

Title of Session: BlogStreams - Blogging Toward Learner Autonomy

Moderator: Bee Dieu

Featured Speaker: Aaron Campbell

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BeeD: Tonight's Blogstreams Salon first special session features Aaron Campbell on Blogging toward Learner Autonomy

BeeD: Let's begin doing introductions. If everyone can please type a real short intro please...for the records

LeanneMM: Leanne from Canada, not an ESL teacher at present, but interested in learning online tricks

BeeD: Barbara Dieu teaches EFL in the Franco-Brazilian school in Sao Paulo, Brazil

RitaZ: I'm an EFL teacher in Rosario, Argentina, Multimedia Coordinator at a private Institute

JeanMC: Jean Michel Chaupart, professor (retired) of french at Universidad Industrial de Santander, in Bucaramanga, Colombia

RaeR: Rae from Washington, DC, Teacher training, always want to learn more.

MarcSh: Hi. I'm Marc Sheffner (Marco Polo). I teach Oral English at a universty in Japan. I've been interested in autonomous language-learning for about 5-6 years now.

ClaudeGst7: Claude Bourdon - Secondary School teacher, primary too. I teach IT to adults. East of France, near Switzerland and Germany

JulianGst6: Julian from Brazil, work for British Council & run a community for teachers of English in Brazil

JamesJ: James: I am a high school social studies teacher in Pennsylvania and this is my "first blog!".

BeeD: Julian!!1 What a pleasure to see you here

JulianGst6: thanks for the invite Bee!

BJB2: a reminder that if you are new to Tapped In, go to the Actions menu in the top right of the chat window and click on DETACH.

BeeD: Could you introduce yourself Wendy?

WendyES: sure - Wendy from British Columbia, Canada - I teach ESL to adults at a community college

BJB2: Tapped In doesn't have sound...it's just text chat

WendyES: love blogging

BeeD: Aaron?

AaronPC: yes?

BeeD: I will ask you to introduce yourself as well...:-)

AaronPC: I'm Aaron...and I teach EFL here in Japan at the University level.

BeeD: and then ...just move ahead

AaronPC: I like using blogs too.

WendyES -)

CynthiaAI: I'm Cynthia. I teach Gifted Social Studies and Art in a high school in Louisiana and I'm just learning about blogs

IlseM: I'm a graduate student in Universidad Simón Bolívar Caracas Venezuela in an MA program

BeeD: Wow...a really international community here

JeanMC: Hola Ilse, y amiga de dafne?

IlseM: si amiga y alumna, hola

BeeD: Aaron ...I think you can start

JeanMC: hola desde Colombia

AaronPC: Ok....thanks Bee.

IlseM: hola from Venezuela

JeanMC: Salut Jane...en retard?

AaronPC: And thanks to all how have showed up to participate.

BeeD listen attentively to what Aaron has to say

AaronPC: It is a pleasure being here with you.

RitaZ is thankful to be with experts like Bee and Aaron

JaneAP: Oui je suis en train de pratiquer la batterie

WendyES: applauds

AaronPC: What I'd like to share with you today consists of three short parts.

BeeD smiles

AaronPC: First, in order to understand why learner autonomy is important, I want to list some of the main problems I see with individuals and contemporary society.

AaronPC: I'd then like to share with you my idea of what 'learner autonomy' is and how it can help to address these problems.

AaronPC: After that, I'd like to look at ways that blogging could help learners move toward autonomy, focusing specifically on some practical ways that we could use weblogs in the ESL/EFL classroom to aid in such a movement.

AaronPC: I'll try to be as short and concise about this, so we can focus on discussion. Please feel free to ask questions and butt in with comments.

AaronPC

AaronPC: Here we go....

AaronPC: Generally speaking, I feel that there are some real problems I see in the individual mind and in society at large.

AaronPC: Can any of you make some quick guesses at what these might be?

WendyES: lack of critical thinking skills?

RitaZ: dependency on teachers?

CynthiaAI: lack of motivation

LeanneMM: increase of abbreviations in text chat that is NOT real English

MarcSh: !

IlseM: fear to experiment changes

MarcSh: use of violence to achieve ends

BeeD . o O (consumerism)

AaronPC: fears...lacks....dependencies...violence...consumerism

AaronPC: Well...I've been thinking about his a bit and this is what I've come up with...

AaronPC: An atomistic, egocentric view of self,

RitaZ: lack of strategies to do autonomous self-teaching

AaronPC: An underdeveloped capacity to think critically, which can lead to...

AaronPC: Crippled individual agency: no feeling of personal power to change and shape things, which can lead to...

