Triple Perspectives Approach for Learning

BRIAN GALLAGHER   APR 13, 2023 07:36AM UTC

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1) The Team

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2) Conceptual/Theoretical Framework:

The concept of the genre is both simple and complex in that the perspectives given by the 3 characters are recommendations on how to learn a specific topic or skill.
This range of instruction or advice demonstrates more than one way of doing any one task.
The idea of this new genre is to help students *develop their own learning style and own way of doing tasks* based on suggestions from three sources. The concept is born of the idea that *students need to hear a range of advice in learning new skills while appreciating that everyone is different somehow*, and that being comfortable in this knowledge, and **ownership of their own techniques and style** is *a critical part of self-development and success*.

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Appropriateness

Appropriateness - having materials that incorporate multiple sources makes for a more reflective learning experience, something that was rarely done in older textbooks

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The Approach

This approach lets students read simple texts that are genuine advice from real teachers, and to afford them space to write down the ideas and techniques of these three experienced teachers. From here they choose their own preferred style and which strategies to adopt. This selective learning from three sources is a new approach to learning.

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Currency

Currency - the value of interpreting multiple sources builds on independence and critical thinking

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Rationale

The initial idea for this project came about through discourse with colleagues (Mann & Walsh, 2013). Traditional textbooks and materials are a mainstay of the language learning process in Japan. Instead, adopting a task-based learning approach (Skehan, 2003) to develop students' ability to communicate in real-life situations was a goal of the project. The student-centered project also had its roots in a social constructivist approach (Vigotsky, 1978), focusing on how Japanese students construct knowledge for themselves. Active participation, collaboration, dialogic reflection and critical thinking were also key goals.

Constructivism:
Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Dialogic reflection:
Mann, S., & Walsh, S. (2013). RP or `RIP': A critical perspective on reflective practice. Applied Linguistics Review, 4, 291–315. doi:10.1515/applirev-2013-0013

Task-based learning:
Skehan, P. (2003). Task-based instruction. Language Teaching, 36(1), 1-14. doi:10.1017/S026144480200188X

MICHAEL_TOKYO   APR 26, 2023 01:12PM UTC

FAQ

Why Only 3? not five, or more?
3 is a classic number for language learning.
A trifecta involves one initial idea and 2 corresponding ideas.
A trilogy of ideas gives support to the central idea.
Confidence comes from having 2 supporting sources, without the need for multiples and excessive complexity.

(Ge et al, 2013)*"To a certain extent, consistency degree is an indicator of information reliability--Information unanimously agreed by all the sources is more likely to be reliable."*

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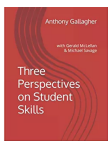## The Approach was Independently Published in 2022 and is globally available.

This is the first book in the "3 Perspectives Series"

Three Perspectives on Study Skills
Skills needed for studying and learning. This short book includes 3 different perspectives on how to do certain things. They are written by highly experienced teachers who are always learning. Each short explanation shares how they do the task that they need to do. Try to find the common things b...

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Importance

Importance - critical in modern times to customise learning beyond differentiation
This approach will hopefully grow into a popular approach for other topics, content, and course authors.
This approach can be used in any context, at any level, and in any language.

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Conclusion - Triple Perspectives is a New Approach to Learning that promotes student self-development and empowerment.

 Conclusion: Relevance to and implications for the field
==This style of interpretive customised learning approach could become a highly effective way of developing critical thinking both in personal auto-didactic learners as well as classroom lessons==

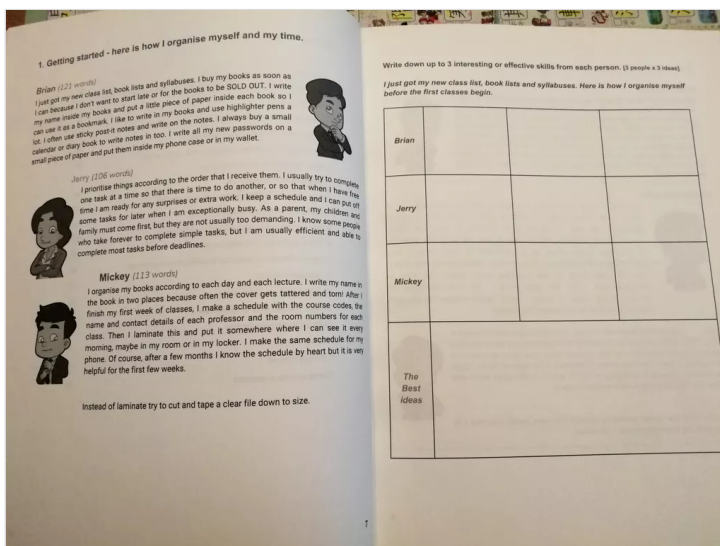**BRIAN GALLAGHER**   APR 23, 2023 03:07PM UTC

