

# International Online Mentoring for Language Teaching and Professional Development

JALTCALL 2005 presentation at Ritsumeikan University

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# Computers for real communication

"At first, computers were seen as modern language labs - a way to increase efficiency by increasing the possibilities for drill and practice, or by emulating what might be called the teacher's knowledge base and doling that out to the students. But association of the computer lab with the aural-oral language lab dinosaur has always been spurious. Language labs were designed for little purpose other than to mechanize the audio-lingual method. A computer lab on the other hand contains equipment and components that students can use and relate to in many aspects of their real lives, many of which have now become accepted means of communication themselves. Given these many relationships between computers and how we have come to communicate in a modern world, the most potentially successful paradigms to employ them in language learning today, I believe, involve using them in such a way that they do an end run around *the teacher and this concept of teaching itself* and put students in direct touch with other target language speakers in authentically communicative situations."

Stevens, V. (2004). The skill of communication: Technology brought to bear on the art of language learning. *TESL-EJ*, 7(4). Retrieved April 9, 2005, from <http://cwp60.berkeley.edu:16080/TESL-EJ/ej28/int.html>

# Definitions in disciplinary context

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After plays became an established genre, Shakespeare could write that “all life’s a stage.” Each successive medium redefines the previous media and renders them identifiable in terms of paradigms. Concepts such as “offline,” “f2f” and even “analog” used as a loanword in Japanese discourse arose from the newly established digital online media, rendering previously taken-for-granted assumptions about classroom education identifiable as a paradigm. A second meaning of “stage” could apply to successive educational media, where for example CAI, CALL and Network-based Language Learning are not defined in the abstract but in practice, contextualized in the historical development of a discipline.

# Networking       Mentoring

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- Making relationships and sustaining dialogue:
  - ◆ Discussion lists, e-mail, online conferences
- Maintaining Web presence:
  - ◆ Websites, links, online articles, blogs, etc.
- Sharing professional expertise & resources:
  - ◆ Online communities & virtual organizations
  - ◆ Gain access to try various VLEs, LMSs, etc.

Leveraging the above means of networking 

- International mentors become readily available
- Mentoring via writing or conferencing with ICT

# Multilingual sites start at [www.waoe.org](http://www.waoe.org)

The screenshot shows the homepage of the World Association for Online Education (WAOE). At the top left is the WAOE logo with a globe icon. To the right is the text "World Association for Online Education". Below the logo are five navigation buttons: "Join WAOE", "Membership", "Organization", "Communication", and "Members Only". On the far right, there are links for "No Frames Site" and "Map". A "Select Language:" dropdown menu is open, listing the following languages: Arabic, English, Estonian, French, German, Hindi, Italian, Japanese, Malay, Portuguese, Russian, Spanish, and Turkish.

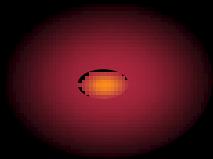
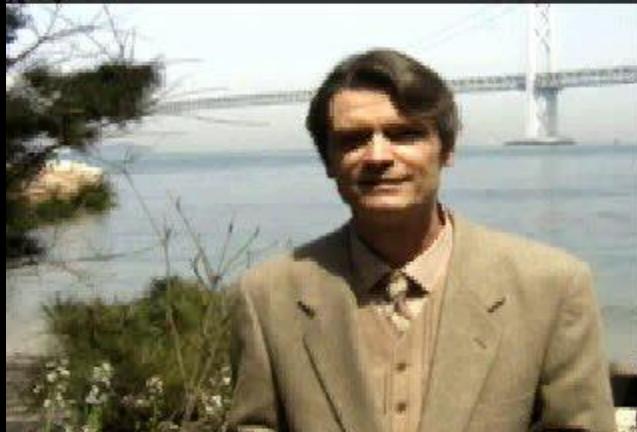
Flash file design and execution thanks to [Lucy Mejia Calderon](#), from Colombia.



