"WE ARE MOBILE MAGICIANS BUT DIGITAL REFUGEES": HELPING PROSPECTIVE ENGLISH TEACHERS EXPLORE TECHNOLOGY AND UBIQUITOUS LEARNING

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Abstract

This paper explores a 'Teaching with Technology' course taught at Nanzan University, Japan. Although our students are considered to be 'digital natives' many of them do not know how to use technology effectively in a teaching environment. Students ($n =12$) on this elective course were asked to consider their thoughts on technology in general, and how they would incorporate technology into English courses in Japan. The students gave presentations on using technology to support learners at Japanese junior high and senior high schools. Five main data collection sources were used: 1) A questionnaire on attitudes to technology 2) Videos of students' presentations 3) Reflective material generated throughout the course 4) End of course peer interviews 5) End of course self-reflection reports. These five main data sources were analysed using a grounded theory approach. The paper examines the students' thoughts on educational technology, future trends in education, ubiquitous technology, and ubiquitous learning.

1 Introduction

Technology encompasses all of us and this has a significant impact on how teachers approach pedagogy in a modern world. Would-be teachers who are taking teaching-related courses at university are coming to terms with an ever-shifting world. It is the responsibility of their teachers to furnish them with the skills that they will need in modern teaching scenarios. This paper examines the journey of one group of students who elected to take a 'Teaching with Technology' course at Nanzan University, Japan. Throughout the course the students were asked to consider the impact of technology on their lives and how they would utilise technology when teaching English at Japanese junior high and senior high schools.

At several stages throughout the 15-week course the students were asked to explore the impact of technology on teachers and students. This culminated in presentations on how they would utilise technology to support learners at Japanese junior and senior high schools. Data was gathered through a questionnaire on attitudes to technology, presentation analysis, reflective course material, peer interviews and self-reflection reports. The paper highlights the issues that students find important when considering how to incorporate technology into a traditional teaching setting.

2 Background

Technology has dramatically altered the educational terrain over the past two decades. The Internet, smartphones, tablets, portable computers, and a whole host of other technologies have created a multitude of possibilities and problems for teachers and students. Computer assisted language learning (CALL), Technology enhanced language learning (TELL) and Mobile assisted language learning (MALL) are all pedagogical spheres which have vied for the attention of technologically savvy educational practitioners. Many researchers have studied the benefits of technology to help students learn (Kim, 2011; Stockwell, 2010; Thornton & Houser, 2002). Emerging technologies have created challenges for educational practitioners who wish to utilise them to help their students (see Stockwell, 2014). In addition, some academics are trying to fight against or actively ignoring new technological developments (The Economist, 2013).

Recently, mobile learning in particular has become the focus of many educational researchers who are eager to investigate the potential benefits that mobile devices hold for language learning (Kim et al, 2013). In the Japanese teaching context, technology seems to be far in advance of current pedagogical practice. In Japan, junior high school, senior high school, and university students rely on their smartphones for social communication, study, and entertainment (Alhassan, 2016; White, 2011; White & Mills, 2014). Japanese high school students consider their smartphones to be de rigueur. Although this particular area of research is relatively new, nascent studies on mobile learning have noted the complexities associated with mobile learning. Both teachers and students encounter problems when schools ban the use of smartphones in classes, despite the fact that they are the device on which students most commonly rely.

Although Japan is famous for its technological innovation, pedagogically speaking it is many years behind its international counterparts with regard to the effective use of technology to facilitate learning (Cripps, 2016). The application of BYOD (Bring Your Own Device)/BYOT (Bring Your Own Technology) is still in its embryonic stage. Some universities, such as Kyushu University and Ritsumeikan University, have tried to encourage BYOD/BYOT use on their campuses but its effectiveness has yet to be proven. Despite this seeming lack of proof, the advantages of BYOD/BYOT are evident to forward thinking educational practitioners: "Teachers and institutions who are advocates of BYOD/BYOT can see the advantages of using portable technology, especially as their students (who are assumed to be digital natives) seem to be comfortable with using such technology" (Cripps, in press, p.2). With the massive expansion of MOOCs (Massive Open Online Courses) and online learning platforms, students are increasingly in a stronger position to take advantage of the opportunities to study online (Cripps, 2014). The U.S. Department of Education succinctly summarises the advantages of online learning: "Online learning and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning; reducing costs associated with instructional materials or program delivery; and better utilizing teacher time" (n.d., p. 1). While many people advocate the use of the latest technology inside and outside the classroom, firm guidelines on how to weave BYOD/BYOT and MOOCs into courses effectively need to be established (Andrus, 2014; Panagos, 2013). Effective guidance on the use of technology will help lead to the strengthening of students' self-directed learning and encourage active learning within a supportive environment.