AaronPC: A lack of participation in community and society, and...

AaronPC: An unhealthy, 'blind faith' type dependency on authority and the institutions of society.

LeanneMM: APATHY?

AaronPC: yes Leanne.

WendyES: I think you're bang on, Aaron

AaronPC: The reason I describe these five conditions as problematic is because I believe that together, they provide the soil in which much of what I deem to be undesirable grows: the tyranny of a powerful few, exploitation and injustice, social and economic inequalities, violence and war.

AaronPC: This can lead to a sense of despair and frustration, especially when the way out of these conditions isn't clear to us and seems way beyond our power.

AaronPC: As practitioners in the field of education, what can we do to help combat these undesirable conditions?

AaronPC: Well, the answer certainly isn't simple, but one thing we can try is to create and facilitate learning environments that aid learners in moving toward a concept called 'learner autonomy'.

BeeD . o O (manufacture of consent)

AaronPC: I'm curious...what do you think the characteristics of an autonomous learner are? Can you list a few?

LeanneMM: self-motivated

AaronPC nods

CynthiaAI: inquiring

JulianGst6: empowered..

WendyES: objectivity

RitaZ: curiosity

JulianGst6: ability to take risks

BeeD: capacity to control your learning

IlseM: organization

RitaZ: ready to make mistakes as part of the process

AaronPC: self-motivated, inquiring, empowered, objective, curious, risk-taking, willingness to err....

AaronPC: hmmm....interesting.

RaeR: Not afraid of ambiguity

AaronPC: no fear of ambiguity.

AaronPC: Generally speaking, learner autonomy is defined as a capacity to take charge of one's learning, and to self-regulate it on the basis of good reason and awareness.

AaronPC: This capacity involves critical reflection and analysis, inner direction, and independent action.

AaronPC: Autonomy implies an inner freedom, not just from direction by others, but also from inner compulsions, habits, unexamined beliefs, and the internalized voices of society in our heads.

MarcSh: Autonomous learner either knows or knows how to figure out his/her goals for learning, can explore and find ways and means to get there, and either knows or can figure out suitable ways to evaluate his/her progress (and so see if goals have been achieved).

BeeD: ability to navigate in chaos

LeanneMM: lol Bee

AaronPC: yes...self awareness Marc.

AaronPC: Taking control of self and being able to navigate.

AaronPC: However, since learning is a social activity, we cannot view learners as completely independent. So a successful realization of this capacity also involves interdependence, cooperation, and dialogue (conversation).

AaronPC: In this sense, the exercise of autonomy is a process involving others. I feel that the connotation of the word 'autonomy' is often associated with 'independence', which is misleading.

AaronPC: We need to make special effort to remember and emphasize its interdependent and cooperative aspects.

AaronPC: Ultimately, if we can create learning environments that help students move toward greater learner autonomy, they can carry that autonomous mind over into other contexts, namely that of life in society, both on a personal and political level.

LeanneMM: But doesn't that imply a f2f environment?

AaronPC: good Question Leanne...

AaronPC: Not necessarily. That's what I'm getting to (think: blogs).

AaronPC: So what does any of this have to do with blogs?

AaronPC: In my opinion, the practice of blogging has the potential to offer the following six experiences to a learner:

AaronPC: Process orientation

AaronPC: Opportunities for self-directed, student-centered learning approaches

AaronPC: Opportunities for reflection and critical thinking

AaronPC: Public Engagement and Community Building and Participation

AaronPC: Authentic communicative interaction in the world

AaronPC: Conversation and Dialogue, especially across borders of language and culture

AaronPC: All of the above experiences are helpful in the move toward greater autonomy. Yet clearly, the realization of such experiences isn't as simple as just providing students with blogs and showing them how to post and comment.

AaronPC: Nor is it as easy as having them post and comment on work they would normally be turning into the teacher. As educators, we have got to devise strategies to take advantage of the potential experiences listed above and create.

RitaZ: I agree, I only find it VERY difficult to start the process of changing habits, Aaron, mainly in teachers, who are in charge of the first kicks

AaronPC: That's right.

BeeD nods

AaronPC: Habits are deeply ingrained.

WendyES: It's also a question of convincing students to take responsibility

LeanneMM: fossilized...?

AaronPC: In order to free themselves from disabling habits...learners must recognize them first.

WendyES: for their own learning

BeeD: It's also devising activities that we lead them into process thinking

AaronPC: Anyway...I will list some strategies I have come up with. We can discuss them:

AaronPC: Bee....you read my mind...