# WAOE Milestones

- **1996-** Teaching in the Community Colleges Online Conferences
  - **April 1998** Keynote Address proposing WAOE / discussions continue via conference mailing list (Univ. of Hawaii)
- **BBS Constitutional Convention**
- **[www.waoe.org](http://www.waoe.org)** domain registered from Estonia
- **WAOE becomes an NPO (California State Univ. representative)**
- **Affiliated *Journal of Online Education* (New York Univ.)**
- **August 1998-** Online elections, parliamentary procedures
  - Board of Directors, Coordinating Ring from all over the world
- **1999-** World Culture Festival; Multilingual WAOE project started
- **2000-** Membership dues abolished
- **2002-** Hosting African, Russian and other non-WAOE initiatives
- **2003-** WAOE hosted at Portland State Univ. as a continuing contribution to international society

# Online conference keynote movie



# Preparations for a course on Online Education

## Seto Ohashi Bridge

The Longest Combined Road and Rail Bridge



The route via the Seto Ohashi Bridge was Honshu and Shikoku opened to traffic. It route hops from one island to another as of Kurashiki in Okayama Prefecture on Kagawa Prefecture on the Shikoku side. Stretching across a total distance of sections that span the gaps between as four viaducts on the islands them construction, with an expressway running the largest combined road and rail bridge. The 1100-meter (3,609-foot) central section of the Bisan Seto Ohashi Bridge at the site of the longest combined road and rail bridge.

Tsukuba  
Pref.

Population:  
180,000  
in surrounding  
area)

future  
population:  
220,000

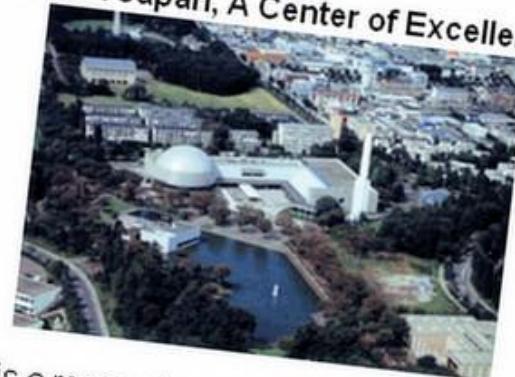
1 km (10.4

I and  
stitutes: 59  
and 11



The Largest of its Kind in Japan, A Center of Excellence

## Tsukuba Science City



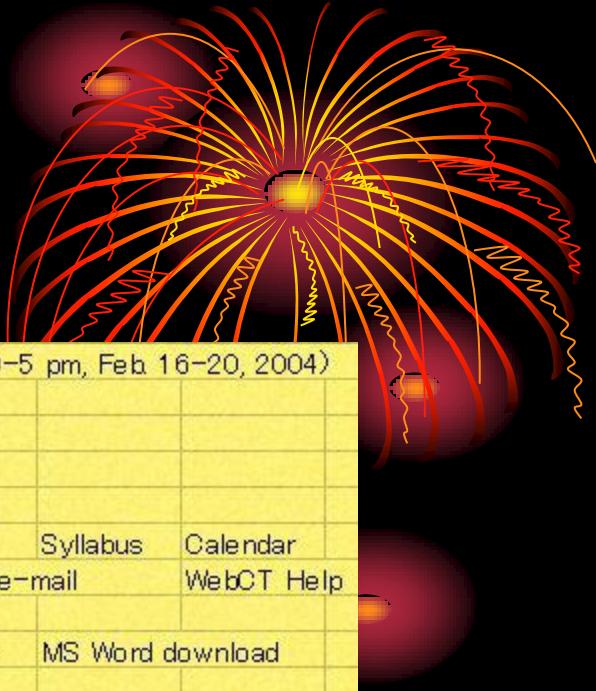
Tsukuba Science City is a research and education center in Tsukuba City, southwest Ibaraki Prefecture. In the early 1960s, it was decided to move institutes affiliated to government offices and national educational institutions to ease overconcentration of population in the Tokyo Metropolitan area and promote science and technology as well as advance of education. By 1985, all national organizations for research and education had moved to the 27-kilometer (10.4-square mile) site in Tsukuba. Tsukuba Science City leads scientific and technological research in Japan. In 1985, it hosted the international Tsukuba Science Expo.

