

Web 2.0 Technologies and iPods for Research and Mobility

by Steve McCarty

Professor, Osaka Jogakuin College

President, World Association for Online Education

a Keynote Address at the conference on “Wireless Ready:
Podcasting Education and Mobile Assisted Language Learning”
held at NUCB Graduate School, Nagoya, Japan on 24 March 2007



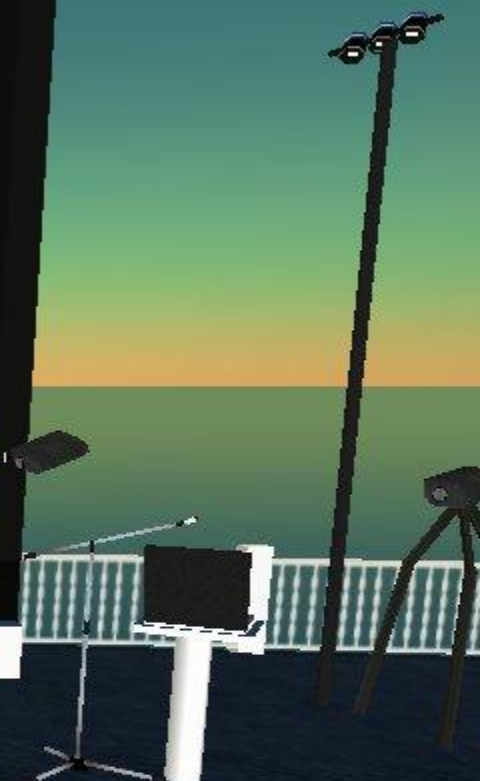
Web 2.0 Technologies and iPods for Research and Mobility

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Web 2.0

- Concepts
 - Research
 - Publications
 - Networking
- ## e-Learning 2.0

- Podcasting
- Online Video
- 3D VLEs

CALL 2.0

Example courses:

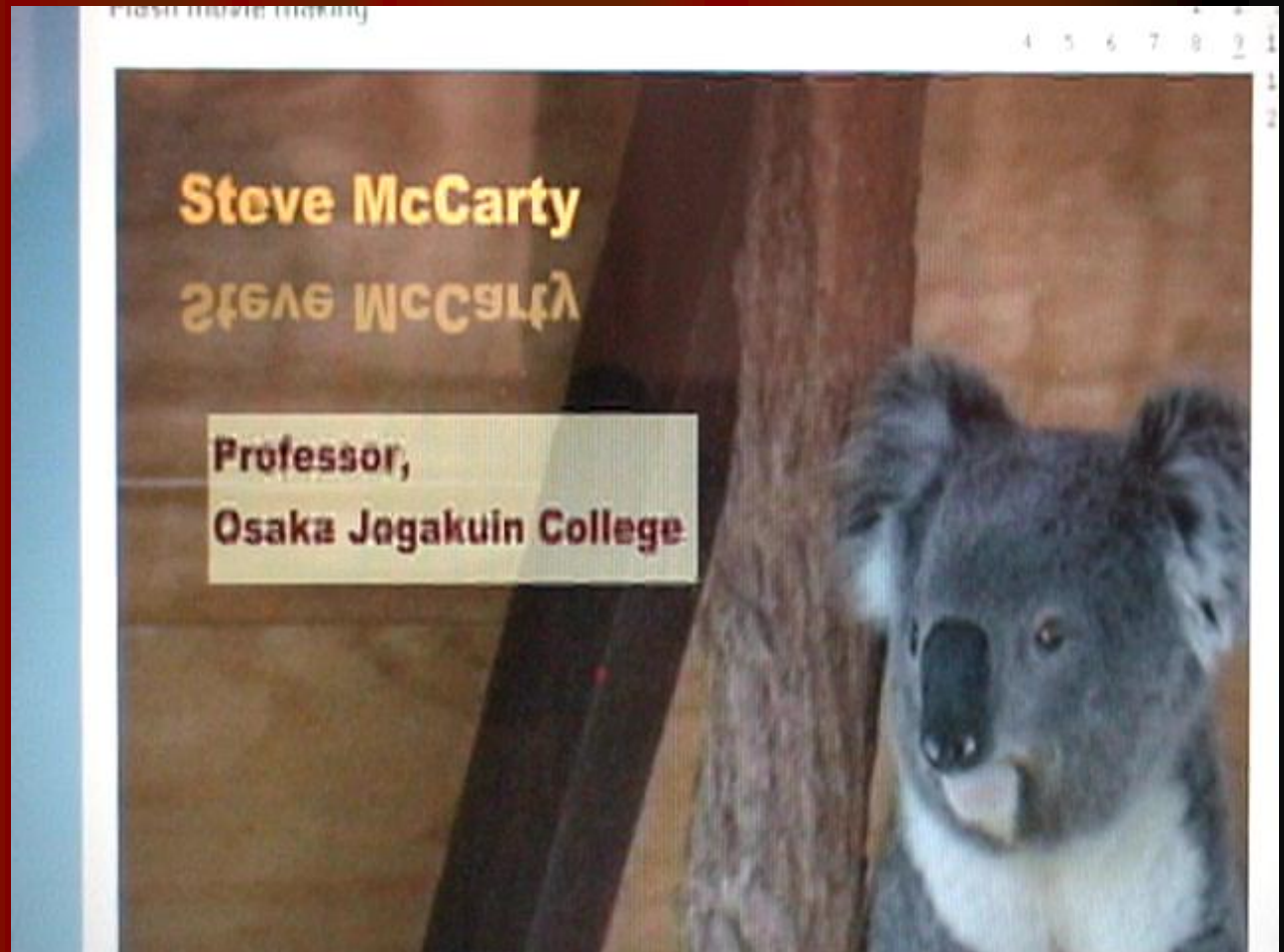
- Coursecasting
- Lab activities

Mobile 2.0

- MALL 2.0

Learning 2.0

Online Movie Profile



India-based Toufee.com offers online Flash movie making, free and hosted in their servers, so it is a representative Web 2.0 service. This is actually a video of a movie (which has no video *per se* in it but could have) embedded in a blog entry by copy-and-pasting code. Free, easy enough, and shareable: a formula for popularization of technologies.

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Learning 2.0

Salience for L2 Education

Free

- of charge
- to choose
- to change

Easy

- to start
- to motivate
- for learning

Shared

- L2 target community
- i+1 target technologies
- user-driven and negotiated environments, relationships and realities

Cf. Alm (2006) on Web 2.0 for autonomy, competence, ⁵ relatedness, motivation & agency (after Warschauer, 2000)

Web 2.0

Web 2.0 ideas for research and publications

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- Networking

e-Learning 2.0

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Example courses:

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Mobile 2.0

- MALL 2.0

Learning 2.0

- Register for free accounts with Flickr photo sharing, Del.icio.us social bookmarking, Odeo podcasting & audio hosting, and Google Docs & Spreadsheets.
- Make a Flickr set for research screen shots aside from personal photos and make direct links to that set.
- In publishing a paper where space is limited, hybridize the article with Del.icio.us and Flickr. In your Del.icio.us site apply the same (very) unique metadata tag to all the online references cited in the paper (and perhaps more related online articles) for the reader to click on the tag to read them all listed together. Any number of other descriptive tags can also be added to each article. Use Flickr for the reader to view related screen shots, such as of password-protected virtual learning environments, which can be viewed as a slide show. The URLs for the Del.icio.us and Flickr sets can be provided to the reader in the paper, while tags are also searchable through Del.icio.us and Flickr homepages, Technorati blog search or other search engines such as Google.

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Learning 2.0

- Odeo offers a voice message service whereby anyone can plug a microphone into their computer and "Send me a Message." It could be used to receive spoken homework or to otherwise analyze L2 speech samples.
- The Google Docs & Spreadsheets free version has some intriguing possible uses. It can automatically convert e-mail attachments to HTML files, export files in PDF format, or turn word-processed documents with images into public Web pages. Others can be invited, so it can be used to collaborate on documents or Web pages, to gather students' papers or other documents by e-mail. It stores files, saves files every 10 seconds automatically, and makes Web page making easy.

[See URLs/Links after the References to access Websites cited in this presentation]

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- Concepts
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Mobile 2.0

- MALL 2.0

Learning 2.0

Online Presentations

Representative Types

- Asynchronous distance education learning objects or tutorials made for Internet delivery
- Synchronous conference presentations, captured as images, sound and/or video, and turned into asynchronous presentations

Representative Ways

- Screencasting, with a streaming server (e.g. Camtasia) or freeware (e.g. Camstudio), but capturing movement smoothly generates huge files. Workaround for tutorials: shoot a video of the screen, describing each step.
- Shoot a video of a presentation, edit and upload it, but for full-length presentations the file size would exceed the limits of free hosting sites (e.g., YouTube).

