

**Title of Session:** Benkyoukai - Peer Editing and Exchanges on Web Forum

**Moderator:** Keiko Schneider

**Guest Speaker:** Yoko Kano

**Title of File:** 20040927benkpeerediting

**Date:** September 27, 2004

Room: After School Online Room

**YokoK** joined the room.

**KeikoS:** a, sensei!

**KeikoS** bows deeply

**YokoK:** Hello, Keiko-san. Ogenki desu ka.

**KeikoS:** hai okagesama de

**KeikoS** bows again.

**EmiA** joined the room.

**KeikoS:** Ahh, Ochiai sensei.

**KeikoS:** We should start!

**EmiA:** Konnichiwa.

**YokoK:** O.K.

**KeikoS:** just three of us.

**KeikoS:** OK?

**YokoK:** Konnichiwa! That is fine.

**EmiA:** Sure.

**KeikoS:** Welcome to benkyoukai!

**KeikoS:** This month, we have invited Yoko Kano of UNCW

**KeikoS:** Do we need introduction? I certainly know both of you...

**KeikoS:** And I assume Ochiai sensei has read the paper.

**YokoK:** Emi sensei, where do you teach?

**EmiA:** Mesa, AZ

**YokoK:** Hot area. I love Santa Fe!

**KeikoS:** Kano sensei, start your thing whenever you can...

**YokoK:** It is New Mexico, though.

**EmiA:** I have with me...but not extensively. Sorry.

**KeikoS** . o O ( this is informal )

**YokoK:** What do you want me to say? About the project.?

**KeikoS:** Ochiai sensei the paper is really short.

**EmiA:** I have it with me.

**KeikoS:** Let me ask if Ochiai sensei had any burning issues

**KeikoS** looks at Emi sensei

**YokoK:** Yeah! I did not have time to write a nicer one...

**KeikoS** . o O ( expecting mother, what can you do... )

**EmiA:** To start..

**YokoK:** My baby is moving in my belly every day.

**KeikoS** smiles big time

**KeikoS** listens to Ochiai sensei

**YokoK:** I am ready.

**EmiA:** Would you summarize what you did?

**YokoK:** The project is about exchanging essay writings between Japanese and American students.

**KeikoS:** . o O ( ah, we usually do that. )

**YokoK:** They edit and give feedback about each other's writings.

**YokoK:** I thought it was risky but I like risky business so we did it and was quite successful.

**YokoK:** They learned the importance of naturalness and kanji.

**KeikoS** quietly applauds

**EmiA:** Question.

**YokoK:** Sure,

**EmiA:** How about other side...American students?

**YokoK:** They edit Japanese students' English essays on the same topics.

**EmiA:** Reactions?

**YokoK:** American writes in Japanese and the Japanese write in English.

**EmiA:** How did they feel?

**YokoK:** They said that they did not mind giving feedback.

**YokoK:** They rather enjoyed getting more feedback other than me (teacher).

**EmiA:** Was it hard to set up.

**KeikoS:** . o O ( ah, what a business are we in )

**YokoK:** No. Setting up was easy since

**YokoK:** it was a part of what we call Global Virtual Univ between UNCW and participating Japanese universities.

**YokoK:** Rather, it is not easy to find a teacher on the other end, who want to take time and risk.

**YokoK:** I guess you can start with your partner/exchange schools.

**EmiA:** How much did you monitor the process?

**YokoK:** I read everything the students posted on the Forum where they exchanged the essays. I had

**YokoK:** only several students so

**YokoK:** even if I read and edited them all after the Japanese students' edition, it was not so bad.

**EmiA:** You mean you edited it?

**YokoK:** Yes., they get feedback from Japanese students first and then I will further edit and give a feedback.

**YokoK:** It is necessary for instructor to give additional feedback.

**KeikoS:** AH, that is what we are hired for.

**KeikoS** grins

**EmiA:** Did you monitor and edit as they exchange or at the end?

**YokoK:** I would say both.

**EmiA:** Were students part of assessment?

**YokoK:** Usually they get feedback once from Japanese and I edit. Some still continues the exchange I monitor them also.

**YokoK:** As for assessment, I did (not students even a part).

**KeikoS** raises her hand

**YokoK:** I did not give a grade to the quality of the essays. They have other quizzes and

tests.