AaronPC: Process Orientation: Blogging is ideal for encouraging process oriented approaches to language use.

AaronPC: Celebrate the process of USING the language to communicate and learn over the 'finished-product for a grade' type orientations.

AaronPC: Teacher/Student relationship: The teacher must be compassionate and must understand student perceptions and expectations of learning in the classroom.

AaronPC: Creative visualization exercises on behalf of the teacher before class can help in the former, while assessment of the latter should be addressed at the very beginning of the school year.

BeeD . o O (inter-Atlantic and inter-continental osmosis)

AaronPC: And re-assessed throughout the process.

AaronPC: Teacher roles: Teachers should see themselves as open, humble facilitators of a natural process, not as wise, pontificating, gatekeepers of knowledge.

AaronPC: If possible, they should participate equally in the learning activities, so as to serve as models. This could involve running a blog alongside student blogs and doing the same activities.

AaronPC: This type of environment is necessary if students are to recognize where the real locus of learning control lies.

LeanneMM: Aaron, I didn't get which former and latter you were referring to

AaronPC: former being creative visualization, latter being student perceptions.

AaronPC: Understanding them, that is.

LeanneMM: Thanks

AaronPC: Liberating Structure: The structure of the learning program should be designed to initially meet the student need for structure (whatever it may be), yet should change over time to become more flexible, to encourage greater student responsibility.

AaronPC: If learners are already pre-disposed to autonomous approaches, assignments and activities could be presented as 'suggested'. With blogging, once students are familiar with the techniques, we can begin giving them more freedom to choose directions.

RitaZ: creating responsibility and building up awareness is the hardest part, I guess, at least in my place

AaronPC: Yes Rita....this is why it is really important to understand student perceptions of learning and try to create structures that move them away from dependency.

AaronPC: Resource support: Since students are online, they should be provided with a set of links to resources to support their ESL/EFL blogging activities.

AaronPC: This might include links to online dictionaries, reading material, grammar games and quizzes, listening sites, as well as class-related support materials. Remind students of these resources and always look for opportunities to point them there.

AaronPC: Work them into blogging activities when appropriate.

AaronPC: Learner-Centered Approaches: Effort should be made to allow students to write about what is meaningful to them.

AaronPC: This should involve setting some personal goals for their blogs, and choosing topics about which to blog and about which to read.

AaronPC: It could even involve giving learners an option to share blogs if they so choose. It could also cooperative approaches to setting blogging activities.

AaronPC: Give them as much control as they can handle. This can help learners to take deep approaches to learning.

AaronPC: Critical thinking: Try to encourage students to take a critical approach when making a blog posting.

AaronPC: This can involve them asserting an opinion, taking a stance on an issue, responding to a reading of their choice, etc. I encouraged my students to combine responding critically to news articles they chose with linking to a blog posting from another blogger.

AaronPC: Encouraging Authenticity: Teachers should do whatever they can to encourage students to interact on their blogs with people from outside the classroom.

AaronPC: This is especially important for EFL classes, as it gives learners the opportunity to USE the English language with people from abroad. One way this can be accomplished by linking classrooms from different countries.

AaronPC: Another is by students reading other blogs and responding, either through commenting or by blogging and linking back. Another possibility is to use software that has social networking features.

AaronPC: Livejournal, for example, groups people according to interests and has a built-in aggregator function, so that each students can build a unique community of friends and read and respond to their postings all from one page.

AaronPC: I believe it is very important for students to engage publicly and to build community beyond the classroom.

AaronPC: Finally...

AaronPC: Reflective Assessment: this can take the form of self and peer assessment and should be carried out several times during the term. Learners and teachers can cooperatively arrive at the criteria.

RitaZ admires Aaron's clarity of concepts and precision

AaronPC: Encourage reflecting on the whole blogging process: content of blog posts, online social behavior, language usage and acquisition, linking habits, etc.

AaronPC: If your institution requires you to give out grades at the end of the semester, make sure students know that their input will count significantly in that process.

AaronPC: Reflection is vital if students are to understand their current learning habits and beliefs, which is a necessary component in the process of moving toward autonomy.

AaronPC: Overall, I feel that educators have got to start taking the learner movement toward autonomy more seriously if we are to affect society in positive ways.

AaronPC: Does anyone have anything they'd like to add?

AaronPC: Or say?

MarcSh: Wow!

MarcSh: So much.

AaronPC: Great!

BeeD looks around

MarcSh: As Rita Z said

MarcSh: one problem is the changing role of teachers

AaronPC: Definitely that is a problem.

MarcSh: from the "sage on the stage" to the guide on the side...

