Title of Session: Benkyoukai: Constructivism or Instructivism
Moderator: Keiko Schneider
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KeikoS: WELCOME TO BENKYOUKAI!

KeikoS: We have Prof. Masuyama and Ms. Andrea Shea from CSUS

KeikoS . o O (right?)

KeikoS: today.

KeikoS: Please introduce yourselves.

MasuyamGst7: I have been teaching at California State University at Sacramento (CSUS). My journey of using technology began in the Spring of 2002, when I had very little knowledge and skills in computer technology.

KeikoS . o O (then participants will follow.)

MasuyamGst7: I am very happy to be here today

AndreaGst5: I've been working with Masuyama sensei for 3 years doing technology stuff

KeikoS bows deeply

MikiGst10: I am working at future university in Japan

KeikoS . o O (ah,)

MasuyamGst7: doozo yoroshiku, Miki sensei

MikiGst10: I have wanted to learn about Constructivism or instructivism. I am looking forward to today's benkyoukai.

KeikoS . o O (yokoyama sensei?)

MikiGst10: yes! yoroshikuonegaiashimasu

KeikoS: I am Keiko Schneider, now a Japanese teacher again at Southern Methodist U in Dallas, Texas.

KeikoS bows deeply

TakeshiGst1 . o O (now it's me...??)

KeikoS looks around

JfaheyGst9: I am also a technology person at the University of Texas at El Paso with a long term interest in Japanese language learning and the use of language technology.

MasuyamGst7: nice meeting Takeshi sensei and Fahey sensei

TakeshiGst1: I am a new Director of Language Resource Center and Lecturer in Asian Studies at Gettysburg College, starting this fall semester.

TakeshiGst1: I have to say I have very little experience on teaching Japanese. I hope I can learn a lot about teaching Japanese and the possibility of teaching Japanese in CALL environment.

KeikoS: This presentation is based on the paper I posted with the announcement. Did everybody get a chance to read it?

KeikoS: This is a great group!

KeikoS smiles and smiles

MasuyamGst7: I prepared a PowerPoint presentation. I thought that it is nice to refresh your memory on my working paper. I made a longer version, too. It is too long, so please look at this short version for next five minutes. Would it be all right, everyone?

MasuyamGst7: http://www.csus.edu/indiv/m/masuyama/Technology/sensei_online/ short.htm

KeikoS: That is a hyper link, please click.

TakeshiGst1: Yes.mostly..but couldn't have a chance to read everything carefully... Sorry.

KeikoS: Let me post the URL for ppt presentation.

KeikoS: Do you want to take a look at presentation ppt?

KeikoS: Everybody is taking a few minutes to read it

KeikoS looks up at Jeff

KeikoS: http://www.csus.edu/indiv/m/masuyama/Technology/sensei_online/ short.htm

MikiGst10: I am back.. clicking URL took me somewhere

KeikoS: I am glad you are back.

KeikoS: Can you open a new window and paste the URL?

KeikoS: Are you able to see the presentation?

TakeshiGst1 . o O (Yes I am)

MikiGst10: Yes, now ok

KeikoS is reading

TakeshiGst1 raise hand

TakeshiGst1: sorry, I have a really basic question...

MasuyamGst7: ok

TakeshiGst1: it says "10 learning module". I am not sure what the "module" is...

TakeshiGst1: Is it the span of the time??

KeikoS is back from ppt

AndreaGst5: it's really 10 components that are available on her webct main page

AndreaGst5: mail, discussion, content, etc.

MasuyamGst7: My computer is a little bit slow. Andrea-san is an expert on WebCT - faster typer-

TakeshiGst1: So, the students study them through a semester?

AndreaGst5: they are tools and/or content available to students throughout the semester

TakeshiGst1: I mean, I was just wondering how long it takes for the students to study these 10 learning module

MasuyamGst7: I can see your questions now

MasuyamGst7: This is a semester long class - I created 10 content areas. I will teach Genki L1-6

TakeshiGst1: Thank you very much

AndreaGst5: Maybe "learning modules" is the wrong terminology...

TakeshiGst1 bows deeply

SedatA joined the room.

KeikoS: Hi, Sedat

SedatA: hi all

MasuyamGst7: hi Sedat

TakeshiGst1: or maybe I am not familiar with teaching very much. If so, I apologize

SedatA waves all

MasuyamGst7: any other questions

TakeshiGst1: Not for now, thank you.

TakeshiGst1 is reading presentation

SedatA: I wanna ask something

MasuyamGst7: yes

SedatA: since I have just come

SedatA: can we get the presentation to our harddisk

KeikoS: You can view it online anytime, though...