Today, more than 200 research facilities, including laboratories of private companies built in the neighboring area, have been set up in Tsukuba Science City, and are conducting advanced experiments and research in various fields in an environment surrounded by natural blessings. The national organization of Tsukuba, the core of Tsukuba Science City, has research facilities of various disciplines that are used by researchers from around the country.

# Brainstorming e-Learning concepts

Concepts to Compare and Discuss	
e-Learning	Context > Scenes of Instruction Training – Education
Distance Education 遠隔教育	WBT – Web-based education teleconferencing
Online Education オンライン教育	f2f – offline – online digital > virtual > virtual universities
Pedagogy > Andragogy > Webagogy ped=child > adult learning > Web-based	networked computers networking educators

# **Widely distributed course elements (globalized classroom)**



**Map of Technologies for Corresponding Activities** (Tsukuba Intensive Course, 9-5 pm, Feb 16-20, 2004)

<b>Location</b>	<b>Venue</b> (LMS or VLE)	<b>Functions and Applications</b>			
Portland, Oregon	WebCT	Asynchronous:			
		Participants' Home Pages	Syllabus	Calendar	
		Discussion (BBS)	WebCT e-mail	WebCT Help	
		Study:			
			Web pages	Links	MS Word download
		Synchronous:			
		Chat			
Adelaide, Australia	Wimba for WebCT	Asynchronous:			
		Voice BBS	Voice e-mail		
		Synchronous:			
		Audioconference			
New York, USA	HorizonLive	Synchronous:			
		Audioconference			
Tsukuba, Japan	Networked computer lab (the classroom)	Asynchronous:			
		Web browsers	e-mail	MS Word	3.5 inch FD
		Synchronous:			
		F2F lectures with Q&A		Discussions in a circle	
Kagawa, Japan (Instructor's residence)	Personal computer (networked)	Asynchronous:			
		e-mail (before and after the course)			
<b>Mentors' locations:</b>					
Portland, Oregon	Tempe, Arizona	Baylor, Texas	Sheffield, UK	Vicoso, Brazil	Melaka, Malaysia

# WebCT Course Homepage

The screenshot shows a WebCT course homepage. At the top, there's a red header bar with the WebCT logo, navigation links like 'myWebCT', 'Resume Course', 'Course Map', 'Check Browser', 'Log Out', and 'Help'. Below the header, a menu bar includes 'Control Panel', 'View' (which is selected), and 'Designer Options'. A dropdown menu 'Course Menu' is open, showing 'Homepage'. The main title 'Winter2004: Theory and Practice of Online Education' is displayed above the course content area. The course content area features the 'Online Educator' logo and the 'wade' logo with a globe graphic. It includes a welcome message: 'Welcome to the course platform in Portland, Oregon, USA!' followed by a detailed description of the course's international nature and participation from various countries. Below this, there are eight course links arranged in two rows of four:

- Syllabus (Icon: blue book)
- Calendar (Icon: open calendar)
- Instructor's bookmarks (Icon: globe with http://)
- WebCT Help (Icon: globe with http://)
- See course participants (Icon: stack of colorful books)
- Study (Icon: stack of colorful books)
- Communicate (Icon: stack of colorful books)
- Go to audio venues (Icon: stack of colorful books)

# Student homepage function

完了

Theory and Practice of Online Education - WebCT 4.1.1 - Mozilla Firefox

ファイル(E) 編集(E) 表示(U) 移動(G) ブックマーク(B) ツール(T) ヘルプ(H)

PSU Online myWebCT Resume Course Course Map Check Browser Log Out Help

Control Panel View Designer Options

Course Menu -

Winter2004: Theory and Practice of Online Education

Homepage > See course participants > Participant Homepages > Hajime Mizoshita (hmizoshita)

Mobile phone photo taken in class =>

Hajime Mizoshita's Home Page

Kani High School http://

Hi! Welcome to my Home Page!

