Engaging Large Cohorts of International Students:
Technology Enhanced Learning
Dr Kulari Lokuge & Sharon Whippy
Engaging Large Cohorts of International Students: Technology Enhanced Learning

Dr. Kulari Lokuge & Sharon Whippy
Our Journey

- Monash College Mission and Strategy
- Key Drivers, Governance and Technologies
- Active Learning Platform (ALP) Pilot
- Learning and Teaching & Learning Spaces
- Our learners, Our teaching staff & the ALP
- The Challenges and Future Plans
Monash College
International Partner Network

CHINA
SRI LANKA
MALAYSIA
MELBOURNE
Teaching Divisions

• Monash University English Language Centre
• Monash University Foundation Year
• Monash University Diploma
• Monash Professional Pathways
• Monash University Bachelor of International Business
Active Learning Platform (ALP)

ALP
at
Monash College
Flipped Classroom Model

IN CLASS

OUT OF CLASS

Pre-Class

Post-Class
Learning Design Workshop
New Moodle Template
Context

• Evaluate benefits/challenges of using TEL:
  Engage large international cohorts in blended/flipped environment.
  Increase academic performance.

• 80% Monash College students:
  No prior experience in subject matter.
  Second language learners.
  Different cultural values and educational practices.
Learning Spaces
Learning Spaces
Participants

- Introduction to Financial Accounting (450 students)
- Engineering Mathematics A (72 students)
- International students - Asian region
- Age: 16-21 years
- Gender: Engineering – mostly male / Accounting: equal spread
Echo360 Active Learning Platform

- Cloud-based learning and teaching platform.

- Content management, student engagement, lecture capture, and engagement analytics.

- Integrated into LMS (Moodle).

- Interactive polling tasks: multi-choice, true/false, image-based, short answer, ordering.

- Note-taking, book marking, confusion flag, question and answer features.
Echo360 Active Learning Platform
Data Gathering

- Student survey: learning behaviour.
- Focus groups and semi-structured interviews.
- Unit leaders: reflection journals.
Utilisation of ALP (Weekly)

- Never
- Everyday
- Once a week
- 2-3 times a week

Number of students
Utilisation of ALP (pre-in-post class)

Time of use

- Before lecture
- During lecture
- After lecture
- All of the above

Number of students
Student Usability

Rate of Usability

- **Yes**: The majority of students rated the usability as yes.
- **No**: A significant number of students rated the usability as no.
- **Sometimes**: A small number of students rated the usability as sometimes.
Perceived Benefits of ALP

- **Yes**:
  - Helped to ask Questions
  - Assisted Learning
  - Usability

- **Sometimes**:
  - Helped to ask Questions
  - Assisted Learning
  - Usability

- **No**:
  - Helped to ask Questions
  - Assisted Learning
  - Usability
Teaching Staff Feedback

• What was done using the Active Learning Platform?
• What was the impact on students learning?
• What changes are planned to improve students learning?
Teaching Staff Feedback

• Combination of the ALP and traditional methods for content delivery

• Interactive polling activities: comprehension checking and revision

• The confusion flag

• Lecturer perceptions positive – keep going!
Support Staff

- Engagement analytics: learner interventions
- Training and support
- LMS (Moodle) integration: benefits and challenges
Considerations of current research

- Limited number of respondents
- Individual use: behavior and performance
- Student perception and data on usage
Conclusions

• Student/lecturer interaction

• Insight into student engagement

• Increase in student pass rates: positive correlation

• Need for further research

• Where we are now…
THANK YOU

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