

Language Learning & Technology Research and Design Group

University of Texas at Austin

Tue, Jun. 29 11:15 AM-12:15 PM

Technology in the Creative and Participatory Literacy Practices of a Second Grade Classroom

Justin Olmanson* Yun Soon Kim Woon Hee Sung
Chung-Kai Huang Yu-Hui Chen

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The FunWritr Language & Literacy Playground:
Mashing up the web for English acquisition, language growth, and exploration




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On Initiating Maintaining and Growing an Affinity Based Student Led Research and Design Group

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<alpha>



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Demonstration of FunWritr in a Firefox browser



the elephant



elephant



Demonstration of FunWritr in a Firefox browser

the yellow elephant



yellow



elephant

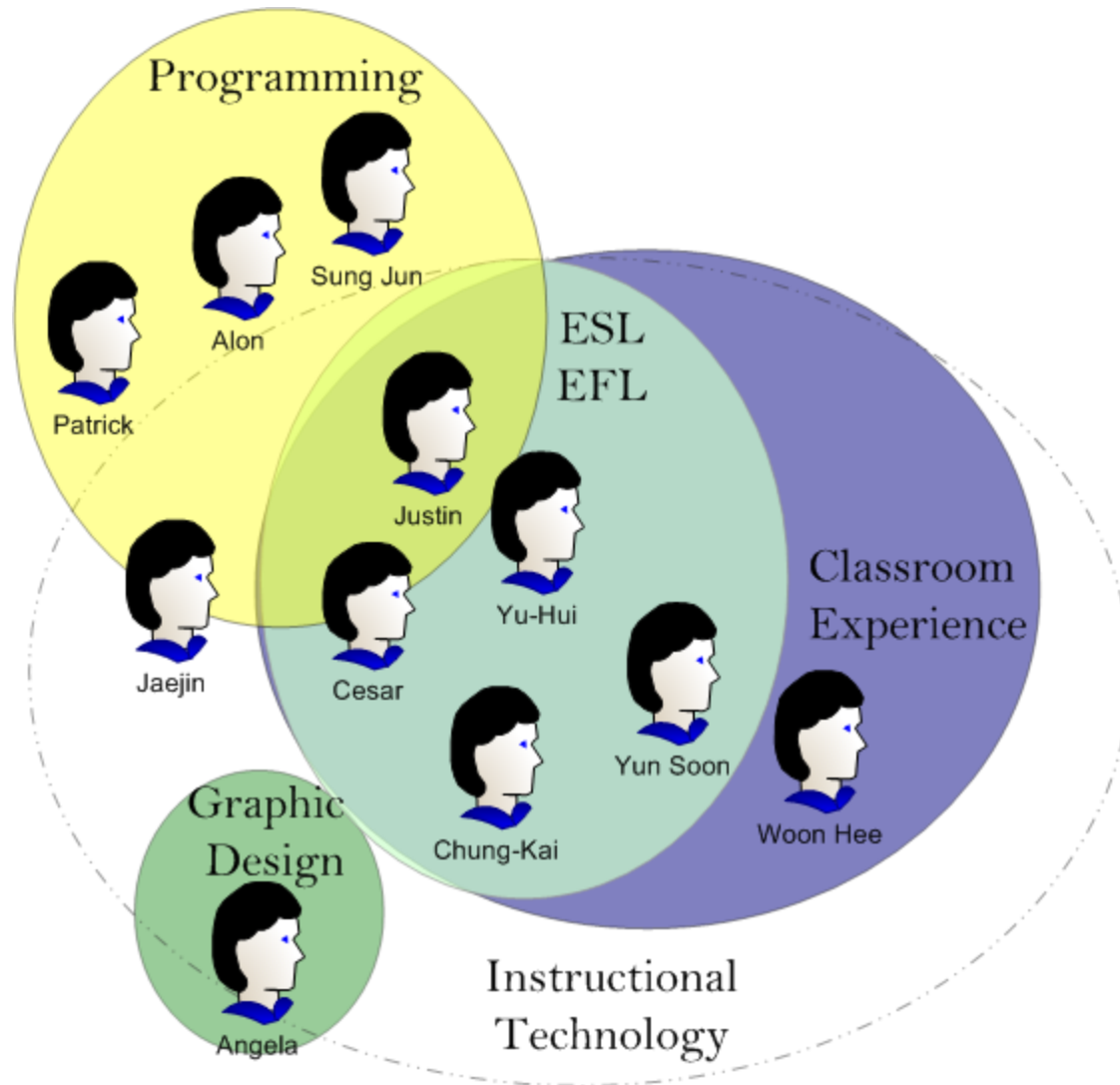


Group composition

- Students from the UT Instructional Technology Program,
- Mutually interested in language learning and technology
- PhD students (3)
- Master's students (4)
- Undergraduates (3)
- Korean (4)
- Taiwanese (2)
- United States (4)
- Programmers (4)
- Researchers (5)
- Programmers in training (3)
- Former classroom teachers (5)

