PROCEEDINGS
Volume 1

Educational Technology World Conference (ETWC) 2016

Theme:
“Educational Technology to Improve Quality and Access of Education for Prosperous Society”

Editors:
Prof. Atwi Suparman
Prof. Burhanuddin Tola
Prof. Ivan Hanafi
Prof. Karnedi
Dr. Trini Prastati
Dr. Yuli Rahmawati

UNJ Press
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Educational Technology World Conference (ETWC) 2016
“Educational Technology to Improve Quality and Access of Education for Prosperous Society”


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- Anies Baswedan, Minister of Education & Culture of the Republic of Indonesia.

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Address:
Universitas Negeri Jakarta (UNJ)
Jl. Rawamangun Muka, Rawamangun, Jakarta Timur, Jakarta

Published by Universitas Negeri Jakarta in collaboration with Universitas Terbuka,
Universitas Pendidikan Ganesha, Universitas Mahendradatta

First edition, 2016
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Welcoming Message
Chairman of the Organizing Committee

Prof. Dr. Muhammad Nasir, Minister of Research, Technology and Higher Education of the Republic of Indonesia
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Prof. Dr. I Nengah Dasi Astawa, Head of Kopertis Wilayah VIII
Distinguished Speakers (Prof. Mike Spector, Ph.D, Prof. Barbara Lockee, Ph.D, Dr. Rob Branch, Prof. Dr. Johannes Cronje, Prof. Kay Persichitte, Dr. Marc Childress, and Mr. Chairul Tanjung)
Distinguished Guests
Ladies and Gentlemen,

Assalamu’alaikum Wr. Wb.
Peace be upon you with Allah’s mercy and blessing
May God bless us all. Amen.

May I take this opportunity to welcome you all and to extend a further word of welcome to everyone here. I would like to extend my graditude to Rector of Universitas Negeri Jakarta, Universitas Terbuka, Universitas Pendidikan Ganesha, Universitas Mahendradatta and Head of Kopertis Wilayah VIII that have accommodated and organised this first-ever world class conference of educational technology in Indonesia. We once again thank Bapak/ibu Rektor and also Kepala Kopertis Wilayah VIII for the time, energy, support, assistance and also funding. The committee would also like to thank all sponsors (.....)* that support ETWC 2016.
The opening day and a few days forward of Educational Technology World Conference 2016 are certainly the moment we have been looking forward to, as preparing this world class academic forum is not something a fairy Godmother could do – waiving the magic wand and turning the poor little girl into a charming beautiful princess. For this, my highest appreciation goes to all committee members, streering and organising committee and also AECT team that have spent their time, energy and thought not only in convening this conference, but more importantly in making this world class conference a momentum in improving the quality of education. I also believe all of us, especially the keynote and plenary speakers, the parallel and round table sharing
session presenters here, will do their best in this conference – sharing and discussing their thoughts and ideas for the good of improving the quality of education in our great nation. For these, I thank you all.

Ladies and Gentlemen,

Looking back at the moment this conference was firstly initiated, it all started in a vision. We envisioned a dream of convening a world class academic forum in Indonesia which in the previous years had been predominantly held in the United States coordinated by Association for Educational Communications and Technology (AECT). Three years ago, in 2013, AECT invited us (Rector of Universitas Negeri Jakarta,...** and myself) to attend AECT International Convention in Anaheim, California, in 2013. AECT team and us discussed of how we could bring this academic forum to Asia continent, in this case Indonesia, as we contended that this was an imperative act, as the development of educational technology in Asia continent is growing rapidly and moving in a fast track. The target set by the Indonesian Government also inspired us to convene this academic forum. The hardwork resulted in a succes in bringing this ETWC to Indonesia.

