What can AutoLearn Offer to Writing,
Considering the Methodological and Technological Strategies
for the Learning Platform at Higher Education?

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The world is changing, so are our needs and our philosophy in the academia. Higher Education has a demanding role for its own community both on university campuses and outside as well as the society and the world in a wider context. Bologna Consortiums

Academicians care for:

- Equity
- Commitments
- Academic freedom and autonomy
- Learning with capacity for continuous/ life-long learning at various venues
- Agency
- Collegiality
- Flexibility
- Professional Growth - Research and Faculty Support
- Outreach & Networks
- Relationships & Interactions with responsibility & ability to create, foster and sustain

(Modified from Gappa, Austin, and Trice, 2007)
Academicians have increased expectations for accountability and performance:

- Instructional productivity
- Instructional efficiency
- Annual reports
- Post-tenure review
- Performance assessments
- Learning outcomes

(O’Meara, Terosky and Neumann, 2009)
Academics are striving to achieve meaningful goals in line with:

- Analyzing student learning, satisfaction, and engagement
- Using abundant primary and secondary sources as content or process materials with a variety of hardware/software tools
- Benefiting from support systems & units
- Receiving feedback on the quality of their work on a regular basis.
- Participating in institutional governance and innovation (O’Meara, 2007).
- Getting engaged in disciplinary and inter/multidisciplinary involvements
- Valuing professional outreach

They:

- Brainstorm processes that faculty and administrators can use to align appointments and reward systems with institutional needs.
- Consider different alternative agreements that faculty and administrators can develop to address different needs or problems.
- Practice viewing concerns from multiple perspectives and find solutions that may be helpful in their classrooms, campuses OR beyond.
With an awareness of increased focus on costs, academicians know that:

► Changes will require both accommodation and transformation.

► There are new assumptions and realities related to the purposes of faculty work on how to build careers and relationships between institutions, organizations or enterprises.

► Role specialization is gaining importance rather than the complete scholar.

► Professional learning and agency are important milestones not necessarily achieved on campuses.
Thus, they are familiar with:

- Changes in knowledge production
- Variety in student interests and way of learning
- Advances in technology and how both faculty and students do work
- Requirements in communication, as “collaborative work” is gaining momentum

They most often welcome:

- New On-line communities that focus on teaching
- Centers for teaching and learning or skills development in
- Secondary & Higher education
- Professional “Packaged Programs” that are launched to support and ease their work questioning their reliability, efficiency, and usability
One Key Element is:

a systematic framework into which all of the teaching–learning objectives, strategies of dissemination of knowledge, content and process materials, performance support systems, evaluation/assessment and feedback mechanisms can be integrated.

Many Universities are practising:

- Learning Management Systems [LMS]
- Knowledge Management Systems [KMS]
- Electronic Performance Support Systems [EPSS]
- Various other attempts to automate the learning process through technology
Technology helps University’s Voice to be Heard through an External Website:

- Philosophy - Mission/ Vision/ Strategic Objectives
- History
- Facts& Figures
- Collaborations
- Education - Faculty/ Department/ Unit Descriptions/ Programs/ Staff
- Research - Facilities/ Areas/ Projects/ P. Management/ P. Development Communications/ Technology Transfers/ Licencing
- Interaction with Society - Arts& Culture Innovations- Technopark Projects Lifelong Learning
- Admissions - Fees/ Scholarships/ Application & Admissions/ Instruction letters FAQ/ Academic Calendar
- Campus Life - Housing/ Dining/ Health/ Sports/ Clubs/ Student Council/ Extracurricular Awards
- Directory - Staff/ Office/ Tel/ E-mail/ Personal Website/ Bio-statement/ Publications
Technology Helps University Community’s Dialogue through an Internal Website:

- All Internal/ External Useful Links
- Faculty/ Unit/ Program Websites
- HR Instruction Letters/ Application/ Posts/ Dep Organization
- Financial Resources - Payrolls/ Event Management Forms
- Student Resources - Registration/ course selection
- Teaching - Learning - Programs/ Course Material/ Updates
- Maps/ Directions/ Room Schedules
- Announcements
- Call Center Operations
- Webmail
### Favorites
- Directory (People & Units)
- Transportation
- Academic Calendar
- Menu of the Day
- Announcements
- Sports
- Facts & Figures
- SUCard
- myWeb
- Webmail
- myPayroll
- myMail
- SUCourse
- Principles, Instruction Letters
- Campus TV
- Useful Links
- Emergency Phones

