

Sopan Sumba E-learning Project

- Marhaennia English
- OMDE 610
- Prof. Steve Kirby
- UMGC – Spring 2023



**Sopan
Sumba**



Vision:

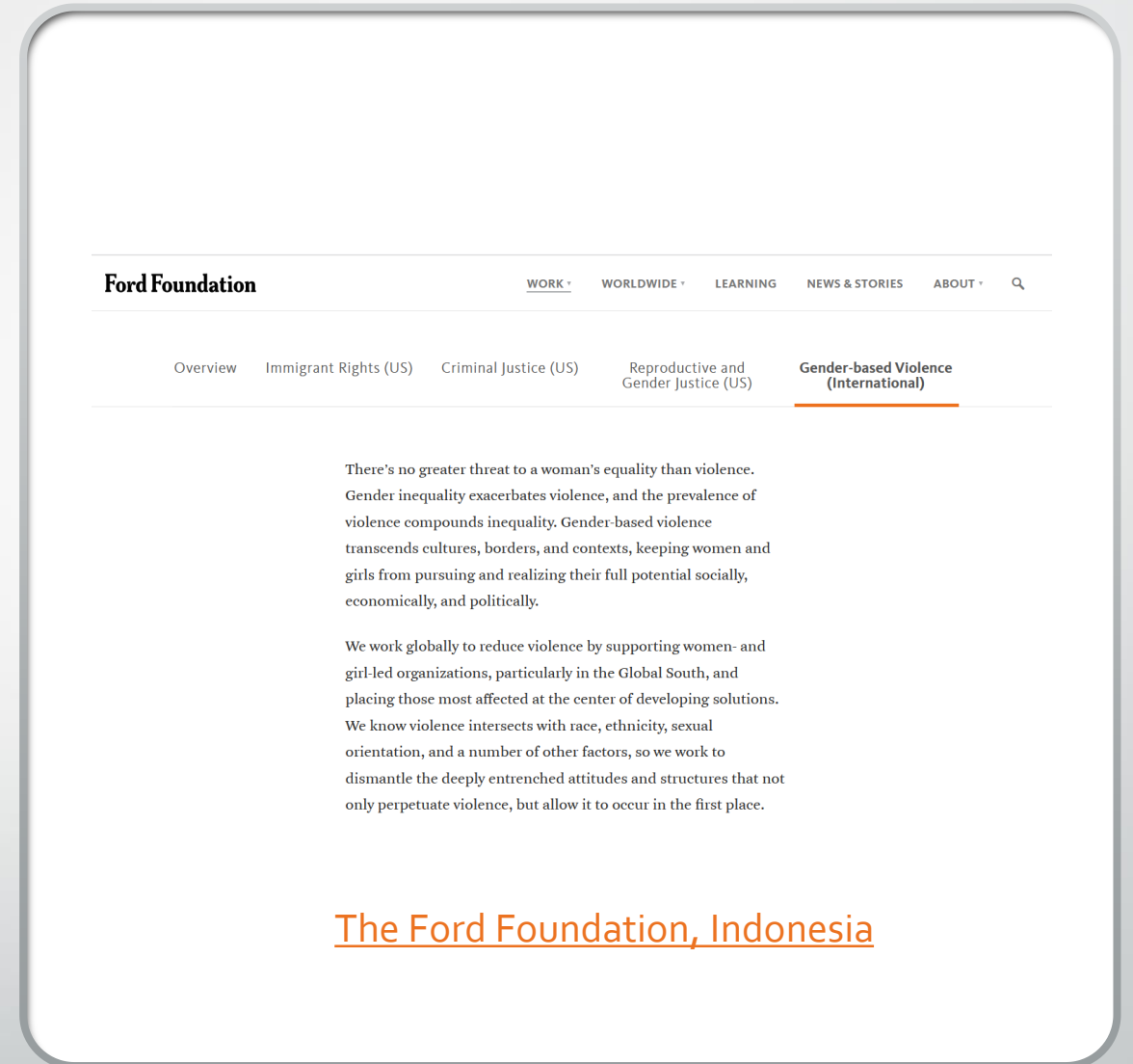
To achieve an inclusive society that guarantees the rights of women, children, and other marginalized groups and gender equality that is fundamental to sustainable development.

