Moving into the mainstream:
Embedding research skills within a core academic course

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1. "That's not my job."
2. "There's not enough time."

(McWilliams & Allan, 2014; Purser et al, 2008; Thies, 2012; Wingate, 2006, 2015; Wingate et al, 2011)
Clarify the task
Find relevant information
Evaluate that information
Analyse & synthesise ideas
Organise ideas
Reference ideas appropriately
Express ideas clearly

RSD outcomes

Assessment guidelines
Online lectures
Readings

‘Exploring ideas’ tasks

Learner experience:
Are they accessing materials?
Are they completing materials?
Do they see their value?
Do they find them user-friendly?
Do they find them effective?
Do they face time or tech constraints?

Academic literacy development:
Do they apply what they learn?
Do they retain such learning?

RSD Framework → Course design → Evaluation 1 → Evaluation 2

‘Effective communication’ notes & quizzes

Tutorial activities (F2F or Online)
Having lived in the Marshall Islands for over two years, I thought it best to find information regarding this country’s language. What was surprising to me is the fact that there are only two languages recorded in the Ethnologue.

The two principal languages are Marshallese and English. What was interesting, though, is that there are only three dialects. I guess this surprise was based on the bigger and more diverse the dialects are in Fiji that I was shocked at how little this island nation has, in terms of the variety within its language. But then again, they have a population of almost 60,000 people compared to the 800,000 plus of Fiji. So, in hindsight, this could be the reason for the fewer number of dialects.

The three dialects of the Marshallese language are the Ralik, Ratak, and Ujelang. The Ujelang dialect, however, has a 33% lexical (words/vocabulary) similarity to Pohnpei (a state in the Federated States of Micronesia). The Marshallese language is classified with the Austronesian, Malayo-Polynesian, Central-Eastern Malayo-Polynesian, Eastern Malayo-Polynesian, Oceanic, Central-Eastern Oceanic, Remote Oceanic, Micronesian, Micronesian Proper, Marshallese language families.
Fiji has a population of 898,000 (2017 World Bank) and the number of individual language listed for Fiji is 10. Fiji has three official language which are English, Fijian and Hindi and, followed by some immigrant languages such as Chinese (5,500), Eastern Punjabi, Malayalam, Pitcairn-Norfolk, Samoan (1,200), Tamil, Telugu, Tongan (1,300), Tuvaluan (490), Urdu, Wallisian.

https://www.ethnologue.com/country/FJ/status

62 words
As you read this week’s text ...

Try to mark up the sections of the text that you think will be useful for your assignment. Underline key words that seem important, and highlight paragraphs that you want to return to. Don’t spend hours trying to understand every detail at this point, but take some time to get to know the text.
Reflect on your understanding of the extract:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>TICK ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I am confused about the point that Mühlhäusler is making in the extract.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>I understand that Mühlhäusler thinks there is a problem with the way Westerners (including linguists) describe languages, but I can’t explain why.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>I can explain why Mühlhäusler thinks there is a problem with the way Westerners (including linguists) describe languages.</td>
<td>✓</td>
</tr>
<tr>
<td>D</td>
<td>I can provide examples from my own experience or knowledge to illustrate the point that Mühlhäusler is making.</td>
<td></td>
</tr>
</tbody>
</table>
RSD (2) Activities to support assignments

Evaluate these sets of notes based on the extract from the text:

2.1.2 About the total number of languages

These methodological issues partly explain the fluctuation observed, in the scientific literature, with respect to the total number of languages in Vanuatu.

Tryon (1976) first identified 179 communales–corresponding to his 179 basic-lexicon words. Then, by merging together close varieties based on a lexicostatistical criterion, he arrived at the final number of 105 distinct languages for the whole country (1976:87).

Lynch & Crowley (2001), using a lower lexicostatistical threshold, often treated as dialects what Tryon had considered separate languages. But while this approach tended to decrease the total number for the country, their volume also documented a number of previously unacknowledged languages, most of them moribund, especially from Malakula.\(^3\) As a result, the total figure given by Lynch & Crowley (2001:4) ends up being quite similar to Tryon's 1976 assessment, with 106 languages—excluding 8 extinct, 17 “moribund”, and 81 “living languages still actively spoken”.