Ladies and Gentlemen,

The committee received 320 papers. Among those 320 papers, 189*** papers will be presented at the parallel sessions whilst 120*** papers will be presented at the round table sharing sessions. We provided 10 rooms for the parallel sessions and 8 rooms for the round table sharing sessions. The committee has prepared tokens of appreciation for 30 best papers and made a special arrangement with the help of AECT for the opportunity to publish selected best papers in a book published by Springer. The selection process will be conducted by distinguished invited speakers coordinated by Mike Spector as well as the internal reviewers. We will later announce the 30 best papers and the committee and AECT will notify you as soon as possible.****

Ladies and Gentlemen,

Bali is chosen as a perfect place for us to exchange and discuss our ideas and thoughts not in a restless, strained, rushed condition (like the one we usually have in big cities, such as Jakarta), but more in a “heavenly-relaxed”, but serious way. After all, as many people have said, Bali is the Island of Gods. It is the place where Gods create their heaven on earth. Thus, in this Balinese atmosphere, let us pour our best thoughts and exchange our brilliant ideas for the good of education quality improvement. Have a pleasant fruitful conference.

Thank you.

Bali, 31 July 2016
Prof. Dr. Atwi Suparman
Chairman of the Organising Committee
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The Inna Grand Ball Beach Hotel Indonesia with the theme of "Educational Technology to Improve Quality and Access to Education for Prosperous Society". 

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Organizing Committee
Prof. J. Michael Spector, Ph.D.

Lead Reviewer
Prof. D. Djauli
Designing Blended Learning to Promote Active Learning in Writing EFL class

Muchlas Suseno

Department of English Language Education
Universitas Negeri Jakarta

email: susenosaja@yahoo.com

This library research was conducted to design conceptual framework of blended learning to promote active learning applicable in Teaching English as a Foreign Language (EFL) writing classes. To carry it out related conceptual theories are selected and thoroughly analysed and matched with the strength of BL in the teaching and learning process. Two underlying theories are selected and applied to design concept of Blended Learning which promotes active learning in EFL writing class.

Keywords: Design, Blended Learning, Active Learning, Writing

INTRODUCTION

Within the recent years there is a growing interest in exploring the notion of Blended Learning (BL) in the process of student's learning English as a Foreign Language (EFL) although the practice of blending approaches, methods, strategies, and opportunities in any educational setting has been running for decades. Such is true in the context that good teachers always use more than one method or approach in their teaching and good learners always combine different strategies in their learning (Marsh, 2012). However, it is admittedly true that the practice of BL in EFL classes which involves the use of advanced technology in computer, such as internet, is relatively new. It was not popular until 2007 when Sharma and Barrett's published their book entitled Blended Learning (Whittaker and Tomlinson, 2013). Anyhow, the use of computer technology for language teaching already started in 1960’s that was called Computer-assisted Language Learning (CALL) (Warschauer and Healey, 1998). From then on, computers have been increasingly applied in the teaching and learning foreign languages (Beatty, 2003; Crook, 1994). What, then, differentiates BL to CALL?

There is no single consensus about what BL is in contrast to CALL. Therefore, there is no shortcut explanation to differentiate between BL and CALL. Masie, in Bonk and Graham (2006) claim that all learning is blended learning. In the same article, Masie (2006) states that BL has always been a major part of the landscape of training, learning, and instruction. In the contrary, Sing and Reed (2001) argue that learning is said to be blended when more than one mode is being used.

Using Masie’s perspectives, it is apparent that CALL can also be referred to as Blended Learning but not for Sing and Reed. In addition to this ‘confusion’ there are other terms, such as hybrid learning, e-learning, and online learning. To clarify
this Smith and Kurthen (2007) in Gruba and Hinkelman (2012) attempt to differentiate these terms by using percentages as displayed in Table 1 below.