Technology is now so strongly engrained in our lives that it would be very difficult to imagine a life without the technology that we all take for granted. Students have grown up in a world surrounded by technology and they, unsurprisingly, expect their teachers to utilise that technology to help them learn. Jung (2014) maintains that: "…there has been an increase in the demand for both traditional and alternative learning systems as well as lifelong education because of the establishment of a knowledge- and information-based society" (p.1). Ubiquitous learning, or 'u-learning' as it is commonly known, is an expanding research area that warrants further attention.

3   Method

Nanzan University is a private Catholic university in Nagoya, Japan. The University has a yearly intake of approximately 10,000 students. The participants in this study were students in the Department of British and American studies (known as '*Eibei*' in Japanese). *Eibei* is well-known for the high English level of its students and for the challenging nature of its English programme.

The 'Teaching with Technology' (TWT) course outlined in this paper is an elective course which is offered to third- and fourth-year students at *Eibei*. It is a 15-week course and students who elect to take it usually have a strong interest in English teaching and some also take the teaching licence course at Nanzan University (see Appendix 1 for the TWT course syllabus and Appendix 2 for the TWT semester outline). The course takes place over the spring semester and focuses on six core topics:

1. Technology in the classroom
2. E-learning
3. MOOCs
4. Using websites
5. E-creation tools
6. Preparing for the future

The TWT course is quite demanding. Students have to give two major presentations – one group presentation, and one individual presentation. In addition, they have to give one mini-presentation on effective smartphone applications for language learning and conduct a semester-long project on MOOCs (see Cripps, 2014). At the end of the course the students must submit a report (800-1000 words) on their MOOC research (see Appendix 3). The students who took part in this research study (n =12) were nine females and three males. Their TOEIC scores ranged from 780 to over 950 and at least half of them had lived overseas for at least a year.

Five main data collection sources were used: 1) An initial questionnaire on technology 2) Videos of students' presentations 3) Reflective material generated throughout the course 4) End of semester peer interviews 5) End of course self-reflection reports. The questionnaire, videos, reflective material (such as online interaction and discussions) and self-reflection reports were analysed using grounded theory for general themes that emerged from the data (Radnor, 2002). These themes were coded and broken down into sub-themes until saturation had been reached.

4 Discussion

Throughout the course the students were encouraged to explore their views on technology through presentations, course work, and self-reflection. Below an overview is provided on the students' thoughts on technology in general, and their exploration of the theme of using technology to enhance language learning/teaching and the ubiquitous nature of technology.

4.1 Attitudes to technology

In order to ascertain the students' views on technology, Dudeney and Hockly's (2007, p.160) questionnaire on attitudes to technology was administered. All the students agreed to take the attitudes to technology questionnaire at the start of the course. This questionnaire provides a useful gauge of how students feel about technology. Twelve statements are used and a five-point Likert scale is employed (Table 1).

Table 1. Attitudes to Technology (Dudeney & Hockly, 2007, p. 160)

Technology Questionnaire	Disagree Totally	Disagree	No Strong Opinion	Agree	Strongly Agree
1. I enjoy using technology					
2. I avoid using technology when I can					
3. I think using technology in class takes up too much time					
4. I know that technology can help me learn many new things.					
5. Technology intimidates and threatens me.					
6. Teachers should know how to use technology in class.					
7. I would be a better teacher if I knew how to use technology properly.					
8. I'm very confident when it comes to using technology in class.					
9. I want to learn more about using technology in class.					
10. I believe that the Internet can really improve my teaching practice.					
11. Changing the curriculum to integrate technology is impossible.					
12. Technology breaks down too often to be of very much use.					

