

Abstracts: Teaching the Unemployed to Setup Online Business: An Educational Intervention

Teaching the Unemployed to Setup Online Business: An Educational Intervention

Author(s): Amelie Hanna (presenting / submitting)
 Lindsey Conner
Conference: ECER 2021
Network: 99. Emerging Researchers' Group (for presentation at Emerging Researchers' Conference)
Format: Paper

Session Information

99 ERC SES 06 B, Inclusive Education

Paper Session

Time: 2021-09-03
 10:30-12:00
Room: n/a
Chair: Fabio Dovigo

Contribution

Introduction and Theoretical Framework: Governments and not-for-profit organisations, across the world, are taking steps towards addressing unemployment, in different ways such as unemployment prevention services, job search assistance services and re-employment services. Migrants to European countries, in general, are experiencing very high unemployment (OCED, 2020). In Australia, too, the unemployment rate among migrants are almost two-times higher than Australia-born citizens, because of the lack of Australian work experience, lack of networks or local contacts or language difficulties (ABS, 2019). Arabic-speaking migrants compose a sub-group that is experiencing an extremely high unemployment rate. The unemployment rate for this group is ~ 20.5%, which is 3-times higher than the average unemployment rate in Australia due to their lack of English skills and computer skills (Hanna & Conner, 2020) as well as lack of professional skills (Dengler, 2019) and lack of equal opportunities due to their Middle-Eastern names (Pinkerton, 2013). There is a need for language and computer skills training so that migrants can become employed by starting their own businesses (Kury & Redo, 2018).

Since it was found that self-employment assistance training programs are more effective in fostering workforce innovation (Wandner, 2018), it was suggested that an intervention could be introduced to help Arabic-speaking migrants to set up their online businesses after scaling up their computer and business skills, and that training is to be in English. English for Specific Purposes ESP was previously applied to teach different topics in English, which helped enhancing knowledge and skills in the subject matter while enhancing English skills (Zhang, 2018). Using technology facilitates accommodating different needs of learners and their different levels, especially that the learning management systems offer different activities that help improving different English skills, and it was suggested that providing transcription of speech and translations help improve the understanding (Stroo, Muñoz-Luna, & Jurado-Navas, 2017). And, when translanguaging is used, the interactive processes to negotiate meanings, it maximises the understanding and develops skills in the weaker language (Mazzaferro, 2018).

This study aims to assess an intervention that helps improving business skills, computer skills, and English skills to optimise the training to achieve better learning outcomes in each run that the intervention is conducted. To achieve this research aim, an online training called Smart Training for Arabic Residents on Technology (START) was implemented. This START Training consists of 10 modules divided into 3 categories: 1) Basic Business Skills, 2) Software for Business Activities, and 3) Managing Online Business. The START Training that was developed was guided by the ADDIE Model for instructional design, which provided a tool to direct processes for creating high-quality teaching and learning materials, through its different phases: Analysing learners' needs, Designing an effective learner's environment, Developing learning materials, Implementing instructional strategies, and Evaluating results of the development (Branch & Kopcha, 2014). These steps are also similar to the pillars of adopting ESP (Anthony, 2018). This START Training was developed using Articulate 360 Storyline, while the associated audios that were produced using Google Text-to-Speech API. Chamilo Learning Management System LMS was installed on the server to manage the 10 modules of START. During the training modules, the Arabic translation is accessible by clicks while during the support sessions, the translanguaging is available. Learners are provided with vocabularies, including technical and specialised vocabulary, that are needed to carry on business activities, since it was also found that translanguaging has positive effects on learning vocabulary (Galante, 2020).

Method

Methodology and Research Methods: This research answers how does the online training program, START, and its refinement processes, can improve Arabic-speaking migrants' skills? (Hanna, Conner, & Sweeney, 2020). In answering this research question, we used the Design-Based Research DBR, because DBR encompasses an intervention specifically created for enhancing and refining learning as it progresses (Collins, Joseph, & Bielaczyc, 2004). DBR is suitable for the design of technology-enhanced learning because it generates evidence used to guide possible revisions in an ongoing design. Many of the proponents of this type of DBR inquiry were originally derived from instructional design (McKenney, 2012). DBR blends empirical mixed-methods educational research with the theory-driven design of learning and practice (Collins et al., 2004). This mixed methods research design provides richer data that helps to answer the research question (Bryman, 2016; Creswell, 2014). The Flinders University Social and Behavioural Research Ethics Committee has approved the Ethics Protocol on 19 June 2020, with Project Number 8605, which includes using the following research methods. Semi-structured interviews were used to enable participants to express themselves in their own words, which were guided by a framework of topics to be discussed. These interviews were conducted over the phone and aimed to assess whether participants' skills and business ideas can be successful for an online business. Participant observation was used, and this observation was semi-structured, with notes taken during and after the online discussion sessions. LMS Logs provided a source for information about learner-learner interactions or learner-content interactions, as well as learner's performance and their learning progress. Tests provided an objective measurement for learning outcomes and measured different competencies, dimensions, or knowledge domains. In this research, practical tests were used at the beginning and end of each module, to enable an assessment of the progress of knowledge and skills for the START trainees. Surveys enabled the exploration of the correlations among different variables of interest. In this research, there are two kinds of surveys: end-of-module feedback Survey and end-of-START feedback survey, and these surveys were implanted in START LSM. The analysis of data collected aims to help refining the interventions.