After his 1976 study, Darrell Tryon revised his own estimate, and would regularly cite a higher total of 113 languages for Vanuatu (Tryon 1996a, 2006); this number of 113 has been the most frequently cited by scholars in the last decades. In 2009 however, the same Darrell

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\(^3\) See note on language documentation.
There are a number of reasons why new languages emerge. For example, when speakers of the same language become separated from one another due to physical or social barriers, their way of speaking that same language will gradually diverge. Such separation may lead to the development of completely new languages. However, sometimes, separation is only partial. If each community retains contact with the neighbouring community, but loses contact with the communities further away, this may lead to what has been referred to as dialect chains or dialect continua. This situation is very typical on many islands of Vanuatu. In cases of dialect continua, it becomes hard to know exactly how many separate languages are spoken.
Analytics (1) “Exploring ideas” tasks

Week 2  |  Week 3  |  Week 4  |  Week 5  |  Week 6
---|---|---|---|---
Completed on time (on task) | 35% | 44% | 47% | 43% | 46% | 48% | 52%
Completed on time (off task) | 21% | 12% | 11% | 19% | 18% | 30% | 18%
Late or no submission | 41% | 47% | 46% | 33% | 48% | 52% | 52%
Analytics (2) Support for Assignment 2

Week 4
- Tutorial attendance (BLENDED): 77%
- Downloaded Tutorial Activities (ONLINE): 89%
- Downloaded readings (BLENDED): 61%
- Downloaded readings (ONLINE): 58%
- Clicked on ‘reading’ chapter of weekly book (BLENDED): 33%
- Clicked on ‘reading’ chapter of weekly book (ONLINE): 10%

Week 5
- Tutorial attendance (BLENDED): 82%
- Downloaded Tutorial Activities (ONLINE): 93%
- Downloaded readings (BLENDED): 71%
- Downloaded readings (ONLINE): 49%
- Clicked on ‘reading’ chapter of weekly book (BLENDED): 31%
- Clicked on ‘reading’ chapter of weekly book (ONLINE): 21%

Week 6
- Tutorial attendance (BLENDED): 93%
- Downloaded Tutorial Activities (ONLINE): 84%
- Downloaded readings (BLENDED): 49%
- Downloaded readings (ONLINE): 57%
- Clicked on ‘reading’ chapter of weekly book (BLENDED): 66%
- Clicked on ‘reading’ chapter of weekly book (ONLINE): 21%

- Week 7
- Tutorial attendance (BLENDED): 88%
- Downloaded Tutorial Activities (ONLINE): 88%
- Downloaded readings (BLENDED): 66%
- Downloaded readings (ONLINE): 57%
- Clicked on ‘reading’ chapter of weekly book (BLENDED): 21%
- Clicked on ‘reading’ chapter of weekly book (ONLINE): 39%

- Week 8
- Tutorial attendance (BLENDED): 73%
- Downloaded Tutorial Activities (ONLINE): 73%
- Downloaded readings (BLENDED): 54%
- Downloaded readings (ONLINE): 54%
- Clicked on ‘reading’ chapter of weekly book (BLENDED): 39%
- Clicked on ‘reading’ chapter of weekly book (ONLINE): 54%
Daily login trends from Week 1 till Week 7
Limitations of analytics data

• Lack of baseline data

• Averages tell us little about what is really going on

• More clicks = More engagement? Or trouble finding the materials?!

• Multiple variables that may influence “engagement”
Zooming in ...

Student 1

Student 2

Student 3

Student 4
Our focus this week

This week, we introduce the field of linguistics and its different subfields. We take an overview of the wide variety of areas within which linguists work, and examine the aspects that you will cover during this course and during your degree programme as a whole.

Outcomes

By the end of this week, you should be able to do the following:

Knowledge about language

1. Define the field of linguistics
2. Explain the differences between linguistics and other language-related disciplines
3. Describe the work that linguists do
4. Name the key subfields of linguistics

Skills for linguistics

1. Explain the purpose of lectures and the types of listening they require
2. Read written texts about language for general understanding
3. Search online for blogs, video channels, podcasts and social media groups that relate to language

Communication
Student perceptions of RSD support

Students who are navigating successfully:

• “We learn to search for information that is relevant to us, and then it’s up to us what we say about it.”

• “They give us the sites and readings that they want us to look at, so we learn which are credible sources.”

• “They show us how to find the right paragraphs, and then how to find the right information inside them, and then how to summarise it. I can transfer these methods to my Education and Economics courses.”

• “I was doing an assignment last night for another course. I’d just finished a tutorial from LL122 on how to use sources, and I realised I could use the same approach.”

• “I’ve learnt why direct quotations from the readings don’t really help me answer my assignment question.”
Summary ... so far

• Positive early signs of engagement with academic literacy materials for those who are completing all activities

• Still a large number of students who are not completing these activities that are designed to support them

• Next step … correlations with achievement of RSD outcomes …