### Announcements
- Events
  [both with rotating posters]

### Services & Applications
- Mailing Lists
- Student Information Sys.
- SU in the Media
- Health Center
- Service Providers
- FAQ
- myForms (Webform)
- For New Comers
- Career
- Internship
- Scholarship
- Room Schedule

### Websites
- SU Web Site
- FENS Faculty of Engineering & Natural Sci.
- FASS Faculty of Arts & Social Sci.
- FMAN Faculty of Management
- SL School of Languages
- Summer School
- CIAD Center for Individual & Academic Dev.
- International Relations Office
- RGP Research & Graduate Policy
- Project Management Office
- Information Center
- Student Resources
- Human Resources
- University Operations
- Information Technology
- SSM Sakip Sabanci Museum
- SGM Performance Arts Center
- EDU Executive Development Unit
- IPC Istanbul Policy Center
- Competitiveness Forum
- Student Union
- Alumni Web
- Inovent
- Student Clubs
Technology has entered **Learning Requirements Planning [LRP]** both in enterprises and in educational institutions [Higher, Secondary/ Primary] for the set up of mission, vision, objective, strategy formation, implementation, evaluation, and continuance

**Learning Requirements Planning [LRP] is:**

- an enterprise/ institution-wide learning and technology implementation process
- an approach to managing the educational processes within an organization/ institution in a systematic, automated fashion.
- is time-phased to meet the long and short-term learning objectives of an organization/ institution.
Six Steps of Learning Requirements Planning [LRP] Where Technology can be Helpful

Analysis

Enterprise
- Examination of “business needs” provides insights into the integrated nature of the organization
- Clearly illustrates that “quick fixes” in process improvement do not work.
- Techniques start with developing a systems loop diagram, questioning the organization and setting benchmarks
- Leads to defining “learning objectives” with a meeting of representatives from the major functional groups.
- Learning objectives developed by the steering committee turn into Bills of Learning [BOL], a breakdown of corporate strategic objectives into discrete, measurable learning objectives for specific skill sets.

Analysis

University

? Needs Analysis
Search Conference Steering Committee Curriculum Needs Faculty Descriptions Course Set-up Syllabus Descriptions Strategies Processes Outcomes
## Six Steps of Learning Requirements Planning (LRP)

**Where Technology can be Helpful**

### Diagnosis

#### Enterprise
- Involves determining what skills and competencies the organization already possesses and what is needed.
- The purpose is to complete both sides of the “Gross-To-Net Logic” question.
  - What skills do the employees already possess?
  - What skills are currently lacking?
  - What skills can be easily and quickly purchased or outsourced?
- Allows a comparison of learning “goals” to identify common learning “objectives”.
- Pooling learning objectives provides increased efficiency in employee’s learning.
- Helps both “holistic and “serial” learners.

#### University
- High school students’ thresholds
- University graduates’ thresholds
- Societal & professional needs
- Skills formation strategies
- Methodologies
- Pedagogy
Six Steps of **Learning Requirements Planning [LRP]**
Where Technology can be Helpful

### Design Enterprise
- involves determining the best method of delivering the information in terms of sequence, presentation format, and distribution to employees.
- is the stage of developing a series of training classes, on-line tutorials, information databases, and other learning events utilizing a combination of different teaching strategies.
- Strategies range from a simple job-aid to an on-line checklist and a fullblown on-line classroom experience.

**Conceptual Learning:**
- Mentoring or apprenticeship via reference materials on an internal network
- A computer-based “chat room” & threaded discussions

**Problem-solving:**
- Database of problems & resolutions

**Soft Skills:**
- Modelling of communication, leadership, and team building

### Design University
- Curriculum Set-up
- Course Descriptions with content & process materials
Six Steps of Learning Requirements Planning (LRP) 
Where Technology can be Helpful

**Implementation**

**Enterprise**

- Managing, scheduling, and coordinating

- Use of the processes/exploitation of what is designed to offer a relative advantage over the standard method of learning to be compatible with the current missions and goals of the company NOT to be perceived as being too complex.

- Users must be able to “test drive”

- Users must experience how the system functions for its maintenance and continuance

**Implementation**

**University**

- Exploitation/active doing/utilizing in
  - Classrooms
  - Labs/studios
  - Information Center
  - On campus
  - Off campus
Six Steps of Learning Requirements Planning [LRP]
Where Technology can be Helpful

Evaluation

Enterprise

Level 1 Evaluations are conducted by handing out questionnaires at the end of the learning events. Customer satisfaction is observed. Usability is tested.