The results from item one show that almost all the students agreed with the statement 'I enjoy using technology' (Agree = 7, Strongly Agree = 4). This result perhaps is not so surprising as these students have grown up in a world where the ubiquity of technology is taken for granted. The students seem to recognise the potential of technology to facilitate learning. Item four 'I know that technology can help me learn many new things' showed strong agreement with this statement (Agree = 2, Strongly Agree = 8). Similarly, in a pedagogical context, all but one student agreed with item six that 'Teachers should know how to use technology in class' (Agree = 6, Strongly Agree = 5) and item seven 'I would be a better teacher if I knew how to use technology properly' (Agree = 4, Strongly Agree = 7). Despite the expressed need to

know how to use technology and recognising the pedagogical benefits, at the start of the TWT course the students were not confident when using technology despite being digital natives as item eight demonstrated 'I'm very confident when it comes to using technology' (Disagree Totally 1, Disagree 7). Although these initial questionnaire responses are simply a 'snapshot' of the students' attitudes to technology, they do provide an interesting insight into how they feel about technology in general.
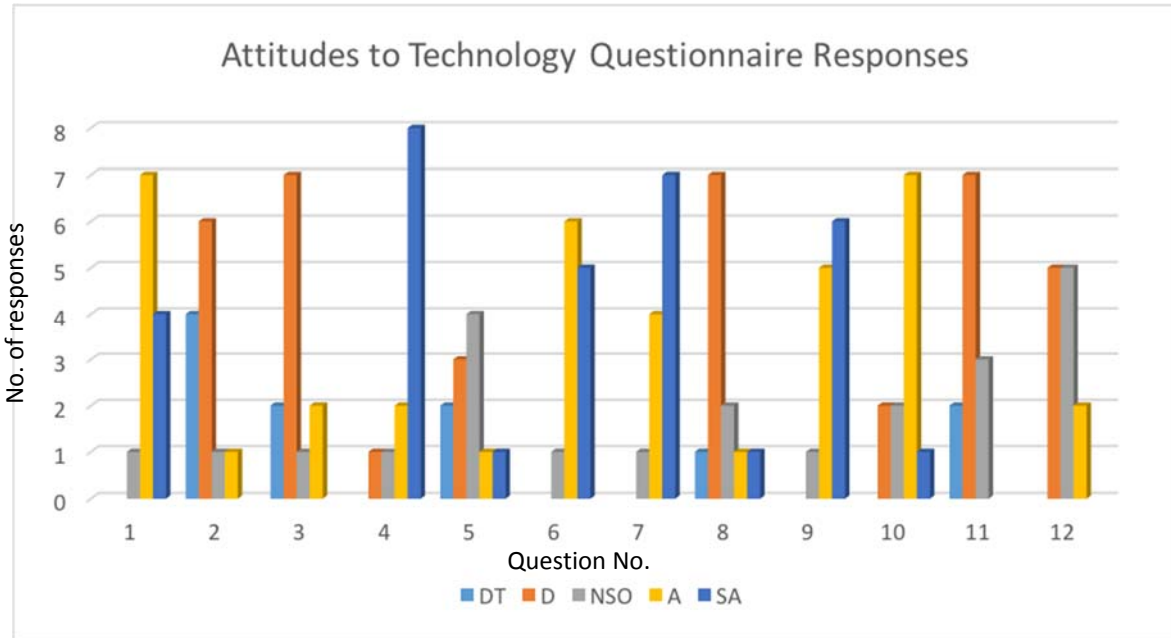

Fig. 1. Questionnaire results

4.2 Presentations

At the beginning of the TWT course the students were informed that they would be giving three presentations throughout the semester: 1) A short individual presentation (2-3 minutes) introducing useful self-study smartphone applications for ESL students 2) A group presentation (20 minutes) on using technology 3) Group, pair, or individual presentations (10-20 minutes) on using technology to help ESL students and their teachers at junior high and senior high schools in Japan.

4.2.1 Weekly mini-presentations

Starting from week two of the semester each week one or two students gave short, unscripted, presentations on useful smartphone applications for students of English. The students introduced a wide range of applications which were both interesting and useful. The intention of these short presentations was to encourage the students to think about what useful applications they could employ if (or when) they become junior high or senior high school English teachers.

4.2.2 Group presentations

The students were informed that, for their first presentation, they were going to give a presentation in small groups on one of the first three lectures of the TWT course – namely 'Technology in the classroom', 'E-learning', and 'MOOCs' (see Appendix 4). The students self-selected their group members and four groups were formed. Their chosen presentation subjects were:

1. MOOCs in Japan
2. The potential benefits of MOOCs
3. PISA (Programme for International Student Assessment)
4. Electronic blackboards

The purpose of these presentations was to get the students to consider how technology has become part of their lives and the potential benefits of technology to aid teachers and students. One of the most noticeable presentations was on Electronic blackboards. Although, at first, it was a seemingly innocuous topic the 20-minute group presentation served as a catalyst for a lively debate about the future of English education in Japan and the failings of the present English language education system.

