# 2016 年度札幌学院大学英語教育研究会
## 第 16 回 CALL＋ワークショップ

# CALL-Plus Workshop



https://www.youtube.com/watch?v=ahLcSgC_eIw

Theme:

# "Smartphones in English Education"

## Saturday, 29 October 2016

## 10:00 am – 5:00 pm

Sapporo Gakuin University, A-kan Building, 2nd Floor, Rooms A201 and A202, Ebetsu campus, Hokkaido, Japan

Program & Information:  http://englishforum.sgu.ac.jp/callworkshop/

The CALL-Plus Workshop is an open mini-conference for all foreign language teachers in Hokkaido interested in applying technologies to EFL classes

Supported by:  JALT Hokkaido Chapter http://jalthokkaido.net
Fee for materials and refreshments: 500 yen
JALT Hokkaido members participate for free

# CALL-Plus Workshop 2016

Supported by Sapporo Gakuin University, JALT Hokkaido and the Moodle Association of Japan
Organized by the Sapporo Gakuin University English Education Study Group

## 10 月 29 日（土）  Saturday, 29 October Schedule (version 10.18)

Organized and Supported by: 札幌学院大学英語教育研究会 http://englishforum.sgu.ac.jp/callworkshop/

| Room ⟍ Time | A-201 | A-202 |
|---|---|---|
| **10:00** | **Welcome to the CALL-Plus Workshop:** Room A-201 | |
| **10:10** <br><br><br><br> **10:30** <br><br> 11:05 | **1. Online Teaching Skills with Moodle**<br>  – Beginners Workshop<br>  – One-on-one Consulting<br>**2. Setting up a Gradebook in Moodle**<br>  Don Hinkelman<br>**3. Extensive reading with Moodle**<br>  Don Hinkelman<br><br>(continued one-to-one consulting until 12:10) | **4. Enhancing Classes with Visual Materials**<br>  Tim Grose, Sapporo Gakuin University (retired) |
| **11:10** | **5. Digital Reflexive Peer Observation:**<br>**An Alternative Model for the Peer Observation of Teaching**<br>Stuart Warrington, Nagoya Univ. of Commerce & Business<br><div align="right">**Room A-202**</div> | |
| **12:10** | **Lunch: SGU Cafeteria**: 6th Floor, G-Kan Building | |
| **1:00** <br><br> 1:30 | **Welcome from the Sapporo Gakuin University English Education Study Group:** Lisa Mizushima<br><br>**6. "Smartphone English: Applications at SGU"**<br>Don Hinkelman, Sapporo Gakuin University <div align="right">**Room A-201**</div> | |
| **1:35** <br> 1:55 | **7. Pre-matriculate Learning with**<br>**Mobile-assisted Language Learning**<br>Goh Kawai, Hokkaido University | |
| **2:00** <br> 2:20 | **8. Modifying Moodle Plugins: The Need, Idea, Process**<br>Matt Cotter, Hokusei Gakuen University (20) | |
| **2:25** <br><br> 2:45 | **9. Smartphone Quizzes: Using Animation in Kahoots**<br>  Rob Olson, Sapporo Gakuin University | **10. Picture Topic Talk –**<br>**The Warm Up That Gets Them Talking!**<br>Matt Cotter, Hokusei Gakuen Junior College (20) |
| **2:50** <br><br><br><br> 3:30 | **11. Moodle Tips for Content and Classroom**<br>**Management**<br>Andrew Johnson, Future University of Hakodate | **12. PPP story creation, text and illustrations,**<br>**and oral presentation to class (40)**<br>Katherine Mansoor Fuji, Hokkaido Information University |
| **3:35** <br><br> 3:55 | **13. How Students Can Use Smartphones**<br>**Appropriately as Dictionaries and Translators**<br>Suguru Nakai, Sapporo Gakuin University | **14. Activating Receptive Vocabulary through**<br>**Presenting Collocation Phrases in Online Writing Tasks**<br>Chuhui Ivy Lin, Hokkaido University |
| **4:00** <br><br> 4:20 | **15. Smart Teaching with Smartphones & Blind Kahoots**<br>Junior Koch, Sapporo Gakuin University | |
| **4:25** <br><br> 4:55 | 16. **The Video Assessment Module – A Practical Tool**<br>   **for Various Teaching Environments**<br>   Matt Cotter, HGU, Junior Koch, Kate Sato, and<br>Don Hinkelman, SGU | |
| **5:45~7:45** | **Networking Party -** Sapporo JR Paseo - Shan Shan Chu Bo - please reserve by 2:30pm - 3000 yen | |

