

Open Educational Resources on Active Learning Approach For Foreign Language Education

Kwanrut Leelasettakul* and Dr. Maturos Chongchaikit**

* Student in Double Master's Degree Program in Curriculum and Instruction and in MEF,

Department of Education, Kasetsart University

** Expert, Department of Education, Faculty of Education, Kasetsart University

บทคัดย่อ

งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อออกแบบ
พัฒนาและประเมินสคริปต์เนื้อหาและสตอรี่บอร์ดแบบ
ออนไลน์สำหรับ “คลังทรัพยากรการศึกษาแบบเปิดเพื่อ
การศึกษาภาษาต่างประเทศ ด้าน Active Learning Approach” กลุ่มตัวอย่างของงานวิจัย ซึ่งคัดเลือกจาก
การสุ่มเลือกแบบเจาะจง ประกอบด้วย (1) ผู้ทรงคุณวุฒิ
ด้านเนื้อหาเพื่อประเมินสคริปต์เนื้อหา จำนวน 7 คน
จากมหาวิทยาลัยของรัฐและเอกชน และโรงเรียนที่เปิด
สอนโปรแกรมสองภาษาในสังกัดรัฐบาล (English
Program) และ (2) ผู้ทรงคุณวุฒิต้านเทคโนโลยีจำนวน 3
คน เพื่อประเมินสตอรี่บอร์ด จากมหาวิทยาลัยของรัฐ
หน่วยงานภาครัฐ และบริษัทเอกชน เครื่องมือที่ใช้ในการ
วิจัย ได้แก่ แบบสอบถาม และสคริปต์เนื้อหาและสตอรี่
บอร์ดแบบออนไลน์ การวิเคราะห์ข้อมูลใช้ค่าสถิติร้อยละ
การวิเคราะห์เชิงพรรณนาและการเขียนเชิงบรรยาย
ผลการวิจัยพบว่า 1) สคริปต์เนื้อหาแบบออนไลน์ด้าน
Active Learning Approach ที่ออกแบบและพัฒนาด้วย
บริการฟรีเพื่อสร้างบล็อก ประกอบด้วยเนื้อหา 4 หัวข้อ
หลัก คือ Concepts and Theories, Techniques and
Examples, OER Hot Links และ French Resources มีที่
อยู่บนเว็บที่ <http://oer-mef.blogspot.com/p/by-20.html>
2) ผู้ทรงคุณวุฒิต้านเนื้อหาส่วนใหญ่ร้อยละ 91.98
เห็นด้วยกับระดับภาษา ประโยชน์ และการนำไปใช้ โดย
มีผู้ทรงคุณวุฒิจำนวนหนึ่งคิดเป็นร้อยละ 8.02 ไม่เห็นด้วย
กับประโยชน์ที่ได้รับสำหรับผู้ปกครองและบุคคลทั่วไป
รวมทั้งการนำไปใช้ในชีวิตประจำวันในห้องเรียนและนอก
ห้องเรียน 3) สตอรี่บอร์ดแบบออนไลน์สำหรับเว็บไซต์
คลังทรัพยากรการศึกษาแบบเปิดฯ ที่ออกแบบและ

พัฒนาตามเว็บต้นแบบ ด้วยบริการฟรีเพื่อสร้างเว็บ มีที่
อยู่บนเว็บที่ <http://rosechong.wix.com/oer-foreignlang#!active-learning/i1bhr> 4) ผู้ทรงคุณวุฒิต้านเทคโนโลยี
ส่วนใหญ่ร้อยละ 72.72 เห็นด้วยกับการออกแบบสตอรี่
บอร์ดสำหรับเว็บไซต์คลังทรัพยากรการศึกษาแบบเปิดฯ
และมีผู้ทรงคุณวุฒิจำนวนหนึ่งที่ไม่แน่ใจและไม่เห็นด้วย
กับการออกแบบสตอร์บอร์ด บางส่วนคิดเป็นร้อยละ
4.54 และ 22.72 ตามลำดับ โดยให้เหตุผลหลักว่าการ
พัฒนานื้อหาแหล่งทรัพยากรยังไม่สมบูรณ์ และมี
ข้อเสนอแนะว่า ควรให้ความสำคัญกับการกำหนดลิขสิทธิ์
แบบ Creative Commons Licenses ให้ถูกต้อง และการ
ใช้รูปแบบตัวอักษรและขนาดอักษรที่เหมาะสม คำสำคัญ
คลังทรัพยากรการศึกษาแบบเปิด การศึกษา
ภาษาต่างประเทศ แนวคิดด้าน Active Learning