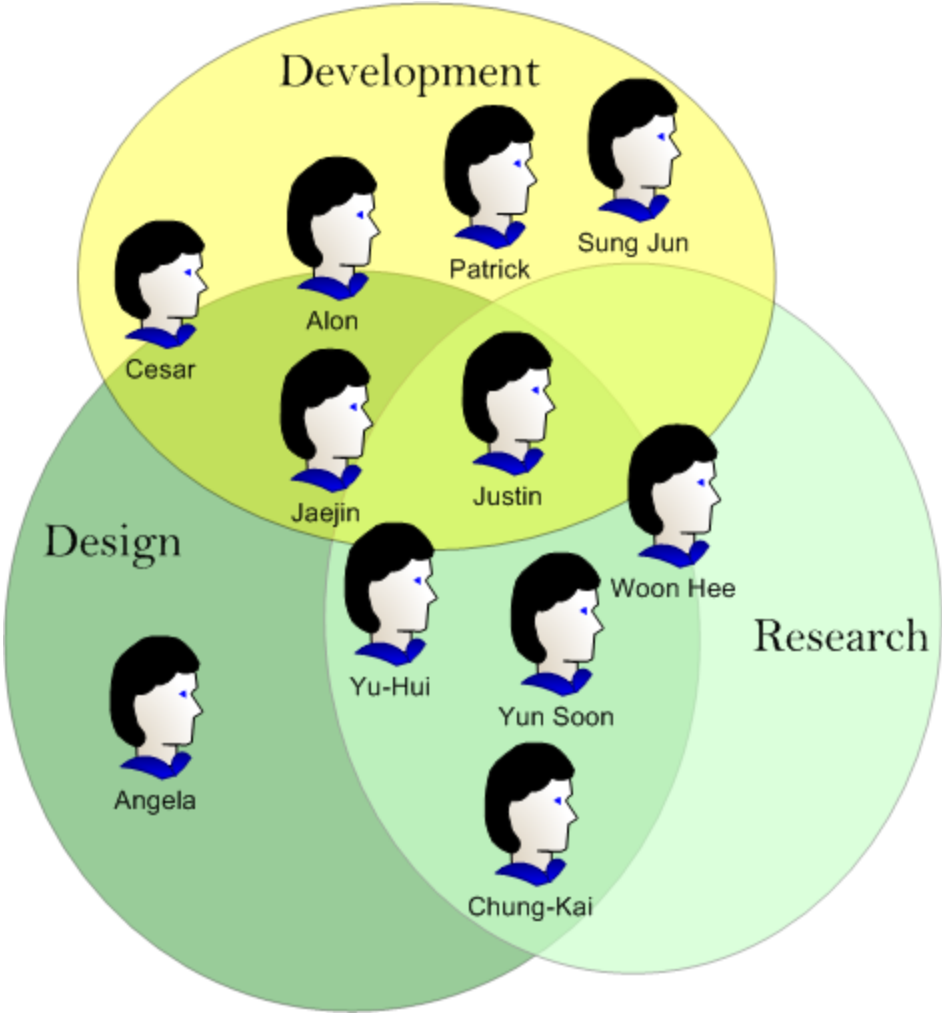


Group composition by interest / experience





Group composition by project activity / participation





Educational technology

- Various technologies are used to overcome educational challenges in formal and informal teaching and learning environments all over the world.
- Projects to create such project usually require a team or group.
- Within academia such groups are most often led by one or several university faculty or staff members.



Benefits of faculty-led research

- Bring resources
- Credibility
- Experience &
- Leadership to the endeavor



Potential Challenges for Student Members...

- Less control over the direction of the research
- Unable to self-select their role within the group
- Group diversity may lag
- Range of research/design endeavors may already be set



Issues for Students Not Able to Participate in a Group

- A lack of access / invitation
- Scheduling mismatches
- A lack of technical expertise or research experience
- Differences in interest and/or epistemology
- Work or family responsibilities





Student Affinity Group

- Student group formed based on mutual academic interest
- In our case it is a research and development team co-created by a group of graduate students in educational technology and undergraduate students in computer science



Benefits of Student-led Groups

- Gaining valuable insight and experience in a range of tasks
- Disseminating any findings that emerged during research collection and analysis
- More democratized atmosphere
- Process of and responsibility for going about the business
- Both lead and participate in academic/ scholarly way (Gates et. al, 2008)





Success and retention elements of the SAG model

- Setting up clear and attainable goals
- Providing mentors and role models
- Developing a student culture
- Offering opportunities for interaction outside off the classrooms
- Communication and team skills