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- Concepts
- Research
- Publications
- Networking

e-Learning 2.0

- Podcasting
- Online Video
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CALL 2.0

Example courses:

- Coursecasting
- Lab activities

Mobile 2.0

- MALL 2.0

Learning 2.0

- Capture multi-presenter events with audioconferencing or videoconferencing software (e.g. Skype, Horizon Wimba, Elluminate, or FlashMeeting)
- Combine a podcast of the talk, embedding an MP3 player (using, e.g., Odeo), together with a Flash player (using, e.g., Slideshare) for the presentation slides (e.g. PowerPoint), so the user can click to start the podcast and click through the slides at a suitable pace

[illustrated in the next slide]

But if, as happens, Slideshare does not work correctly, a workaround is to turn the .ppt slides into .jpg graphics posted on a Web page in succession, so the user clicks to start the podcast and then scrolls down the Web page at a suitable pace. An example is at:

<http://waoe.org/president/presentations/JALT2006.html>

October 15, 2006

Posted 10/15/2006 by Steve McCarty in Japan

Interfaces of Bilingual Education,
Japanese Socioculture, and
Podcasting Technologies

a presentation at the international conference on
Diversity and Community in Applied Linguistics:
Interface, Interpretation, Interdisciplinarity
Macquarie University, Sydney, 21 September 2006
by Steve McCarty
Professor, Osaka Jogakuin College, Japan
President, World Association for Online Education (1998-2007)

share 1 / 12 slideshare

Listen to it by clicking below while viewing the PowerPoint slides above!



powered by ODEO

Online
Presentation
as a blog entry,
with code to
copy & paste
automatically
generated by
Slideshare
and Odeo



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- Concepts
- Research
- Publications
- Networking

e-Learning 2.0

- Podcasting
- Online Video
- 3D VLEs

CALL 2.0

Example courses:

- Coursecasting
- Lab activities

Mobile 2.0

- MALL 2.0

Learning 2.0

Podcasting and Coursecasting

“[A] podcast is content such as a radio show that is recorded in the ubiquitous MP3 format and ... published on a web site for download ... on a mobile device or a computer. Through the use of RSS (Really Simple Syndication), information about the web site and the podcasts ... is provided in a lightweight XML format. The RSS files, or ‘feeds,’ can be harvested by content aggregators ... such as iTunes, all of which can download ‘subscriptions’ either on demand or at predetermined intervals” (Rogers, 2005).

Coursecasting is the podcasting of the lecture parts of whole courses for review by students and other purposes. While it is likely to become more prevalent in lecture style courses than in ELT, the value of listening again will be apparent whenever students are non-native users of the medium of instruction.

In April 2004 Osaka Jogakuin College was first in the world to distribute iPods to all students, loaded with EFL listening files, allowing for a mobile infrastructure. Podcasting can also be applied to imaginative campus events, student performances, public lectures, interviews, presentations, campus news, alumni services, or sharing faculty expertise with the community beyond the institution (cf. McCarty, 2005 & 2006).

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- Online Video
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CALL 2.0

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- Coursecasting
- Lab activities

Mobile 2.0

- MALL 2.0

Learning 2.0

 Coursecasting Bilingual Education
[Edit in Odeo Studio](#) | [Promote](#)

Window into
the classroom


[SUBSCRIBE](#)

20/20

Lectures of an upper division Bilingual Education course at Osaka Jogakuin College in Japan by Professor Steve McCarty.

Creator: Steve McCarty
Site:
Subscribers: 1
Feeds: RSS, m3u, xspf ( [Subscribe in iTunes](#))
Embed: Get the Flash player for your site

Audio in this Podcast

Applying Critical Thinking to Opinions about Bilingual Education
When reading articles about bilingual education, it is important to distinguish whether the opini... (251 days ago)


 [playlist](#)

Multiculturalism in individuals and in society
Lecture based on Baker (2001, pp. 402-405), "Multiculturalism and Anti-Racism." Also ... (265 days ago)


 [playlist](#)

Blaming Multiculturalism for the Clash of Civilizations
To encourage critical thinking by the students, a newspaper article by a British politician is in... (270 days ago)


 [playlist](#)

Suggestions for Research on Bilingual Education (2)



Clicking on the title of a podcast opens another Web page with an MP3 player, an annotation describing the lecture, and sometimes an external link to download a course file.¹³ For more on coursecasting, cf. McCarty (2006 & 2007).



