CALL- Plus Workshop 2012
Schedule
(Oct. 29th)

Welcome: 10:00—10:10 (refreshments and doors open at 9:30 am)

Session I: <u>Morning Workshops</u>   10:10 ~ 11:45

1. Moodle Training Workshop

Peter Ruthven-Stuart, Eric Hagley, Bob Gettings

(A 201)

2. The Moodle Reader

Don Hinkelman, Geordie McGarty, Ken Freisen, Tim Grose

(C 301)

3. EnglishCentral in the Classroom

11:00 ~ 11: 40   **(C312)**

Kenl Freisen, Geordie McGarty

4. Relaying Messages: An Age Old Language Activity Using Modern Day Technology

11:30 ~ 11:50

Matthew Cotter   (Hokkaido Shoshi Gakuen High School, Hokkaido Institute of Technology, Hokkaido University of Education)

(C302)

Session II: <u>Short Presentations</u>   11:50 ~ 12:10

5. How to Create a Nine-Week Self-paced Listening Activity

David Campbell   (Obihiro University of Agriculture and Veterinary Medicine)

(A201)

6. An Assessment of Extensive Reading for Freshmen at Sapporo University

(C301)

Phillip Radcliff

7. Techniques for Classroom Management and Measuring Class Participation

Helen Takahashi   **(C312)**

<u>Lunch</u>   12: 10 ~ 1:00

<u>Session III: Keynote Presentation</u>   1:00 ~ 2:05

8. The Future School Project in Hokkaido

Kaori Maeda   Ishikari Kounan Elementary School

(A 201)

Session IV: Afternoon Presentations   2:10 ~ 2:50

9. Teachers Helping Teachers: Laos, Baseball and You.

Halvorsen/Ruddenklau

(A 201)

10. How In-house TOEIC Preparation Materials with Moodle Improved TOEIC Scores of First Year Japanese University Students

Ibrahim Farouck

(A301)

11. Bringing a Printed Textbook and DVD Online

Akio Ohnishi   **(C312)**

Session V: Afternoon Presentations   2:55 ~ 3:35

12. Writing Feedback Generator

Brian Nielsen   **(A201)**

13. Making It Easy for Students From Around the World to Communicate via Moodle

Eric Hagley   **(C301)**

14. Discussion Class Format: Communicative Lessons for Low Proficiency to High

Martin Murphy

(C312)

Session VI: Afternoon Presentations   3: 40~ 4:20

15. Study of Developing Multi-Touch Based Digital Textbooks

Norihito Kawano   (A201)

16. Options for Energizing Sustained Reading Passages

Tim Grose   (C312)

17. 5-Minute Japanese Contest Speeches by Non-Natives for EFL Motivation

David Hyre   (Sapporo International University)   (C 301)

Session VI: 4:25 ~ 4:55

18. Creating an Autonomous Learning Center: Trials & Triumphs

Elizabeth Yoshikawa   (A201)

19. Using Poster Presentations to Improve Students' Speaking and Presentation Skills.

Peter Schinkel   **(C301)**

**20. Experience the World Without Ever Leaving Your Classroom 教室で
海外に行きましょう**

Peter Ruthven-Stuart   (英語／日本語版)   **(C312)**

Closing: 4:50

Networking Party: 5:15   (Tsubohachi, Bunkyodai--approx. 3000-4000
yen)

CALL - Plus Workshop 2012 k

Abstracts

Welcome: 10:00—10:10   (refreshments and doors open at 9:30 am)

Session I: Morning Workshops   10:10 ~ 11:45

1. Moodle Training Workshop   (A201)

Peter Ruthven-Stuart, Eric Hagley, Bob Gettings

Moodle is an interactive website useful for any language learning class. It is an open source (free) learning management system that can be a one-stop location for giving online quizzes, handling email announcements to students, providing handouts for download, and publishing protected student blogs, chatrooms, forums, wikis, or glossaries. This workshop will train teachers at three levels--for beginners, intermediate and advanced users of Moodle. Teachers will make their own courses in a Moodle site and can use that site freely with their students after the workshop.