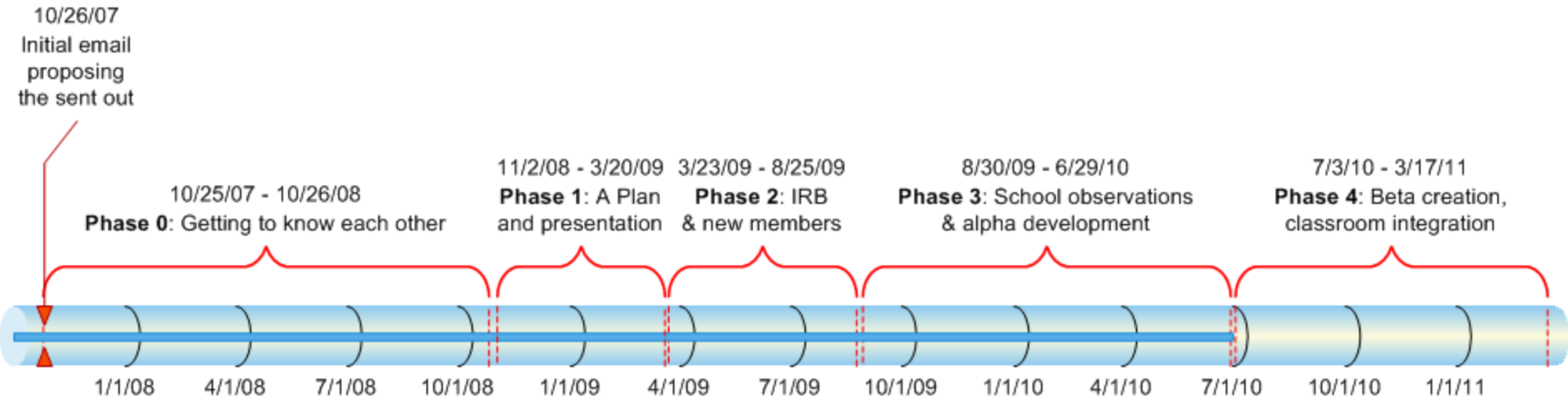


Student Groups & a Sense of Connectedness

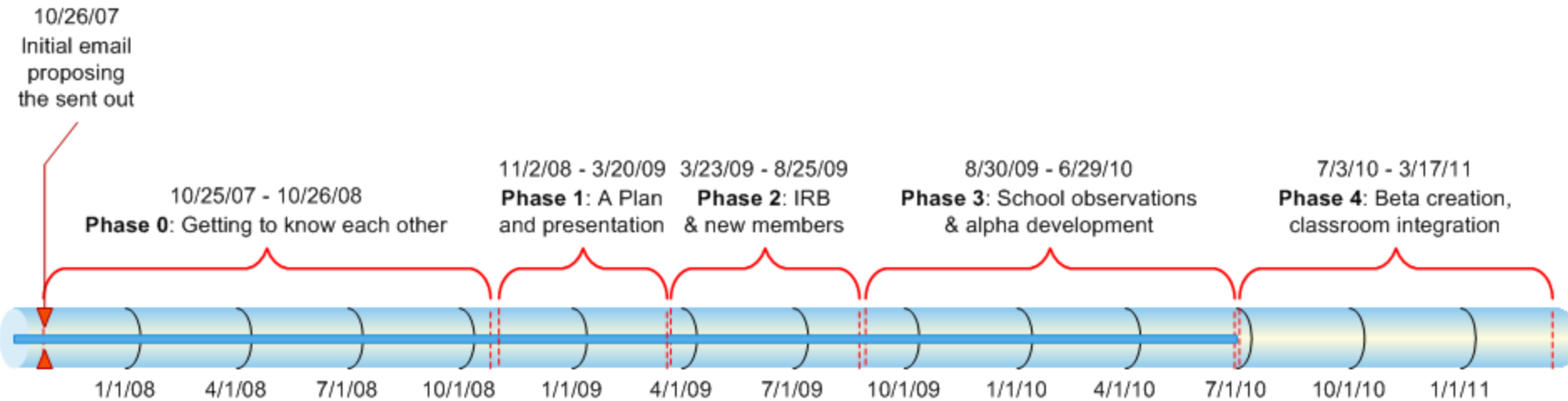
- Voice concerns and understand mentors' perspectives
- Realize the importance of increasing the number of qualified people
- Connect to the research projects and understand individual contribution



A Phase-Based Timeline of Our Group



A Phase-Based Timeline of Our Group

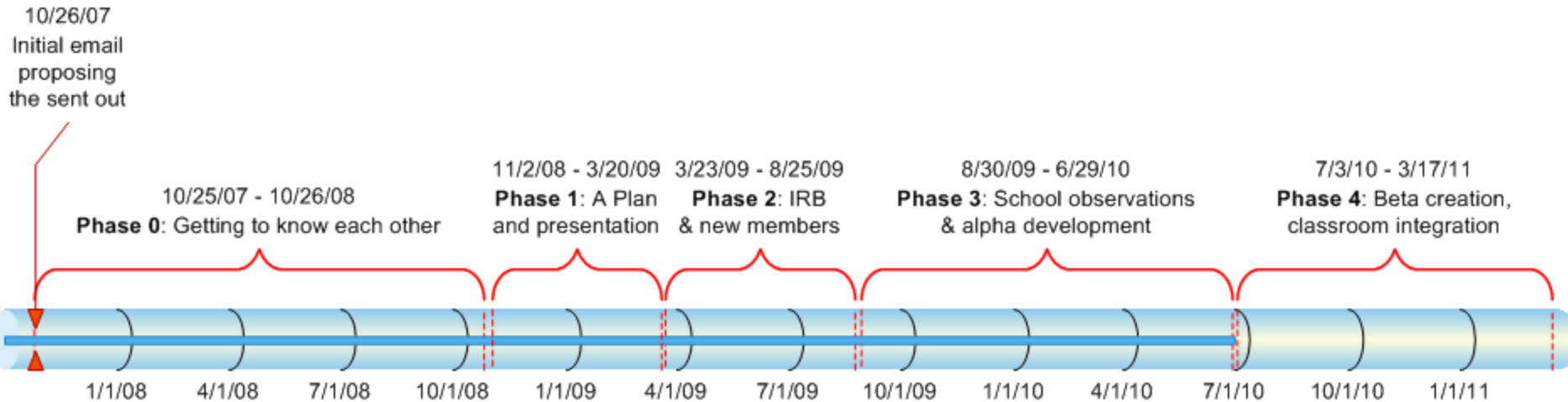


Phase 0: Getting to know each other

- Started by 3 IT students who met sporadically
- 2 remained & called for new members
- Recruited two incoming IT master's students



A Phase-Based Timeline of Our Group



Phase 1: A plan and presentation

- Agreed to the development of an application
- Applied ADDIE model
- Adopted design-based research
- Presented at IT-Brown bag
- Participated in the doctoral seminar

Language Playground

- <http://playground.audiotap.com/>



Example: Dog

returned image based on a search of: dog ->

type search tag here:



- Leave Blank Text file values not displayed
- Show Filter/Dirty Words
- Show Closed Words

- Show Code

extra info:

Returned Values:

Tags: dog

Method: photos Search

loader.args: ,,dog,all,dog,,,,,relevance,,,,,,tags,5,1

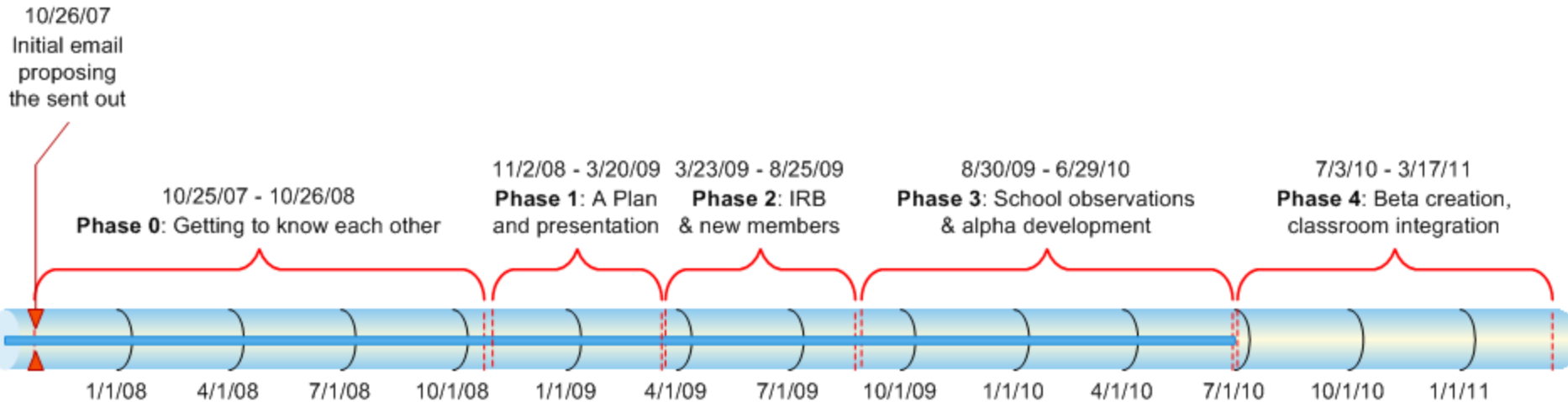
loader.args.length: 22

url: http://farm1.static.flickr.com/226/514439499_b94f694f5c_t.jpg

Title: Wild Dog (2)