Abstract

The purposes of this research were to design,
develop and evaluate the online scripts and
storyboards for “Open Educational Resources on
Active Learning Approach for Foreign Language
Education”. The sample that were purposively
selected were (1) 7 content experts for the evaluation
of online content scripts from public and private
universities and school with English Program; and (2)
3 technology experts for the online storyboard
evaluation from public university, public organization
and private company. The research instruments were
the questionnaires, the online scripts and the online
storyboards. The data were analyzed through

percentage, descriptive analysis and narrative descriptions. The research findings revealed that 1) the online content scripts for the OER on Active Learning Approach, using Free Blog Builder Service, comprise 4 main topics of content: Concepts and Theories – Techniques and Examples – OER Hot Links – French Resources. They are located at the URL: http://oer-mef.blogspot.com/p/by_20.html 2) most content experts agreed with the level of language, the utility and the utilization of the offered resources at 91.98 %. There were some of disagreements at 8.0 % about the utility of content for a wide range of users and the utilization for in-class and outside the class assignments. 3) the online storyboards of the OER website were designed and created, using the existing OER sites as a model and the Free Web Builder Service. They were located at: <http://rosechong.wix.com/oer-foreignlang#!active-learning /1bhr> . 4) most technology experts agreed with the design of the online storyboards at 72.72%. There were few uncertainties and disagreements at 22.72% and 4.54% respectively. The reason was based mainly on the incomplete development of content.

Following the experts' suggestion, the particular attention should be paid to the selection of creative commons licenses, as well as to the appropriate use of font styles and font sizes.

Keywords: open educational resources, foreign language education, active learning approach

Introduction

The 2nd educational reforms of Thailand still cannot reach the goals of better educational system for all. Thais' English proficiency is relatively low when compared to people in neighboring countries. Furthermore, the teaching and learning approach is

still very theoretical, based on teacher and books. Students learn mostly and directly from teachers in the classroom and their application of knowledge is normally a repetition of ideas from teachers without critical thinking skill practices. As a consequence, Thai students have studied English language for almost 12 years; therefore, they are unable to use what they have gained in their real life, for example, their inability to communicate in English.

Hence, there are many causes of foreign language education's failure in Thailand: unqualified and low proficiency of foreign language instructors, low achievement students and unmotivated students. The traditional roles of Thai teachers are still being practiced and are commonly found at every level of education such as teacher-centered learning that prevents the students to be active and take responsibility of their own learning. In this approach, students explore only the lessons that base on theories and they unfortunately did not engage the experiential learning. Teaching and learning are mainly focused on the theories and the teachers, which means that student gain their knowledge from the books, not from the activity that they have done. In the era of globalization, today's teachers need access to a wide range of information to function well in the classroom but the teacher preparation programs often do not make time for substantial attention to the crucial matters in needs and use instead a checklist approach to addressing the various required competencies. Five functions for which the prospective educator needs to know more about language than most teacher education programs provide are distinguished: Teacher as Communicator, Teacher as Educator,