Biodata

Eric Hagley works at Muroran Institute of Technology. He has worked at Otaru Junior College and Hokkai Gakuen University. He has used computers to link his students with students in other countries in addition to a variety of CALL related applications. Peter Ruthven-Stuart has been teaching university students for 17 years. As an administrator of three live Moodle sites he is interested in how Moodle and other technologies can be used to enhance his students' learning experiences. His research interests include in vocabulary acquisition and online collaborative learning. Bob Gettings Bob Gettings has been teaching and learning with students at Hokusei Gakuen University Junior College, a traditional women's junior college in Sapporo,

with a particular focus on content-based teaching using Moodle and other online resources.

2. The Moodle Reader

Don Hinkelman, Geordie McGarty, Kenley Freisen, Tim Grose

(C 301)

This workshop is a hands-on demonstration of the Moodlereader module which does online management of extensive reading programs. The program administers quizzes to assess whether students have read a book or not, and offers rewards and incentives for continual progress. Over 1500 graded readers are now in the Moodlereader system, with more added each month by teacher and publishers who contribute the content freely. In this workshop, we will give an overview of the system, and then have each participant experience reading a book and assessing themselves with Moodlereader quizzes. We will also report on student results from the previous semester of English majors and warn of potential pitfalls and mistakes in setting up the system. Teachers have a number of options to use Moodlereader after the workshop, including setting it up on the free moodlereader.org site or on your own local school server. Extensive reading aims for students to enjoy rea ding, and moodlereader aims for teachers to enjoy coaching a reading community.

Biodata

Don Hinkelman, Ken Friesen, Geordie McGarty and Tim Grose teach English communication at Sapporo Gakuin University. We have used the moodlereader module for extensive reading over the past year to build student enthusiasm and support our speaking classes.

3. EnglishCentral in the Classroom

11:00 ~ 11: 40 **(C312)**

Kenlay Friesen, Geordie McGarty   (Sapporo Gakuin University)

English Central is a language learning site designed to help learners improve

their English speaking and comprehension skills through videos. Each short video includes captions to help the learner understand the video through vocabulary exercises, a listening comprehension quiz, and most interestingly, feedback on pronunciation. The user repeats the audio component and EnglishCentral provides feedback on pronunciation. An integrated points system motivates the learners. Much of the website has recently been made available for free, and there is also a more advanced paid subscription version. In this workshop we will demonstrate how a teacher can set up a class, invite students to join, choose videos for the students to view, and monitor student progress for grading purposes - all without a paid subscription to the site.

4. Relaying Messages: An Age Old Language Activity Using Modern Day Technology

Matthew Cotter   (Hokkaido Shoshi Gakuen High School, Hokkaido Institute of Technology, Hokkaido University of Education)

(C302)

(11:30 ~ 11:50)

We have all played the game Chinese-whispers. The age old act of simply listening to, remembering and re-telling a word, sentence, phrase or story requires a certain set of language skills, which are especially important to cultures with no written language. This presentation will suggest ways to build on the legendary 'Wall Dictation' activity, and discusses novel ideas of how 'message relaying' can be used in a classroom context to facilitate English comprehension and production. Using only the email, chat or calling functions of a cell phone, we can revamp and energize the activity while still practicing the basic listening, speaking, reading and writing skills necessary to make it work. Student centered content for the messages can also help create a nurturing learning environment and dare I say it, have positive effects on motivation!

Biodata

After completing degrees majoring in Maori Language and Psychology, and becoming a licensed primary school teacher in New Zealand, 'Matt' came to Sapporo in 1999 as an ALT. His M.Ed focused on TESOL and he now teaches English at Hokkaido Shoshi Gakuen High School, Hokkaido Institute of Technology and Hokkaido University of Education. With teaching experience in both New Zealand and England, he is especially interested in

student motivation.