Extras: undefined

A Phase-Based Timeline of Our Group



Phase 2: IRB & new members

- Submitted conference proposals but rejected
- One graphic designer & IT PhD student joined
- Began classroom observations
- Advanced from application design





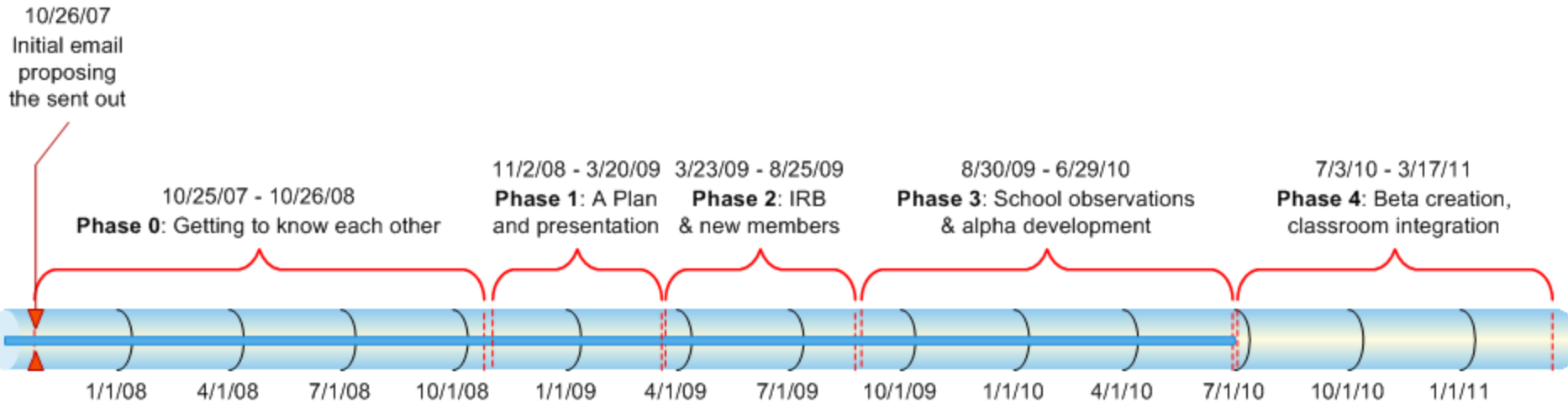
The image displays a collection of photographs used for a language learning exercise. The photos are organized into four groups, each with a label and a colored background:

- Big:** A yellow circle containing three photos: a large stone building, a mountain landscape, and a tall tower.
- Cat:** A light blue circle containing three photos: a cat's face, a cat sitting, and a cat lying down.
- Red:** A red circle containing three photos: a white cat, a red box, and a red pizza.
- Box:** A light blue circle containing three photos: a cat in a box, a box with a cat, and a box with colorful items.

The Cat in the big, red box |



A Phase-Based Timeline of Our Group



Phase 3: School observations & alpha development

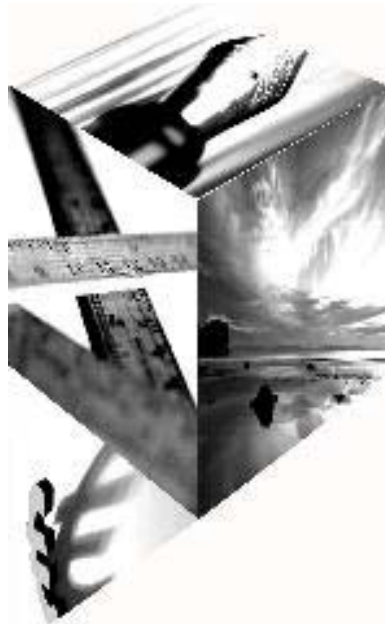
- Observation of language arts, center, and computer lab periods
- Recruited 3 CS interns
- Flex development & Python programming





Group Reflections

Each group member has a different level of familiarity with research, inquiry, and application development what follows is a summary of member reflections about their experience in the group -prompted by a few questions.





Question 1

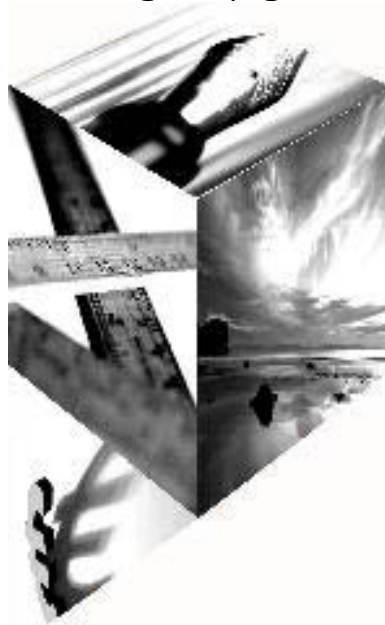
- Why did you join the group? What if anything do/did you get out the group?
 - explore issues of literacy, language learning, and technology
 - chance to collaborate on an educational software development project
 - chance to refine and develop soft skills such as collaborative and communicative work skills
 - Academic and emotional support





Question 2

- How do you like the working style and atmosphere of the group?
 - work outside the weekly 2 hr meeting period is celebrated but optional
 - cause for concern in some members and
 - a source of appreciation in others.
 - Supportive of individual and group growth





Question 3

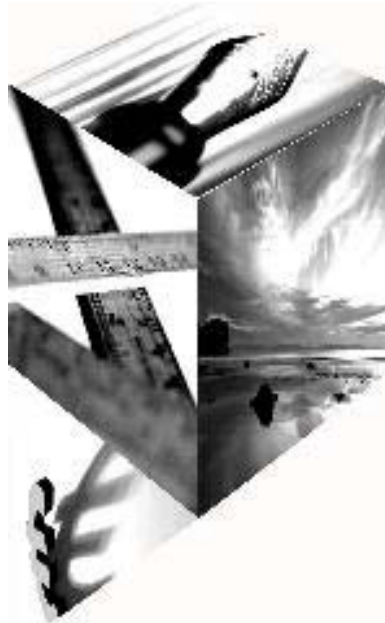
- What benefits do you see in participating in this group?
 - improved critical thinking and technical skills
 - sense of community and belonging on a large campus
 - exposure to the processes, habits of mind, and tools of development and research in educational technology





Question 4

- What do you think of the collaboration and communication between research and development groups?
 - minimal collaboration once the groups split;
 - a single listserv serviced both the research and development endeavors.
 - Secondly, a few members attended both group meetings and were able to relay messages and preferences between them.



