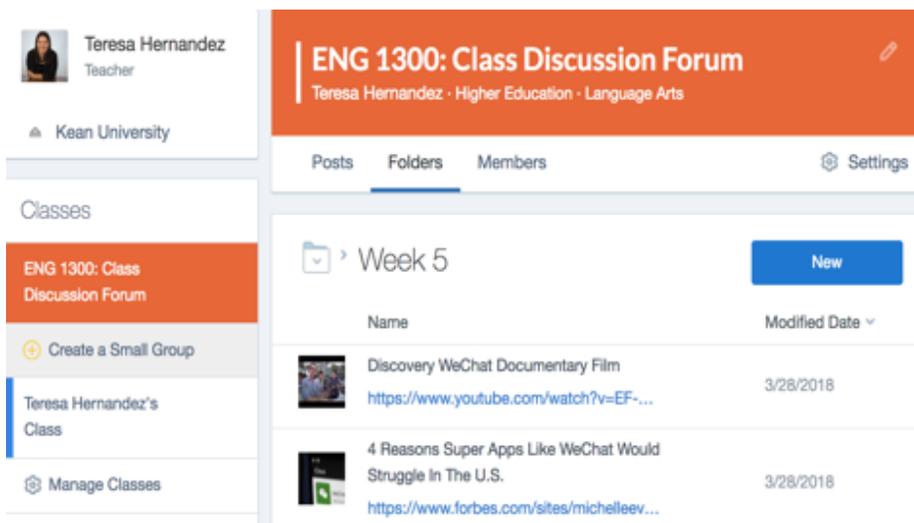5. Student will be able to obtain a more international context for the use of Academic English.

    Initial Presentation: Through each weekly module, each student will be required to read content purposefully selected to either A) Contextualize China in a global context or B) Reflect upon the significance of English as a Lingua Franca

Generative Strategy: Students will gain the ability to construct arguments, both orally

and in written form, about global affairs and articulate the dissonance between Mainland

Chinese perspectives and Western, academic perspectives.

Instructional Unit

The LMS Discussion Forum

The instructional unit is housed in an LMS called Edmodo. It contains 10 weekly folders

with each folder representing one week of content which includes a link to an article and a

YouTube link to a supplemental video (Figure 2).

Figure 2. Weekly folder sample.

In addition, video announcements made by the instructor describing each weekly

assignment are also posted. Students are expected to submit the YouTube link of their speech in

the comments section of each respective announcement video (Figure 3).

Figure 3. Week 5 video announcement.

Evaluation

Kirkpatrick's Model of Learning Evaluation

Level 1: Reaction. The student evaluations collected at the end of the Fall of 2017, indicated a favorable response towards the LMS discussion forum. Many students stated that making the videos gave them the opportunity to express themselves creatively. As the semester progressed, student videos became larger and some students even opted for special effects to make them more visually appealing. However, one critique which most students shared was the amount of time required for MP4 videos to download to YouTube. Students often tried to upload their videos early in the morning or late at night at times when the internet usage was not at a peak on campus.

Level 2: Learning. As the semester progressed, using techniques, such as cold calling became less evasive as students were prepared with feedback to give in class. Their video submissions had essentially become a dress rehearsal for participating in class, so when they were asked to share or clarify their ideas in a corporate environment they already had clearly defined expectations for how to modify their behavior in order to participate in class. It also became apparent that learner anxiety decreased gradually. When videos were shared in class with the student's permission, students tended to take themselves less seriously having a laugh at

something strange happening in the background or by someone's choice of t-shirt in the video. They learned how to have fun with the process, and, as a result, became less daunted by having to do it.

Level 3: Behavior. At the end of the semester, each student was able to give a PowerPoint presentation about their final essay. They were able to stand in front of the class and explain their own pre-writing strategies, thesis statement, and supporting details. They were also able to take 2-3 questions from the class at the end of the presentation in order to clarify or defend their writing process. This outcome helped the students to understand the importance of public speaking and participation outside of the bubble of making video assignments. Finding real world applications for both their presenting and notetaking skills, legitimized the assignments as students understood that they would be expected to use these skills for the rest of their academic careers.

Level 4: Results. As a result of the LMS discussion board program piloted in ENG 1300, plans for a series of professional development sessions across all disciplines, including English Literature, Graphic Design, Science, and Business, are being developed with the input of the professors (Subject Matter Experts) in order to facilitate more meaningful learning experiences with transparency and accountability. Students that quietly take lecture notes in class are typically not forced to produce evidence of meaningful learning until an assessment is given or a term paper is due. Many professors will opt for multiple choice questions in order to cut down on marking, which, in the final calculus, measures a student's ability to take a test rather than assess what they have committed to their long-term memory about the subject. In contrast, the LMS discussion board will require students to produce output as well as engage with the learning of

their peers. The topics chosen for each course will make it essential for students to prepare by

reading assigned texts and other materials prior to submitting their recorded speeches online.

Financial Compensation for Services Rendered

Salary and Fees

As the English Language Lecturer II who also doubled as the Subject Matter Expert,

there would be no anticipated extra compensation beyond the contracted annual salary of $54,

079.26 USD (Appendix 2). Faculty members are expected to participate in community service

hours as well as to participate in various committees. The LMS program documented here would

be further developed across disciplines in a committee which would be responsible for

periodically preparing professional development workshops in order to train new faculty hires as

well as elicit feedback in order to further continuing progress.

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APPENDIX A

GOOGLE FORMS STUDENT EVALUATION MP4

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APPENDIX B

APPOINTMENT LETTER

KEAN
UNIVERSITY

May 6, 2016

Ms. Teresa Hernandez
65 Queen Street #312
Northumberland, PA 17857

RECEIVED

MAY 10 201E

HUMAN RESOURCES

Dear Ms. Hernandez:

I am pleased to notify you of your full-time, non-tenure track appointment as Lecturer II (U21, Step 2) in the School of English Studies, College of Humanities and Social Sciences at Kean University's extension program in Wenzhou, China. It is effective September 1, 2016 and continues through June 30, 2017. Your compensation for this position will be the appropriate share of an annual ten-month salary of $54,079.26 USD. Please see the enclosed Attachment of Benefits (Attachment A) for a detailed list of benefits that are available to you with this appointment. Please note that all appointments are contingent upon the availability of supporting funds, due to financial exigencies and the continued operation of the Wenzhou-Kean University (WKU) extension campus.

Please be aware that this position requires teaching assignments, maintaining office hours, advising, availability during extended hours to students for services needed and providing service to Wenzhou-Kean and the University as assigned by your immediate supervisor and/or the Associate Vice President for Academic Affairs, Wenzhou-Kean University.   It also includes other activities normally associated with faculty responsibilities such as participating in graduation ceremonies, open houses and related assignments. This is a ten-month, full-time (thirty-five hours per week) position that may require teaching assignments each day during the five day work week.   The basic academic year teaching load for this position is thirty (30) credit hours. Please contact your Associate Vice President for any additional information.

My decision to appoint you is based on the interim authority granted to me by the Kean University Board of Trustees.   The Board will be informed of my action at its next meeting scheduled for September 2016.

This is a non-tenure track position that may be renewed on an annual basis. Lecturers will be required to reapply for appointment. As such, your service and duties in this position do not, either in whole or in part, count towards the achievement of tenure. You will be evaluated annually by your Executive Director and Dean using the normal evaluation procedures. Continued employment is conditioned upon your continuing to meet the performance standards of the University. Since your assigned position is at the