Table 1: Definition of terms related to BL

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended</td>
<td>Subjects that utilize some significant online activities in otherwise face-to-face learning, but less than 45 per cent</td>
</tr>
<tr>
<td>Hybrid</td>
<td>Subjects in which online activities replace 45 – 80 per cent of face-to-face</td>
</tr>
<tr>
<td>Fully online</td>
<td>Subjects in which 80 per cent or more of learning materials are conducted online.</td>
</tr>
</tbody>
</table>

Not to mislead with this long lasting debate I personally come up with conviction that BL can be defined as a learning method which combine or integrate the face-to-face mode of learning and other learning techniques to highly utilize the facilities available from the computer technology including online system in which the degree of percentage may vary across topics of instruction. Such is supported by Semler (2005) who argues that BL combines the best aspects of online learning, structural face-to-face activities, and real world practice. In addition, Bershin (2004) who defines BL as a combination of different teaching medias to create an optimum training program for specific audience.

Despite its genesis which is relatively new, Blended Learning has attracted attention of many researchers in language learning and are now considered an important component or venue in the curriculum (Marsh, 2012). When appropriately implemented, BL can significantly improve the learning experience. In addition, teachers role is much facilitated, for it can function as a complement to classroom teaching (Pena-Sanchez & Hicks, 2006; Stracke, 2007; Ruthven-Stuart, 2003). More specifically, Marsh (2012) has identified the strengths of BL in language learning, such as:

1. It provides a more individualized learning experience
2. It provides more personalized learning support
3. It supports and encourages independent and collaborative learning
4. It increases student engagement in learning
5. It accommodates a variety of learning styles
6. It helps students develop valuable and necessary twenty-first century learning skills.

The above description provokes me to investigate more intensely in the context of teaching and learning writing in an EFL class. There is a profound consideration with it such as that teaching writing is not simple. It is a complex matter
in the sense that written language is not simply the graphic representation of spoken language. It is different from speaking as swimming is from walking (Brown, 2001). Such is supported by Hedge in Ahlsen and Lundh (2007) stating that writing is more than producing accurate and complete sentences and phrases. It is about producing whole pieces of communication: linking and developing information, ideas, or arguments for a particular readers. In addition, writing ability involves social and cultural phenomenon. This is to say that what and how we write are inevitably linked to who we write to: the readers who are socially and culturally different (Weigle in Ahlsen and Lundh, 2007).

Realizing the complexity of teaching writing as discussed above particularly the social and cultural context, it is imperative that EFL teachers should creatively attempt to find ways to cope with such problems. This is true because there is no one way to learn a language, jus as there is no one way to teach it (Marsh, 2012). One among other ways that may contribute positive inputs of the teaching writing is the use of Blended Learning. This is convincingly true with the reference of the above description on BL. In addition, Egbert and Smith in Marsh (2012) identifies some strength of BL in the teaching writing in EFL classes, such as:

1. Learners are exposed to and are encouraged to produce varied and creative forms of language.
2. Learners have opportunities to interact socially and negotiate meaning, at least with their peers
3. Learners have enough time and feedback
4. Learners are guided to attend mindfully to the learning process.
5. Learners work in an atmosphere with an ideal anxiety level
6. Learners autonomy is supported

In my view there are two key ideas in Egbert and Smith identification as far as BL in writing class is concerned i.e. learner’s creativity and autonomy. The first concept is important, for it will drive learner’s ability to generate unique ideas to write (Ward, Smith, and Fink, 1999). Whereas the second is supportive to the first, since it promotes greater self-reflection, personal discovery, self-expression and creation (Wade, 1995). These two concepts, basically, reflect the implementation of what is so-called active learning which promotes students engagement in (1) thinking critically and creatively, (2) speaking with partners, in a small group or with the entire class, (3) expressing ideas through writing, (4) exploring personal attitudes and values, (5) giving and receiving feedback, and (6) reflecting upon the learning process (Eson, 2010).

More specifically, Bell and Kahrhoff (2006) discussed profoundly about active learning to refer to a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. This is to claim that student involvement in the process of learning determines the quantity of their understanding. In this regards, students
learn only 10% from reading, 20% from hearing, 30% from seeing, 50% from seeing and hearing, 70% from saying and writing, and up to 90% from saying and doing (Magnesen, 1983 in Bobbi DePorter, 1998).