**YokoK:** Yes.

**YokoK:** Keiko-san doozo.

**KeikoS:** Now, I asked this in F2F presentation, so if Ochiai sensei feels interested...

**KeikoS:** Yoko sensei can answer again.

**YokoK:** O.K.

**KeikoS:** I have one more Q, though.

**YokoK:** Go ahead

**KeikoS:** Did you have any criteria or advice to Japanese students regarding editing?

**KeikoS:** how to edit, what NOT to do?

**KeikoS** looks at Ochiai sensei

**EmiA:** Very interesting!

**YokoK:** I only asked Japanese students to give furigana to kanji.

**YokoK:** I did not expect them to write grammar explanation. I did not ask them not to and they did not.

**YokoK:** Rather. they

**KeikoS:** Oh,

**EmiA:** Isn't it hard for Japanese students to know the level of America student's Japanese?

**YokoK:** just wrote sentences, saying that if I were you, I would say this way. Then I come in to explain grammar to my students for commonly occurred grammar during the exchanges.

**KeikoS** raises her hand again

**YokoK:** I thought that would be the problem but this problem did not really come up.

**YokoK:** One of the reasons might be that

**YokoK:** I asked Japanese univ. to do this exchanges with elementary level English class so

**YokoK:** they cannot talk about difficult subject in English (their foreign language).

**KeikoS:** ah

**KeikoS:** I have a new Q

**YokoK:** The topic was pretty limited and simple such as what do you do for date when you do not have money and when you have money. The questions is simple so answers would be simple too.

**YokoK:** Sure

**KeikoS:** I have this ESL classs with bunch of Mexicans and one Laotian

**YokoK:** I see.

**KeikoS:** Naturally they started Spanish lessons during the break.

**KeikoS** grins

**EmiA:** How do you think the technology helped you in this project?

**KeikoS:** They have authentic desire to communicate, so I just ask them not to do in class and listen.

**EmiA:** Sorry..

**KeikoS:** It is interesting to see regular people think what is helpful to teach

**KeikoS:** but often found inefficient

**KeikoS:** Did you have any comments having Japanese people as informal kind of assistant?

**KeikoS** bows to Ochiai sensei, your will be next

**YokoK:** In the past, I have used Japanese housewives who can come and participate in my class as volunteer.

**KeikoS** nods

**YokoK:** I asked them to write a journal to me after every participation to let me know what they thought about class and student progress.

**KeikoS** . o O ( interesting )

**YokoK:** Their comments really helped me and they helped my students in class. The students were High school kids.

**YokoK:** At first they hesitated since they are not used to minorities but

**YokoK:** as the time goes by, they really started to connect.

**YokoK:** The students could practice/help a lot from them.

**YokoK:** I like having natives who have no ideas to give me some feedback so that

**YokoK:** my class would be more natural Japanese instead of Japanese in lessons.

**KeikoS:** OK. It definitely sounds positive

**YokoK:** I hope you understand what I mean...

**KeikoS** nods

**KeikoS:** dewa Ochiai sensei no Q

**KeikoS:** How do you think the technology helped you in this project?

**YokoK:** It helped and got me frustrated some times. First of all,

**YokoK:** The students need some time to get used to posting and attaching and learn to use Track Changes.

**KeikoS:** Right it was done with MS Word and attachment to each BBS post

**EmiA:** What's "Track changes?"

**YokoK:** Once they get used to it, it helped a lot since this is the second best to actually going to Japan or having Japanese people.

**YokoK:** Track change is

**KeikoS** is only loosely familiar when editing article with multiple authors

**YokoK:** a function in Word (Windows). It keeps a track of who edited the essay by using different color and comments.

**KeikoS:** Mac version does, too

**YokoK:** How do you call it?

**KeikoS:** Track Changes

**KeikoS:** same.

**YokoK:** I see.

**EmiA:** How many exchanges could they do per semester?

**YokoK:** Five topics so five exchanges with different partners.

**KeikoS** . o O ( under Tools )

**YokoK:** Any other Q?

**KeikoS:** OK, let's say..

**EmiA:** You use WebCT, right?

**KeikoS:** the technology in WebCT improved and you can directly input Japanese into forum.

**YokoK:** I wrote about Pros and Cons in the paper published by Japan Foundation.

**KeikoS:** no longer have to use attachment.

**KeikoS:** Would you still keep MSWord attachment routine because of Track Change

function?