JeanMC: and also the changing role of students!

MarcSh: There is power and ego involved

AaronPC nods

AaronPC: And institutional constraints.

JeanMC: right, Aaron

MarcSh: Another problem is "what if students don't WANT the autonomy?"

LeanneMM: are we necessarily talking about post-secondary students?

AaronPC: Not necessarily Leanne.

AaronPC: Marc...I think that is why we need to give them structure.

BeeD: Yes...for some stds thinking is painful

LeanneMM: because wouldn't you think children need more guidance?

AaronPC: And try to wean them away from it.

AaronPC: Well...everyone starts where they are.

RitaZ: it's easier for all stds to be spoon-fed

JeanMC: painful...because they have not been trained to think

CynthiaAI: Most students actually enjoy the autonomy; some are more reluctant and need more structure to wean them off

AaronPC: Some need more structure than others.

BeeD: exactly

AaronPC: Yes Cynthia...I agree.

RitaZ: and teachers sustain that

LeanneMM: But they would discover that for themselves on reflection, right?

LeanneMM: (needing more structure)

AaronPC: Hopefully.

AaronPC: But one of the mysterious things about autonomy is that....

AaronPC: we can never be totally sure that students are indeed developing it.

AaronPC: !

MarcSh: It's not just that students are lazy or don't like to think, they have learned the game of school, which is to get grades, NOT fail, get right answers,

AaronPC: There you go Marc....the "game" of school!

RitaZ: and it's easier to "provide" and "be provided" than to change structures

AaronPC: An autonomous learner might exercise his/her autonomy by choosing structure and teacher control!

JulianGst6: some teachers don't want to give up control

MarcSh: So an important part of teacher's new role is to make explicit what the goals of autonomy are.

CynthiaAI: Unfortunately, our system has made them good game players -- it is a game to them. Many see absolutely no relevance

RitaZ: exactly, Julian

AaronPC: But we have got to provide an outlet...a freedom for students to explore.

BeeD agrees

AaronPC: Yes...much of the problem lies in the teacher as well.

AaronPC: I agree Julian.

MarcSh: Last semester, I tried offering students some choice in the materials

AaronPC: Marc...you mean make the goals explicit to the students?

AaronPC: Or to the teachers themselves?

MarcSh: Both, b

AaronPC nods

MarcSh: because an autonomous student can choose structure, but cannot make a choice if the nature of the "game" is not clear

JulianGst6: giving up control (for the T) means adopting a level of flexibility that can result in chaos

MarcSh: Yes

MarcSh: and same applies to students

AaronPC: Yes...we have got to learn how to manage that.

BeeD loves navigating in chaos...so much fun

AaronPC: Cooperative structures, ones that encourage collaboration can be helpful.

MarcSh: I have an "autonomy" class which I co-teach with another teacher

AaronPC: Tell us about it Marc.

MarcSh: One week, the principal came in (we'd invited him)

WendyES: I think we have to teach students how to be more autonomous

MarcSh: and saw all the students apparently milling around doing all different things, going from one classroom to another

WendyES: can't just tell them

MarcSh: and asked "how do you control the students?"

WendyES: someone earlier said sth about leading them to it - Bee maybe

MarcSh: My colleague said "we don't, and that's the point!"

AaronPC laughs at the absurdity

MarcSh: Aaron asked me to tell about this autonomy class

MarcSh: We have 2 classrooms next to each other

AaronPC: Wendy....that is the riddle of a liberating structure...

WendyES: yes.

MarcSh: In each room we have a number of different materials, audio, video, books, skits

AaronPC: if you are leading students to autonomy, then how can they be exercising autonomy...

WendyES: I think it's something we as T need to learn too

AaronPC: if they are being led?

WendyES: ok

AaronPC: Continue Marc...

RaeR: I have found on Blackboard discussion that If I allow the students to create the questions, lead the discussion, and give them the "authority" to comment on each others discussion, that the interaction among them greatly increased--as well as the quality of the thinking. I completely stepped out of the process and gave it to them as a forum. The only rule was to stay on topic for the week or relate today's topic to last week's. I no longer LEAD them.

MarcSh: thanks.

MarcSh: so different materials in each room.

WendyES: go on Marc

MarcSh: Students are free to choose which materials they use, for how long, with whom (alone or pairs or group)

AaronPC thinks about Rae's post

MarcSh: We ask them to write a response/report for each activity they do, each week

RitaZ: choosing the topics stds will find motivating and appealing is not easy, but important

MarcSh: They keep all the worksheets they do, and the reports, and hand them all in at the end-of-term interview

MarcSh: Rita, how about letting students choose the topics?