Web 2.0

- Concepts
- Research
- Publications
- Networking
- Learning 2.0
- Publishing
- Online Video
- 3D VLEs
- CALL 2.0
- Use the internet
- Communicating
- Collaborating

Online Movies



A better term may be used particularly with Flash, make with still photos or without video in the movies.

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- Concepts
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 - Publications
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- ## e-Learning 2.0

- Podcasting
- Online Video
- 3D VLEs

CALL 2.0

Example courses:

- Coursecasting
- Lab activities

Mobile 2.0

- MALL 2.0

Learning 2.0

Online Movies



As explained in this video, a better term may be “online movies,” because particularly with Flash, movies are easy to make with still photos or animation, with or without video in the movies.

Web 2.0

- Concepts
- Research
- Publications
- Networking

e-Learning 2.0

- Podcasting
- Online Video
- 3D VLEs

CALL 2.0

Example courses:

- Coursecasting
- Lab activities

Mobile 2.0

- MALL 2.0

Learning 2.0

3D Virtual Learning Environments

3D, perhaps poised to become a basis for Web 3.0 browsing, can be used for virtual learning environments (VLEs) such as Edunation at Second Life. 3D VLEs, with both avatars and the environment designed by users, offer an imaginative and rich sensory experience for educators and learners to meet at a distance. 3D VLEs can serve, for instance, as an online dimension of this conference, opening the venue to participants overseas. The Sony PS3 will have a similar program for 3D interaction (Musgrove, 2007), which could accelerate the popularization process. 3D software can also serve as yet another way to make online presentations [illustrated in the next slide].



With 3B software users easily make 'villages' (above: Sky Lounge theme). It works in tandem with Firefox: click twice to browse an actual Website. Also, .ppt slides converted to .jpg can make for online presentations that viewers run through.

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- Concepts
- Research
- Publications
- Networking

e-Learning 2.0

- Podcasting
- Online Video
- 3D VLEs

CALL 2.0

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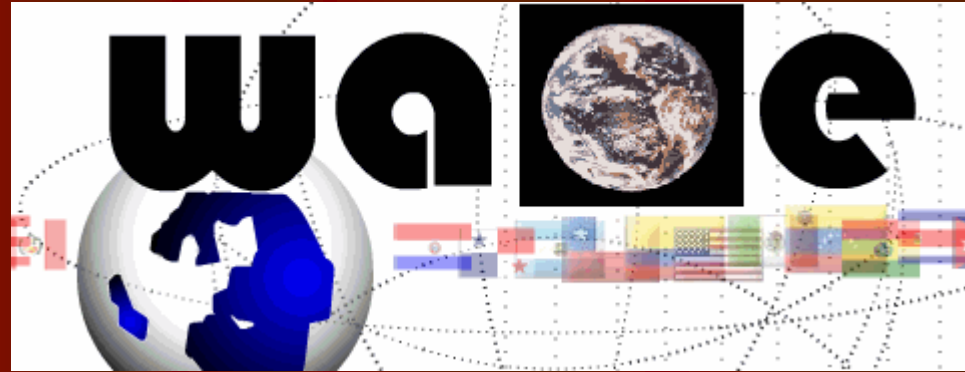
- Coursecasting
- Lab activities

Mobile 2.0

- MALL 2.0

Learning 2.0

Global Virtual Organizations



Virtual academic organizations such as the WAOE (World Association for Online Education) show us that a division of labor is needed for a discipline to develop: no one person can play all the roles, thus such organizations exist for collaboration. The roles needing one or more volunteers include: visionaries, chroniclers, messengers, researchers, pedagogues, organizers, technologists, referees, and other participants. Both reliable persons and realistic expectations foster sustainable projects.



World Association For
Online Education

Cf. Ixchel (n.d.); McCarty (2004); Bowskill et al. (2006).