Teacher as Evaluator, Teacher as Educated Human Being, Teacher as Agent of Socialization. (Fillmore and Snow, 2000) Lack of these appropriate competencies and English proficiency, Thai teachers are unable to access knowledge about the innovative instruction from large amount of online resources on the Internet, according to the progress of technology and Internet growth. Moreover, most resources are not free and easy to access. Fortunately, there is the coming of new distance learning trend called “OER or Open Educational Resources” which are education materials freely launched under the open license, named Creative Commons. As The William and Flora Hewlett Foundation (2002) has defined, “...OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge...”. Thus, OER obviously provides an opportunity to learn and gain knowledge especially for people, especially, unqualified instructor and low proficiency language teacher, in order to improve their performances and skills. Active learning approach which is quite new for foreign language education in Thailand is experiential, mindful, and engaging; this student- centered approach focuses on the responsibility for learning of learner. Students will normally work and practice in collaboration with classmates in class. Teachers become facilitators, that is different from their traditional role of information givers. This innovative approach provides the activities in concrete experiences which promote them to use critical thinking and problem solving. Thus, students will be able to adapt and use the acquired knowledge

in their real life situation. Therefore, the researcher aims to make a contribution in content preparation for the “Open Educational Resources on Active Learning Approach for Foreign Language Education” to help expand more innovative knowledge for teaching and learning for foreign language instructors in Thailand.

Objectives

1. To design and develop the online scripts and storyboards of the “Open Educational Resources on Active Learning Approach for Foreign Language Education”.

2. To evaluate the online scripts and storyboards of the “Open Educational Resources on Active Learning Approach for Foreign Language Education”.

Research Methodology

Population and Sample

Population

Content experts in foreign language and technology experts from schools, universities, and organizations in Thailand.

Sample

There are 2 groups of purposive sample for the research conduction in phase 1 and phase 2:

Phase1

- 7 content experts: 3 English language lecturers and 1 teacher from universities and school with English Program as follows: Thammasat, Rangsit, Rajabhat Rajanagarindra and Satrinonthaburi School, and 3 French language lecturers from 2 public universities: Kasetsart and Prince of Songkla, Pattani Campus

Phase2

– 3 technology experts: 1 from Thai Cyber University Project, 1 from Kasetsart University and 1 from private company, IEC Corporation.

Research Instrument

1. English and French resources from World Wide Web

2. Free Blog Builder Service: Blogger.com

3. Free Web Builder Service: Wix.com

4. Questionnaires for content experts

5. Questionnaire for technology experts

6. Web2.0 tools and services: Google form

Research Procedure

1. The researcher surfed the Internet for the information on active learning approach and developed the sitemap of the OER, composing of main and sub-topics of content. After quality verifying and the improvement, the researcher collected the resources from WWW, according to the OER sitemap and developed the URL scripts, using WORD file format. The short descriptive summaries were given to each resource, as well as the source of information, the date and the type of copyright. The overall introduction and the introduction for each main topic were also prepared.

2. The researcher developed the online scripts in Blog format, using Free Blog Builder Service, Blogger.com. After quality verifying and the improvement, the questionnaires for the content experts were created, composing of 3 main parts: 1) Personal Data, 2) Agree/ Disagree/ Uncertain Personal Opinions toward the content, the utility and the

utilization of the resources and 3) Other Opinions and Suggestions.

3. After quality verifying and improvement, the online questionnaires were created, using Google Form and handed to the sample group of content experts along with the URL of the online scripts in Blog format. The data were collected back for the analysis and the conclusions were made.

4. The researcher designed and developed the online storyboards by using as a model, the existing OER site: www.Jisc.ac.uk and Free Web Builder Service, Wix.com as a tool. The main features of the openness and sharable resources, called “4R Activities”: Revise – Reuse – Remix – Redistribute, were studied and rebuilt as online storyboard, with some resources from the online scripts.

5. After quality verifying and the improvement, the online questionnaires were created using Google Form and handed to the sample group of technology experts along with the URL of the online storyboards. The data were collected back for the analysis. The conclusions were made and submitted for quality verifying and improvement of the online scripts and storyboards.

Data Collection

PHASE 1 OER Content Sitemap and Online

Scripts:

The researcher collected the information about the resources on “Active Learning Approach” to design the sitemap of main and sub-topics of content for the OER.