To respond to the provocation as cited above and as well to find ways to cope with the complexity of teaching writing, I initiate to design Blended Learning to teach writing in my EFL class. Below is the description of such a design.

**DESIGNING BL IN WRITING EFL CLASSES**

With regard to what has been discussed above there is a number of generic questions to raise in designing BL in EFL writing classes. Such questions have been identified and thoroughly discussed by a working team from Griffith University (Bath and Bourke, 2010). The arising questions are shown in table 2.

Table 2: Preliminary questions to raise before designing blended learning

<table>
<thead>
<tr>
<th>Specific Design Questions</th>
<th>Broader Course Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I want to develop?</td>
<td>How accessible is the technology for students? What costs are involved</td>
</tr>
<tr>
<td>Why do I want to develop it?</td>
<td>What time is needed for planning, design, and development?</td>
</tr>
<tr>
<td>What do I want students to do? Is it compulsory?</td>
<td>What organisational support is there for me? For the students?</td>
</tr>
<tr>
<td>How will it help students’ learning? What role will it play in the course?</td>
<td>Will other staff be involved and in what ways? Will they need training and support?</td>
</tr>
<tr>
<td>Why would a student be bothered to engage in the BL element</td>
<td>What are the workload implications for staff and students?</td>
</tr>
<tr>
<td>How will I know measure if students have achieved the desired outcomes?</td>
<td></td>
</tr>
</tbody>
</table>

Source: Bath and Bourke, 2010 in www.griffith.edu.au/gihe

I do not pretend to be able to successfully answer all the questions above. Instead, I use them as a provocative drive to develop a design of BL in the teaching of writing in an EFL class. More specifically, I intend to involve it with two conceptual frameworks, such as (1) learning taxonomy, and (2) active learning. This is important so as to align to the topic of this study.

It is almost always true that learning taxonomy is very central when developing any learning design particularly to align the learning activities and the assessment with the set objectives or desired learning outcomes. In this regard, Bloom’s taxonomy is one among other concepts which most teachers prefer to choose (Ferlazzo, 2011). This taxonomy refers to a hierarchical classification on the
different objectives that are typically set for students (Anderson and Krathwohl, 2001). The classification is ascendingly set from low order thinking process to higher levels. Figure 1 below shows such a classification.

![Bloom's Taxonomy Diagram]

Figure 1: Bloom's taxonomy

Students activities in the process of learning should be matched to the learning taxonomy to see hynarchical level of active learning. Figure 2 shows such a match.

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Memory Level</th>
<th>Active Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>C5 &amp; C6</td>
<td>90% of what they say and do</td>
<td>Perform a presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simulate, Model or Experience</td>
</tr>
<tr>
<td>C4</td>
<td>70% of what they say and write</td>
<td>Collaborative activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in class/workshop</td>
</tr>
<tr>
<td>C3</td>
<td>50% of what they see and hear</td>
<td>Watch a demonstration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attend exhibits</td>
</tr>
<tr>
<td>C2</td>
<td>30% of what they see</td>
<td>Watch video</td>
</tr>
<tr>
<td></td>
<td></td>
<td>View diagrams</td>
</tr>
<tr>
<td>C1</td>
<td>20% of what they hear</td>
<td>Hear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read</td>
</tr>
<tr>
<td>Passive Learning</td>
<td>10% of what they read</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1: Active vs Passive Learning classified by Learning Taxonomy