KeikoS . o O (unless Masuyama sensei would agree to send it as an attachment later)

MasuyamGst7: you mean text or powerpoint - I can email it to you

SedatA: powerpoint

SedatA: ok I will get in touch with you later

SedatA: sorry for interrupting

MasuyamGst7: ok

KeikoS raises her hand

MasuyamGst7: yes

KeikoS: Your title is constructivism OR instructionalism

KeikoS . o O (sorry if I got the terms wrong)

KeikoS: but you present them BOTH

KeikoS: Do you suggest one is better than the other or...

KeikoS: do you believe the combination is important?

KeikoS is rather confused and curious at the same time

KeikoS . o O (I must say your questions are really good)

KeikoS . o O (I mean research questions)

MasuyamGst7: There are two types of instructional approaches - there are a lot of arguments on which one is better in the academic community

JfaheyGst9: Are there major differences in implementing these approaches in an online versus a traditional classroom?

MasuyamGst7: So I posted this question. I personally believe that both approaches have positive aspects

MasuyamGst7: The key words are:

MasuyamGst7: Instructivism

MasuyamGst7: Teacher driven, Solo, Summative assessment, Teachers 'give' knowledge, Teacher is expert, 'Regurgitation' of information; memorization, Content based, Passive, Clear end point

MasuyamGst7: Constructivist

MasuyamGst7: Student driven, Collaborative, Formative assessment, Students build (construct) knowledge, Students' knowledge is valid starting point, Analysis, exploration, synthesis of information (higher order thinking skills), Process based, Active, Ongoing

AndreaGst5: the computer is great for repetitive things, such as learning kanji or vocabulary, but we're also finding that it can be used for constructivist activities too

KeikoS is all ears

MasuyamGst7: Fahy-san's question - it is a good question - both approaches are used in both online and traditional classrooms

MasuyamGst7: The computer is much faster in terms of giving feedback -

MasuyamGst7: when you give a paper and pencil quiz (instructive approach), teacher does not have to repeat it in class. Students have to take it in class. Online - anytime and anywhere - no paper either

MasuyamGst7: does it make sense?

KeikoS: I am assuming that you take the stance that combination of the two using appropriate technology is most effective?

MasuyamGst7: yes

TakeshiGst1 raise his hand

MasuyamGst7: hai

TakeshiGst1: How was the student reaction to the combination of these two approaches?

TakeshiGst1: Do you think the student felt being confused or panic by the combination of these two approaches? along with variety of activities, learning environment...etc Or they adjusted themselves in a given environment

KeikoS . o O (or was it rather transparent?)

TakeshiGst1 . o O (hmm...transparent)

MasuyamGst7: I usually administer 50 questions at the end of every semester - students like online quizzes. I wrote the details in the paper

AndreaGst5: from what I observed, it seems that students liked the different approaches.

KeikoS: You mean having them both

AndreaGst5: yes

MasuyamGst7: As long as the instructional goals are clear, there are many ways to get to the points - I personally believe that any approaches would work as long as your students feel that they are learning

MasuyamGst7: I use a variety of teaching approaches. The main thing that I keep in my mind is consistency and clear expectation.

MasuyamGst7: I state my expectation clearly to my students

MasuyamGst7: Students like a routine + variety

TakeshiGst1: I see.

KeikoS nods profoundly

MikiGst10: same to my students probably

MasuyamGst7: I usually talk to students and if it is not clear, I changed them accordingly. I use online syllabus lesson by lesson. So I can accommodate their needs during the semester.

KeikoS . o O (mimiga itai)

KeikoS is always worried about being clear

MasuyamGst7: I am slow in typing - I am sorry!

KeikoS looks around for more questions or comments

AndreaGst5: anyone else doing this sort of thing too?

KeikoS: I am still learning. I use Bb to distribute documents.

AndreaGst5: that's a good start!

KeikoS: so that the dept won't get mad about making too much photocopies

JfaheyGst9: Would student managed learning have more resources in an online environment?

MasuyamGst7: Actually, technology changed my teaching drastically - I can always negotiate with my students and I could reflect their feedback into my daily teaching because of the flexibility of technology

KeikoS . o O (Bb is blackboard course info, just like WebCT)

KeikoS: Wow, that is a profound statement

AndreaGst5: Can you explain what you mean by "student managed learning"?

JfaheyGst9: From the cognitive perspective (Table)

JfaheyGst9: Students Learn to Manage Their Own Learning

MasuyamGst7: I compile all information at one place. Once students know how things work, they can manage their learning effectively.

MasuyamGst7: So I am more constructivist than instructivist

KeikoS . o O (no more spoon feeding)

KeikoS: Then does it bother you the technology or computer is better at instructivist type thing?

