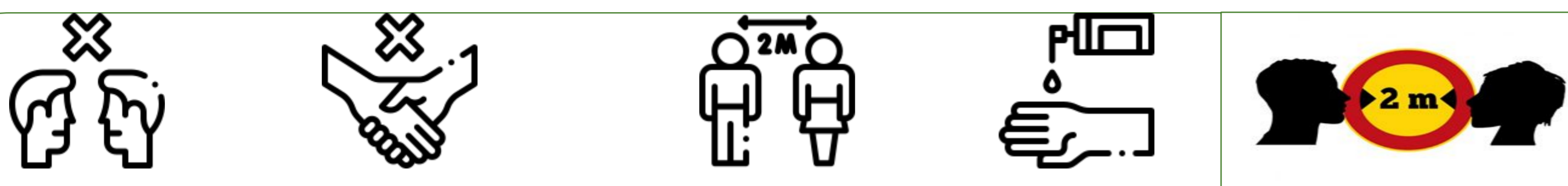# Post-pandemic social learning via online technologies

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Context: Post-pandemic time→ social isolation & loneliness

Purpose of the project development

1. Explore possibilities of meaningful communicative practice socially
2. Utilize learning online tools to bring students together
3. Bridge the psychological distance and foster a sense of belonging

Theoretical considerations

•Collaborative social learning via internet technologies (Dillenbourg and Schneider 1995)

•Technology-assisted learning promotes collaborative social learning (Hui et all 2007)

•Collaborative learning via technologies fosters a sense of socially connected (Chayko 2014)

•"[T]he sense of belonging and connectedness contributes to meaning in life" (Lumann and Stavrova 2016)

Methodology

Instructional setting: **zoom**

The Second-Year Korean Course: 18 students

Instructional delivery via zoom

Student assignment midterm group project:

Creating Cultural Movie Poster

Groundwork for an idea : Intercultural blog activities (bi-weekly group project)

Specific guidelines given for prop work and feedback

Canva, Google Docs, GroupoMe, Zoom meeting for collaboration

Final format: PDF

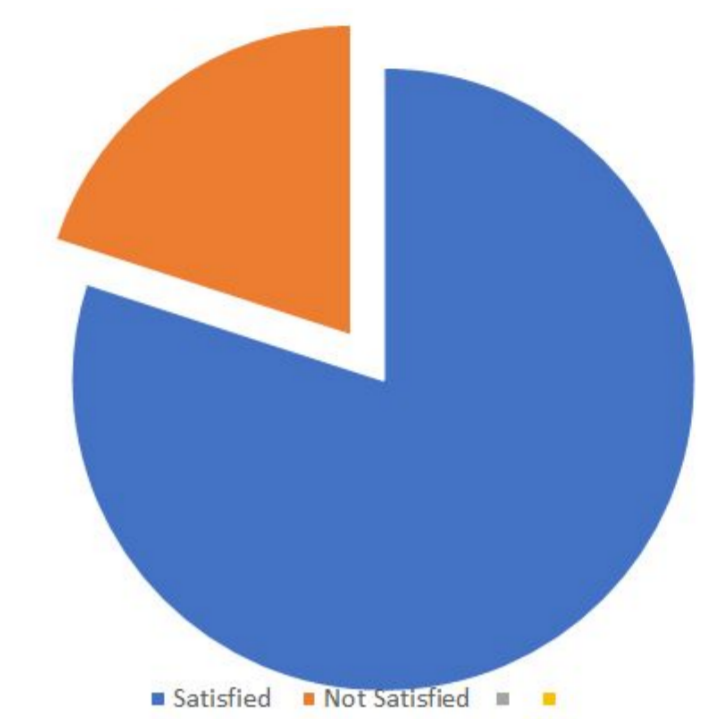Each group member was assigned to present the TC poster in TL.
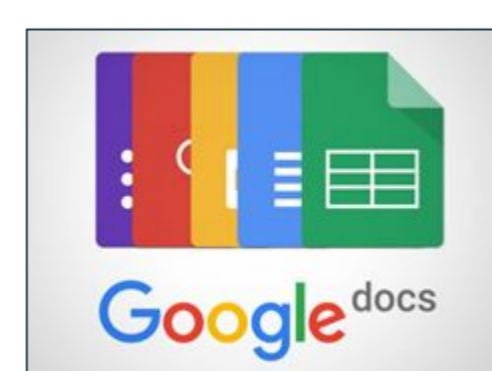
Collected Data

1. Student project samples

2. Student interactions and zoom polling

•"that's so cool"
•"The Artistry"
•"Beautiful"
•"thank you!! <3"
•"the talent!"

Challenges

Physical distance

Lack of communication

Technological gap - internet connectivity

Canva -- no local file storage, limited features & designs,

Pedagogical implications

1. Give specific guidelines.
2. Check in with students periodically.
3. Encourage students to stay on track.
4. Provide tutorials on online platforms for collaboration.
5. Be flexible and supportive.
6. Discuss cultural aspects embedded in TL.
7. Consider tasks that can be done remotely together.

References:

Chayko, M. (2014). Techno-social Life: The Internet, Digital Technology, and Social Connectedness. *Sociology Compass*. Volume 8, Issue 7, 976-991. https://doi.org/10.1111/soc4.12190

Dillenbourg, P. & Schneider, D. (1995). Collaborative learning and the Internet. *Proceedings of the Internet Conference on Computer Assisted Instruction* (ICCAI). S-10-6-S-10-13.

Hui, W, et al (2007). Technology-assisted learning: a longitudinal field study of knowledge category, learning effectiveness and satisfaction in language learning. *Journal of Computer Assisted Learning*. Volume 24, Issue 3, 245- 259. https://doi.org/10.1111/j.1365- 2729.2007.00257.x

Luhmann, M., Stavrova, O. (2016). Social connectedness as a source and consequence of meaning in life. *The Journal of Positive Pyschology*. 11(5), 470-479. https://psycnet.apa.org/doi/10.1080/17439760.2015.1117127

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