Mission:

Gender empowerment through gender literacy and English language learning

The Ford Foundation-Grantmaker

- Grant seeking opportunities for the project
- [The Dignity and Justice Fund](#)



The screenshot shows the Ford Foundation website. At the top left is the 'Ford Foundation' logo. To the right is a navigation menu with links for 'WORK', 'WORLDWIDE', 'LEARNING', 'NEWS & STORIES', and 'ABOUT'. Below this is a secondary navigation bar with links for 'Overview', 'Immigrant Rights (US)', 'Criminal Justice (US)', 'Reproductive and Gender Justice (US)', and 'Gender-based Violence (International)'. The 'Gender-based Violence (International)' link is highlighted with an orange underline. The main content area contains two paragraphs of text. The first paragraph states: 'There's no greater threat to a woman's equality than violence. Gender inequality exacerbates violence, and the prevalence of violence compounds inequality. Gender-based violence transcends cultures, borders, and contexts, keeping women and girls from pursuing and realizing their full potential socially, economically, and politically.' The second paragraph states: 'We work globally to reduce violence by supporting women- and girl-led organizations, particularly in the Global South, and placing those most affected at the center of developing solutions. We know violence intersects with race, ethnicity, sexual orientation, and a number of other factors, so we work to dismantle the deeply entrenched attitudes and structures that not only perpetuate violence, but allow it to occur in the first place.' At the bottom of the page, there is a link for '[The Ford Foundation, Indonesia](#)'.

Learning Objectives



Gender literacy class to educate about gender and the need for gender equality today, including in Sumba

English language classes to support learners' better understanding and proficiency of the language

Why E-learning?



It is flexible with time, distance, and learning pace

It reaches diverse socio-economic and cultural backgrounds of learners

It is cost-effective

Feb		Mar		Apr		May		Jun		Sep		Oct		Nov	
Week		Week		Week		Week		Week		Week		Week		Week	
2 nd	4 th	2 nd	4 th	2 nd	4 th	2 nd	4 th	2 nd	4 th	2 nd	4 th	2 nd	4 th	2 nd	4 th
Sat, 9:30 am		Sat, 9:30 am		Sat, 9:30 am		Sat, 9:30 am		Sat, 9:30 am		Sat, 9:30 am		Sat, 9:30 am		Sat, 9:30 am	
EL	EL	GL	EL	EL	GL	EL	EL	GL	EL	EL	GL	EL	EL	GL	EL
I-D	L-D	D	F-A	W-D	R	C-D	L-A	D	O-D	W-D	R	G-A	L-D	S-A	A

Sat: Saturday; EL: English Language; GL: Gender Literacy. Intro: introduction; L: listening; D: discussion; F: family; A: Assessment; W: writing; R: reciprocal learning; C: challenges; O: opportunity; G: goal; and S: storytelling.

The Detailed Learning Activity

The Detailed Learning Activity (cont'd)