Global Virtual Organizations



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 - Concepts
 - Research
 - Publications
 - Networking
- e-Learning 2.0
 - Podcasting
 - Online Video
 - 3D VLEs
- CALL 2.0
- Example courses:
 - Coursecasting
 - Lab activities
- Mobile 2.0
 - MALL 2.0
- Learning 2.0

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WORLD ASSOCIATION FOR
ONLINE EDUCATION

Cf. Ixchel (n.d.); McKeon (2004); Bowskill et al. (2006).

Web 2.0

- Concepts
- Research
- Publications
- Networking

e-Learning 2.0

- Podcasting
- Online Video
- 3D VLEs

CALL 2.0

Example courses:

- Coursecasting
- Lab activities

Mobile 2.0

- MALL 2.0

Learning 2.0

Computer Communication course

Activities involving the WebCT LMS

- Discussion Board (asynchronous)
- Chat (synchronous)
- Student Homepages – with photos from their mobile phones, self-introductions, links, e.g. to sites they like for EFL study, and to their blogs

Web 2.0 activities

- EnglishClub.com – for social networking as well as independent language & culture study
- Yackpack – a group voice discussion board, allowing for written outlines & planned speech
- My Pop Studio – design one's avatar, mash-up music videos and reality TV shows, similar to how drag & drop online video editing sites work
- Listen to selected podcasts with earphones
- Watch curriculum-related online videos, e.g. “Witness” for human rights activism



Yackpack voice board interface

My POP Studio

POPSTAR PRODUCER

STAR SONG SHOW SHARE SONG MAKER MAKER TIME! CONCERT CHARTS

Signed in as: [waaa](#)
25 points [sign out](#)



POPSTAR: Sawami Shiran

SONG: Breakout!

Verse:

Kick open the door, turn on the lights.
Me and my friends are gonna party tonight.

You're running through my mind, I just can't be set free.
I'm on this roller coaster. What'cha doin' to me?

Transition:

You and me, we got a cosmic connection.
I'll follow you in any direction.

Chorus:

Crushin', they'll never catch me and you.
Breakout! Everything is going my way.

Crushin', they'll never catch me and you.
Breakout! You can't make me stay.



Play

VALUE
MESSAGE: I'm all natural and up for excitement.

Share Your Concert

My Pop Studio example music video



POP MUSIC

POPSTAR PRODUCER

STAR MAKER SONG MAKER SHOW TIME! SHARE CONCERT SHARE QUARTZ

POPSTAR: Galsami Shiran

VALUE MESSAGE!

I'm all natur...

play

for excitement.

Share

Song: "Breakout"
Verse:
Kick open the door, let me
in, let me in
You're sweating through my head, I
just can't be, get out
I'm on the edge, come
down to me!
Transition:
You and me, we got a
connection
It follows you in any
direction.
Chorus:
Chasier, they'll never catch me
and you
Breakout! Everything is going
my way.
Chasier, they'll never catch
and you
Breakout! You can't stop me



WITNESS

WITNESS uses video and online technologies to open the eyes of the world to human rights violations.

[Home](#) [About Us](#) [Partners](#) [Training](#) [Watch Videos](#) [Act Now](#) [Get Involved](#) [News and Events](#) [Media Archive](#) [Store](#) [Forum](#)



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Video for Change Video



Witness human rights training video

Web 2.0

- Concepts
- Research
- Publications
- Networking

e-Learning 2.0

- Podcasting
- Online Video
- 3D VLEs

CALL 2.0

Example courses:

- Coursecasting
- Lab activities

Mobile 2.0

- MALL 2.0

Learning 2.0

Mobile Phones for Education

- Researchers in Japan are collaborating in engineering, cognitive science, and education to combine ge positioning (GPS) data from satellites with location-based information provided to mobile phones, which could be helpful e.g. in sudden disasters when people are in unfamiliar places. Location-based services provide a business model, e.g. for revenues from tourist attractions, as well as a vehicle for educational public information. In a perfect example of 'glocalization,' global positioning enhances the local experience.
- There will be ways for teachers to take attendance or input student information into databases by mobile phones or other online appliances reading codes on credit card style student ID cards.