Session II: Short Presentations   11:50 ~ 12:10

5. How to Create a Nine-Week Self-paced Listening Activity

David Campbell   (Obihiro University of Agriculture and Veterinary Medicine)

(A201)

 I created a self-paced nine-week listening activity using the grade condition feature of the restrict access settings of the Moodle Lesson and Quiz Modules. I will show how I set up the Lesson Module to create pre-listening exercises that the students had to successfully complete with a grade of 60% before gaining access to the audio mp3 file and associated quiz. The students then had to get 60% on the quiz before moving on to the next set of pre-listening exercises. There are certain settings and issues that need to be addressed when using the Quiz and Lesson modules in this way, but the restrict access settings is a powerful feature that enables the instructor to create materials that allow students to progress at their own pace.

Biodata
David Campbell is an assistant professor in the Department of Human Sciences at Obihiro University of Agriculture and Veterinary Medicine in Obihiro, Hokkaido, Japan. He has over 25 years of experience teaching English to all ages of students. His current research interests are Moodle, a learning management system, and the use of ICT in tertiary education in Japan.

6. An Assessment of Extensive Reading for Freshman at Sapporo University

Phillip Radcliff   (Sapporo University)

(C301)

Interest in Extensive Reading (ER) continues to grow in Japan. However, there is more than one way to run an ER program. Every individual teacher or institution that decides to use ER must then develop a clear plan to successfully implement ER into their language program. This presentation will look at the goals and objectives that have been set for students and the tentative results of an ongoing study of Extensive Reading at Sapporo University. The presentation will look only at the first semester for freshman from the years 2011 and 2012, since the program is only in its second year. Problems and challenges encountered in setting up an ER program will be discussed. General assumptions and conclusions of both student and the teacher performance will be drawn from the preliminary results.

Biodata

Phillip Radcliffe is a Professor in the English Department, Faculty of Foreign Languages at Sapporo University. He has been teaching English in Japan since 1984. Areas of research study include Blended Learning (Moodle), Extensive Reading and Vocabulary Acquisition.

7. Techniques for Classroom Management and Measuring Class Participation

Helen Takahashi   (Sapporo Gakuin University)

(C312)

Three simple but effective techniques which have been used in classes (even large ones) from elementary school to university level and have been found helpful in classroom management and keeping track of student participation in lessons will be demonstrated and explained. They include attracting and maintaining the students' attention, establishing rational and acceptable rules for everyone in the classroom and providing a visible, tangible, personal way to check that every student has participated in the lesson in some way. They also provide some useful skills that might be applied to overseas trips and business interactions. Comments and further suggestions are welcomed and participants are encouraged to share their own effective techniques (both

those which involve CALL and those which do not) in the areas of classroom management or measuring class participation.

Biodata

Helen Takahashi has been teaching in Japan for almost twenty years and has taught from kindergarten through to university level. She currently teaches part-time at Sapporo Gakuin University and Ebetsu International School. Her interest in teaching English in elementary schools has prompted her to pursue an MA in TEYL (Teaching English to Young Learners) with the University of York (UK).

Lunch   12: 10 ~ 1:00

Session III: Keynote Presentation   1:00 ~ 2:05

8. The Future School Project in Hokkaido

Kaori Maeda   (Ishikari Kounan Elementary School)

(A 201)

In April, 2010, the Ministry of Education commenced a three year Future School Project involving ten elementary schools across Japan including Ishikari Kounan Shogakko—Hokkaido's only participating school. The project involves promoting cooperative education through the use of tablet computers, interactive whiteboards and appropriate educational platforms such as education clouds. Kaori Maeda is a teacher at Ishikari Kounan Elementary School and an active member of the Future Schools Project team. She will give an overview of the Future School Project, discuss her school's involvement and provide examples of classroom lessons using ICT including examples of how her students interact with students at other schools. Presented in Japanese.