Eight months per year

Learner:
instructor's
ratio: 10:2

One-hour class

30 mins learning material

30 mins discussion/assessment

Twice a month

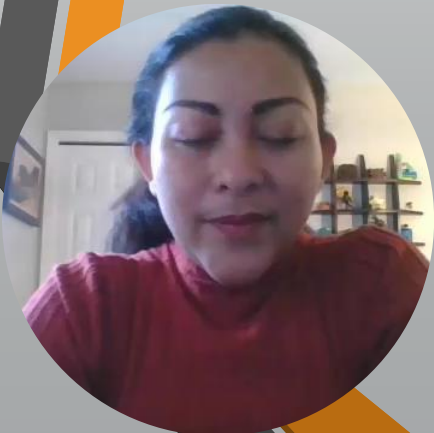
2nd and 4th week

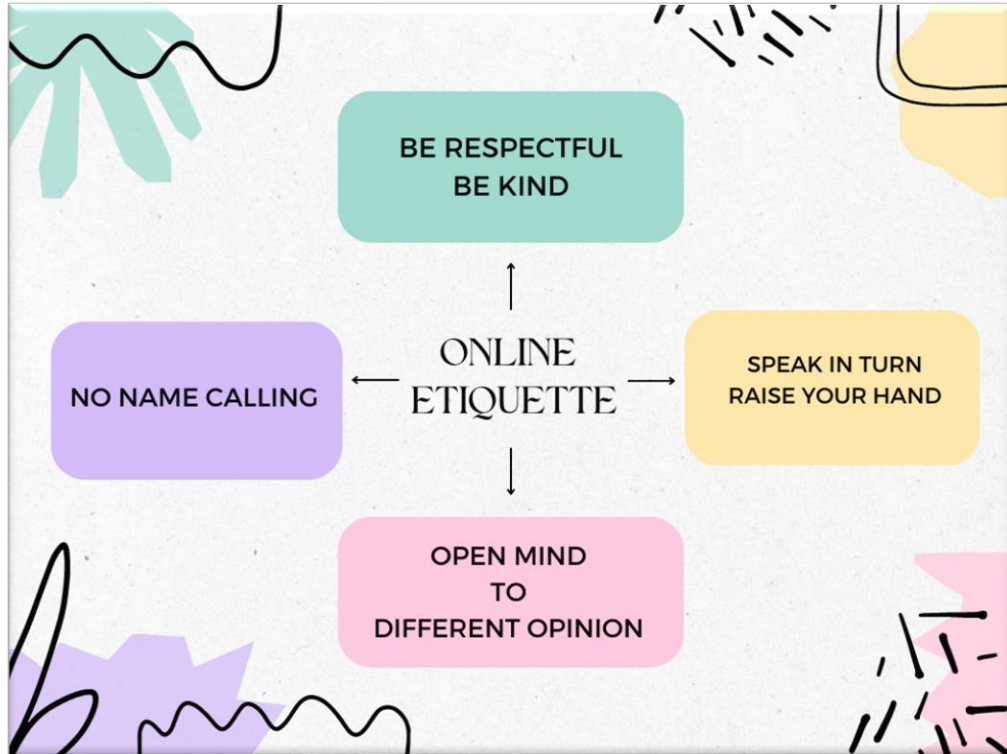
Saturday, 9:30 am local time

Topics

Practical conversation

Gender empowerment-related





Online Etiquette

Technology

**ZOOM →
Synchronous**

**Visualization of
Material:**

Video

YouTube

**Canva and/or
Piktochart**

PDF contents

Asynchronous

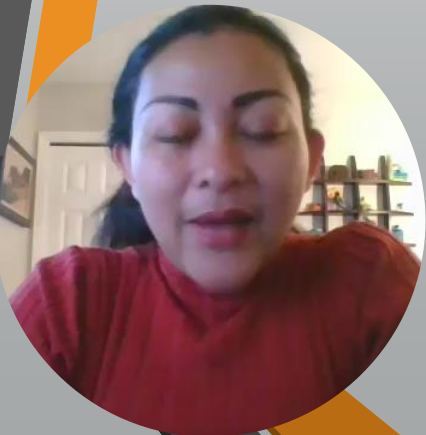
**Microsoft/Google
Forms**

Quizzes, surveys,
and feedback
form

WhatsApp

Learner-learner
and learner-
instructor
interactions

Content sharing



Theory of Learning & Learning Implications

BEHAVIORISM	COGNITIVISM	CONSTRUCTIVISM
Theory assesses behavioral changes influenced by external stimuli and measured quantitatively (Ally, 2008, Bates, 2009).	Learning is an internal process of acquiring & storing information using taxonomies: cognitive, affective, psychomotor, and creating (Bates, 2009). Learners are the focus of learning.	Learners also are the focus of learning; but with emphasis on “human consciousness, free will, and social influences” (Bates, 2009, para 1).