KeikoS: Or are you happier because you can be more creative?

MasuyamGst7: I count on my students' base knowledge and I am only here to assist their learning. I offer a place for students to learn.

KeikoS: Or are you happy because computer does constructivism thing, too?

MasuyamGst7: the design may be instructivistic, but the implementation can be constructive

JfaheyGst9: The computer can be a good tool for students to manage their own learning.

MasuyamGst7: Fahey-san, I believe so

JfaheyGst9: If they know how to use it well.

MasuyamGst7: The computer (technology) is an additional tool - we teachers can use it in many ways.

MikiGst10: I enjoyed. have to go.. bye.

KeikoS: I am really sorry to interrupt.

MikiGst10 left the room (signed off).

KeikoS: But it is the second hour and I only asked Masuyama sensei to commit up to this time.

MasuyamGst7: as a professional teacher, it is our responsibility to set a stage for students. Then students can take an advantage of the setting in many ways.

KeikoS: I understand she is in the middle of her own class and having somebody teach

it???

KeikoS . o O (we can stay here if the timer permits of everybody)

MasuyamGst7: I can stay for another 15 minutes or so.

TakeshiGst1 . o O (sorry, I have to go soon...)

KeikoS: I guess time for the last burning question...

KeikoS looks around

KeikoS: or final comments from the presenters

KeikoS: Well, then...

KeikoS looks around

MasuyamGst7: I enjoy chatting with all - if you have any questions, please feel free to email me

TakeshiGst1: Thank you very much for your presentation

KeikoS: I must thank Masuyama sensei and Andrea san for sharing their project and wisdom

JfaheyGst9: Thank you very much.

TakeshiGst1 bows deeply

KeikoS: And everybody for your participation

KeikoS: Good questions.

SedatA: thanks

MasuyamGst7: Please take sometime to read my paper - I put in a lot of information.

KeikoS: Sedat, would you like to join our mailing list?

KeikoS: It is mainly for teachers of Japanese, but you are welcome to join us.

SedatA: yeah I would

KeikoS: We often talk about technology.

KeikoS: May I get your email address from profile and add you?

KeikoS: You can quit if you like, it is on YahooGroups.

TakeshiGst1: Yes I will read it.

SedatA: I am also a Research Assistant at the Department of Eng. Language Teaching

KeikoS: Thank you so much for your presentation.

KeikoS bows to Masuyama sensei and Andrea san

SedatA: and my thesis is on CMC

KeikoS claps wildly

KeikoS: I hope the discussion continues on senseiOnline list.

KeikoS: Thank you very much!

SedatA: by the way, I am from Turkey

SedatA: thank you for your presentation

TakeshiGst1: Thank you and bye

SedatA: bye

KeikoS: Thank you so much for coming

KeikoS . o O (mata yoroshiku onegai shimasune.)

KeikoS: Thank you for your contribution, Andrea!

KeikoS bows deeply

MasuyamGst7: Thank you very much, Keiko sensei, for this opportunity.

KeikoS: Masuyama sensei, hontou ni arigatougozaimashita.

KeikoS: One hour flew!

MasuyamGst7: I realized that I need to take a typing course!

KeikoS: I don't know how you feel about the presentation...

KeikoS: No, it is not a typing race...

AndreaGst5: it's a lot different from a live presentation!

KeikoS . o O (any my spelling is a lot worse)

KeikoS: Yeah, it feels a lot slower.

KeikoS: But hey how else can we have a discussion from people all over the world?

KeikoS: Japan, Turkey...

AndreaGst5: that's so true...

KeikoS: And the important thing is to start a dialog

MasuyamGst7: Well, I believe that online pedagogy is a new concept. We will have more discussion in future

KeikoS: Andrea san, are you on senseiOnline?

KeikoS: Are you already on too many lists?

AndreaGst5: yes I am, and I enjoy it very much!

KeikoS smiles

KeikoS: Great

KeikoS: I am going to post a short report.

KeikoS: Please feel free to correct, comment, elaborate

KeikoS: Because actually a lot more people read the paper than people who can actually come.

MasuyamGst7: Once teachers start using technology daily, they want to discuss more on this matter

KeikoS: Personally I think the time is getting quite ripe

KeikoS: At least in the US, I think.

KeikoS: I better let you go.

KeikoS: doumo hontou ni arigato gozaimashita.

KeikoS bows deeply

MasuyamGst7: I will come to benkyookai again. This is a lot of fun. soredewa sensei, sayoonara

KeikoS: THANK YOU SO MUCH!

KeikoS bows really deeply

KeikoS: dewa mata