4.2.3 Presentations on using technology at Japanese junior high and senior high schools

For their final presentation the students were given the following scenario (see Appendix 5):

o Briefly explain what you think about technology in our world and specifically in a learning/teaching context
o Explain how you would use technology to support learners of English at a Japanese junior or senior high school (choose one)
o Come up with at least three positive suggestions

This scenario seemed to be highly motivating and the students poured all their efforts into researching, discussing, and preparing for their presentations. Nine comprehensive topics formed the basis of their final presentations:

1. 'Introducing tablets in High School'
2. 'Finger board pro and Finger board for students/Electronic blackboards/Keynote'
3. 'Using ICT in High School Education'
4. 'How to use electronic blackboard effectively'
5. 'How to improve educational technology use'
6. 'Using Skype in the classroom'
7. 'The pros and cons of iPads'
8. 'Using tablets at high schools'
9. 'Using smartphones in the classroom'

Unfortunately, a written research paper such as this can only attempt to represent the vibrancy and energy that the students gave when they were presenting. That being said, in a recent conference on technology and education (COLTT, 2016) I gave a presentation on the TWT course and showed some of the students' presentations which were warmly received with

many attendees giving positive comments. Over all, the students gave a considered appraisal of the potential of technology to possibly aid English teachers at Japanese junior high and senior high schools, as well as their students.

4.3 Reflective material generated throughout the course

As mentioned earlier, one of the aims of the TWT course is to afford the students the opportunity to reflect on technology, the role it plays in their lives, and how it can be utilised for pedagogical purposes. After the first group presentations were over the students were given a questionnaire on MOOCs and future educational trends. The students' comments on MOOCs have been elucidated in a previous paper (Cripps, 2016). Below I discuss the students' responses to the following item: 'Try and predict future trends in education. What will happen in the future?'

Initially, many of the students understandably (considering their final paper) focussed on MOOCs such as**:** "There will be more easy version of MOOCs" or "There will be the MOOCs for ESL." However, their responses started to focus on broader areas of education and the future. The main themes which arose from the analysis of the questionnaire comments are presented in Table 2 below:

Table 2. Predicting trends in education

Theme	Students' Comments
Online courses	*"There will be more course for Teachers how to use technology."* *"More seminars & lecture, training course for teachers."* *"I think technology will improve more and many classes are held online. Students and the teachers don't have to go to school and study/teach at home."*
Rethinking the traditional classroom and traditional teaching methods	*"Flip classroom might be the future trend. Many people insist that "active learning" should be promoted more in classroom, and MOOCs can be used in flip classroom, which is certainly effective to achieve 'active learning'."* *"Home - Learning (watching videos, quizzes etc.)"* *"Class – Practicing (Speaking English a lot, taking more time off to do experiments in science class.)"* *"In the future, the number of classes where students just listen to what teachers say will decrease dramatically. The class style will become like flipped class. Students will watch the videos where teachers teach something at home and they just discuss and ask questions in the classes in school."*
Increased use of tablets	*"I think more people use tablets for education. A tablet is portable, having visual aids, and always giving the latest information."* *"Introduce tablet for each student instead of buying paper textbook and homework. Students will use computers to do their homework."* *"Everyone has their own IPAD (well this's already happening) in some places. This might be out of point, but I hope imovie, ibook and other Mac-featured app will be installed in other devices."* *"I think using tablets is going to be the trend in future education. Taking notes, reading text book, doing homework etc. are carried out by using tablet."*
Advantages of ubiquitous technology	*"Technology open our environment to the world, technology will make more global people."* *"Like this education will be carried out by using technology, in other word people will totally rely on technology in the future."*
Uncertainty	*"I think it will become more and more machonization and there will be just a little opportunity to work with pen and paper. However Japanese government are reluctant to use new technologies, so I'm not sure if the same things will happen in Japan…"*

The five main themes which emerged from the analysis of the students' comments about predicting the future demonstrated that they were confident that online learning would become more prevalent. They also strongly indicated that flipped classrooms would become more widespread in tandem with an increase in the use of tablets in schools. While they argued for the benefits of ubiquitous technology, they were also aware that there were many uncertainties connected with the future.

This theme of encouraging the students to consider the future in terms of teaching and using technology was continued towards the end of the course. One of the classes (week 11) was set aside to discuss the topic of 'Preparing for the future' and a synchronous online class was scheduled. The students were divided into three small groups (four students per group) and they were asked to consider the future of education and the challenges that teachers and students will face. Four broad questions were posed (see Appendix 6):

1. What skills do you think teachers and students are going to need in the future?
2. What existing technologies do you think will still be around 10 years from now?
3. What new technologies do you think will emerge over the next 10 years?
4. Try to picture how teaching will take place in the future. What roles or roles will technology play?