The resources were firstly collected as the URL scripts in Word file format. The online scripts in Blog

format at Blogger.com, were developed according to the URL scripts.

Evaluation Results from Content Experts:

The researcher collected the data from the content experts by herself, using the online questionnaires created on Google Form.

PHASE 2 Online Storyboard Design and Development:

The researcher collected the information about the essential features of OER website from the existing one called “Jisc” to design and develop the online storyboard, using Web Builder Service, Wix.com and the online scripts.

Evaluation Results from Technology Experts:

The researcher collected the data from the experts by herself, using the online questionnaires created on Google Form.

Data Analysis

The data were analyzed by using percentage, descriptive analysis and narration.

Research Findings

1. Online Scripts of the “Open Educational Resources on Active Learning Approach for Foreign Language Education”

The online scripts were developed, using the URL scripts in WORD file format and Free Blog Builder Service: Blogger.com; they are located at the following URL: http://oer-mef.blogspot.com/p/by_20.html

The online content scripts in Blog Format contain the URLs or the resource links with short descriptive summaries and the information about the

sources of data, the created date and the copyrights. They were grouped into 4 main topics and sub-topics of content that present the 4 following types of information in each sub-topic: webpage/website, electronic slide, video, PDF file/ eBook. The 4 main topics and sub-topics of content are as follows:

Main Topic 1: Concepts and Theories

1. Sub-topic 1: John Dewey – Learning by Doing
2. Sub-topic 2: Edgar Dale – Cone of Learning
3. Sub-topic 3: Benjamin Bloom – Bloom’s Taxonomy

Main Topic 2: Techniques and Examples

1. Sub-topic 1: Goal – Activities – Assessments
2. Sub-topic 2: Examples and Tools

Main Topic 3: OER Hotlinks

1. Sub-topic 1: About OER
2. Sub-topic 2: Related OER Sites

Main Topic 4: French Resources

2. Online Storyboards of the “OER Website on Active Learning Approach for Foreign Language Education”

The OER online storyboards were developed using the online scripts and Free Web Builder Service: Wix.com. The homepage will present the resources from the online scripts, grouped in 2 main categories and sub-categories as follows :

1. Curriculum Development

- Integrated Curriculum in SBE context
- Standards-Based Secondary Curriculum

– Curriculum Evaluation

2. Innovative Instructions

– Action-Oriented Approach

– Active Learning

– Online Training Management

They are located at <http://rosechong.wix.com/oer-foreignlang#!action-oriented/u7kfw>

3. Evaluation Results of Content Experts for the Online Scripts and Technology Experts for the Online Storyboards.

Table 1 Number and Opinions of Content Experts and Technology Experts for the Evaluation of the Online Scripts and Online Storyboards.

Online Script Evaluation By Content Experts (n=7)	Content Experts' Opinions		
	Agreed	Disagreed	Uncertain
1. Number and Opinions of 7 Content Experts for the Online Scripts of the “OER on Active Learning Approach for Foreign Language Education”: Content, Utility, and Utilization	91.98%	8.0 % –utility of content for a wide range of users –utilization for in-class and outside the class assignments	–
Online Storyboard Evaluation By Technology Experts (n=3)	Technology Experts' Opinions		
	Agreed	Disagreed	Uncertain
2. Number and Opinions of 3 Technology Experts for the Design of Online Storyboard of the “OER website : Presentation and Technology Used. 3. Suggestions: – Particular attention to be paid to the selection of Creative Common Licensed (2 experts) – Appropriate use of font types and font sizes (1 expert)	72.7%	4.5%	22.7% incomplete development of content

According to Table 1, most content experts agreed with the level of language, the utility and the utilization of the offered resources at 91.98 %. There were some of disagreements at 8.0 % about the utility of content for a wide range of users and the utilization for in-class and outside the class assignments. Most technology experts were agreed at

72.72% with the design of the online storyboards: the presentation and the technology used. There were few uncertainties and disagreements at 22.72% and at 4.54 % respectively. The reason was based mainly on the incomplete development of the content. Following the experts' suggestions, the particular attention must be paid to the selection of Creative Common Licenses for the content of the offered

resources and to the appropriate use of font types and font size.