Overall We Benefited from:

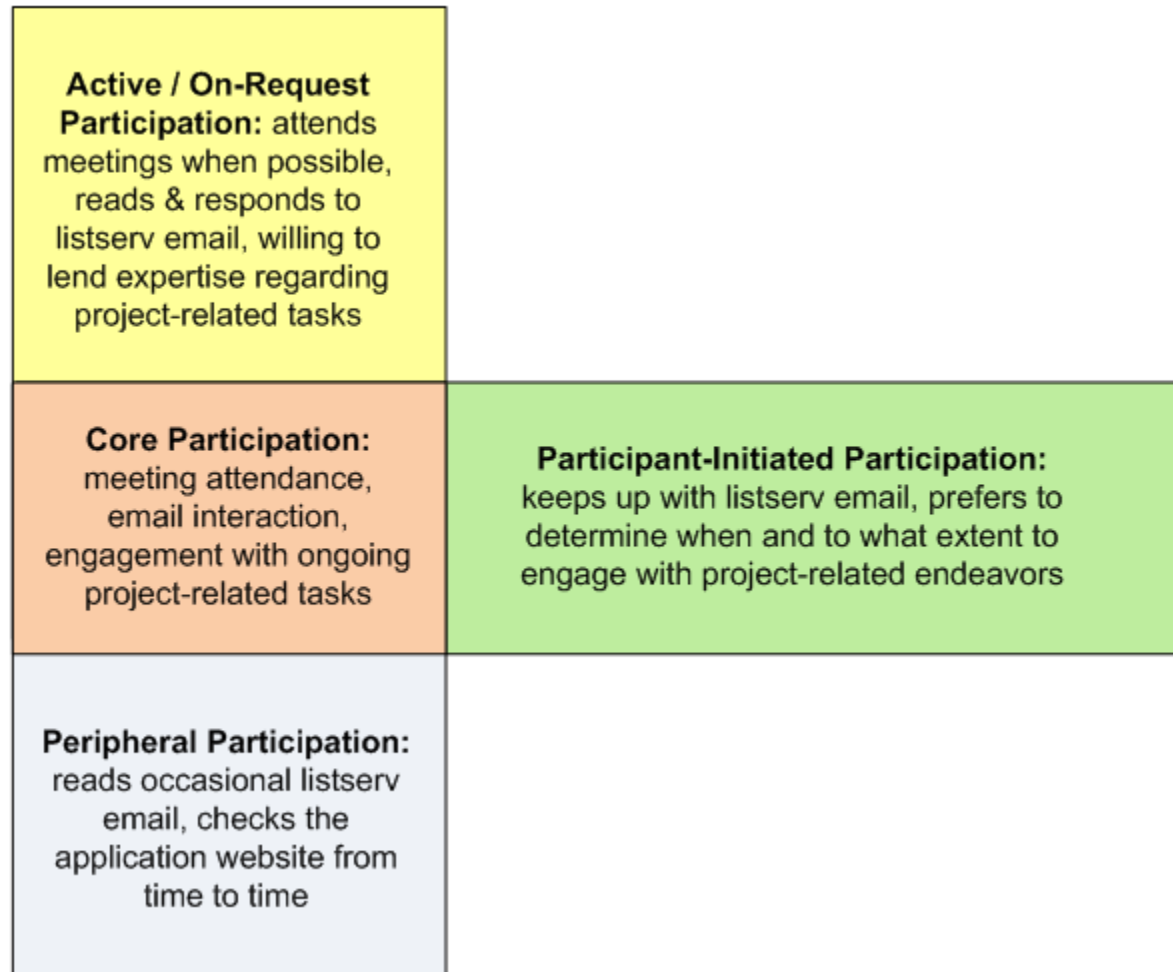
- Clear attainable, pre-determined goals, met outside of course periods
- Creating a group culture and working together toward the attainment of those goals
- Members who held communication and soft skills as well as technical skills and research experience





