How do we know what to teach & how do we teach it in a military context?

Associate Professor Elizabeth Thomson PhD, SFHEA Director, Learning Design, Charles Sturt University Nordic Defence Cooperation Seminar, June 14, 2016
Scope - exploring the role and potential of needs analysis in military language learning

1. General proficiency cf. specific purposes language instruction.
2. Language courses as discrete cf. integrated with military courses.
4. Delivering Foreign Language Learning as Blended/Distance Learning in a military environment.
Course life cycle

- Analysis
- Design
- Development
- Implementation
- Evaluation
Language needs analysis – for new and existing courses.

A needs analysis offers…

‘reliable, valid, and usable data about the language and task required for successful performance within a target academic, occupational, vocational, or other discourse domain’ (Long 2005, p.5)
How to do it?

Information from a range of sources:
1. published and unpublished information
2. interviews and questionnaires, language audits, language observations, ethnographic methods, journals, logs, assessment measures
3. from students, practitioners, scholars, domain experts
Needs analyses methodologies…

A process which identifies what language skills and knowledge language learners need to know.

• Class, Course and institution wide
• Context (field, tenor and mode)
• Task (discourse domain)
• Language (Ideational, interpersonal and textual)
Figure 4.2—The briefing context and the role of the DFSL linguist

Reads, comprehends & compares
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<th>Course of action development</th>
<th>Course of action analysis</th>
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**Written and spoken texts**
Operational Engagement: Needs Analysis of a new course.

1. Stakeholder interviews and questionnaires:
   - Returned military personnel
   - Current serving personnel
   - Language students
   - Language teachers and leadership team
   - Defence leadership

2. Understand new policies and impact on language learning
   - Defence White Paper 2009
   - Adaptive Campaigning: Army’s Future Land Operating Concept 2009
   - LOTE Capability Statement 2010 (Language policy)
Operational Engagement: Needs Analysis of a new course.

3

- Needs Assessment Report
- Duty Task Inventory (Focus group analysis of workplace mission essential tasks)
- Training Specification Report (3 x Units of Competency)
  - Perform Speaking and Listening for OE in a LOTE [Stanag: L2+/S2+(3)]
  - Perform Reading and Writing for OE in a LOTE [Stanag: R1+/W1+]
  - Develop language and cultural awareness of self and support other for OE in a LOTE

4

- DESIGN PHASE: Language analysis (language sample collection and analysis)
Associate Degree of Policing Practice

Needs Analysis of an existing course.

1. Review of all standards relevant to course:
   - Australian New Zealand Policing Advisory Agency (ANZPAA)
   - Australian Qualifications Framework
   - CSU graduate attributes

2. Review all modules and lessons using four criteria:
   - what to remove
   - what to keep as is
   - what to keep but realign
   - what to keep but rework
1. General proficiency cf. Language for Specific Purposes

Formal linguistics
Chomsky's Universal Grammar (1965)
Language acquisition via an ordered progression over time
A theory of learnability and cognition

Functional linguistics
Halliday's Systemic Functional linguistics (1978, 1985)
Language as a form of social behaviour
A theory of social semiosis
2. Discrete cf. integrated language courses with military courses

Language as a form of social behaviour – language as ancillary or constitutive of action (Halliday & Hasan 1985)

Context, situation, task and language co-exist.

Learning *about* language (genre, register, semantics, lexicogrammar)

Learning *in* language (Macro-skills development)

Learning *through* language (content learning in FL)
3. Mode of delivery – ftf, online, blended?

Needs analyses provide the kind of information that allows decision to be made around mode of delivery.

a. What must be ftf?

b. What can be online only?

c. What is the advantage of blended?
Welcome to PPP100 Workforce Essentials

Amanda Davies - Subject coordinator

Welcome to PPP100

FIRST STEP: Watch the video

NEXT STEP: Go to the left hand navigation tabs and work through:
- Study Guide (Modules)
- Assessment 1
- Integrity Quiz

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DIVISION OF STUDENT LEARNING
4. Needs analysis and teacher professional development (PD)

Teacher professional gap analysis – filling the gaps.

*PD maintains and contemporises teacher professional practices and standards. This enables the application of new knowledge into best practice action* (Thomson & de Silva Joyce 2013).
Post change performance gap

Kinds of gaps

- Knowledge about the language,
- Skills in the language,
- Skills in teaching practice—pedagogies/methodologies
- Curriculum design and development skills (e.g., backward mapping: learning outcomes, assessment, learning events)
- Skills in constructing the modes of delivery—online, blended, face to face.
Identify desired results

Determine acceptable evidence

Plan learning experience and instruction
SMALL GROUP SUPPORT
Learning support through online study groups created at the course and subject cohort level. These small groups (communities of learners) will be supported synchronously and asynchronously by trained and supported facilitators/tutors operating online or in metropolitan outreach centres to foster intellectual rigour and deep engagement (addressing the need for enhanced learner-teacher engagement).

PERSONALISED SUPPORT
Personalised and inclusive learning through flexible (and open) degree pathways and inclusive pedagogies underpinned by adaptive learning, learning analytics and responsive customer relationship management systems supporting coherent whole of university interaction with each student on an individual basis (addressing the need for enhanced learner-content and learner-institution engagement).

TEACHER PRESENCE
Enhanced teacher presence utilising strategies which bolster the relationship between online teachers and students, emphasise the role of teachers as designers and curators of learning content and strengthen the students' sense in which their learning is being facilitated by a caring and skilled content and online learning specialist (addressing the need for enhanced learner-teacher engagement).

INTERACTION BETWEEN STUDENTS
Student learning through designed cooperative and collaborative synchronous and asynchronous interactive learning activities in the context of inquiry-based or problem-based learning designs aligned to assessment tasks including the co-creation of authentic learning products (addressing the need for enhanced learner-learner engagement).

INTERACTION WITH WORKPLACES
Situational learning which harnesses the affordances of online and mobile learning technologies to bridge the gap between diverse sites of learning and sites of professional practice and to enhance the experience of students during CSU's signature workplace learning placements giving learners the confidence to pursue successful and rewarding careers promoting alumni lifelong learning and professional development with CSU (addressing the need for enhanced learner-community engagement).

INTERACTIVE RESOURCES
Interactive learning resources providing experiential engagement with content and ideas through interactive multimedia and immersive simulations including CSU developed resources and resources developed world-wide such as Open Educational Resources and MOOCs, provided within the context of learning designs incorporating authentic collaboration, critical inquiry or explicit teaching (addressing the need for enhanced learner-content, learner-teacher and learner-learner engagement).

E-ASSESSMENT
Authentic online assessment aligned to professional and practice-based learning outcomes, incorporating a range of assessment strategies, contemporary computer-based exam options and remote exam invigilation (identifying assessment design and delivery as a key aspect of enhanced learner-content engagement).
A model for practice based education

Kinds of PD

- Peer led seminars – community of practice
- Mentoring – juniors with seniors
- Formal targeted PD to address specific gaps
- Supported study leave to gain HE qualifications
- Support for action research and conference presentations.
- Etc…
To conclude

1. The extent to which you and/or your organisation value needs analyses depends on your politics:
   SLA vs. text-based curriculum

2. Needs Analysis is about task and language in context of culture and situation

3. Needs Analyses inform course configuration, language content, mode of delivery and professional development
Thank you. Questions
references


Disadvantaged Schools Program 1994 Write it Right: Literacy in Industry, Stage 3 Literacy of Administration, Sydney: NSW Department of Schools Education ISBN 30009031494979


references cont..


