

Research into SoLA online teaching

An example: LNG220 Fundamental English

- 18 teachers
- 4 teachers only used synchronous instruction; 14 teachers used both synchronous and asynchronous instruction
- For synchronous, 6 teachers used more than one program
- For asynchronous, 8 teachers used more than one program

Synchronous teaching		Asynchronous teaching	
Zoom	14	Line group	8
Line video	6	LEB2	5
Facebook Live	3	Facebook	4
LEB2 Live	2	Edmodo	2
MS Teams	1	Drive	2
Hangout	1	Google Classroom	1

An example: Teacher choices

- 4 teachers only used synchronous instruction; 14 teachers used both synchronous and asynchronous instruction
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Teacher write reflective journals:

- Why use only synchronous instruction or why use both synchronous and asynchronous?
- Why use the programs chosen?
- For teachers using more than one program, why use multiple programs? How do uses of programs differ?

Comparison of reasons across modes and programs

Need 6+ teachers writing reflections to make it worthwhile

Mentor: Ajarn Wenwen



An example: Student reactions

- 4 teachers only used synchronous instruction; 14 teachers used both synchronous and asynchronous instruction
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Where teachers use more than one mode or program, students write about:

- Their perceptions of the purposes of the different programs
- The advantages and disadvantages of the different programs
- What and how they learn through the different programs

Comparison of student perceptions of the different programs

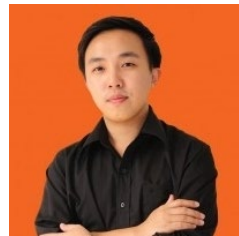
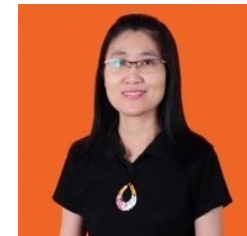
Mentor: Ajarn Jeffrey



An example: Problems and solutions

- Research into problems and solutions may be most effective when different teachers are using the same programs
- GEN351: 10 teachers
 - For synchronous instruction, 9 use Zoom
 - For asynchronous instruction, 7 use Facebook
- Teachers write reflective journals about their experiences from first teaching online to now focusing on problems and solutions
- Students write about the problems they had and how they solved them
- Note: Teachers and students need reminding of what/how they learnt each lesson
 - E.g. Students are shown a key snapshot from a lesson as a reminder, asked to think about that lesson, and then write about problems (repeated for each lesson)
- Possible article focuses:
 - Comparison between teachers about problems and solutions
 - Identifying student strategies for solving problems in online learning
 - Comparison of what teachers and students perceive as problems

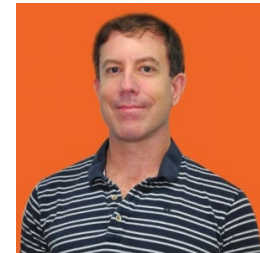
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An example: Teacher input and student reactions

- Can be conducted by a single teacher focusing on one course, or by several teachers who use similar tools
- Focus is on quantity and nature of student participation
 - E.g. student contributions to Zoom chat, student Facebook posts, student Line messages
- Quantity of participation: number of contributions, average length of contributions
- Nature of participation: categories of participation (e.g. questions, answers, comments)
- Some possible research focuses:
 - Does amount of student participation differ between programs?
 - Does nature of student participation differ between programs?
 - Does amount and nature of student participation differ between different types of input in one program (e.g. in Zoom, when teacher's face is showing, when teacher is sharing a document)?

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An example: Teacher-student interaction

- Examining how teachers and students interact in online communication
 - E.g. chat in Zoom, Line messages
- Categorizing types of interaction:
 - Teacher starter e.g. knowledge statement, asking academic question, asking experience question
 - Student response e.g. asking for clarification, expressing non-understanding, stating opinion
 - Teacher follow-up e.g. re-explanation, follow-up question
- Matching categories of interaction

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Large-scale studies

- Teachers' practices (surveys of teachers)
 - Results: LNG teachers use more synchronous instruction; GenEd and SSC teachers use more asynchronous instruction
- Students' perceptions of classroom and online teaching
 - Online qualitative survey of students

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