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# CALL-Plus Workshop

Saturday, October 29, 2016

# Presentation Summaries

Version 3, 2016.10.18

**1. Online Teaching Skills with Moodle**

Matt Cotter, Hokusei Gakuen Junior College

‒ Beginners Workshop     - One-on-one Consulting

**2. Setting up a Gradebook in Moodle**

Don Hinkelman

**3. Extensive reading with Moodle**

Don Hinkelman

**4.  Enhancing Classes with Visual Materials**

Tim Grose, Retired, Sapporo Gakuin University

presentation will demonstrate how the use of interactive, visual material can be used to facilitate a wide range of communicative language skills. Especially it will show how visual material can make challenging concepts relating to a variety of global issues accessible to lower level classes. In particular, it will look at the work of Hans Rosling and will show how his work with interactive graphs and dynamic illustrated presentations may be adapted to provide content-based input which promotes comprehension, group discussion and presentation skills, either in a 'flipped' classroom or a more traditional learning environment. The talk will also highlight various aspects of grammar and syntax that are embedded in the material, which - because it is so clearly and attractively packaged- can profoundly enhance students' abilities to understand what is happening in the world around them as well as giving them the wherewithal to talk about important issues.

**5. Digital Reflexive Peer Observation: An Alternative Model for the Peer Observation of Teaching**

Stuart Warrington, Nagoya Univ. of Commerce & Business

This presentation will introduce and posit Digital Reflexive Peer Observation (Warrington, 2016) - an alternative model for the peer observation of teaching (POT) that places specific emphasis on the observer and his/her engagement in self-criticality of his/her teaching assumptions as a means to learn and develop. To commence, attendees will be asked to work together to brainstorm the types of POT that exist. Opinions will then be elicited followed by a brief presentation discussing the types. Thereafter, attendees will be asked to put their heads together to come up with some of the ongoing problems with contemporary POT. They will then be asked to share these thoughts before a presentation is given on the known issues according to theory and research and why an alternative POT model is requisite. Finally, Digital Reflexive Peer Observation will be introduced and its process demonstrated. This will be undertaken to not only show how digital technology can and should be integrated into the POT process but, more importantly, highlight how its presence allows for a shift in POT focus from performance judgment to learning via the observer's sustained reflexive engagement in the reassessment of his/her teaching assumptions.

**6.  Smartphone English: Applications at Sapporo Gakuin University**

Don Hinkelman, Sapporo Gakuin University

Smartphones are not a new, magical device that will transform English learning. Believers in digital technology triumphalism will be disappointed that hand-held mini-computers are not the answer to improve communication ability or test performance. However, smartphones have slowly made their way into all aspects of learning, as teachers and learners use whatever is at hand to achieve their learning goals and tasks. This process of *bricolage* (tinkering) is active in curriculum-building all across the world and as an example, I will show how one university in Japan, Sapporo Gakuin University, has unconsciously implemented a vast array of smartphone exercises that blend into the classroom activities of an English language learning program.

**7. Pre-matriculate learning with mobile-assisted language learning**

Goh Kawai, Hokkaido University, Center for Language Learning

We implemented mobile-assisted language learning (MALL) tasks that via smart phones provide ELLs with pre-matriculate learning (PML) intended for incoming freshmen who have not yet started classes. Most learning tasks take 30 to 90 seconds. All tasks are wholly in the target language. We provide 2 types of tasks. (1) Branching story. ELLs first listen to a character (e.g., "I'm a witch. I'm turning you into a frog!"), read several options for action (e.g., "Call the police", "Take her picture"), and tap on their choice. The story branches based on the ELL's choice. This game-like experience trains listening and reading comprehension. ELLs may repeat the story by trying different choices. (2) Dragging words. ELLs see 2 sentences, the 1st complete (e.g., "I found the movie captivating"), and the 2nd incomplete (e.g., "The movie ___") with words beneath (e.g., "I", "f ind", "captivate"). The ELL drags a word to its position within the 2nd sentence, taps the word, and chooses the appropriate form (e.g., "I" expands to show the choices "I", "me", "my", "mine"). This tap-drag user interface frees the ELL from typing the sentence (e.g., ""The movie captivated me").

### 8. Modifying Moodle Plugins – The Need, the Idea, the Process and the Do!
Matt Cotter, Hokusei Gakuen University Junior College
Don Hinkelman, Sapporo Gakuin University

Moodle Plugins are made to help Moodlers do something easier or do something better. They can be made for the general Moodle population or just for specific classes. This presentation will talk about the process of modifying an existing Moodle plugin using a specific example where the need for a new plugin has arisen. Using the essay type quiz question as an example, modifying the question to become 'auto-graded' by word count could be a solution to instructors having to manually grade these type of questions for large classes. That initial score would give immediate feedback to students and would be like a pass/fail assessment to reward their effort. Based on quality of writing, a teacher could then override that score increase or decrease the score as deemed necessary. Screen mockups of a possible new interface will be shown. Using this example, steps on how to take existing plugins within Moodle and modify them to make a new plugin will be shown. How to keep the plugin up to date each year using low-cost programmers and crowd-sourcing strategies will also be discussed. Finally suggestions will be solicited from participants on courses or situations where this modified plugin would be useful, and how to make it workable in all university situations.

