International Online Mentoring for Language Teaching and Professional Development

JALTCALL 2005 presentation at Ritsumeikan University

by Steve McCarty
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“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.”

Definitions in disciplinary context

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

- 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

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 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
Seto Ohashi Bridge

The Longest Combined Road and Rail Bridge

The route via the Seto Ohashi Bridge was opened to traffic in 1988. It spans the sea between Honshu and Shikoku. It is located near Kurashiki in Okayama Prefecture on the Honshu side, and Kagawa Prefecture on the Shikoku side. It is 1100 meters (3,609 feet) long. The bridge was built as four viaducts on the islands they are spanning. The construction was completed in 1987.

Tsukuba Science City

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

Tsukuba Science City is a research and education center in Tsukuba City, Ibaraki Prefecture. In the early 1960s, the area was identified as a site for the concentration of population and industry. To improve the efficiency and productivity of these industries, the land was surveyed in the late 1960s. This was to help prevent the overconcentration of population in the Tokyo Metropolitan area and to promote science and technology as well as the advance of education. By 1986, national organizations for research and education had moved to the 27 kilometer (10.4-square mile) site in Tsukuba. Tsukuba Science City helped develop a new generation of researchers and the advancement of science and technological research in Japan. In 1985, it hosted the International Science Expo.

Today, more than 200 research facilities, including laboratories of private companies built in the neighboring area, have been set up in Tsukuba City, and are conducting advanced experiments and research in various fields in an environment surrounded by natural blessings. The national level of Tsukuba, the core of Tsukuba Science City, has research facilities of 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
  - WBT – Web-based education
  - teleconferencing
  - f2f – offline – online
  - digital > virtual > virtual universities
  - networked computers
  - networking educators

- **Distance Education**
  - 遠隔教育

- **Online Education**
  - オンライン教育
  - Pedagogy > Andragogy > Webagogy
  - ped = child > adult learning > Web-based
Widely distributed course elements
(globalized classroom)

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Map of Technologies for Corresponding Activities (Tsukuba Intensive Course, 9–5 pm, Feb. 16–20, 2004)
Welcome to the course platform in Portland, Oregon, USA!

This is Theory and Practice of Online Education, an intensive course for graduate students at the University of Tsukuba in Japan. We are using the latest WebCT learning management system based at Portland State University, and another one at NetSpot in Adelaide, Australia for some of the voice technologies. World Association for Online Education officers in the US, the UK, Brazil and Malaysia will participate in discussions through the Internet, by writing and audioconferencing.
Student homepage function

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
Login screen to enter a conference

Welcome to HorizonLive

Click the Login button below to launch HorizonLive:

We recommend running the Wizard before you login for the first time; you can launch the Wizard from "Toolbox" at the right.
HorizonLive audioconference
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.

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

Link to Guide for Project Proposers
For Further Research

surf to: www.waoe.org/steve
or 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)