Web 2.0

- Concepts
 - Research
 - Publications
 - Networking
- ## e-Learning 2.0

- Podcasting
- Online Video
- 3D VLEs

CALL 2.0

Example courses:

- Coursecasting
- Lab activities

Mobile 2.0

- MALL 2.0

Learning 2.0

Mobile Phone QR Codes



- The bar code reader, among the accessories on Japanese camera-enabled mobile phones, can be used to skip typing and translate into text or a link by pattern recognition. Since it is not digital, it provides a new interface between any flat object and the Internet.

Web 2.0

- Concepts
- Research
- Publications
- Networking
- e-Learning 2.0
- Podcasting
- Online Video
- 3D VLEs

CALL 2.0

Example courses:

- Coursecasting
- Lab activities

Mobile 2.0

- MALL 2.0

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Mobile Phone QR Codes



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- Research
- Publications
- Networking

e-Learning 2.0

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- Online Video
- 3D VLEs

CALL 2.0

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- Coursecasting
- Lab activities

Mobile 2.0

- MALL 2.0

Learning 2.0

- Provided one has a mobile phone Internet site [see next slide], the QR Codes can be on one's *meishi* (名刺) calling card, as in the previous slide, on greeting cards, or on labels in stores, e.g. to provide nutritional or geographical information on food. Various applications to education can be visualized.
- In one experiment, a QR code was e-mailed as a .jpg graphic from a computer to a mobile phone. The code thus displayed on the screen. Then the bar code reader of another mobile phone was focused on it, and the second mobile phone was clicked to access the site. The process was both wired and wireless, analog and digital, physical and online, suggesting trends to hybridization, convergence and multidimensional human-world-Internet interfaces.



Welcome waoe, If you are not waoe, [click here.](#) | [Logout](#)

[Home](#) [Dashboard](#)

[Dashboard](#) > [Main Menu](#) (Language Learning Japan)

[MAIN MENU](#)

Language Learning Japan

WINKsite ID #17798

Mobile URL: <http://winksite.com/waoe/mall>

[VIEW SITE](#)

Content Folders & Pages

Create up to 12 top-level content folders that appear as channels.

[Content Folder Name](#) [Folder Management](#) | [create new folder](#) [Status](#)

Community & Collaboration Channels

Activate and personalize pre-built channels to add functionality.

Channel Name	Channel Management	name channels	Status
Announcements	view list add announcement		<input checked="" type="checkbox"/> ON
Core	view list add content page		<input checked="" type="checkbox"/> ON
Agenda	view today view month add event		<input type="checkbox"/> OFF
Blog	view list add entry preferences		<input checked="" type="checkbox"/> ON
Journal	view list add entry		<input type="checkbox"/> OFF
Syndicated Feeds	view list add feed feed directory		<input type="checkbox"/> OFF
Syndicated Events	view list add event feed event directory		<input type="checkbox"/> OFF
Field Reports	view list preferences		<input type="checkbox"/> OFF
Notes	view list preferences		<input type="checkbox"/> OFF
Chat	view chat room list		<input type="checkbox"/> OFF
Forum	view list post topic preferences		<input checked="" type="checkbox"/> ON
Surveys	view list		
Zine	view list		
Guestbook	view list		
Links	view list		
Site Info	edit		
M-Card	edit		

You're in control. Choose the folders

☒ ON : Icon signifies folder/channel
☐ OFF : Icon signifies folder/channel

ALERT: DELETING A SITE CAN NOT

Mobilize Your Existing Blog via Feed Syndication | [enter feed](#)

SITE SETTINGS: BASIC

- Site Status: Online | [turn offline](#)
- Site Name: [edit](#)
- Site URL: [edit](#)
- Site Description: [edit](#)
- Site Category: [edit](#)
- Directory: Listed | [make unlisted](#)
- Content Advisory: Off | [turn on](#)

SITE SETTINGS: ADVANCED

- Mobile Admin: On | [turn off](#)
- Passwords: Off | [turn on](#) | [edit](#)
- Site Intro: Off | [turn on](#) | [edit](#)
- Channel Naming: [edit](#)
- Channel Status: [edit](#)
- Exit Links: [edit](#)
- Counter: Visible | [make invisible](#)
- Rating: Available | [make unavailable](#)
- @/Creative Commons: [edit](#) | [view](#)
- Geolocation: [edit](#) | [view](#)

ACCESS STATISTICS & RATING

- Site Visits: 74
- Last Visit: 05 Dec 2006 08:39 PM
- Rating: None
- Statistics: [view](#) (requires popup)