(^o^)/ (^\_^;) (>\_<) (-\_-+) m(\_ \_)m

This is my first attempt to make my own home page.

My Profile:

My name is **Hajime Mizoshita**, teaching English for Kani High School in Japan. Now I'm studying English Education & English Linguistics in Master

Actions  
indicates a selection is required from the main frame.

Options: Links  
Add link  
Edit  
Delete  
Move forward  
Move backward

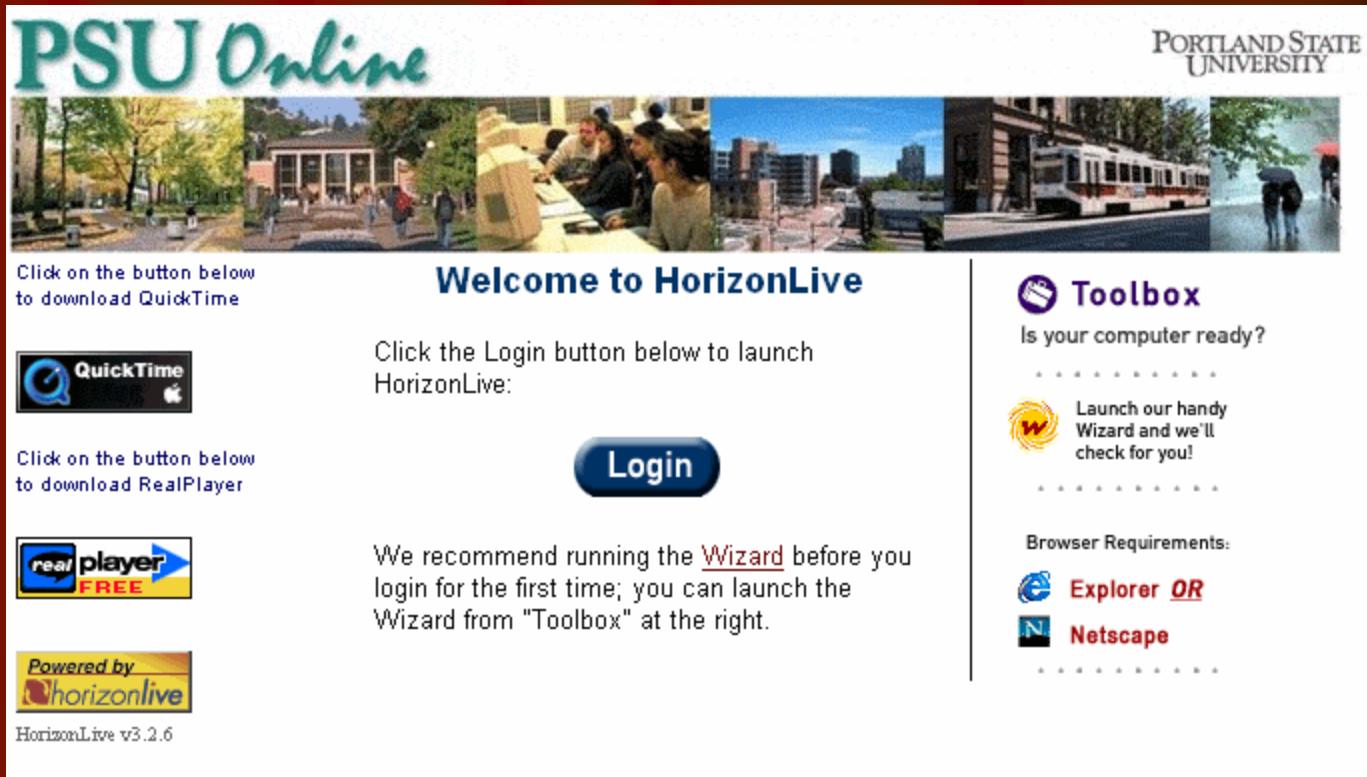
Options: Textblocks  
Edit/Add upper textblock  
Edit/Add lower textblock