　2010 年４月に、総務省は、日本の中で１０校の小学校を選び、「フューチャースクールプロジェクト」 を３年計画で始めた。石狩市立紅南小学校は、北海道で唯一のフューチャースクールである。このプロジェクトは、全教室に、校内無線 LAN、IWB が設置され、児童全員にタブレットパソコンが与え、全ての情報データをクラウドに置いている。こ のプロジェクトは、子どもたちの学び合い、協働教育を推進することをねらいとしている。
　2011 年４月より、文部科学省は、全てのフューチャースクールを対象として、「学びのイノベーション プロジェクト」を三年計画で始めている。このプロジェクトのねらいは、生徒用のデジタル教科書を使って学習する研究である。前多香織は、石狩市立紅南小学校の教師であり、フューチャースクールプロジェクトに積極的に取り組み多くの実践している。彼 女は、フューチャースクールの自分の教室でどのような指導を行い、子どもたちの可能性をのばすのかについて語り、実践を紹介 する。

Session IV: Afternoon Presentations　　　　　2:10 ~ 2:50

9. Teachers Helping Teachers: Laos, Baseball and You.

Halvorsen/Ruddenklau　　　　　　　　(Sapporo International University)

(A 201)

Establishing programs that are meaningful, effective, doable and useful both for volunteers and teachers in developing countries is a complicated process. This workshop offers participants the opportunity to plan a practical peer mentoring and teaching program in preparation for their own involvement in an overseas teacher development project. These programs need not involve any complicated theories or difficult teaching strategies. The emphasis is rather on making the programs meet the needs of the teachers and students in the host country, utilizing the expertise of each individual volunteer teacher.

The presenters outline the development and offer an evaluation of the THT Laos program to date. The experiences of one presenter who came to Laos from Japan to mentor teachers in teaching English through baseball will also be shared. Guided by the presenters, participants will then be able to generate ideas and form plans for their own THT progr am. Anyone with an interest in coming to Laos as a volunteer or with an interest in teacher development programs will find this workshop most useful.

Biodata

Jerry Halvorsen is the author of Home Run! Team History MLB, 2011, Perceptia Press. He has presented on organizing intensive English camps and outdoor language learning. He also participated in the Teachers Helping Teachers program in Laos by teaching English and American culture through the sport of baseball.   Chris Ruddenklau has over thirty years experience teaching in New Zealand, Thailand and Japan. He has developed and coordinated a successful peer-mentoring program in Laos in which over 40 teachers from Japan have participated based on the premises that kindness, compassion and curiosity are essential elements of any successful teaching program.

10. How In-house TOEIC Preparation Materials with Moodle Improved TOEIC Scores of First Year Japanese University Students

Ibrahim Farouck   (Otaru University of Commerce)

(A301)

A common practice among universities in Japan is the investment in computer supported learning environments to enable their students to adequately prepare for higher TOEIC scores so that they can become more competitive in the global market. In this presentation, the author would show how an action research project was conducted by a Japanese university from 2008 to 2012 to improve Japanese university students' TOEIC scores. The scope of the project covers: (i) how faculty members design TOEIC preparation materials that incorporated some of the essential business English taught in the F2F classes and the Japanese sociocultural context; (ii) how TOEIC preparation class is integrated into the university's curriculum to motivate students' learning; and (iii) the consequence of direct changeover from commercial TOEIC preparation systems to Moodle. The TOEIC scores of all first year students from 2008 to 2012 were statistically a nalyzed, and the results showed, increasing average scores from 484.9 in 2008 to 552.8 in 2012 and, significant differences between the scores acquired from using the

in-house materials on Moodle and that of the in-house materials on a commercial system, and between the scores acquired from using the in-house materials on Moodle and that of another commercial TOEIC preparation system.

Biodata

Ibrahim Farouck received B.Sc. Computer Science from Kwame Nkrumah University of Science and Technology in Ghana in 2000. After graduation he worked as an IT consultant and System Analyst until 2005 when he came to Japan. He received M.Sc. Information and Communication Engineering and Ph.D. Human Communication Engineering in 2008 and 2010 respectively from University of Electro-Communications in Tokyo, Japan. He is currently an Assistant Professor of E-learning in Otaru University of Commerce in Hokkaido. His research focuses on Educational Technology, CALL, CSCL, Multimedia Content Development, Social Learning and Blended Learning.

