Maximising EFL student engagement in a higher education setting via ICT integration: Old wine, new bottle, new consumers
A Vietnamese case study
(Van Giang Ngo & Michelle Picard)
TECHNOLOGY FLEXIBILITY?
LEARNING ANYTIME, ANYWHERE & ON ANY DEVICE

Is it engaging?
High tech Low engagement
High participation Low engagement
flexible integration of ICT to lubricate the interaction: Teacher-Student-Learning environment
What enables and disables flexibility in ICT integration?

<table>
<thead>
<tr>
<th>Classroom observation</th>
<th>Follow-up interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is ICT integrated?</td>
<td>What drives or hampers flexible integration?</td>
</tr>
</tbody>
</table>
## ICT Flexibility - What dimensions?
*(Collis, Moonen, and Vingerhoets, 1997)*

### FLEXIBILITY DIMENSION GROUPS

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
<th>Course content</th>
<th>Entry requirement</th>
<th>Instructional approach &amp; resources</th>
<th>Course delivery &amp; logistics</th>
<th>Implicit dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td>Course start/finish</td>
<td>Range of topics covered</td>
<td>Pre-test</td>
<td>Social or individual learning activities</td>
<td>Time &amp; space where help can be obtained</td>
<td>Expected role of instructor</td>
</tr>
<tr>
<td><strong>Course content</strong></td>
<td>Expectation within a course</td>
<td>The sequence of topics covered</td>
<td>Predetermined certificates</td>
<td>Language used by teachers/chose n by learners</td>
<td>Way of obtaining help</td>
<td>Expected role of student</td>
</tr>
<tr>
<td><strong>Entry requirement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional approach &amp; resources</strong></td>
<td></td>
<td></td>
<td></td>
<td>Study materials</td>
<td>Types of help</td>
<td>Role of the course in a larger context (e.g., part of a degree program, required by employer, informal learning)</td>
</tr>
<tr>
<td><strong>Course delivery &amp; logistics</strong></td>
<td></td>
<td></td>
<td></td>
<td>Pedagogic approach</td>
<td>Location for course participation</td>
<td></td>
</tr>
<tr>
<td><strong>Implicit dimensions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Delivery channels: F2F Tech-mediated varieties</td>
<td></td>
</tr>
</tbody>
</table>
Classroom observation – thick description approach
Mục tiêu tập huấn Phương pháp

Hà Nội
- Người tham gia có hiểu biết về thông tin cơ bản, cấu trúc và nội dung của Phương pháp, cách áp dụng, và các lợi ích đối với EVN.

Trung Sơn
- Xúc tiến lập kế hoạch đánh giá cho dự án Trung Sơn.
<table>
<thead>
<tr>
<th>Attributes</th>
<th>Thuy class</th>
<th>Dang class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive</td>
<td>-finding alternative (wall screen)</td>
<td>Co-creating resources with sts</td>
</tr>
<tr>
<td>Responsive</td>
<td>Fixing technical breakdown</td>
<td>Applying scaffolding techniques</td>
</tr>
<tr>
<td>Timely</td>
<td>Using different sources (Handouts)</td>
<td>Instant support inside and outside class</td>
</tr>
<tr>
<td>Flexibility drivers</td>
<td>Alternatives: if one tech device fails, look for others</td>
<td>Digital literacy Teaching passion</td>
</tr>
</tbody>
</table>
NEW CONSUMERS:
modern/digital/Net students
Cyber teachers

OLD WINE: simple technologies

NEW BOTTLES: pedagogical implications

Web 2.0/3.0 learners: learning environment changed over time towards digital classroom (Morgan, 2012; Venkatesh, Croteau, & Rabah, 2014)

Presentation software
Hardware
Mobile devices

Issue of pedagogy-before-technology
Issue of value-laden technology (Feenberg, 1991; Watson, 2001)

Web 2.0/3.0 learners: learning environment changed over time towards digital classroom (Morgan, 2012; Venkatesh, Croteau, & Rabah, 2014)

Presentation software
Hardware
Mobile devices

Issue of pedagogy-before-technology
Issue of value-laden technology (Feenberg, 1991; Watson, 2001)
Flexible Integration

Adaptive

Responsive

Timely