Table 3: Activity of Blended Learning in EFL writing class

<table>
<thead>
<tr>
<th>Level of Learning</th>
<th>Types of Blended Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating:</td>
<td>Free writing activities manifested in the forms of video/blogging and publishing in real products, such as a film and other visual/media products</td>
</tr>
<tr>
<td>Designing,</td>
<td></td>
</tr>
<tr>
<td>Constructing,</td>
<td></td>
</tr>
<tr>
<td>Inventing</td>
<td></td>
</tr>
<tr>
<td>Evaluating:</td>
<td>Debating or panel using webcasting, web conferencing, online chatting or discussion</td>
</tr>
<tr>
<td>Checking,</td>
<td></td>
</tr>
<tr>
<td>Hypothesizing,</td>
<td></td>
</tr>
<tr>
<td>Critiquing,</td>
<td></td>
</tr>
<tr>
<td>Judging,</td>
<td></td>
</tr>
<tr>
<td>Testing</td>
<td></td>
</tr>
<tr>
<td>Analyzing:</td>
<td>Comparing products among working groups. This can be carried out online in the form of report and presentation</td>
</tr>
<tr>
<td>Comparing,</td>
<td></td>
</tr>
<tr>
<td>Organizing,</td>
<td></td>
</tr>
<tr>
<td>Deconstructing,</td>
<td></td>
</tr>
<tr>
<td>Interrogating,</td>
<td></td>
</tr>
<tr>
<td>Structuring</td>
<td></td>
</tr>
<tr>
<td>Applying:</td>
<td>Writing an essay of a given topic followed by peer editing. This is delivered in working groups and shared among members of the groups. Each of which is monitored by the lecturer. To carry it out, existing facilities available from ICT can be applied</td>
</tr>
<tr>
<td>Implementing,</td>
<td></td>
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<tr>
<td>Carrying out,</td>
<td></td>
</tr>
<tr>
<td>Executing,</td>
<td></td>
</tr>
<tr>
<td>Editing</td>
<td></td>
</tr>
<tr>
<td>Understanding:</td>
<td>Classifying and comparing various essays, Classifying components of paragraphs in an essay, Paraphrasing key ideas in each paragraph in an essay. This is delivered in working groups and shared among members of the groups via emails. Each of which is monitored by the lecturer prior to face-to-face class meeting</td>
</tr>
<tr>
<td>Classifying,</td>
<td></td>
</tr>
<tr>
<td>Comparing,</td>
<td></td>
</tr>
<tr>
<td>Paraphrasing,</td>
<td></td>
</tr>
<tr>
<td>Interpreting</td>
<td></td>
</tr>
<tr>
<td>Remembering:</td>
<td>Simple mind mapping, outlining key ideas to write, recognizing key structures of paragraph models which are delivered asynchronously, face-to-face mode</td>
</tr>
<tr>
<td>Recognizing,</td>
<td></td>
</tr>
<tr>
<td>Listing,</td>
<td></td>
</tr>
<tr>
<td>Describing,</td>
<td></td>
</tr>
<tr>
<td>Identifying</td>
<td></td>
</tr>
</tbody>
</table>

CONCLUSION

1. Blended learning (BL) in EFL classes in relatively new but the use of computers as learning medias has been practiced for decades.
2. It is not a simple way to practice BL in EFL classes. A number of questions arise but not all need prompt answer.
3. BL when applied appropriately may lead to learning autonomy.
4. Clarity of learning objectives is badly needed. This can be clarified using thorough analysis and proper synthesis of conceptual framework of active learning and learning taxonomy.
References


Ferlazzo, Larry. 2011. Why is it important for students to learn about Bloom’s Taxonomy. Available from http://larryferlazzo.edublogs.org/2011/05/07/why-is-it-important-for-students-to-learn-about-blooms-taxonomy/


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Considering the fast development of educational technology studies and practices in Indonesia, it is important to bring an international conference on educational technology to Indonesia. Therefore, we need ample support from the Association of Educational and Communication Technology (AECT) in order to hold the event. UNJ as the host institution has set up a collaborative work with Universitas Terbuka (Open University), a prominent university in Indonesia and also with two other fast moving Universities in Bali, Universitas Ganesha (Ganesha Educational University) and Universitas Mehendradetta.

OBJECTIVE & THEME
The objective of the event is to exchange experiences and widen network among scholars, practitioners and professionals on educational technology studies and practices around the world. The theme of the conference is "Educational Technology for Improve Quality and Access of Education for Prosperous Society."