Customize  
Modify layout  
Customize page colors  
Modify/Add background image  
Modify/Add banner image

Options: Homepage  
Restore homepage  
Backup homepage  
Clear the page

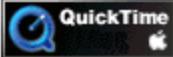
webct.pdx.edu

# Login screen to enter a conference



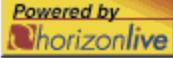
The image shows the PSU Online login screen. At the top left is the "PSU Online" logo with a green "O". At the top right is the "PORTLAND STATE UNIVERSITY" logo. Below the logo is a horizontal banner featuring five small images: a building, a person walking, students at a computer, a city skyline, and a streetcar. To the left of the center, there's text about downloading QuickTime and RealPlayer. In the center, there's a "Welcome to HorizonLive" message, a "Login" button, and a note about running the Wizard. To the right, there's a "Toolbox" section with a "Wizard" link, browser requirements for Explorer and Netscape, and a "Powered by HorizonLive" logo.

Click on the button below to download QuickTime

 QuickTime

Click on the button below to download RealPlayer

 real player FREE

Powered by  HorizonLive

HorizonLive v3.2.6

Welcome to HorizonLive

Click the Login button below to launch HorizonLive:

**Login**

We recommend running the [Wizard](#) before you login for the first time; you can launch the Wizard from "Toolbox" at the right.

**Toolbox**

Is your computer ready?

\*\*\*\*\*

 Launch our handy Wizard and we'll check for you!

\*\*\*\*\*

Browser Requirements:

 [Explorer OR](#)

 [Netscape](#)

\*\*\*\*\*

# HorizonLive audioconference



**Wimba Demo - WebCT 4.1.1 - Mozilla**

File Edit View Go Bookmarks Tools Window Help

Back Forward Stop http://webct.netspot.com.au/SCRIPT/NS MCCART Search Print

**WebCT** myWebCT Resume Course Course Map Check Browser Log Out Help

**Control Panel** Wimba Demo

**View** Designer Options

- Course Menu - Homepage

 education  
audio interactivity  
**voice**

 Wimba Voice E-Mail

 Wimba Voice Board

 Wimba Voice Direct

 Wimba Voice Authoring (Hidden)