RitaZ: great, Marc

MarcSh: Because not all students will like the same topics, even if they are "motivating and appealing"

JeanMC: sometimes it gives good results

RitaZ: then we need to lead them to find sources

LeanneMM: Wow, Marc, makes for lots of end-of-term evaluating

BeeD: How many stds do you have in your classroom and how old are they Marc?

LeanneMM: Do you not look at the reports weekly?

MarcSh: Leanne, not really. No, we don't look at the reports weekly.

MarcSh: We ask the students what grade they think the work they've done deserves

AaronPC: I like what Marc has done in his class, and I think we can strive to recreate those rooms online, by giving students freedom to choose amongst different activities.

RitaZ: and provide them with the tools..?

MarcSh: yes, the online environment allows for that

AaronPC: exactly

MarcSh: We have about 40 students in each of the 2 classes

MarcSh: they are university 2nd year (about 20 years old)

WendyES: they could work on their own, or with partners then

MarcSh: Me? yes

MarcSh: There were problems tho

RitaZ: that leads us to the question of learning sth on technology, another hard point for newbies

AaronPC: and reflective self assessment is paramount to helping students become aware of their misconceptions about learning.

AaronPC: It wouldn't be learning without problems!

JulianGst6: anyone got examples of attempts at autonomy that didn't work & suggest reasons why

MarcSh: The reflective self-assessment was one of them!

AaronPC: lol

MarcSh: Students did not understand the purpose for this

MarcSh: "Isn't that the teacher's job?" they thought

AaronPC: Julian...too much freedom with no structure can bring everything to a standstill.

BeeD: Some students do not know how to write a reflective post

MarcSh: Right on, D!

RitaZ: true, Bee

WendyES: Most don't, Bee - it's new for them

MarcSh: We tried by explaining what we wanted.

RaeR: if the teacher is also writing then that would provide a model

MarcSh: And why

BeeD: or do not even know what is expected from them

MarcSh: Yes, so perhaps examples (good and bad), best would be examples from actual student posts/comments

WendyES: that's what I meant by leading them to it

MarcSh: Another problem is "the game of school"

MarcSh: E.g.

AaronPC: That's probably one of the biggest hurdles Marc.

MarcSh: In a listening class, I used English songs, and clips from English movies as "input".

MarcSh: I also provided worksheets, because I discovered that students could not simply "watch"

MarcSh: They need something to focus on, a task.

BeeD: This is an assignment I gave my 15 year olds for a blogging project

BeeD: http://members.tripod.com/the_english_dept/rubmug.html

MarcSh: The worksheets were fill-in-the-blanks, or something like that

MarcSh: I discovered that many students were assuming I was collecting the worksheets and keeping score of how many answers they got right

MarcSh: Whereas my purpose was simply to expose them to English, as much as possible

AaronPC: Differences in perceptions of learning.

MarcSh: So some students dropped out because they were not able to answer more than a few questions, and they assumed they were going to fail

RitaZ: that was an excellent task, bee

BeeD: You can read what came out of it by clicking at the classroll at <http://beeonline.blogspot.com>

LeanneMM: How does that relate to the "game of school"?

IlseM: What other tool is good to combine in a lesson when blogging?

MarcSh: "game of school" is getting right answers, good scores on tests

RitaZ: you are given freedom, Bee, not all teachers can afford to ignore a syllabus

MarcSh: Not necessarily learning

LeanneMM: yes, I see now, Marc, thanks

MarcSh: <http://st.tezukayama-u.ac.jp/~sheffner/listening/listening3/13final.html>

AaronPC: Rita...do you mean that syllabi are chosen for you?

AaronPC: You cannot create them?

BeeD: I have a programme to follow

MarcSh: you can see some students' final comments (sorry, only a few are in English!

RitaZ: yes, Aaron, books are chosen to ensure standardization here

BeeD: but I adapt it to me

BeeD: to the classroom situation

AaronPC: That's a huge block in the move toward autonomy.

WendyES: my students have final tests to pass

BeeD: I know what you mean Rita

RitaZ: definitely

BeeD: So do mine

WendyES: based on a very specific curriculum

MarcSh: I think there is still room for autonomy, even under such constraints

RitaZ: but we can add new

WendyES: I agree

AaronPC: One reason the discussion on autonomy is not more pronounced is the potential threat it poses to the status quo of educational institutions.

BeeD agrees

JamesJ: I think we are moving more towards standardization with NCLB

MarcSh: what is NCLB? Which country?