Table 3 provides an overview of the students' responses. As can be seen below, the students believed that teachers will need to know how to use technology as an essential element of their pedagogical armoury. In addition, students will need to "work out questions by themselves" and to understand how to use new technology.

Table 3. Overview of students' responses

Question	Responses
1. What skills do you think teachers and students are going to need in the future?	**Teachers** *"to teach students practical things such as computer"* *"skills to use technology (ipad/pc etc…)* **Students** *"to work out questions by themselves"* *"to cooperate with other students to make as much possible solutions"* *"skills to use technology understand its method"* *"invent new technologies"*
2. What existing technologies do you think will still be around 10 years from now?	Tablets Smartphones Projectors Computers The Internet
3. What new technologies do you think will emerge over the next 10 years?	Electrical blackboard Portable blackboard & pens Electrical notebook Presentation camera Project mapping
4. Try to picture how teaching will take place in the future. What roles or roles will technology play?	*"To show the convincing reasons or pictures or movies during discussion/presentation"* *"Help present the lecture"* *"Visual effect"* *"Prefigure the future"*

Despite the fact that I set up a dedicated forum for the students to discuss on the CourseSites (n.d.) platform, one group of students chose to discuss the questions using the 'LINE' application (adding further credence to the claim that they are 'mobile magicians'). Two examples of this group's LINE comments posted using their smartphones are presented below (Figure 2):
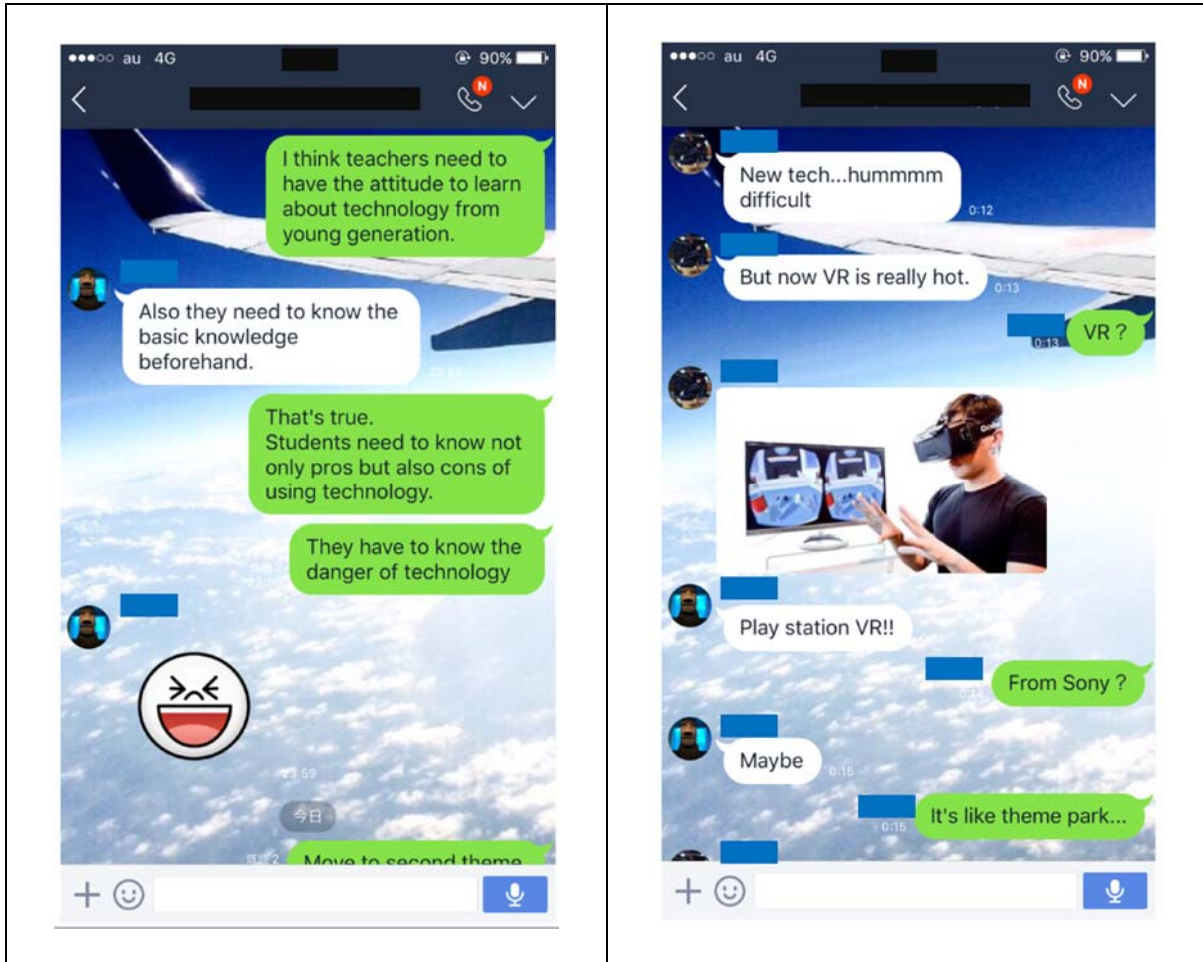
Fig. 2. LINE discussion on preparing for the future