Pre-determined learning objectives	Creating content that is shorter in duration.	Collaborative learning – group work, discussion, reciprocal learning.
A contract between learners & instructors	Visually appealing content	Storytelling
Reinforcement of rewards & punishments	Alteration based on learner’s different learning style	Instructor serves as facilitator.
Timely feedback for correction purposes	Instructor serves as subject matter expert.	
Multiple-choice quizzes with feedback, survey,		
Instructor serves to control the classroom and learning to achieve the intended behavioral changes.		



The Assessment



Sopan Sumba - E-learning - Survey

5 PM, Mar 13, 2023

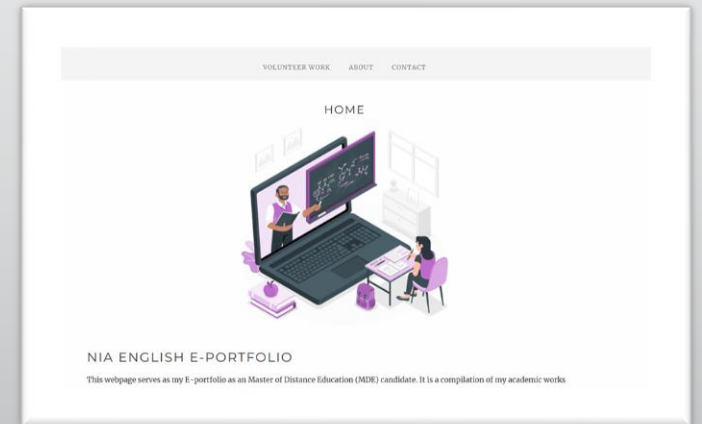
Year 2023

1. This learning experience was a worthwhile investment of my time

Agree

Disagree

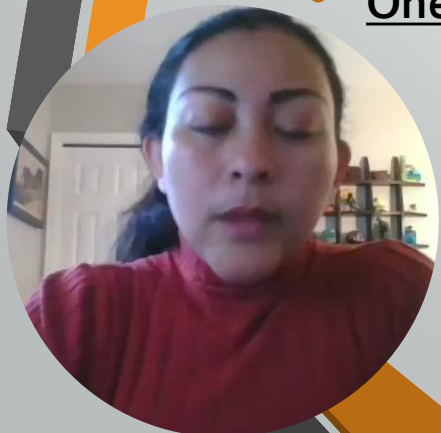
E-Learning Survey



E-Portfolio

The Assessment (Cont'd)

- In-lesson Polls
- One-minute Paper



In-lesson Polls
Review What We Learn Today

1. How do you rate today's class?

☆☆☆☆☆

2. Do we need to repeat the material in our next meeting?

Yes
 No

3. Explain what part of the topic you do not understand very well

Enter your answer

Submit


One-minute Paper
What do you get out of this class?

1. Today I learned about? What do I think of it?

Enter your answer

Submit

The Assessment (Cont'd)