11. Bringing a Printed Textbook and DVD Online

Akio Ohnishi   (VERSION2, Inc.)

(C312)

What does it take to bring a print textbook and DVD online? We decided to experiment.   With the cooperation of Macmillan Language House, the textbook publisher, we converted the print textbook "Adventures Abroad" (ISBN 978-4-7773-6180-9) and its accompanying DVD to Glexa, our CALL system.   "Adventures Abroad" targets English language learners having TOEIC scores in the 400 to 600 zone. The book was conceived for use in class led by an instructor. We added activities and explanations such that the material can be used for autonomous learning outside of class. 130 freshmen at Hokkaido University are using all 12 units of the material from home during 2012 fall semester at the rate of 1 unit per week.   In our talk, we will describe the ease and hardships involved in porting from print to electronic media. Members of the audience will learn the range and degree of effort required to bring their favorite textbooks online.

Biodata

Akio Ohnishi has a BS in computer science. After building electronic hardware and CALL classrooms, he founded VERSION2 Inc in 2007 to meet the needs of CALL software in the Sapporo area. His team has grown to over a dozen full-time software engineers who develop tailor-made solutions to CALL teachers throughout Japan. Co-authors are:

(1) Akio Ohnishi, VERSION2 Inc.
(2) Yishe Choden, VERSION2 Inc.
(3) Goh Kawai, Hokkaido University

Session V: Afternoon Presentations   2:55 ~ 3:35

12. Writing Feedback Generator

Brian Nielsen   (Hokkai Gakuen University)

(A201)

A server-based application will be demonstrated that generates detailed feedback on various aspects of a student's writing, which can then be emailed to the learner. In addition to providing feedback in both English and the learner's native language, the application generates a list of study resources - by which the learner can improve particular aspects of their writing commented on by the teacher.

Biodata

Currently serving as Moodle Administrator at Hokkai-Gakuen University, Brian Nielsen worked within the Educational Technology Department in the Higher Colleges of Technology - United Arab Emirates.

13. Making It Easy For Students From Around the World to Communicate via Moodle

Eric Hagley   (Muroran Institute of Technology)

(C301)

Students want to quickly and easily access materials and opportunities when online. One of the drawbacks of a standard Moodle setup is the weekly or topic outline which makes students have to scroll for a very long time, or jump between weeks/topics when the course becomes longer than a few weeks. This presentation will show how to make your Moodle course far more attractive and easy for students to access the materials therein. It will also show how students from around the world can interact in the language they are studying using a Moodle course. Forums and wikis are ideal tools that allow students to cooperate and collaborate whilst exchanging ideas and completing projects in the language they are studying. Such interaction has been shown by Long (1983) to be beneficial in the acquisition of second/foreign languages. Numerous other studies (Bower / Kawaguchi (2011)etc) have also shown the benefits of online interaction. Moodle offers an ex cellent platform for such interaction.

Biodata

Eric Hagley teaches at Muroran Institute of Technology in Hokkaido, Japan. He received his masters in applied linguistics from Macquarie University. He has been using computers and the world wide web for international online language exchanges and collaborative work since 2004. Since 2007 he has worked with sister schools of Muroran Institute of Technology. The English classes he has have an online component. His students use the language they learn in class to communicate with students from the sister schools in other countries. Over the past three years the number of sister schools participating has slowly increased.