Discussion

For the sitemap development, the topics of content for the sitemap of the OER were designed according to the reviewed information, as the researcher had done the literature review about the Active Learning Approach in every detail as well as the related research concerning the application of this approach in teaching and learning. Thus, the disagreement of the content experts concerning some topics of content, especially the utility and the utilization may due to some misinterpreting of the expert about the nature and characteristics of the OER, according to the given reasons and suggestion that focus on the characteristics of online courseware. The ideas concerning the online scripts in Blog format came from researcher's knowledge and experiences for the application of Web 2.0 tools and services in teaching and learning, as inspires the following description of CELT hub (2015): "... Blogs and Wikis are web tools that allow you to share and collaborate on the Internet. A blog is short for a web log and can be a useful tool for recording reflections, personal experiences, opinions, to reporting or making commentary on event". And of Selwyn (2008), "...The use of blogs and wikis in education is relatively well established and supports existing pedagogies of reflective writing (the blog) and teamwork (the wiki)..." The easy-to-use tool like Blogger.com allows every user to create various types of presentation, from multimedia to blog and website. Not any knowledge on programming language is needed as number of tutorials is provided for the use of Blogger.com. (Thomson, 2008)

For storyboard development, using Wix.com which is Free Web Builder Service, to design and develop the online storyboards because of its various functions and features of Web 2.0 technology. Many features on this services such as the option for free usage, the various web templates, the gallery of many web components, etc, make it very easy for user without the programing knowledge to develop the professional web. In addition, as this Web Builder Service had gain popularity from wide range of users; the site continues to grow and more innovative features are regularly added like the template with OER characteristics. Nevertheless, one technology expert gave warning about the free service that can become the service with charge in the future.

Conclusion and Recommendations

The research results had shown that most content experts agreed with the level of language, the utility and the utilization of the offered resources at 91.98 %. There were some of disagreements at 8.0 % about the utility of content for a wide range of users and the utilization for in-class and outside the class assignments. All content experts found that the OER content can be very useful for teachers, lecturers and students due to their innovative concepts of free use and open content. The quality of the resources bases mainly on their selection and categorization, as well as the various types of content : text, slide, video, PDF file/ eBook. In addition, most of technology experts agreed with the design of the online storyboard for OER website at 72.72%. There were few uncertainties and disagreements at 22.72% and 4.54 respectively, due to the incomplete development of the content. Particular attention must be paid to the appropriate use of creative commons licenses as they

are designed to respond to different reasons of people to choose different path of openness.

My recommendations for future research as follows :

- Development of the OER website on Active Learning Approach for Foreign Language Education, Using the Developed Online Storyboards
- The Study of the Usage Models and Methods of Different OER Sites.

References

CELT Hub. 2015. **Types of Web Tools** (Online).
<http://celt.our.dmu.ac.uk/support-using-technology/using-non-dmu-core-elt/types-of-web-tools/>, November 15, 2015.

Fillmore, Lily Wong and Catherine E. Snow.2000. **What Teachers Need to Know About Language** (Online).
<http://people.ucsc.edu/~ktellez/wong-fill-snow.html> , December 4, 2015.

Selwyn, N. 2008. **The digital native – myth and reality** (Online).
<https://comminfo.rutgers.edu/~tefko/Courses/e553/Readings/Selwyn%20dig%20natives,%20A%20Proceedings%202009.pdf>, December 4, 2015.

The William and Flora Hewlett Foundation. 2002. **Open Educational Resources** (Online)
<http://www.hewlett.org/programs/education/open-educational-resources>, September 15, 2014.

Thomson, H. 2008. **Wikis, Blogs & Web 2.0 technology** (Online).
<http://www.unimelb.edu.au/copyright/information/guides/wikisblogsweb2blue.pdf>, December 4, 2015.