

LSP Teacher Education  
Online Course for Professional Development



Intellectual Output 7

Joanna Woźniak [woa@amu.edu.pl](mailto:woa@amu.edu.pl)

Adam Mickiewicz University, Poznań

# Analysis of trialling user data and application of learning analytics



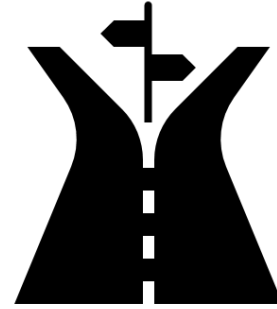
LSP-TEOC.Pro: LSP Teacher Education Online Course for Professional Development. Except where otherwise noted, this work is licensed under a CC BY 4.0 license: <https://creativecommons.org/licenses/by/4.0/>



## Intellectual output 7 – main goal

- Identification of typical groups of course users with the aim to develop individualised pathways through the online course in order to improve the success rate.

# Intellectual output 7 – How to do it?



Application of learning analytics methods during the testing phase of the project (descriptive and inferential statistics)



Collecting a large dataset on empirical data of user interaction with the online LSP teacher training course.



# Available material

## (1) survey

- the users' nationality,
- age,
- affiliation,
- place of pursuing a profession or studying,
- status and professional experience (e.g. student, early career, experienced practitioner),
- discipline taught,
- specialised language taught,
- motivation for taking the course,
- choice of the learning content,