JamesJ: USA: No Child Left behind

MarcSh: Oh, crumbs!

AaronPC: A standardized test oriented approach.

MarcSh: No Child's Behind Left!

BeeD: We have standardized tests at school as well

RitaZ: not aware of that, Aaron, sorry

CynthiaAI: Nor teacher's

BeeD: don't we Claude?

WendyES: so we use different ways to meet the ends

ClaudeGst7: Yes I quite agree

ClaudeGst7: we do

BeeD: I must say I am fortunate

RitaZ: then Cambridge, and Trinity, and all intentl exams would be dead....

AaronPC: As educators, we have got to assess our institutional environment and strive to find ways of changing it and incorporating autonomous learning approaches.

RitaZ: you are, Bee

ClaudeGst7: doing it outside of class time, hopefully, will allow the group more leeway

BeeD: because I am an outsider to the system

MarcSh: Standardized tests are not bad!

AaronPC: That is...approaches that encourage autonomy and learner-centeredness.

JeanMC: et pas syndiquée!

RitaZ: no, they are not, but demand specific preparation

BeeD: oui

MarcSh: If you have some skill students need to attain, like in medecine...

BeeD: syndiquée au Brésil JM

RitaZ: away from independence

AaronPC: No...but when funding is dependent on results...that really changes the way teachers operate in the classroom, Marc.

MarcSh: You need some kind of proficiency test. Even in languages

AaronPC: Even when teachers pay is linked to student performance on them.

MarcSh: the problem is in the psychological effect of the "specific preparation" as Rita says

AaronPC: I agree though, proficiency is necessary.

RitaZ: I agree, Marc, we need to get to a compromise

MarcSh: especially if it does not take into account students' own personal feelings

MarcSh: If students have CHOSEN the course freely because they WANT the degree or qualification or skill

MarcSh: then fine

AaronPC: yes.

MarcSh: but the problems come when they haven't!

BeeD: In a normal secondary school classroom this is not the case

JamesJ: The joy of being a teacher is to have your own "autonomy!".

MarcSh: And even in university (which is not compulsory schooling, at least theoretically)

AaronPC: There you go James!

RitaZ: right, the problem is when stds tell you their aim is "passing an exam", then you need to also change their minds in this respect!

MarcSh: In Japan I think teachers (especially in university) have a great deal of freedom

JeanMC: Cierto Rita

BeeD: so there is some control, some autonomy, some whipping...lol

MarcSh: My colleague and I just decided to make this class (which was originally called "intensive reading"

AaronPC: It is clear that the learning environment is so important.

AaronPC: Get those students blogging!

BeeD: Most of mine complain at the beginning

RitaZ: yep, Aaron...., first the teachers...;-))

ClaudeGst7: what about, Bee?

BeeD: but they end up by enjoying it

WendyES: I think if we start from the points Aaron made at the beginning, about society and education, then we will have an orientation that isn't focused on exams. Isn't it possible to meet defined learning outcomes in a different way - based on building autonomy?

LeanneMM: the whipping, Bee?

BeeD: lol

ClaudeGst7: LoL

MarcSh: I agree Wendy

BeeD: I smile while I whip them

AaronPC: I think it is possible Wendy....

CynthiaAI: That would be great, Wendy

RitaZ likes the whipping tool...:-)

WendyES: laughs at Bee's comment

AaronPC: the problem is the mind (teacher and student) and the institution.

RitaZ: yes, Aaron!!

AaronPC: I see blogging as a way to infiltrate the institution and potentially change this.

JeanMC: and the institution is one of the major problems

MarcSh: Problem!

BeeD . o O (subversive Aaron)

AaronPC: Yes Jean.

WendyES: ok

AaronPC: Well...in a peaceful way.

JamesJ: Bee, keep their noses to the grind stone! Don't let anyone know that we are having fun!

MarcSh: My students have very poor English skills, and I doubt they would be able to blog in English. They certainly wouldn't enjoy it.

RitaZ: beat them peacefully....

WendyES: they could do very simple stuff Marc

MarcSh: And no-one would be able to make sense of what they wrote (except me! possibly)

WendyES: like the mugshots

AaronPC laughs

MarcSh: Yes!

MarcSh: Mugshots has another meaning in English

MarcSh: !

RitaZ: ?

BeeD: yes

MarcSh: Pictures taken of prisoners or people arrested, for identification!

RaeR: it seems that even beginners could write a few lines: introduction, talk about a picture of your family members etc.

RitaZ: great association, Bee.....:-)

JamesJ: What does marc mean by mugshot?