PUBLICITY & SYNDICATION

- Feeds: [get feeds](#)
- Subscription Button: [get code](#)
- QR Code: [get barcode](#)
- Direct URLs: [get urls](#)

[open all](#) | [close all](#)



[get the code](#)

winksite.com を読み込みました

<http://winksite.com>

Language Learning Japan

Mobile URL:

winksite.com/waoe/mall

WINKsite ID #17798

MAIN MENU

- [Announcements](#)
- [Core](#)
- [Blog](#)
- [Forum](#)
- [Guestbook](#)
- [Links](#)
- [Site Info](#)
- [M-Card](#)

Creative Commons - Some

Rights Reserved

[Admin Login](#)

[WINKsite Powered](#)

<http://winksite.com> - Winksite - Mozilla Firefox

M-CARD

[GO TO: M-CARD»](#)

waoe (Steve McCarty, Japan)

Language Learning Japan

[Language Learning Japan](#) | [view site](#)

Mobile URL:

<http://winksite.com/waoe/mall> (WINKsite ID #17798, Site Status: Online)

Site Profile: Educational site by Steve McCarty, Professor at Osaka Jogakuin College in Japan and President of the World Association for Online Education from 1998-2007. Steve made a mobile phone Website in 2000 and is interested in worldwide interoperability and applications to language learning. (Site Visits: 73,

Winksite Web interface to make a mobile phone site accessible worldwide, also generating QR and other codes.

Web 2.0 Trends to Role Division & Synthesis

- Concepts
 - Research
 - Publications
 - Networking
- ## e-Learning 2.0
- Podcasting
 - Online Video
 - 3D VLEs
- ## CALL 2.0
- Example courses:
- Coursecasting
 - Lab activities
- ## Mobile 2.0
- MALL 2.0
- ## Learning 2.0

Both Hybridization

- mix & match technologies
- concrete/virtual versions
- multidimensionalization

And Convergence

- offline/online, virtual/real
- wired/wireless, Web/mobile
- human-world-online interface
- distance/f2f, synchronous/asynchronous

Web 1.x closed, controlled VLE (LMS, etc.) ⇒
Open, social networks for students, too.

Video-on-demand ⇒ Online video by choice.

Publications that count ⇒ Online extensions of
papers, conference presentations online thereafter.

As time allows, questions or comments?

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References

- Alm, A. (2006). CALL for autonomy, competence and relatedness: Motivating language learning environments in Web 2.0. *The JALTCALL Journal*, 2 (3), 29-38.
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URLs/Links

- Toufee Flash movie making: <http://www.toufee.com/>
- Flickr photo sharing: <http://www.flickr.com/>
- Del.icio.us social bookmarking: <http://del.icio.us/>
- Odeo podcasting and other audio: <http://www.odeo.com/>
- Google Docs & Spreadsheets (formerly Writely): <http://docs.google.com/>
- Technorati: <http://technorati.com/>
- Camtasia: <http://www.techsmith.com/camtasia.asp>
- Camstudio: <http://sourceforge.net/projects/camstudio/>
- YouTube: <http://www.youtube.com/>
- Slideshare: <http://www.slideshare.net/>
- Odeo: <http://www.odeo.com/>
- Skype: <http://www.skype.com/>
- Elluminate: <http://www.illuminate.com/>
- Horizon Wimba: <http://www.horizonwimba.com/>
- FlashMeeting: <http://flashmeeting.open.ac.uk/>
- Second Life: <http://www.secondlife.com>
- Edunation: <http://www.theconsultants-e.com/edunation>
- 3B: <http://3b.net>
- World Association for Online Education: <http://waoe.org/>
- EnglishClub.com: <http://www.englishclub.com/>
- Yackpack: <http://www.yackpack.net/>
- My Pop Studio: <http://www.mypopstudio.com/>
- Witness: <http://www.witness.org/>
- WebCT: <http://www.webct.com/>
- Winksite: <http://winksite.com>

Presenter's Sites

- YouTube Educational Group: <http://www.youtube.com/group/educational>
- 英和ブログ (bilingual blog): <http://commune.wilmina.ac.jp/weblog/waoe>
- Japancasting (podcasts): <http://stevemc.blogmatrix.com>
- Online library of publications: <http://www.waoe.org/steve/epublist.html>