Expected Outcomes

Conclusion and Future Research: This presentation highlights how START intervention, proposed in this study, helped the Arabic-speaking residents not only in enhancing their computer and business skills, but also helped to improve their English skills. Moreover, this presentation demonstrates whether this START intervention helped Arabic-speaking residents in developing their own e-businesses. This intervention is based on English for Specific Purpose (ESP). However, what is unique about this intervention is that the "contents" of this training include an intersection of business and computer training. Furthermore, the results of the analysis demonstrated how the provision of Arabic translation and vocabularies helped to improve language understanding. Furthermore, this presentation outlines whether translanguaging has developed the meanings negotiation and hence English skills. Moreover, this study contributes to bridging the gap in knowledge, especially in relation to how to structure a program using a translanguaging approach (Flores & Beardsmore, 2015, p. 218), and for developing ICT, business and language skills simultaneously. Although previous research discussed that there is a lack of design-based research conducted in Australia (Anderson & Shattuck, 2012), especially in Vocational Education and Training (VET) settings, this research adds a genuine contribution to intervention studies that are based in vocational education, as a response to a call for research by Bakker (2018). Interventional studies are applied extensively in class settings or a blend of online and class settings. However, this presentation also covers whether there is a potential in applying educational interventions online, facilitated by synchronous and asynchronous modes of delivery. This video presentation covers the refinement processes of START training based on the analysis of data collected during START intakes so far, with caution in interpreting these findings - as they may not be directly applicable nor transferable to another context.

References

ABS. (2019). Characteristics of recent migrants to Australia in the last 10 years. Retrieved from <https://www.abs.gov.au/statistics/people/people-and-communities/characteristics-recent-migrants/latest-release> Anderson, T., & Shattuck, J. (2012). Design-based research: A decade of progress in education research? Educational Researcher, 41(1), 16-25. Anthony, L. (2018). Introducing English for specific purposes. Routledge: London. Bakker, A. (2018). Design research in education: A practical guide for early career researchers. London, UK: Routledge. Branch, R. M., & Kopcha, T. J. (2014). Instructional design models. In Handbook of research on educational communications and technology (pp. 77-87). Springer: New York. Bryman, A. (2016). Social research methods (5th ed.). Oxford University Press: London. Collins, A., Joseph, D., & Bielaczyc, K. (2004). Design research: Theoretical and methodological issues. Journal of Learning Sciences, 1(13), 15-42. Creswell, J. W. (2014). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Pearson: Harlow. Dengler, P. (2019). Lifelong employability thriving in an ageing society. Springer: Wiesbaden. Flores, N., & Beardsmore, H. B. (2015). Programs and structures in bilingual and multilingual education. In The Handbook of bilingual and multilingual education (pp. 205-222). Wiley-Blackwell: MA. Galante, A. (2020). Translanguaging for vocabulary development: A mixed methods study with international students in a Canadian English for academic purposes program. In Envisioning TESOL through a translanguaging lens: Global perspectives (pp. 293-328), Springer: Cham. Hanna, A., & Conner, L. (2020). Unemployment among Arabic-speaking residents of Australia: migrants & refugee. Unpublished Estimation. Retrieved from <http://dx.doi.org/10.13140/RG.2.2.36808.75522> Hanna, A., Conner, L., & Sweeney, T.-A. (2020). Enhancing employability and e-Business Capacities for Arabic-Speaking Residents of Australia through START Online Training. Social Science Protocols, 2020(Sep), 1-18. Kury, H., & Redo, S. (2018). Refugees and migrants in law and policy: Challenges and opportunities for global civic education. Springer: Cham. Mazzaferro, G. (2018). Translanguaging as everyday practice. Springer: Cham. McKenzie, S. E. (2012). Conducting educational design research. Routledge: New York. OCED. (2020). Foreign-born unemployment versus native-born unemployment in European countries. Retrieved from <https://data.oecd.org/migration/> Pinkerton, T. (2013). Recruitment discrimination against Middle Eastern people in Western Australia: The case of accountants. Edith Cowan University, Perth, Australia. Stroo, S., Muñoz-Luna, R., & Jurado-Navas, A. (2017). Using technology in the teaching of ESP: Some reflections based on practice. In Integrating information and communication technologies in English for specific purposes (pp. 27-36). Springer: Cham. Wandner, S. A. (2018). Unemployment insurance reform: Fixing a broken system. Kalamazoo, MI, USA: W. E. Upjohn Institute for Employment Research. Zhang, Z. (2018). Programme for business-English majors. In Introducing course design and English for specific purposes (pp. 244-249). Routledge: London.