### 9. Smartphone Quizzes: Using Animation in Kahoots
Rob Olson, Sapporo Gakuin University

Kahoots is a wonderful educational tool that makes learning fun and easy by utilizing reading quizzes with multiple choice answer options. Now add sound and action and you can imagine how much better Kahoots can get. This presentation will look at how videos and hand-drawn GIFs can add visual and audio aspects that will enhance student comprehension and enjoyment. The presentation begins with the creation of GIFs and videos being created and then uploaded to a Kahoots quiz and concludes with all participants doing the quiz. A question-and-answer session will conclude the presentation.

### 10. Picture Topic Talk – The Warm Up That Gets Them Talking!
Matt Cotter, Hokusei Gakuen University Junior College

Teachers of English in Japan are often faced with classes where student motivation to speak and communicate in English is not ideal. This short presentation will demonstrate a warm up activity that will have your students standing up and communicating about selected topics viewed on the big screen within a given time period. The warm up length can be adjusted to be between 10 to 20 minutes to suit your class and topics selected can range from local, cultural, social and global issues to trending or fun topics and even student requests. All you need is a big screen and timer. If you want to start your class with a cacophony of English and / or laughter mash up, this warm up activity could be the one for you!

### 11. Moodle Tips for Content and Classroom Management
Andrew Johnson, Future University Hakodate

Moodle is a powerful tool thanks to its flexibility. It allows course creators many options regarding how to create and present material to course users. However, some of these options are not always obvious and some require content creators to think outside of the box. This presentation will highlight some of my favorite Moodle 'tricks' for classroom and content management. Time will also be available for audience members to share some of their own Moodle 'tricks'.

### 12. PPP story creation, test and illustrations, and oral presentation to class
Katherine Mansoor Fuji, Hokkaido Information University

Using a storyboard of six panels, create, write and tell original story using Power Point slides, English narration, and original artwork in Paint or other method. First four panels are setting up the story; the fifth is a shock, surprise, or happy/sad event, and the sixth panel is the end resolution. Practice in creating story, writing text in English, and practicing smooth delivery while showing the slides which contain a few key words of the text only. I wander around with suggestions/corrections and then students present their stories.

### 13. How Students Can Use Smartphones Appropriately as Dictionaries and Translators
Suguru Nakai, Sapporo Gakuin University

The era of heavy paperback dictionaries is over. Smartphones have the ability to support students in their English study with powerful dictionaries and translating. However, poor use of these tools leads to incomprehensible writing and lazy study habits. In this presentation, I will demonstrate the problems of poor use of dictionaries and translators. Then I will show several ways to teach students to use these tools well. I have worked at Sapporo Gakuin University as a student assistant helping our students write good reports and papers in English. This advice will help English teachers train students to use smartphones wisely and avoid many mistakes.

### 14. Activating Receptive Vocabulary through Presenting Collocation Phrases in Online Writing Tasks

Chuhui Ivy Lin, Hokkaido University

Goh Kawai, Hokkaido University

The presenters hypothesize that collocational knowledge is a feature that differentiates receptive vocabulary (RV) knowledge from productive vocabulary (PV) knowledge. We seek to measure the effect of direct presentation of collocation phrases when RV is activated into PV.

927 Japanese college freshmen participated in an experiment. First, all ELLs took a vocabulary survey that extracted RV items that were common to most ELLs. The ELLs were treated as a homogeneous group due to restrictions in learning opportunities and measurement methods. Second, ELLs were divided into 3 groups, and given a set of identical RV items. Group A was given those RV items only. Group B was given RV items with L1 translations. Group C was given RV items with L2 collocations. Third, ELLs wrote sentences using RV items via in-class online tasks.

The presenters quantitatively compared group-wise written output by counting the frequency of collocational uses of the RV items appearing in the corpus. The RV items were qualitatively evaluated for the extent of the influence of L1, and the deficiency of L2 between the three groups. The presenters will discuss the effect of direct collocation presentation on ELLs' vocabulary production based on the analysis of the written corpus.

### 15. Smart Teaching with Smartphones & Blind Kahoots

Junior Koch, Sapporo Gakuin University

### 16. The Video Assessment Module – A Practical Tool for Various Teaching Environments.

Matt Cotter, Hokusei Gakuen University Junior College

Don Hinkelman, Junior Koch, Kate Sato: Sapporo Gakuin University

The Video Assessment module for Moodle has been successful in providing an easy-to-use interface to complete asynchronous post-performance self, peer and teacher evaluations with both quantitative and qualitative criteria (Cotter et al, 2015). Though research results have mainly been carried out with oral presentations of English major classes, the module has also been useful in other classes ranging from child development, intercultural communication, Maori history and culture seminar class, a speech contest involving several majors, a seminar to help students express themselves more in English   and also a sports through English seminar. This presentation will show the 'why and how' of using the video assessment module in these various classes and highlight how the module has been further advanced by including a pre-calibration test to check whether rubric criteria is understood prior to assessment. Trialing the new synchronous in-class assessment capability on portable devices such as tablet and smartphone-like devices will also be demonstrated.