14. Discussion Class Format: Communicative lessons for Low Proficiency to High

Martin Murphy   (Sapporo Gakuin University)

(C312)

Simple, learner-focused design lessons are highly effective at increasing students' conversation skills. This presentation will offer a model for teachers who want to get students to generate free conversation – even among students low proficiency. Given some basic vocabulary and establishing guidelines for discussion learners are able to converse freely and improve their fluency. They learn English by using English in meaningful conversation.   The presenter offers an alternative discussion format that requires learners to really listen to a

conversation partner and to agree or disagree. The format includes the introduction of a topic, various pair and group activities, and concludes with a debate. Students never know where the conversation will lead, and thus cannot rely on mere memorization. Using this method, students' discussions become vehicles for dialectic discourse and what Nunan & Lamb (1996) describe as "experimental learning." The presenter will outline the design, some possible variations, and the results of a mini-case study of several mandatory "General English" classes of varying student ability and motivation. An accompanying video of students constructing their arguments for a debate, as well as test data, show students used better language quantity, quality and conversation strategies.

Biodata

Martin Murphy is an instructor at Sapporo Gakuin University. He has a background in Asian Studies through the University of Hawaii. For several years he has been working on developing his own teaching discussion / debate design materials.

Session VI: Afternoon Presentations   3: 40~ 4:20

15. Study of Developing Multi-Touch Based Digital Textbooks

   Norihito Kawano   (Sapporo International University)

(A201)

A digital text making software, iBooks Author is very powerful in terms of price, functions, and usability. This software is free of charge. It has widgets of Gallery, Media, Quiz, 3D, Interactive, HTML and Keynote. The iBook Author-based digital text can be converted into a format which iPad can read. Besides, it does not require any special knowledge or skills to use it. However, this software has some drawbacks, too. This presentation will, therefore, clarify the advantage and drawbacks of iBooks Author. The presenter will explain the details of the software functions, the process of making digital textbooks, and offer some hints on the way of using the digital textbooks with various widget functions on iPad. Finally, educational impact will be discussed; how to use such digital textbooks in class, as blending-learning, and as self-study.   電子

テキストは最近大変注目されている。その理由は電子テキストを作成するソフトとそれを読むタブレット型 PC が充実してきたからである。特にアップルが提供している iBooks Author というソフトは無料で、簡単に電子テキストを作成することが可能である。このソフトには、音声、動画、3D、Media、HTML、そしてクイズ等多様な機能が組み込まれている。本発表では、実際に e ラーニング用コンンテンツを使って、iBooks Author にデータを"流し込み"、音声や動画、そしてクイズを組み込んだ電子テキストを作成する。更に iPad で閲覧できるフォーマットに書き出し、そのコンテンツを配信する。これらの作業手順から、iBooks Author の電子テキスト用ソフトとしての機能性、操作性、そして作成されたコンテンツを閲覧できる iPad というタ ブレット型 PC との連携性を調べ、この電子テキスト作成ソフトが教育現場に与えるインパクトを考察する。

Biodata

Norihito Kawana has an MA in TESEL from Northern Arizona University and is a professor at Sapporo International University. He has developed motivation-oriented material for English learners. Various e-learning contents such as dictation, vocabulary, story telling, grammar are very popular among students.

16. Options for Energizing Sustained Reading Passages

Tim Grose   (Sapporo Gakuin University)

(C312)

Long reading passages are an integral and authentic part of many teaching programs. They can, however, sometimes induce a degree of passivity in students and detract from some of the more collaborative elements of learning which we might like to introduce into our classrooms. This hands-on presentation will be divided into two parts. In the first, the presenter will provide some options which can provide more dynamic and communicative dimensions to the material. This will be demonstrated by dividing passages into smaller components and by encouraging information-exchange activities that feature such skills as summarizing, note taking, scaffolding and interviewing. The second part of the presentation is designed to enhance speed of reading and depths of understanding. By reducing material to a minimal 'bare bones' of key information, students can learn to discriminate between what is and is not important in a passage. It is a strategy which promotes 'active reading' and, as a result, helps to wean students away from

word-by-word, structurally-based and mind-bogglingly laborious reading habits. Developments in Powerpoint and word processing technologies have greatly facilitated these methodologies.