## (2) Logs

- Time spent on different activities

## (3) results achieved in quizzes

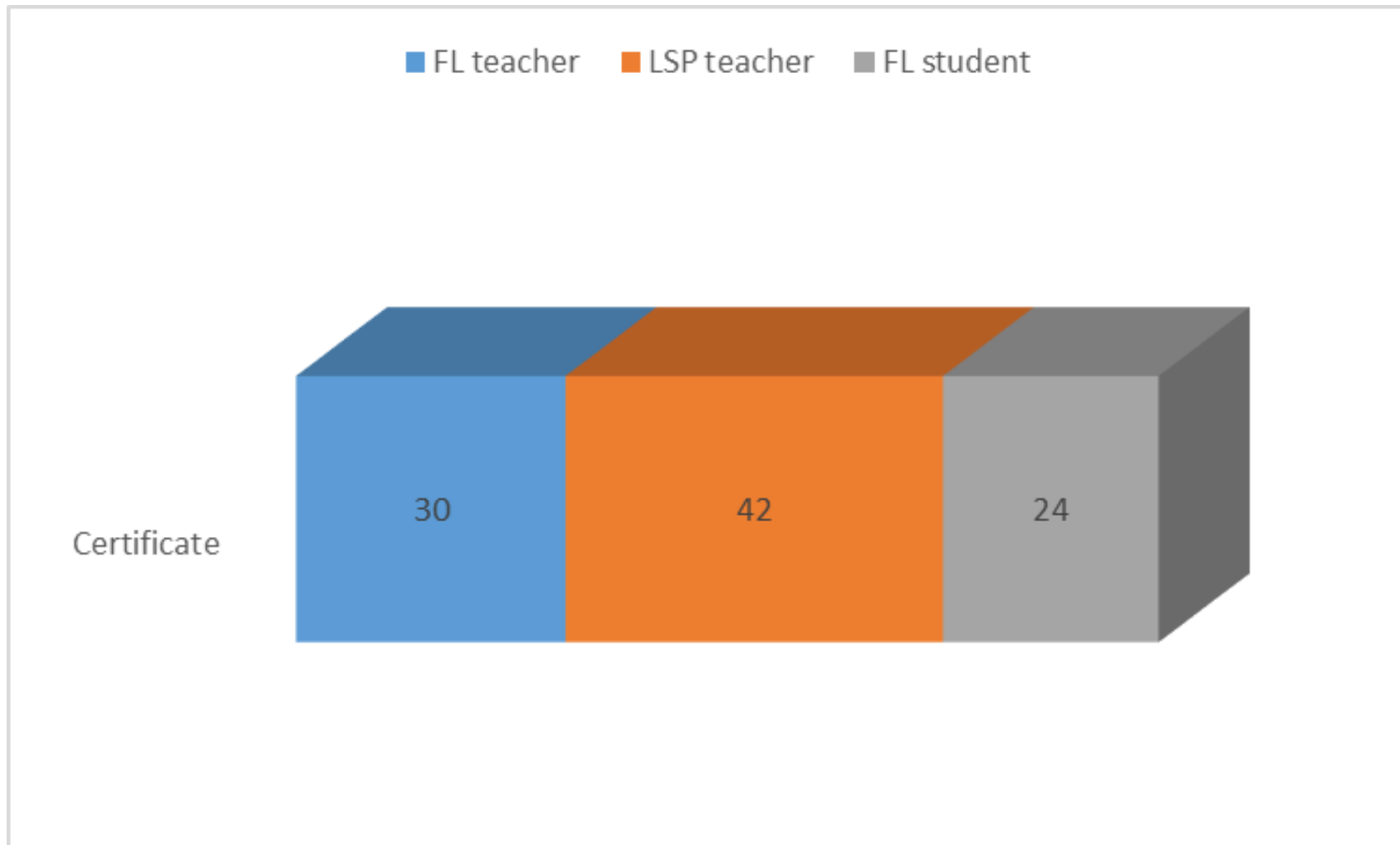
- correctness of the quizzes

# General information about chosen