**YokoK:** UNCW still use older version. It will be in two years I was told to have the version 6.

**KeikoS:** darn, they only have summary on the internet

**KeikoS:** I mean TOC

**KeikoS** looks at Ochiai sensei

**EmiA:** Sorry. What's TOC?

**KeikoS:** Table of Contents

**KeikoS:** Kano sensei, would you still use Word?

**YokoK:** Yes.

**KeikoS:** even if you can input directly in Japanese?

**KeikoS** nods

**YokoK:** The old version of WebCT does not support Japanese.

**EmiA:** Because of "Track of changes?"

**EmiA:** I have campus edition 3.5

**KeikoS** tries to think, not Vista

**YokoK:** We type in Word using Track Changes and attach the file on the discussion Forum.

**KeikoS:** then direct input of Japanese is probably not possible... right?

**YokoK:** Out is not even Vista yet.

**EmiA:** I just want to inform you...

**EmiA:** our IT person did something...

**EmiA:** And now I can input in Japanese.

**KeikoS** burns her ears

**YokoK:** I mean Ours is before VISTA.

**KeikoS:** Really

**EmiA:** Mine is not vista.

**YokoK:** I saw one student typed in Japanese successfully but I wanted to use Track Changes so we attach a file.

**EmiA:** I see...

**KeikoS** nods, makes sense

**EmiA:** Since it is an essay...

**KeikoS:** I would go nuts having so many documents with track changes

**KeikoS:** But that is just me with little patience, I guess

**YokoK:** I know what you mean. I try to keep it to once or twice.

**EmiA:** I would love to try this project if I could set up.

**KeikoS:** Why don't you look for partners, Ochiai sensei...

**EmiA:** I should...

**YokoK:** Yes. It is great but a lot of work ...

**EmiA:** I can imagine.

**YokoK:** If you have ten or more students. You go nuts!

**EmiA:** My JPN101 is 26.

**YokoK:** I did this with JPN201 and 202

**KeikoS:** reality of Community College

**YokoK:** I have 20 - 28 in JPN101.

**YokoK:** I would not do this with lower level.

**EmiA:** How did you first connect you with Iwate Unive.

**KeikoS:** I would almost think "ELEMENTARY" English class in Japan should have better language skills than 2nd year Japanese class in US

**KeikoS** looks rather puzzled

**YokoK:** They were part of GVU (Global Virtual Univ.).

**YokoK:** I proposed the course to them.

**YokoK:** They found a British teacher who did not mind doing it.

**YokoK:** So it was interesting to see my broken American English and his proper British English.

**YokoK:** Any other Q or comments?

**KeikoS:** Kano sensei, would you do anything different if you are given another chance?

**YokoK:** Good Q. Let me think...

**YokoK:** I definitely need someone who is willing to collaborate on the other end.

**KeikoS** nods vigorously

**YokoK:** I would like to do this again with higher level of Japanese course such as at least 4th semester.

**KeikoS:** Why is that?

**YokoK:** My students were mostly third semester level and

**YokoK:** my course is only 3 credit course.

**YokoK:** They were just starting to learn more complex sentences.

**YokoK:** The higher the level they are, they can communicate more in depth but

**KeikoS:** So the class wouldn't have finished Yookoso book 2

**YokoK:** what I did not quite funny and interesting with simple topics.

**YokoK:** We finished only up to Chapter 5

**KeikoS** nods

**KeikoS:** You mean would have been nice to have more depth in discussion

**YokoK:** I mean what I did WAS quite funny and interesting...

**YokoK:** They wanted to talk about presidential campaign at the time was between Bush and Goa

**EmiA:** Are you still doing this project?

**KeikoS** . o O ( It would have been more interesting afterwards )

**YokoK:** They could communicate in a simple level such as I like Bush more than... kind of stuff but not much more than that level.

**KeikoS** . o O ( tashika ni mottai nai )

**YokoK:** I was surprised that more Japanese and American students liked Goa (spell?)...

**KeikoS:** Gore

**YokoK:** Right, Gore. Thanks.

**YokoK:** It is about 4:00. I need to get ready for class tonight.

**KeikoS:** Are you still doing this project, sensei?

**KeikoS:** last Q, please...

**YokoK:** No. But I proposed this to Mie Univ. and we will do a trial in spring for once or twice.

**KeikoS:** I bet Japanese universities are more warmed up these days.

**KeikoS** crosses her fingers

**KeikoS:** I know you have to go, Kano sensei.

**YokoK** smiles

**EmiA:** Thank you very much, Kano Sensee and Schneider Sensee.

**KeikoS:** Thank you so much for your time and contribution!

**KeikoS** claps loudly!

**KeikoS:** I think I can write a pretty good report on this session.

**EmiA** bows.

**YokoK:** Thank you and it was great talking with you!

**KeikoS:** Too bad not many showed up, but I think this was a good discussion.

**YokoK:** bows back.

**KeikoS** bows to Ochiai sensei as well.

**KeikoS:** Thank you so much!

**KeikoS** bows deeply to Kano sensei

**YokoK:** See you ladies!