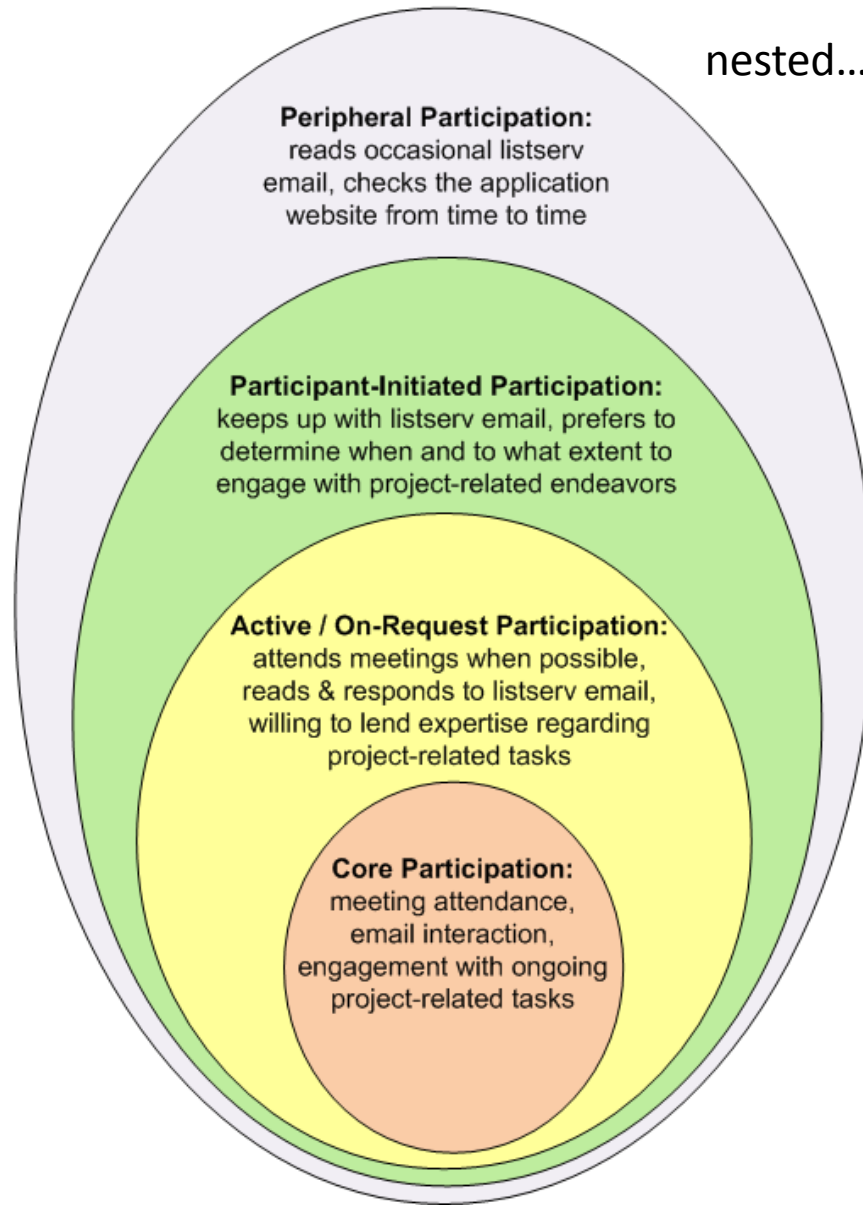
Participatory Involvement Construct

rectangular...