modules and participants

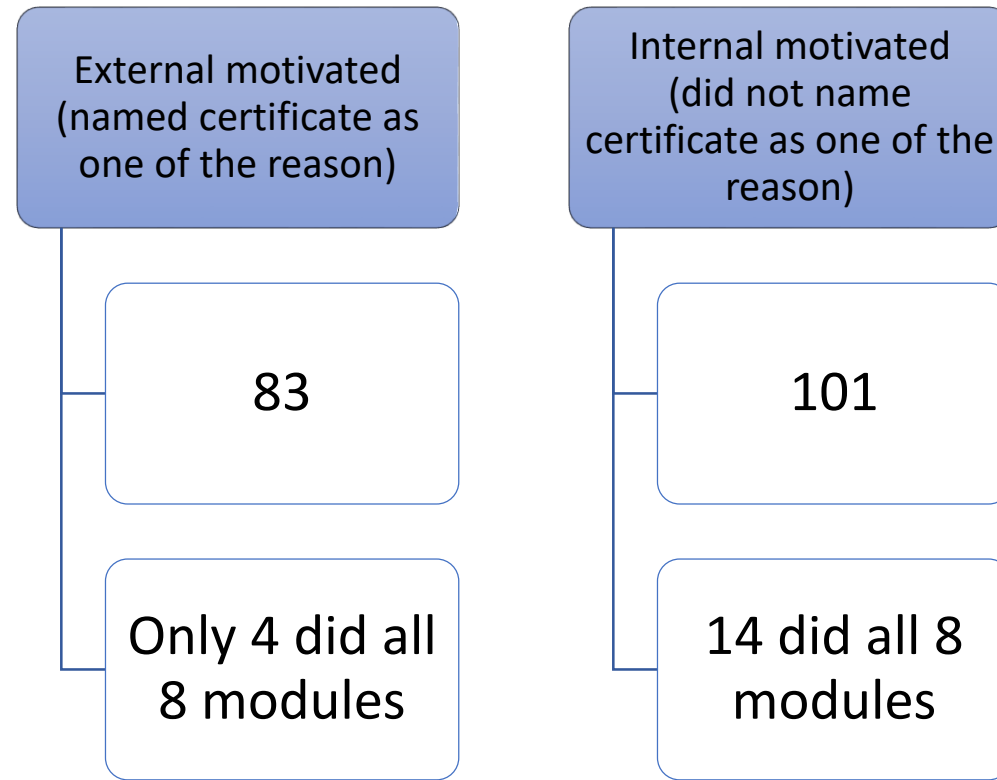


183 participants took the course

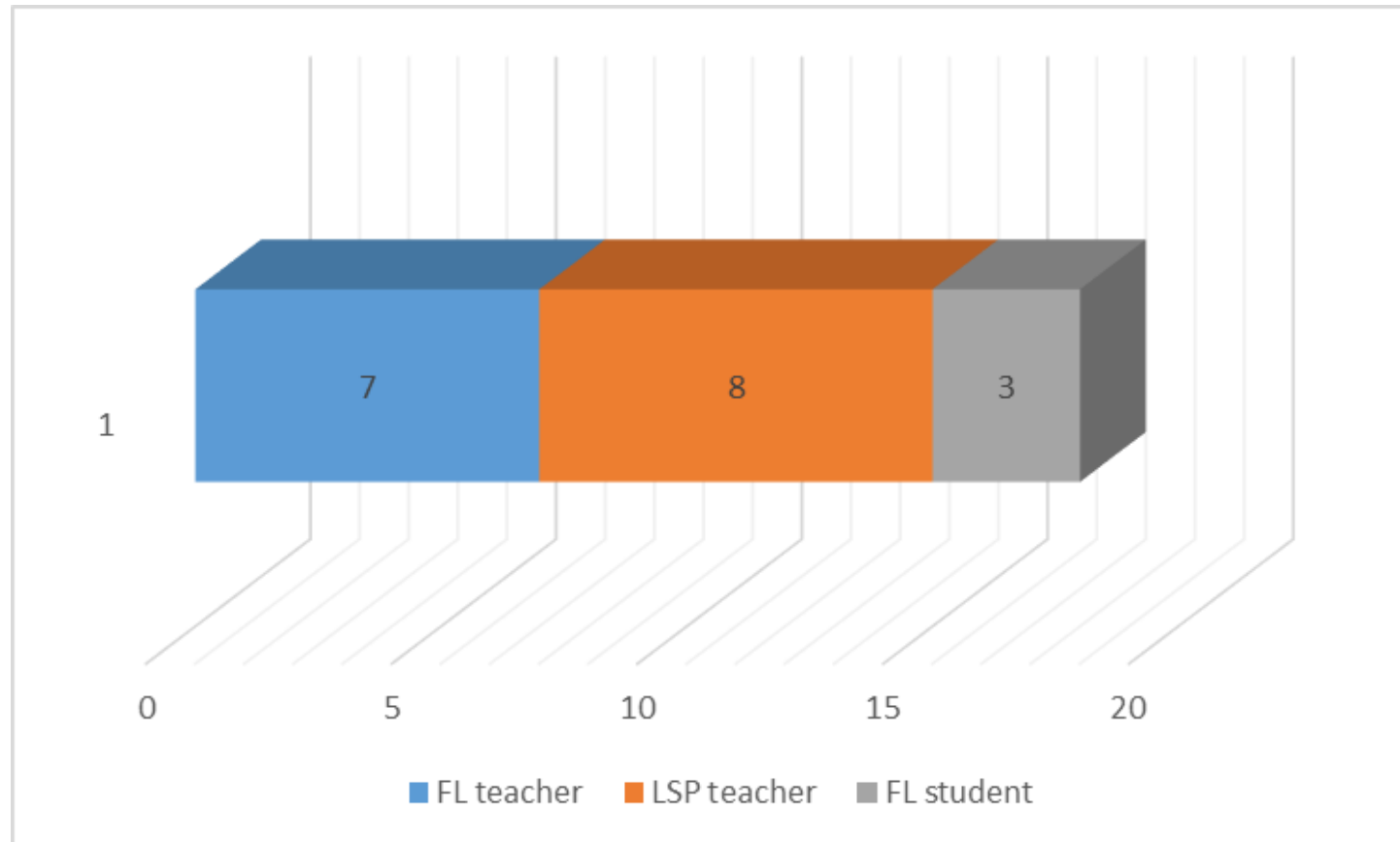
# People with certificates by experience (1)



