CALL & Constructive Disintegration

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This talk covers:...

- Disintegration in Japanese higher education:
  - What pieces result from that disintegration
  - How those pieces lend themselves to “delegated subversion” (Squires, 1999)
    - defining delegated subversion
    - defining bland technology
  - What we’ve been doing
- Suggestions for related endeavors
Disintegrative factors

- Lower budgets
- Aging infrastructure
- Increased use/demand/pressure on facilities
- Evolving technological environments, conceptions and uses of call
- Widening range of student abilities
Learning to love the bomb

- Distributed learning: place and time
- Interactions and interlocutors
- Student characteristics
  - ages and experiences
  - linguistic abilities
  - tech background/abilities
- Basic connectivity/tools
- Flexibility
Pieces of the puzzle

- People
- Technology(-ies)
- Domain(-s)
People

- Learners
  - skills, experiences and interests
  - goals and needs

- Educators
  - fragmentation of time
  - administrative demands and limitations
Technology/-ies

- Tools and systems
- Tasks and resources
- Connectivity and equipment
Domains

Academic

Administrative

Social
Academic

- To develop student abilities and maximize motivation

- Examples:
  - syllabi
  - materials
  - goal setting
Realities of industrial education:

- monitoring student progress, identifying low performing students, providing additional challenges to high performing students
- sequencing and other aspects of learner development, homogenizing of the courses and content
Social

- Atmospheres of trust, respect, risk-taking & out-reach
- Stronger, less hierarchical links between teachers and learners
- Links among learners to maximize near peer role modeling
- Expanding the learner’s world to outside the class & campus
Forbidding the tide to come in

- Monolithic systems, larger classes, increasing reliance on:
  - canned materials,
  - part-time teachers &
  - tests in place of teaching

- Cosmetic churning
Where are we going?
Shifting attention and efforts

- from institutions & teachers,
- to students and learning environments,
- in an expanded range of spaces & times
Space and time

- Personal learning environments
Delegated subversion (Squires, 1999)

- Hijacking software for learners’ purposes
  - Delegated subversion: non-educational software subverted for educational purposes
  - Incorporated subversion: software specifically designed with subversion in mind

http://csdl2.computer.org/comp/proceedings/hicss/1999/0001/01/00011079.PDF
Subvertible software

- *Software with*
  - *maximum flexibility &*
  - *open architecture...*
- *... accommodates subversion.*
Range of uses

- *Educational purposes may necessitate delegated subversion.*
- *Educators can and should subvert tools to accommodate uses suited for the classroom and beyond.*
Fruit at the bottom or mixed in?

- **Software built with a behaviorist philosophy needs more delegation.**

- **Blogger has incorporated subversion. To use it for explicitly educational purposes (e.g. assessment) delegated subversion may be necessary.**
Bland technologies

- file storage and sharing
- blogs
- RSS
- social bookmarking
- wikis
- podcasting
Smaller pieces in blogs

- *Easy tools that can embed artifacts into blog sidebars, headers or posts.*
  - *Many services give you snippets of code to copy and then paste into your blog.*
  - *Many services interface with blogging tools in general use.*
More about small pieces

○ “This is not about advocating best tools, which RSS protocol should be king, or who has a better wiki software, it is how educators can deploy, connect, de-connect them in useful and interesting ways.”

http://careo.elearning.ubc.ca/cgi-bin/wiki.pl?SmallPiecesLooselyJoined/AboutSmallPieces
“… readily available, mostly free, discrete sets of ‘small’ and ‘loosely joined’ technologies - weblogs, wikis, instant messaging, audio/video chat.”

http://careo.elearning.ubc.ca/cgi-bin/wiki.pl?SmallPiecesLooselyJoined/AboutSmallPieces
Bland X (2)

- "... how they are connected are not necessarily in the programming of the software, but the ways people can use them..."

http://careo.elearning.ubc.ca/cgi-bin/wiki.pl?SmallPiecesLooselyJoined/AboutSmallPieces
What are bland technologies?

- **small** - comprising one central and easily identifiable function
- **free or very low-cost**
- **generic**
  - easily substituted or replaced
- **Web 2.0-ish**
A generic view of Web 2.0

- Writability versus readability
- Portable identity/-ies
- Remote storage/sharing
  - Everyone’s an author (and the world’s a blog).
Web 2.0 (Dybwad, 2005)
Web 2.0: Personal to Social

- Hierarchies to folksonomies
- Exclusive domains to unbounded ones
- Global consistency to cultural relativity

Web 2.0: Glocalization

"... a global influence that is altered by local culture and re-inserted into the global [culture] in a constant cycle"


- cf. Weblogging in Kumamoto (WinK)
WinK
Towards autonomy

- *bland tech in the classroom gives flexibility to teacher and learners*
- *supports local level community building*
- *moves in parallel with current trends in Web 2.0*
Teaching generalizable skills through bland tech.

- Is they learning English?
  - Information management is a vital skill
  - English as a means of communication rather than a measure of ability
  - Task-based learning

- Information manipulation, management, and maintenance skills

- Making English interesting and engaging
Generalized vs. specialized

- **Bland technology - technology in current use, students will develop transferrable skills**

- **Multiple avenues and procedures - learners have as much opportunity to teach teachers as vice-versa**
Social interaction

- Increased opportunities to interact with
  - both in-class and out-of-class peers
  - teacher(s) asynchronously
- Student identity (along with self confidence) developed over time
Enhanced interactivity

- Computer mediated communication (CMC) allows more:
  - interesting assignments
  - scope for tailored instruction
  - possibilities for peer interaction
Social integration co-occurring with academic, administrative & technological disintegration

2005

2006

2007

Overseas studies
General suggestions

- Acquire baseline capabilities:
  - internet connectivity & bandwidth,
  - A/V, sound & video capability &
  - up-to-date browsers/software.

- Develop procedures and foundations in courses you control, then increase the sphere of influence.

- Create an atmosphere to let part-time teachers take risks.

- Exploit every avenue and opportunity to make information transparent and sharable.
Customization

and

subversion
SpringWidgets

Arbor Day
No time to plant a tree? Well now there is no excuse! Here is a widget that actually grows over time! Plant a tree and help save the planet!

Post, send, or get code for this widget!

Categories
Blogs & Profiles
Business
Date & Time
Entertainment
Express Widgets
FIMLabs
Fun & Games
Movies & TV
Music
News Feeds
Search
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Shopping

About Spain
Published: Wed, 23 May 2007 06:18:00

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KUMAMOTO
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Here is link of Kikuchi Valley in Wiki!!
Xin cám ơn!

Richard Lavin, Paul Beaufait & Joe Tomei
invite you to visit WinK at http://winkhome.org/