4.4 Peer interviews

At the end of the course the students interviewed each other in the final class. Several video cameras were distributed to the students and they were asked to interview each other and record their partner's answers to two broad questions: 1. What kind of technology user are you? 2. What is your view on ubiquitous technology?

The selected comments below (Table 4) are largely representative of the students' views on question one about the kind of technology user they are. All students stated that they were comfortable with using their smartphones and many actually claimed that they were 'mobile magicians.' However, some qualified their statements by stating that, although they were competent at using smartphones, their computer software skills, such as using Word or Excel, were weak.

Table 4. What kind of technology user are you?

Expressing confidence in using technology	*"Maybe all students in this class would say they are good at using smartphone and I think I am good at using smartphone... and also sometimes I teach my mum how to use the smartphone. So I think I am good at using smartphone and also I think I am good at using the PC especially Word."*
	"I think I am also a mobile magician because I use my iPhone to communicate with my friend or send e-mail to my family or teachers. And also to surf the Internet or play games or... I like drawing pictures and I also draw pictures with my iPhone. So I think I do so many things with my iPhone... I haven't used tablet but if I have one I think I can use it because it's similar to iPhone. And, I'm not so good at using PC but I can use Word and Excel and I can send e-mail and use the Internet. So I'm like a mobile magician or digital native..."
	"I think I am a mobile magician because I'm good at using my iPhone. But actually I'm good at using Word but I'm not good at using Excel because, maybe, we rarely use Excel..."
	"I'm a mobile magician and I started using my iphone without reading any instructions – I just did it! (Laughs) I like using technology so I like to find out things by myself without reading the 説明書 (instructions). I'm more used to using my mobile phone because I have it every day and I every day."
	"I can use smartphones and PCs but I cannot use really complicated technology like icloud or iTunes so I always rely on my father (laughs)."

Regarding question two on the ubiquitous nature of technology, the students stated that they felt that it was convenient and useful. Some even stated that they thought that they could not survive without technology. Most of the video interviews followed a similar pattern. After praising the convenience of ubiquitous technology, the students considered the negative aspects of this ubiquity and how it could have a detrimental impact on their lives.

Table 5. What is your view on ubiquitous technology?

The convenience of ubiquitous technology	*"It's so convenient and useful for us because, for example, during the train or in the train we can get lot of lots of information through the smartphone. Using technology, we can do lots of things for example like buying foods or something else. So technology is useful…"* *"I think it is very useful because we can edit out document or we can send e-mail everywhere. So I think ubiquitous technology is one of the essential things in the future."* *"Having technology around us is, I think, really convenient. And the Internet allows us to do many things fast and do more things in a particular time so I think it's really convenient. So I feel positive about having technology around us."* *"Now it is very useful to use many technology and maybe I cannot live without technology."*
Concerns over the impact of ubiquitous technology	"So technology is useful *but sometimes so stressful for me because (in Japanese – there are too many types of technology). So there are advantageous and disadvantages so I'm am not so certain if it is good to use technology in our lives so many times."* *"I think, as many students answered it is very comfortable and convenient but in some points I feel uncomfortable because always, in my iPhone, someone send me LINE or message and I think I should reply to them soon – as soon as possible and sometimes I don't feel like using my iphone…so when it happens I feel it is a little bit uncomfortable."* *"But technology has negative points like it's bad for our health. So I think using technology and time for not using technology is important."* *"But sometimes I feel headache to use too much technology. I have to always check my iphone… it's too burden for me! I like technology but I have to think about how much we will use technology."*

4.5 End of course self-reflections

At the end of the course the students were asked to reflect on their work throughout the semester. Some of the students took the opportunity to comment not only on their effort but also on technology in general. *"Electronic devices or technologies are becoming more and more popular, and I think we young people have to catch up with this trend."* This comment typifies the feelings of many of the students. Although they expressed that they were comfortable with using technology and enjoyed using their smartphones, the students recognised that they had a steep learning path ahead if they want to keep up with technological developments.