Biodata

Tim Grose is a teacher at Sapporo Gakuin University

17. 5-Minute Japanese Contest Speeches by Non-Natives for EFL Motivation

David Hyre   (Sapporo International University)

(C301)

Motivation is perhaps one of the biggest elements to making learning "stick." Foreign language learning appears to have lost at least some of its popularity in Japan and at a time when the need for language ability to support international trade would appear to be greatest. Naturally, the fewer the number of language learners, the fewer successful language learning role models available. Non-native speaking Japanese speech contest participants have often studied Japanese for less than one year. However, many are able to give speeches that are impressive in language, content and structure. This presentation demonstrates how to use videos of non-native speakers of Japanese, in this case Japanese speech contest participants, to provide role models for EFL students, particularly junior college English majors. This presentation will demonstrate examples of activities designed to get students of English language presentation classes to view videos then to share impressions with other students. Finally, we will look at students' impressions of these videos, as some sources of good language learning examples."

Biodata:

Teacher EFL. presentation skills and learning skills to English majors at Sapporo International University. Specializes in E-Learning, Learner Motivation, Task-Based Learning (TBL) and General Pedagogy.

Session VI: 4:25 ~ 4:45

18. Creating an Autonomous Learning Center: Trials & Triumphs

Elizabeth Yoshikawa   (Muroran Institute of Technology)

(A201)

Increasingly there are pressures from the business community for a workforce with English abilities. This in turn has lead to several policy changes regarding English language education. At the university level, the policy of Japanese with English abilities has lead some to create Language Centers, which primarily focus on English. Inherent in this process are challenges; while the goal is to create a co-operative learning community, where students help each other develop their English skills, with assistance from instructors, this can hindered by university administration and politics. This presentation discusses the set up one Language Center in the Tohoku region. Acknowledging the overarching control of the administration, this presentation focuses on the trials and triumphs of how students are attracted to come and its daily operation, with its aim to create autonomous learners.

Biodata

Elizabeth Yoshikawa is an instructor at Muroran Institute of Technology.

19. Using Poster Presentations to Improve Students' Speaking and Presentation Skills.

Peter Schinkel   (Sapporo Gakuin University)

(C301)

Poster presentations are a safe and effective alternative for students to improve their speaking and presentation skills. Poster presentations support collaborative classwork and interactive communication. Meaningful repetition allows students to develop fluency and accuracy over the course of their session and provides an opportunity for the audience to be actively involved. I have been using poster presentations in class for one semester and will discuss the advantages, provide student examples and discuss the procedures involved.

20. Experience the World Without Ever Leaving Your Classroom 教室で海外に行きましょう

Peter Ruthven-Stuart   (Future University, Hakodate)

(英語／日本語版)   **(C312)**

In this presentation the audience will learn about an international online exchange program between two classes of university students; one class in China and the other in Japan. Going to live and study overseas is generally considered to be the best way to not only acquire a target language, but also to learn about the culture in which the language exists. Yet, for many students study abroad programs are either beyond their financial means or not part of their course of study. Whilst it is impossible to create exact replicas of such exchanges online, the Internet does make it possible for students in different countries to meet and exchange ideas in a virtual venue. What is more, this exchange can occur without disrupting students' courses.   The presenter will describe how, for the second year running, he has set up a six-week online exchange between students in his second year Communication course with fourth year students in a university in Ningbo China. First, he will explain what he and his colleague in China did to get the exchange going. This will include an explanation of the initial negotiations, the tools used (Moodle and Skype), and the tasks he and his colleague have their students do. He will then go on to explain how the audience could set up similar exchanges with other tools and systems. This will include a brief explanation of some organisations that facilitate online exchanges. This presentation will be useful to any teacher wanting to set up an international online exchange, regardless of school type, technical knowledge and subject being taught.

Biodata

Peter Ruthven-Stuart has been teaching university students for 17 years. As

an administrator of three live Moodle sites he is interested in how Moodle and other technologies can be used to enhance his students' learning experiences. His research interests include in vocabulary acquisition and online collaborative learning.