Level 2 Evaluation includes measurable feedback indicating what was and was not learned.

Level 3 The transfer of learning from the learning experience to the job is evaluated in real case observations.

Level 4 Evaluation attempts to measure the bottom line result of the training to see if the enterprise benefitted from the training.

Evaluation

University

? Mid-term and year end evaluation questionnaires
Six Steps of Learning Requirements Planning [LRP] Where Technology can be Helpful

Continuation

Enterprise

- Once the strategic objectives of the organization are identified, learning objectives are developed to support the direction of the organization.

- Needs analysis needs to be repeated both short & long term for modifications and quality management.

Continuation

University

? Needs analysis needs to be repeated both short & long term for modifications

On-going feedback & evaluation on a regular basis must be practiced as an institutional approach.

Classroom bond between teacher and student, and among the students themselves, can not be replicated through communications technology.

BUT

technology connects individuals through:
message boards,
chats
e-mail
listserves
tele-conferencing.
Advantages of e-learning that outweigh the limitations of standard education?

- E-learning is inclusive of a maximum number of participants with a maximum range of learning styles, preferences, and needs.
- E-learning accommodates the distinct learning styles of
  - auditory learners
  - visual learners
  - kinesthetic learners
- The unique opportunities created by the advent and development of e-learning are:
  - efficient training of a globally dispersed audience
  - reduced publishing and distribution costs
  - individualized instruction which print media cannot provide,
  - cut-down in costs of instructor-led courses
  (Kevin Kruse, 2004)

Advantages to the Learner

- **E-learning** can target specific needs of individuals as learners have the chance to choose themselves.
- E-learning can locate and target individual learning needs or preferences by using learning style tests.

**Confidence Builder** refresher materials reduce burden of responsibility of mastery.

**On-demand availability** enables students to complete training conveniently at off-hours or from home.

**Self-pacing** for slow or quick learners reduces stress and increases satisfaction.
  - Advanced learners are allowed to speed through instruction that is redundant.
  - Novice learners slow their own progress through content, eliminating frustration with themselves, their peers, teacher, and the course.

**Interactivity** engages users in the training process.

**Increased retention, through visual & aural memory** reduces learning time.
Disadvantages to the Learner

- **Technology issues** of the learners may be technophobia OR unavailability of required technologies.

- **Portability** of training has become a strength of e-learning with network linking points, notebook computers, PDAs, and mobile phones, but still does not outweigh the value of printed course books, workbooks, handouts, checklists or reference materials.

- **Reduced** social and cultural interaction can be a drawback. The impersonality, suppression of communication mechanisms such as expression, body language, and elimination of peer-to-peer learning that are part of the potential disadvantage are lessening with advances in communications technologies.
The pro's and con's of e-learning vary depending on

- Curricular objectives
- Organizational infrastructure
- Target audience
- Facilitator’s guidance
- Culture
What does a writing curriculum designer/ instructor/ tutor/ specialist in an English medium university expect from an online program in classroom or extended settings for students’ empowerment in writing skills?

I. Teaching & Checking content:

- Understanding of the prompt
- Relevance of the introduction
- Well-shaped thesis/ claim
- Strong argument
- Suitable, logical support examples
- Well-wrapping up, not repetitious conclusion

How can AutoLearn achieve this?
II. Teaching & Checking Organization

- Consideration for thesis and support relationship with outlining prior to the composition of the first draft
- Logical arrangement of well-focused support with examples
- Conclusion that summarizes the main points in the order presented
- Coherence
- Unity

How can AutoLearn achieve this?
III. Teaching & Checking Language & Structure

- Variety of structures to avoid choppiness,
- Accuracy in tense unity
- Subject-Verb agreement
- Noun-Pronoun agreement
- Theme-specific vocabulary to be informative and persuasive
- Not artificial but appropriate use of linking devices for coherence, unity, and fluency

How can AutoLearn achieve this?
IV. Teaching & Checking Documentation

- Referencing sources
- Using correct citing techniques [in text citations]
- Following APA/ MLA/ Chicago/ Harvard styles without blending two or three.

How can AutoLearn achieve this?
V. Teaching / Checking Format

- Cover Page
- References pages
- In-text citations
- Footnotes
- Appendices
- Pagination
- Spacing
- Alignment
- Choice of font style and size

How can AutoLearn achieve this?
Possibility of a SWOT Analysis?

- Strengths
- Weaknesses
- Opportunities
- Threats

Time limits in writing?

Attention on higher/ lower order concerns?

Requirement of Revisions/ Editing?

Thank You!