Author Information

<p>Amelie Hanna (presenting / submitting)</p> <p>Flinders University</p> <p>College of Education, Psychology & Social Work</p> <p>Adelaide</p>	<p>Lindsey Conner</p> <p>College of Education, Psychology & Social Work,</p> <p>Flinders University, Australia</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------

Programme by Networks, ECER 2021

[00. Central Events \(Keynotes, EERA-Panel, EER\) Round Table, Invited Sessions\)](#)

[Network 1. Continuing Professional Development: Learning for Individuals, Leaders, and Organisations](#)

[Network 2. Vocational Education and Training \(VETNET\)](#)

[Network 3. Curriculum Innovation](#)

[Network 4. Inclusive Education](#)

[Network 5. Children and Youth at Risk and Urban Education](#)

[Network 6. Open Learning: Media, Environments and Cultures](#)

[Network 7. Social Justice and Intercultural Education](#)

[Network 8. Research on Health Education](#)

[Network 9. Assessment, Evaluation, Testing and Measurement](#)

[Network 10. Teacher Education Research](#)

[Network 11. Educational Effectiveness and Quality Assurance](#)

[Network 12. LISnet - Library and Information Science Network](#)

[Network 13. Philosophy of Education](#)

[Network 14. Communities, Families and Schooling in Educational Research](#)

[Network 15. Research Partnerships in Education](#)

[Network 16. ICT in Education and Training](#)

[Network 17. Histories of Education](#)

[Network 18. Research in Sport Pedagogy](#)

[Network 19. Ethnography](#)

[Network 20. Research in Innovative Intercultural Learning Environments](#)

[Network 22. Research in Higher Education](#)

[Network 23. Policy Studies and Politics of Education](#)

[Network 24. Mathematics Education Research](#)

[Network 25. Research on Children's Rights in Education](#)

[Network 26. Educational Leadership](#)

[Network 27. Didactics - Learning and Teaching](#)

[Network 28. Sociologies of Education](#)

[Network 29. Research on Arts Education](#)

[Network 30. Research on Environmental und Sustainability Education](#)

[Network 31. Research on Language and Education \(LEd\)](#)

[Network 32. Organizational Education](#)

[Network 33. Gender and Education](#)

[Additional Events](#)

[Emerging Researchers' Conference](#)

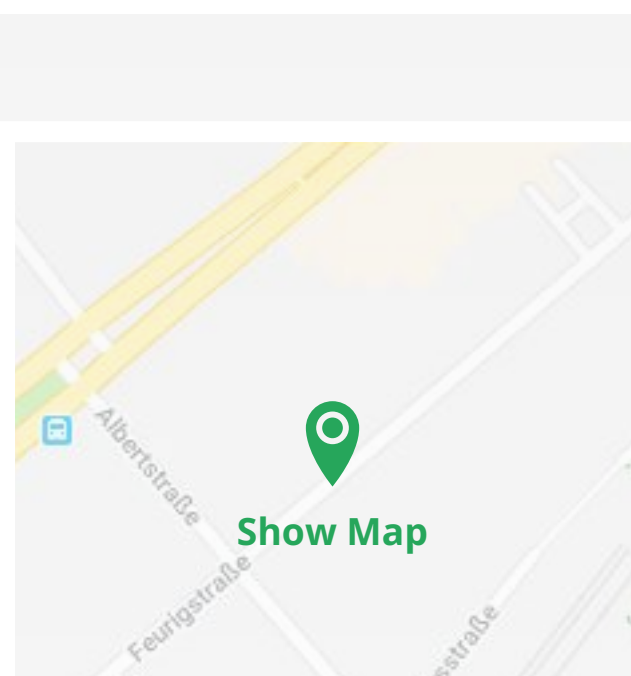
The programme is updated regularly (each day in the morning)

Navigation

- [About EERA](#)
- [Conferences](#)
- [Networks](#)
- [Season Schools / Workshops](#)
- [Publications](#)
- [Abstracts](#)

Info for

- [Link Convenors](#)
- [Council Members](#)
- [Reviewers](#)
- [Emerging Researchers](#)
- [ECER Presenters](#)
- [Job Hunters](#)



EERA Office

European Educational Research
 Association
 Feuerstr. 22
 10827 Berlin, Germany
 Telephone: +49 (0)30 857 36220
 Telefax: +49 (0)30 377 19572
office@eera.eu