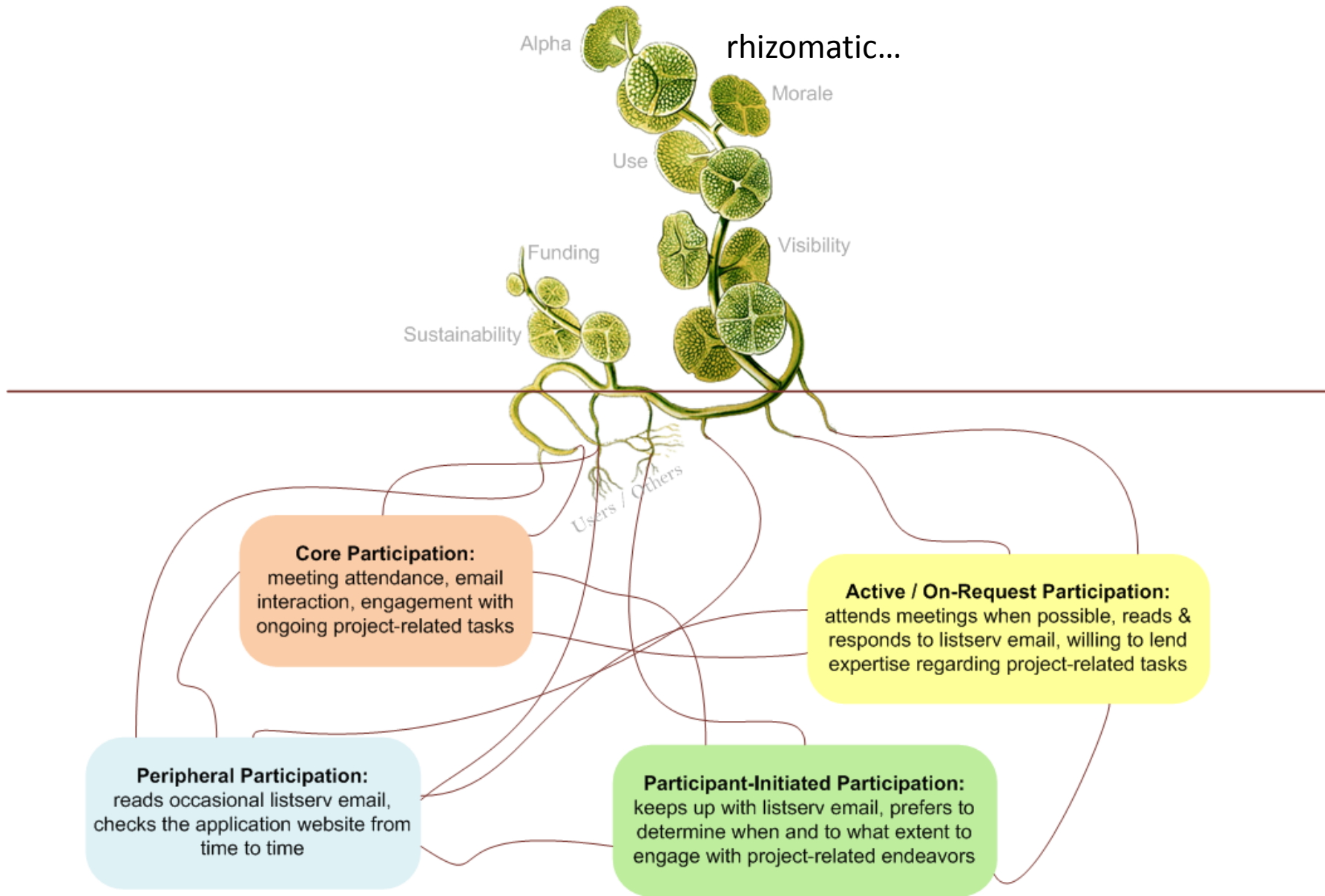




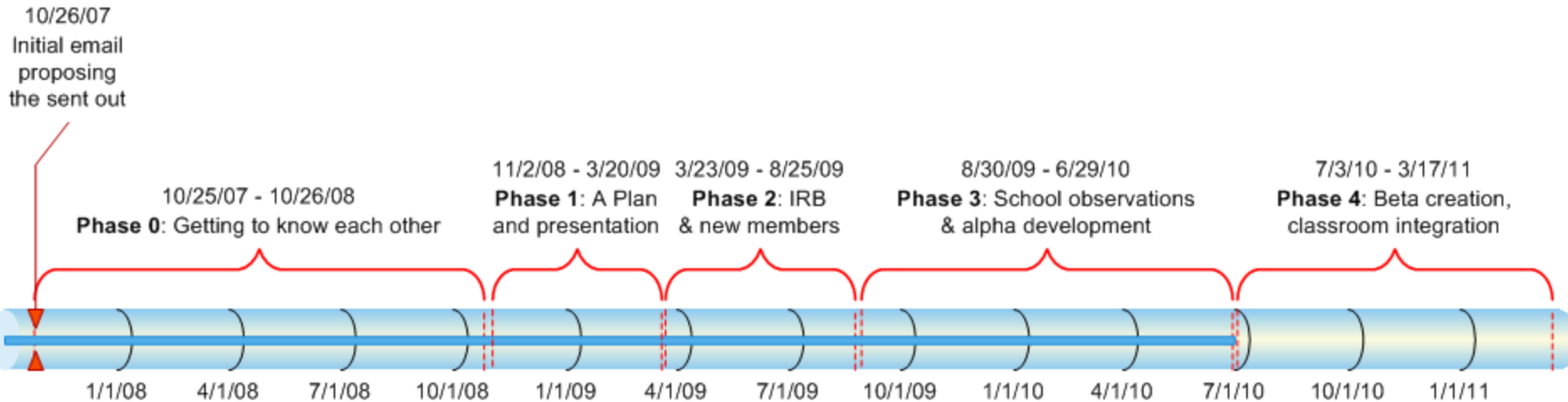
Participatory Involvement Construct



Participatory Involvement Construct



A Phase-Based Timeline of Our Group



Phase 4: Beta creation and classroom integration

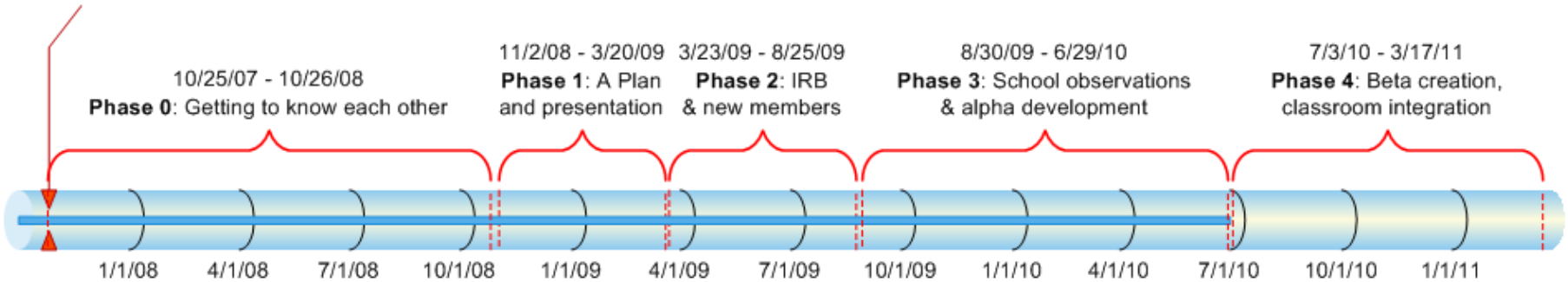
- Add word exploration features to FunWritr
- Refactor server-side code
- Integrate database
- Introduce and observe its use in one classroom over the course of a year
- Write up a draft of a paper describing the integration





A Phase-Based Timeline of Our Group

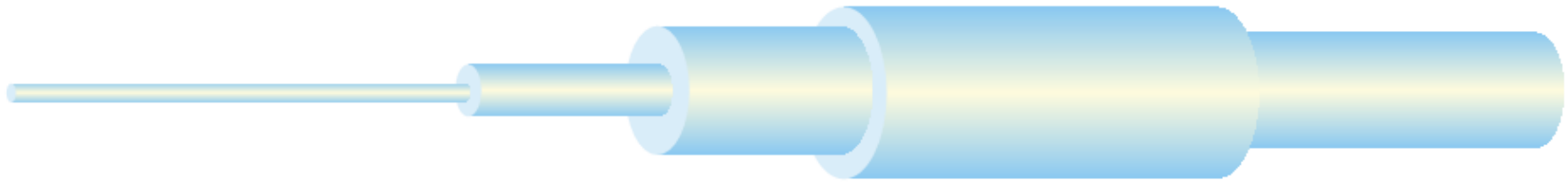
10/26/07
Initial email
proposing
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Work