5 Limitations

Trying to generalise from the findings of such a small-scale research study would be foolhardy. Further, wide-scale investigation is needed into students' views on how technology can be utilised to help both students and teachers in and outside the classroom. In addition, an in-depth parallel study is needed on students' views on ubiquitous technology and learning. In future studies I intend to widen the scope of this study by conducting research on a number of classes at different universities throughout Japan.

6 Conclusions

The title for this paper came from one of my students who confessed that that he and his peers were "*mobile magicians but digital refugees.*" He explained that, although he was comfortable using his smartphone, he was less confident using other forms of technology making him in his own words a "*digital refugee.*" It is a fact that our students have been raised in a world where technology is ubiquitous. Students of this generation have never known a world where the Internet, smartphones, tablets and notebook computers did not exist. For these students it is of paramount importance to learn how to use existing and emerging technologies effectively. Furthermore, if any of these students become English teachers in the future it will be vital for them to learn how to utilize them in an educational setting.

This research paper has examined the views of one cohort of university students who may become English teachers in Japan after they graduate. Their presentations on utilizing technology to help junior high and senior high school students and teachers gave them the chance to consider how and why technological support should be woven into the pedagogical support structure. The students, self-confessed "*mobile magicians*", recognise the potential of technology to enhance teaching and learning. However, they also understand that the ubiquitous nature of current technology can be a threat. In their end of semester pair video interviews almost all of the students admitted that although they were comfortable using smartphones on a daily basis, they were worried about the rapid growth of technology and the role that it plays in their lives.

Acknowledgement

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Appendix 1 – Teaching with Technology Syllabus

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英語教育特殊研究(メディアの活用)

授業コード	31219-901	**科目名**	英語教育特殊研究(メディアの活用)＜国際科目群＞		**担当者**	CRIPPS, Anthony
開講期間	春期	**単位数**	2	**学年** 3〜4	**指定**	選

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履修対象学科

他学科履修　　可

他の科目との関連　　Classes will be conducted in English. 国際科目群（International Course Category)

【副題】

The use of modern technology for teaching English.

【授業概要】

1. This course will be delivered using lectures and practical sessions.

2. This course is designed to help those students who are interested in teaching English.

3. Students will study numerous themes related to the use of modern technology for teaching English.

4. Students will expand their knowledge through lectures, discussions, and group work.

5. Students will be required to complete reading assignments, to demonstrate they have understood the lecture content, and to give presentations in English. They will also be required to write a final report.

【到達目標】

By the end of this course students should be able to:

・understand the key themes covered
・conduct detailed research
・articulate their thoughts on the use of modern technology for teaching English

【授業計画】

1. Introduction
2. Technology in the classroom
3. E-learning
4. MOOCs
5. Preparation
6. Presentations
7. Presentations
8. Presentations
9. Using websites
10. E-creation tools
11. Preparing for the future
12. Preparation
13. Presentations
14. Presentations
15. Presentations & reflection

【授業時間外の学習 （準備学習等）】

Students will be expected to spend at least 3 hours per week studying outside of class in preparation for each lecture.

Typically a reading and/or task will be assigned for every week.

【評価方法】

Appendix 2 – Teaching with Technology Semester Outline

2016 The Use of Modern Technology for Teaching English

No.	Date	Details	Notes
1	April 5	*Introduction* *Needs analysis*	
2	April 12	Technology in the classroom	Chapter 1
3	April 19	E-learning	Chapter 11
4	April 26	MOOCs	
5	May 10	*Preparation*	
6	May 17	**Presentations**	
7	May 21*	**Presentations**	*Saturday class*
8	May 31	**Presentations**	
9	June 7	Using websites	Chapter 3
10	June 14	E-creation tools	Chapter 10
11	June 18*	Preparing for the future	Chapter 12 *Saturday class**
12	June 21	*Preparation*	
13	July 5	**Presentations**	
14	July 12	**Presentations**	
15	July 19	**Presentations & Reflection**	**Report Deadline**

A. Participation	20%	**Presentation 1**	20%	**Presentation 2**	20%	**Final Report**	40%

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Appendix 3 – MOOC Research Explanation

<u>**Teaching with Technology Final Report Information**</u>

Each student has to submit an <u>**individual**</u> final report. I want you to write an <u>**800-1000 word**</u> research paper based on your MOOC research.