BeeD: not mine...it's a project by Sergei in Belarus

WendyES: mug is slang for face

BeeD: I just joined him with my class

AaronPC: shot is slang for photo.

WendyES: right

BeeD: so mugshots are the horrible photos we take for our ids

WendyES: it's funny, not threatening

MarcSh: Thanks, Dee, and Rae

MarcSh: Yes, simple stuff to start with

RitaZ: thanks, Bee, Aaron

MarcSh: Tho, as Aaron says, there should be support for students, and that would need to be in students' native tongue.

BeeD: So...before we end...are there any more questions for Aaron?

MarcSh: At least with my lot

RitaZ we keep on learning all the time

AaronPC: Good point Marc.

WendyES: I've got to go - thanks everyone for a great discussion - and especially - thanks Aaron for the inspiration

BeeD: Our next special session will be with Peter Ford

AaronPC: Maybe we should co-develop them in Japanese?

RitaZ: topic, Bee?

JeanMC: any link?

AaronPC: Thanks Wendy.

BeeD: he is going to present the project he is developing at the European Centre of Modern Languages

RaeR: When will the next session be?

WendyES -)

MarcSh: OK, Aaron

ClaudeGst7: Dooom Arigatoo Gozaimashita Aaron Sensei,

MarcSh: I'd be up for that

BeeD: either mid April or May 1st...to be confirmed

AaronPC: Doitashimashite!

ClaudeGst7: and thank you very kindly again, Bee

BeeD: I'll send all a reminder

MarcSh: Thanks Bee, Aaron

ClaudeGst7: Jaa ne

RitaZ: thank you Aaron, Bee, Marc and all for the enriching discussion and for your time with us

AaronPC: Thank you so much for being here Marc

WendyES: Thanks for getting us together Bee

AaronPC: Thanks Rita

BeeD: And this presentation will be filed in the weblogging Yahoo Groups

JeanMC: Merci, gracias, muito abrigado, thanks Bee and aaron

JulianGst6: thanks to all

JamesJ: Thanks guy, that was interesting.

LeanneMM: Thanks good food for thought

AaronPC: Thanks Jean, James, Julian!

BeeD: Un plaisir de vous avoir ici Claude and JM

AaronPC: It was a pleasure participating with you all.

JeanMC: Vive la francophonie!...

BeeD: And it was great to see you online Julian

IlseM: thanks for a very interesting session, BTW is there any page that gives ideas on how to implement a lesson with blogs?

JulianGst6: I'll be back

RitaZ: . o O (we are soooo fortunate... to have such experts with us!)

ClaudeGst7: Je reviendrai malgré l'heure tardive, c'est certain :o)

LeanneMM claps for Aaron and Bee, and heads for the door

AaronPC: Viva los hispanohablantes tambien!

WendyES: Adios, au revoir, - don't know how to say it Japanese - by all

BeeD waves

AaronPC: Mata ne.

JeanMC: por supuesto Aaron y los niponhablantes

WendyES: Mata ne?

RaeR: bye all and thanks

BeeD: Mata ne means kill here

AaronPC: Si...como no?

RitaZ: adios a todos, gracias !

AaronPC: Oh...it means see ya later here.

WendyES: Thanks!

BeeD laughs

JamesJ left the room.

LeanneMM: Bye all

AaronPC laughs and smiles

AaronPC waves goodbye to all

BeeD: Ciao Leane

RitaZ: mata means CU later....?

AaronPC: yep

RitaZ: how come...?

BeeD: Japanese

AaronPC: Uggghhhh....I don't know.

RitaZ: ahhhhhh, thanks

AaronPC: lol

BeeD: lol

IlseM left the room.

JeanMC: bonsoir, bonne nuit, bonne journée

RitaZ waves hugs....

AaronPC: Goodnight Jean

BeeD: Thanks Marc for sharing your experience with us as well

AaronPC: Bye Rita.

BeeD: Jane are you still there?

JaneAP: I am. This has been a cosmic experience for me.

BeeD: Wonderful

AaronPC: Good to hear Jane!

JaneAP: You see. I really had to practice my drums

JaneAP: because my son is out right now and has to study for an exam when he gets home

JaneAP: I'm working on the REM tune Losing My Religion

BeeD: wow

JaneAP: So I was reading the text, while working on my rhythm

KarenHai: Hi. It's Monday morning in NZ and I just missed the beginning of your session, sorry Aaron, because I was teaching. I will have a look in the archives when you've finished to catch your gems. Just thought I'd log in and say hi.

AaronPC: I thought that I heard you laughing...