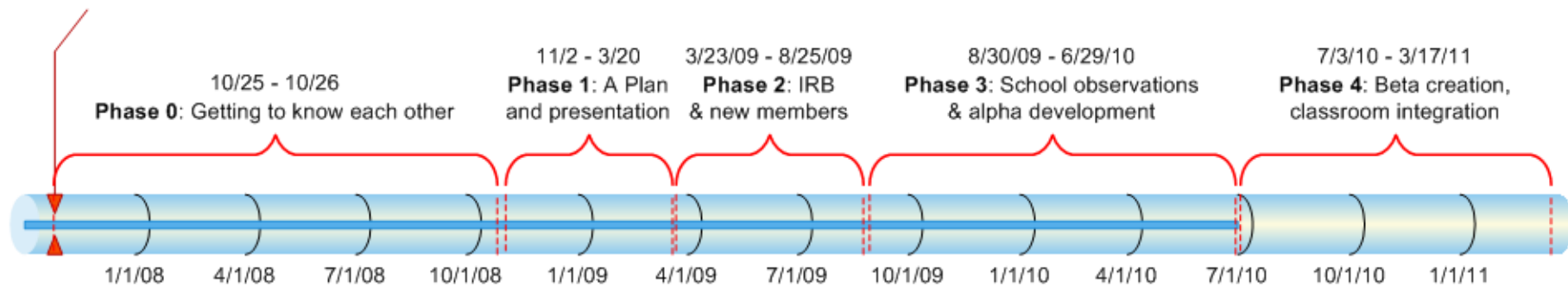


Participating Members

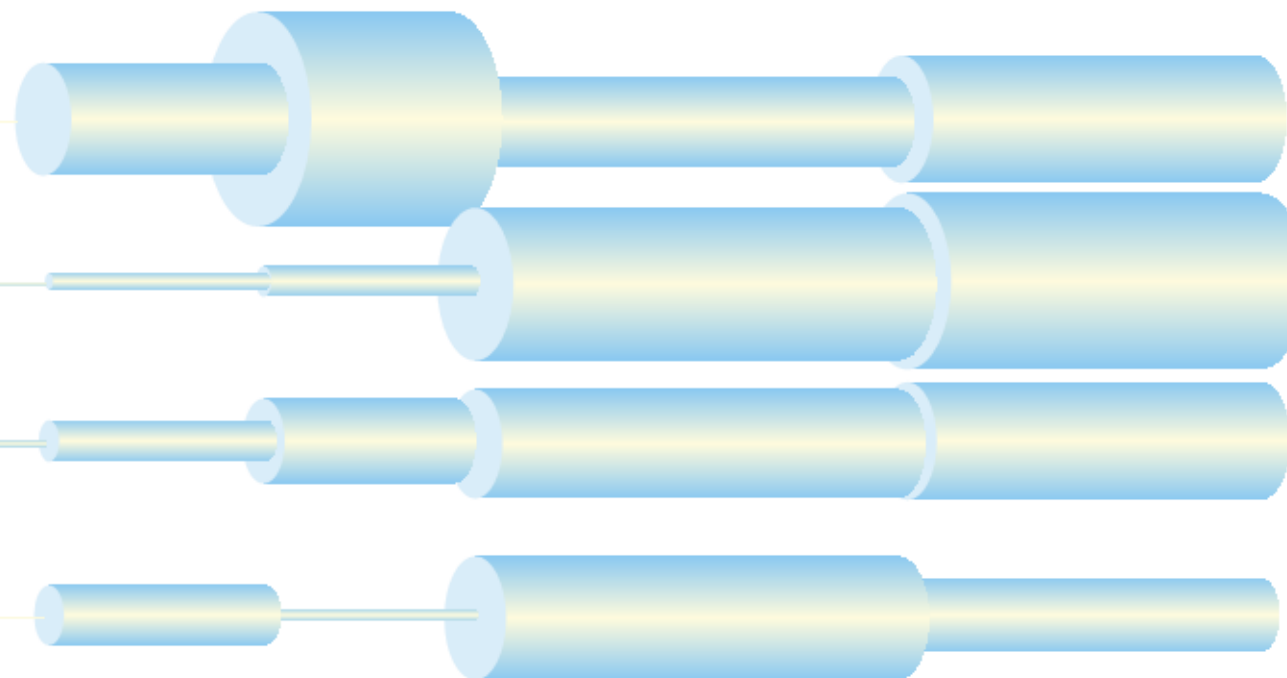


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10/26/2007
Initial email
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the sent out



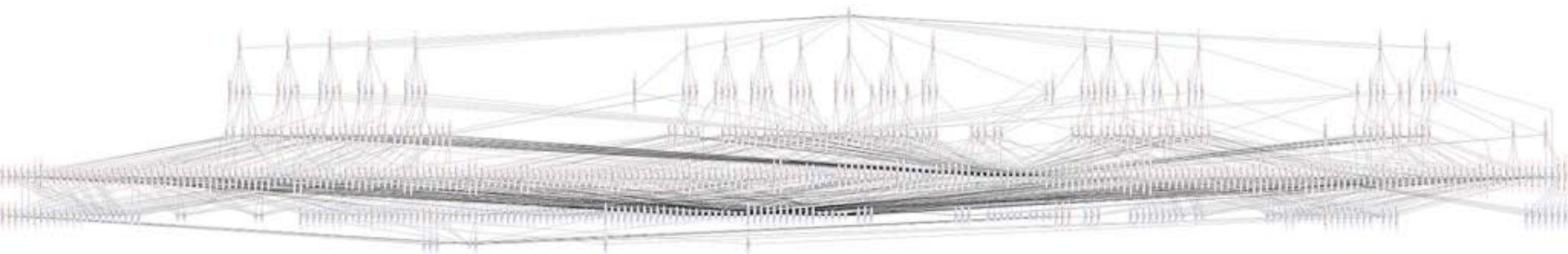
Design
Development
Writing
Presenting





Implications for Student Affinity Groups in Educational Technology

- Unfunded, student-initiated research and development affinity groups hold the potential to serve the IT field
- Untapped and innovative approach to education research and design
- Interwoven individualistic and group learning process of design and production
- Cultivate the leadership, collaborative and communicative skills
- The openness and connectivity in this community





Select References

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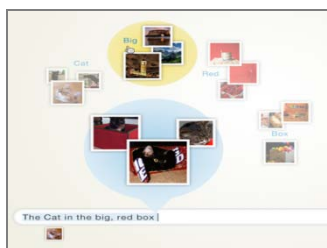
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Johnson D.W. & Johnson R.T. (1989) *Cooperation and Competition: Theory and research*. Edina, MN. Interaction Book Company.

Tracey, W. M. (2009). Design and development research: a model validation case. *Educational Technology Research & Development*, 57(4), 553-571.



Thank you very much for listening!



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Technology in the Creative and Participatory Literacy Practices of a Second Grade Classroom

ID: 29486

Type: *Brief Paper: New Development* Topic: *Improving Classroom Teaching*

Room: 3

Tue, Jun. 29 11:15 AM-12:15 PM

Authors:

Justin Olmanson, University of Texas
Yun Soon Kim, University of Texas
Woon Hee Sung, University of Texas
Chung-Kai Huang, University of Texas
Yu-Hui Chen, University of Texas at

Abstract:

In this paper we focus on the roles of technology in a second grade classroom at Zapata Elementary School in the Southern United States. We identified the practices witnessed over a three month period and the technologies used.

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On Initiating Maintaining and Growing an Affinity Based Student Led Research and Design Group

ID: 29493

Type: *Brief Paper: Other* Topic: *Research Perspectives*

Room: 12

Tue, Jun. 29 2:45 PM-3:45 PM

Authors:


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Yu-Hui Chen, University of Texas at Austin
Justin Olmanson, University of Texas at Austin
Woon Hee Sung, University of Texas at Austin
Yun Soon Kim, University of Texas at Austin

Abstract:

This paper recounts and unpacks the experience of a student-led research group initiated, student-led research group in the Language Learning & Technology Research and Design Group provided its participants with a range of experiences that include incoming master's students, PhD candidates, and others. This paper provides insight to fellow Educators on how to initiate student-led, affinity-based research groups and how we kept the group going, and

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FunWritr an Online Language and Literacy Playground

ID: 30551

Type: *Brief Paper: Other* Topic: *Interactive Learning Environments*

Room: 8

Fri, Jul. 2 2:45 PM-3:05 PM

Authors:

Justin Olmanson, University of Texas at Austin
Jaejin Lee, University of Texas at Austin
Cesar Navarrete, University of Texas at Austin
Angela Pan Wong, University of Texas at Austin
Alon Farchy, University of Texas at Austin
Patrick Day, University of Texas at Austin

Abstract:

As more online technology applications are developed, both novel and supportive tools for language learners in the middle elementary school are needed. This paper describes the features and process of development of FunWritr, an online tool that supports student language exploration and writing. FunWritr supports tools such as grammar parsers and spell checkers. (Flickr) FunWritr affords users the ability to write.

The FunWritr Language & Literacy Playground:

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