Optional Usage - Classroom Option

This approach has students read simple texts containing genuine advice from real teachers. Students then enhance notetaking skills by utilising the space provided to jot down main ideas, study techniques and key words. Finally, students are encouraged to discuss the differing concepts with peers, focusing on strengths and weaknesses, before deciding upon which strategy they believe best fits their own study style. By discussing the ideas of the teachers and sharing their own ideas, students hone their conversation skills, enhance critical and creative thinking ability and learn a number of differing approaches to overcoming difficulty. This is a new approach to instruction.

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Page samples - Universal Design for Learning.

The format of the books has a simple formula. One page with all 3 perspectives clearly written on the left side, the right page is space for student to write at least 3 notes on the character's perspectives. The right section is for the student to filter the effective or important ideas down, or select those they wish to incorporate into their knowledge, or their preferred way of working.

Considering that page design is equally as important as book design (incorporating universal design for learning) great care was taken to reduce redundancy, repetition, and confusing language. With this centerfold style of working students can always see the information as they work, affording them the solutions offered and repeated opportchancity to spell the words and review the usage in context.

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KOTESOL 2023 Theme addendum - Dialogical Reflection - Building in collaboration

Qualitative research on the development of learner identity (Norton, 2013) via "dialogic learner" a newly-constructed teaching model demonstrates two trajectories of identity changes: The first, from being one-dimensional learners to becoming multi-dimensional ones; the second, from being passive learners to becoming more active and adequately-prepared ones.

This links to the early stage in the evolution of the symbolic competence (Kramsch, 2009), with the possibility of life-long self-education (Gao, 2001).

This trajectory might further encourage students in their exploration of multidimensional thinking (Bian, 2023)

Bian, Y. (2023). Dialogic Learner and Identity Changes in the English Majors at a University for Liberal Arts. *Chinese Journal of Applied Linguistics*, 46(1), 31-47. https://doi.org/10.1515/CJAL-2023-0103

Gao, Y. H. (2001). *Foreign language learning: "1+1>2."* Peking University Press, China.

Kramsch, C. (2009). *The multilingual subject: What foreign language learners say about their experience and why it matters.* Oxford University Press.

learning for information trustworthiness estimation, in <u>KDD '13: Proceedings of the 19th ACM SIGKDD international conference on Knowledge discovery and data mining</u> pp766–774 <u>https://doi.org/10.1145/2487575.2487612</u>

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Suggested Reading

Biggs, J. B. (1987). Student approaches to learning and studying. Australian council for educational research. Hawthorn: Victoria.

Biggs, J.B. (1993) From Theory to Practice: A Cognitive Systems Approach, Higher Education Research & Development, 12:1, 73-85, DOI: <u>10.1080/0729436930120107</u>

Biggs, J., Kember, D., & Leung, D. Y. (2001). The revise two-factor study process questionnaire: R-SPQ-2F. British Journal of Education Psychology, 71, 133-149. <u>http://dx.doi.org/10.1348/000709901158433</u>

Call, J. and Carpenter, M. (2002)Three Sources of Information in Social Learning in Imitation in Animals and Artifacts - Complex Adaptive Systems. Edited by Dautenhahn, K. and Nehaniv, C. Massachusetts Institute of Technology Press. <u>https://yzhu.io/courses/core/reading/05.dautenhahn.pdf#page=230</u>

Ge, L., Gao, J., Li, X, and Zhang, A. (2013, Aug) Multi-source deep

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Triple Perspective Approach for Learning

The Triple Perspective Approach to Learning
KoTESOL 2023 Conference Abstract Submission
Digital Poster Presentation Instructions and Details
This presentation involves information about a research project. This poster presentation **explores the effectiveness** of a triple-perspective textbook as **a novel approach to learning**.
The concept of the genre is **both simple and complex** in that the perspectives given by the 3 characters (triple perspectives) are recommendations on how to learn a specific topic or skill. This style of instruction or advice demonstrates more than one way of doing any one task. **The idea of this new genre is to help students develop their own learning style and their own way of doing tasks** based on advice from three sources. The concept is **born of the idea that students need to hear a range of advice in learning new skills** while **appreciating that everyone is different** somehow, and that being comfortable in this knowledge, **ownership of their own techniques and style is a critical part of self-development and success**.

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