# People with certificates by motivation



# Users who have completed all 8 modules





# Selection of different modules according to the experience in the field of LSP

EXPERIENCE	MODULE							
	0	1	2	3	4	5	6	7
up to 5 years	79.59%	57.14%	56.12%	31.63%	37.76%	34.69%	20.41%	19.39%
5 years and above	65.88%	45.88%	50.59%	27.06%	47.06%	32.94%	22.35%	28.24%

# Selection of different modules according to the experience in the field of LSP

MOTIVATION	MODULE								
	0	1	2	3	4	5	6	7	
I would like to improve my current LSP teaching skills.	73.91%	56.52%	54.78%	33.04%	46.09%	35.65%	24.35%	25.22%	
I would like to receive a certificate in LSP teaching.	84.42%	58.44%	53.25%	31.17%	45.45%	38.96%	22.08%	19.48%	
I would like to satisfy my curiosity about LSP teaching.	80.49%	54.88%	59.76%	31.71%	42.68%	37.80%	20.73%	20.73%	
I would like to start teaching LSP.	76.32%	50.00%	47.37%	34.21%	34.21%	31.58%	15.79%	15.79%	

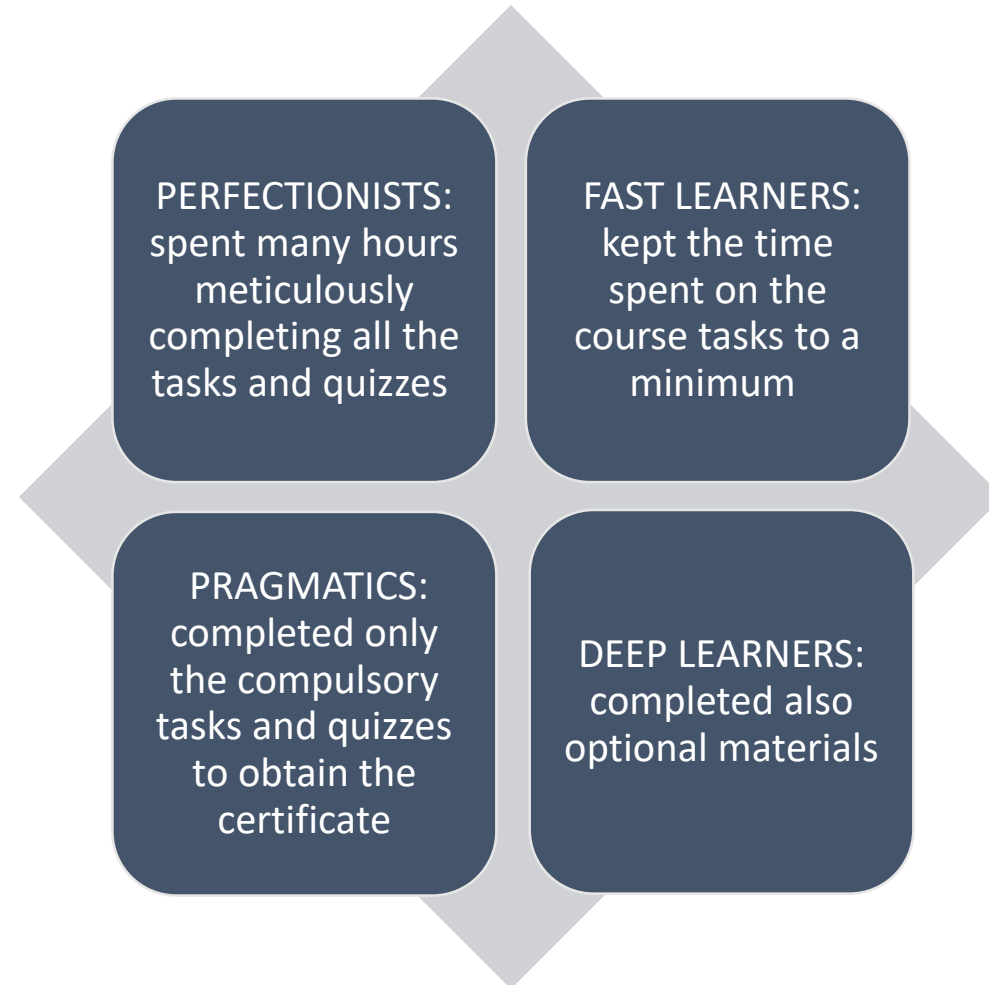
# Optional materials



78% of the users who obtained a certificate complete also additional activities.

In general, the participants chose the optional materials with the goal of completing the entire course.

# Learner profiles

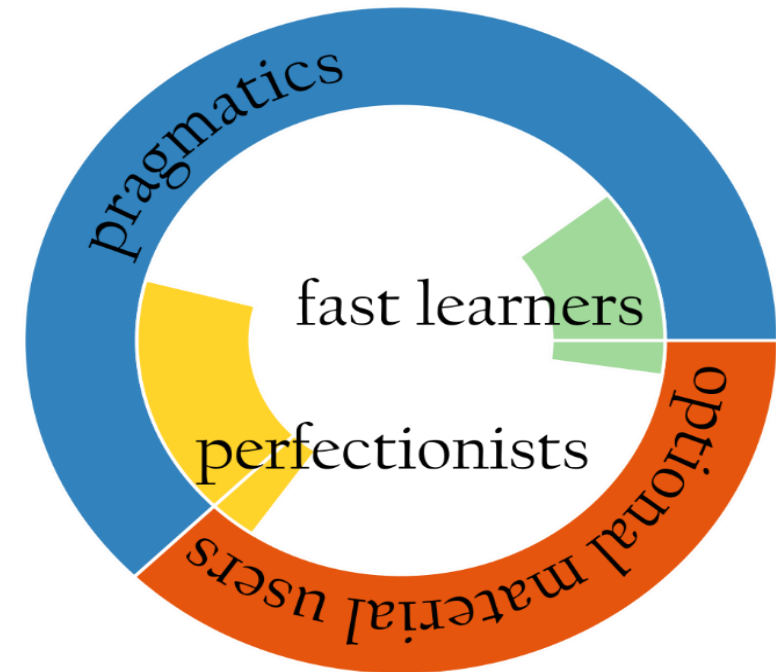


# Learner profiles

- **Perfectionists:** users with an average score above 95%; there are 32 representatives in this group
- **Fast learners:** this group includes 23 users (including 6 who obtained a certificate).
- **Pragmatics:** 105 users who did not complete any of the optional materials, and
- **Deep Learners:** 63 users (including 62 who obtained a certificate), who completed also the optional materials.

# Learner profiles

- The participants often could not be assigned to only one of the groups. Usually, the groups overlap and so the participants can be divided into:
- pragmatists-perfectionists,
- pragmatists-fast learners,
- deep learners-perfectionists, and
- deep learners-fast learners.



# Conclusions

- The developed course offers a variety of activities addressed both to novice LSP teachers who need comprehensive teaching support and to experienced LSP teachers who know exactly where their strengths and weaknesses lie.
- Using the course, users can quickly and compactly assimilate basic and advanced theoretical knowledge as well as implement the acquired theory to solve practical tasks.

# Conclusions



- ❑ The paths for using the course can be as varied as the needs of its users and their motives to take the course.
- ❑ However, the two basic paths can be distinguished:
  - the path for the pre-service LSP teacher:
    - It is recommended to go through all the modules with a minimum of obligatory activities including theoretical input
  - and a pathway for the in-service LSP teacher who wants to improve selected aspects of his/her work
    - it is recommended to choose individual modules and to go through both the theoretical sections and the activities involving reflection or delivery of lesson plans.



Thank you for your attention!