 http:// WebCT course in Portland

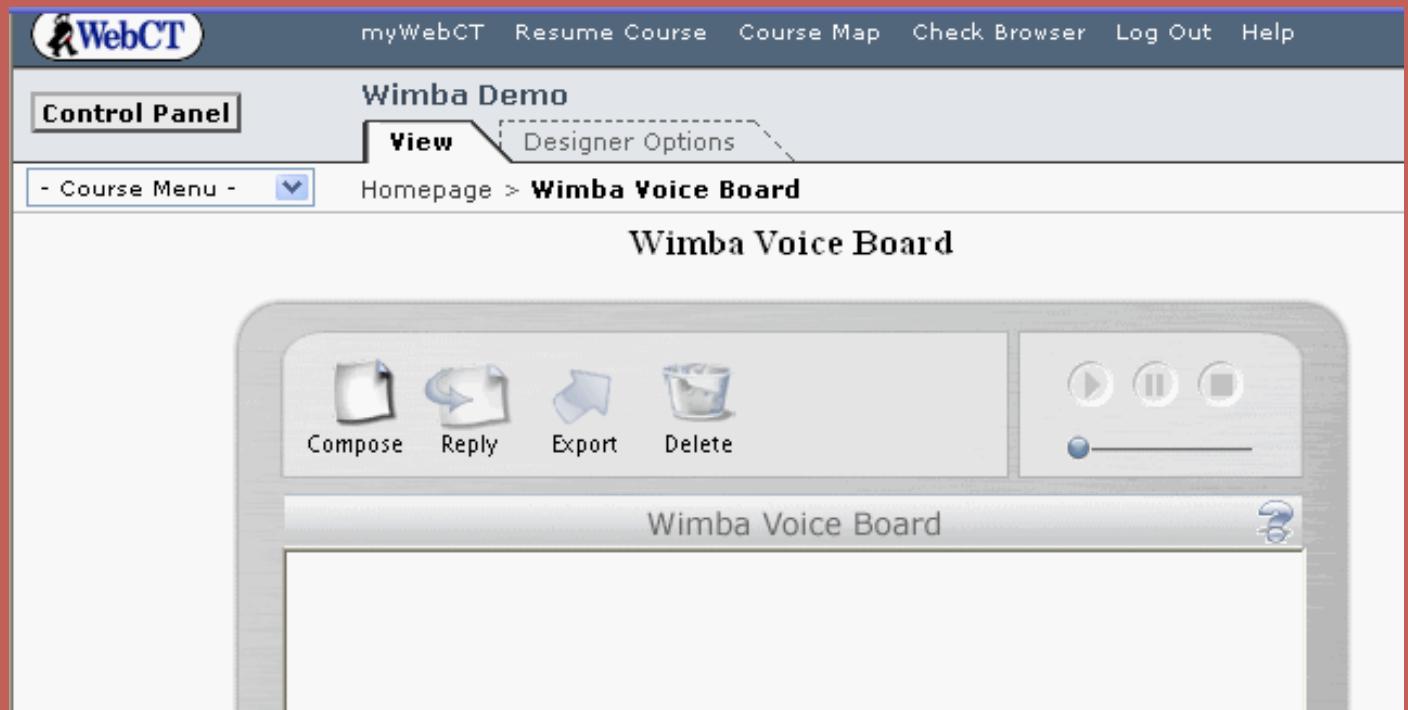
 http:// Instructor's bookmarks

Welcome to Australia

Thanks to NetSpot in Adelaide, our intensive graduate course on online education at the University of Tsukuba in Japan, with mentors from the US, the UK and Brazil, can try Wimba voice technologies here. The rest of the course is held in WebCT based at Portland State University in Oregon.

Another  
WebCT  
site  
used  
for  
its  
integrated  
Wimba  
voice  
functions

# Voice Board (asynchronous BBS)



# Mentors later meet f2f for the first time in the UK



My wife Chisato, Nick @Sheffield  
Maggie @Portl





### Guide for Mentors

This is an overview for potential mentors.

The main point is that projects provide a learning discussion amongst all involved.

You are not meant to be an expert but your willingness to engage and share what knowledge you do have is a key asset.

[Link to Guide for Project Proposers](#)

- 1** RECEIVE PROPOSALS Identify your learning needs
- 2** VOLUNTEER AS A MENTOR Identify your learning needs
- 3** MEET THE PROJECT TEAM Identify your learning needs
- 4** JOIN THE TEAM DISCUSSIONS Identify your learning needs
- 5** HELP DEVELOP A CASE STUDY Identify your learning needs



# For Further Research

surf to: [www.waoe.org/steve](http://www.waoe.org/steve)  
or [www.waoe.org/mentor](http://www.waoe.org/mentor)



## ONLINE ARTICLES (ネット上の著作)

45. "Cultural, Disciplinary and Temporal Contexts of e-Learning and English as a Foreign Language"  
**eLearn Magazine: Research Papers**, April 2005  
 New York City: Association for Computing Machinery (ACM)

44. 「オンライン教育の理論と実践－受講者の目線から」  
 アドバイザリーボードメンバーからの寄稿  
 東京:チャイルド・リサーチ・ネット (April 2005)

43. "Global Communications in a Graduate Course on Online Education  
 at the University of Tsukuba"  
 GLOCOM Platform, Colloquium #60. Tokyo: Japanese Institute of Global Communications,  
 International University of Japan (full version with many illustrations in PDF format).  
Abridged version (HTML Web page linked to the full version)  
 東京: 国際大学、グローバル・コミュニケーション・センター (March 2005)

42. 「オンラインとオフラインの融合」  
 会員便り、東京:NPO先端教育情報研究所 (February 2005)