JaneAP: talk about multi-tasking!

AaronPC: I thought that I heard you sing...

BeeD: yes

AaronPC: I think I thought I saw you cry.

JaneAP: that's me in the corner,..

AaronPC: Hi Karen...

AaronPC: Thanks for thinking of us.

BeeD: Helen are you still with us?

AaronPC: We'll post the transcript soon.

JaneAP: I have to admit I missed some of the text and will go back to read it all

BeeD: I will post it to the YG

AaronPC: Well that's because you were in the corner drumming!

AaronPC: lol

AaronPC: I have a djembe which I bang upon from time to time.

KarenHai: Kia ora all - have to go and prepare my next class...

AaronPC: I love the jembe.

BeeD: Kia ora Karen

JaneAP: yes. and my drum teacher told me I have to dance more when I drum so I was dancing in the corner too

AaronPC: Bye Karen...

AaronPC: see you again soon.

BeeD: Thanks for coming

AaronPC: Wow...I wish we had that on a webcam.

BeeD: Must have been fun

JaneAP: It was wild!!!

BeeD: LOL

JaneAP: Sorry I couldn't participate more actively in the text chat

AaronPC: giggles

BeeD: Jane is preparing herself for a presentation in Texas, right?

JaneAP: That's right--Of Bikes and Blogs

JaneAP: Cycling to Fluency

BeeD: great project

AaronPC: Interesting.

BeeD: you did not have moblogs at that time, did you?

JaneAP: www.ofbikesandblogs.blogspot.com

JaneAP: no, no moblogs.

JaneAP: but they would be most appropriate

BeeD: You must come and present it to us for a special session Jane

JaneAP: Sure

JaneAP: It will be a while though because

JaneAP: I'm going to Mexico and Costa Rica for 6 weeks immediately after San Antonio

BeeD: are you going to participate in the Tapped In summer festival or will you be away?

AaronPC: Lucky you.

JaneAP: I just have a day to change bags

BeeD: surf some nice waves for me in Costa Rica

JaneAP: What's the Tapped In Summer Festival?

JaneAP: I'll be studying Spanish in the 2 countries

BJB2: Jane, the festival is a 12 hour series of events

JaneAP: when is it?

BeeD: July 20th

BJB2: July 20 from 7-7 PDT

JaneAP: Hmm...I'll be back from the South, but may still be away from a computer.

JaneAP: I would like to participate if possible

JaneAP: Thanks a lot Bee and Aaron. I hope you enjoyed my crashes on the particularly insightful points!

JaneAP: I mean cymbal crashes, not computer crashes

BeeD: Jane...let me know when you are back

BeeD: so we can schedule sthg

AaronPC: You're welcome Jane. Keep dancing and drumming.

AaronPC: And blogging!

BeeD: surtout blogging

JaneAP: Will do.....I get back May 15, but I'll let you know when I'm back

BeeD: ok

AaronPC: Have fun in Central America.

BeeD: Enjoy it!

JaneAP: Muchas gracias! Ciao!

BeeD: Hasta la vista

AaronPC: Bye

BeeD: Congratulations Aaron

AaronPC: Thank You.

AaronPC: Did you think it went OK?

BeeD: It was good

BeeD: but we need more practical examples

AaronPC: In retrospect, ...

AaronPC: yes...that's what I was getting ready to say.

AaronPC: I was hoping more of the discussion would have been about blogging..

BeeD: people need to see

AaronPC: but I should have included more practical examples.

BeeD: and then ask questions

BeeD: on the problems that occur

AaronPC: It's just that learner autonomy is such an involved concept...

BeeD: it's a very individual path

BJB2: it also has to start very early in the child's education

BeeD: reflection in action

BJB2 . o O (decision making skills)

BeeD: questioning

AaronPC: yes

BJB2 agrees

BeeD: Anyhow...must leave you now

AaronPC: Ok...I must also be on my way.

AaronPC: Thanks again Bee...

BJB2 waves bye

BeeD: Have a wonderful week

BJB2 hugs Bee

AaronPC: Talk to you again soon.

AaronPC: Thanks so much BJ for making all this possible.

BeeD: my son arrives on Tuesday!!!

AaronPC: Happy Easter...

BeeD dances

BJB2 blushes...you make it all possible, Aaron

BJB2 . o O (and Bee and all the other members of TI)

AaronPC: yes....enjoy the countryside Bee and family.

BeeD: BJ is invaluable

BJB2 cheers for Bee...enjoy your visit

AaronPC: Adios!

BeeD: I will....hugs Aaron and BJ