ESSAY WRITING RUBRIC					
	Excellent	Good	Satisfactory	Needs Improvement	Score
Introduction	3 Introduction states the issue examined with clear thesis.	2.67 Introduction states the issue, clear thesis, but phrasing and organization may be awkward.	2.37 Introduction does not state the issue clearly. Thesis is there but a little broad. Organization is not cohesively organized.	0 Introduction is missing or significantly underdeveloped.	3
Content	3 Clearly focused and cohesive throughout, with clear topic sentences and relevant details.	2.67 Focused and cohesive. Topic sentences a bit vague. Need more relevant details for coherence.	2.37 Lack of topic sentence and coherence, resulting difficulty to understanding the writer's intent	0 No topic sentences. No cohesiveness. The content is significantly underdeveloped.	3
Grammar & Organization	3 Excellent grammar, spelling, syntax and punctuation. Well laid out paper, including introduction, thesis, body paragraph, transition, conclusion, and references.	2.67 A few errors in grammar, spelling, syntax and punctuation, but not many. Overall organization is good.	2.37 Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Perhaps lack of proofreading. Organization is there but somewhat weak.	0 Significant errors and no sense of organization.	3



The Assessment (Cont'd)

Gender Literacy Survey



1. What is the sex at birth (biological sex)?

- Male
- Female
- Hermaphrodites/intersex (born with male & female genitals)

2. To which gender identity do you most identify yourself with?

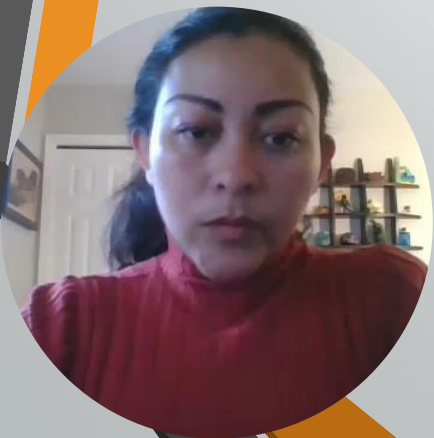
- Female
- Male
- Transgender female
- Transgender male
- Prefer not to say

3. Have you ever thought that your gender identity has played a role in determining your place in society?

- Yes
- No

The Assessment (Cont'd)

- Reflection



1. What I think about the subject? How I feel about it? Why?

Enter your answer

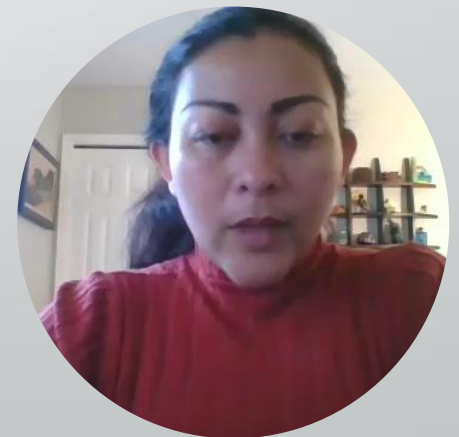
+ Add new

The Assessment (Cont'd)

Gender Studies Rubric

CRITERIA	PROFICIENT (3)	EMERGING (2)	BEGINNING (1)
Student learns about the social construction of gender, and are able to provide further questions or arguments	Demonstrates an accurate with in-depth comprehension of the social construction of gender	Demonstrates a good description of the social construction of gender but with some element's omission	Need more work and understanding of the social construction of gender
Student can explain the definition of gender equality and why students think it is important	Presents exceptional understanding of the definition of gender equality and why students think it is important	Presents good understanding of the definition of gender equality but reserves some doubt of its importance	Need work on understanding the definition of gender equality and its importance
Student produces reflections that demonstrate critical thinking of gender equality application in the society	Presents reflections that are highly critical and thoughtful, illustrating his/her gender equality application in the society	Presents reflections that are thoughtful but need more work of illustrating his/her gender equality application in the society	Needs work on reflections and the application of gender equality in the society

Sopan Sumba



References

Ally, M. (2008). Foundation of educational theory of online learning. In *The theory and practice of online learning* (pp. 15-44). Athabasca University Press. https://www.aupress.ca/app/uploads/120146_99Z_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf

Bates, A. W. (2019). *Teaching in a digital age*. Victoria, BC: BCcampus.
<https://opentextbc.ca/teachinginadigitalage/>

The End – Thank You