Your research paper MUST include the following elements:

1. A summary of what MOOCs are and the different platforms that are available
2. Your detailed thoughts on your experiences with MOOCs (i.e. What platforms did you investigate? What course or courses did you sign up for? How did you find the course(s)?
3. Your MOOC diary showing your thoughts and MOOC access
4. A summary of your MOOC experience

Please use appropriate in-text citation and include a bibliography at the end of your report. <u>**You must follow APA guidelines.**</u>

☐ A preliminary questionnaire will be administered in May re. your choice of platform and your experiences with MOOCs up to that point.

You should submit your final report (in a folder) to me <u>**in our last class.**</u> Make sure that your final report has a cover page which states:

❖ Your name
❖ Your student Id. number
❖ Your e-mail address
❖ The subject name (Teaching with technology)
❖ The date of submission

Late submissions (unless in special circumstances) <u>**will not**</u> be accepted. Failure to submit your final report on time may seriously affect your grade for the course.

The final report is worth <u>**40%**</u> of your final grade so please make sure you put enough effort into it.

Proofread your report <u>**carefully**</u> before submission. Substandard work will lower your grade.

Please make sure that you have understood these instructions. If anything is unclear please check with me.

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Appendix 4 – Presentation 1 Information

Teaching English with Technology – Presentation 1 Information

The presentations will take place on the days written on your semester outline. Please read the following instructions carefully and ask me if you need any more information:

- The presentations will be made in small groups
- The presentation length will depend on the number of people in each group
- The presentations can be made using PowerPoint or any other form of presentation method
- The presentation theme should be based on one of the first three lectures
  - Technology in the classroom
  - E-learning
  - MOOCs
- You should include an overview of the theme (this is the academic content)
- Concentrate on the practical application of the topic (i.e. how technology can be used to help teachers and students)
- You **must** make a handout for your audience
- **Do not read** during your presentation
- Try and focus on conveying your information clearly and in an interesting way
- Use examples from the teaching world
- There will be a Q&A session after each presentation and participation will be graded
- Each group is responsible for organizing their own PC and AV leads

Assessment

- This presentation is worth **20%** of your final grade. Half of this grade (i.e. 10%) will be decided by me and the other half will be decided by your peers
- The presentations will be recorded for assessment and research purposes

Notes

Dr Tony Cripps – Presentation 1 Information – Teaching with Technology

Appendix 5 – Presentation 2 Information

<u>Teaching English with Technology Presentation 2 Information</u>

The presentations will take place on the days written on your semester outline. Please read the following instructions carefully and ask me if you need any more information:

The presentations will be either group, pair, or individual* (Please consult me*)

- The presentation length will depend on the number of people in each group
- The presentations can be made using PowerPoint or any other form of presentation method
- The presentation information is as follows:

  - Briefly explain what you think about technology in our world and specifically in a learning/teaching context
  - Explain how you would use technology to support learners of English at a Japanese junior or senior high school (choose one)
  - Come up with at least three positive suggestions

- You should include an overview of the theme (this is the academic content)
- Concentrate on the practical application of the topic (i.e. how technology can be used to help teachers and students)
- You **<u>must</u>** make a handout for your audience
- **<u>Do not read</u>** during your presentation
- Try and focus on conveying your information clearly and in an interesting way
- There will be a Q&A session after each presentation. Participation will be graded.
- Each group is responsible for organizing their own PC and AV leads

<u>Assessment</u>

- This presentation is worth **<u>20%</u>** of your final grade. Half of this grade (i.e. 10%) will be decided by me and the other half will be decided by your peers
- The presentations will be recorded for assessment and research purposes

<u>Example structure</u>

1. **<u>Introduction - Technology in our world (10%)</u>**
2. **<u>Technology in a learning/teaching context (20%)</u>**
3. **<u>How would you use technology to support learners? (60%)</u>**
4. **<u>Conclusion (10%)</u>**

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Appendix 6 – Preparing for the Future Worksheet

Preparing for the Future

Obviously we can only make educated guesses about the use of technology in the field of education in the future **BUT** it is fun to do so based on past & present trends.

What skills do you think teachers and students are going to need in the future?	What existing technologies do you think will still be around 10 years from now?
Teachers **Students** 	
What new technologies do you think will emerge over the next 10 years?	**Try to picture how teaching will take place in the future. What role or roles will technology play?**

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