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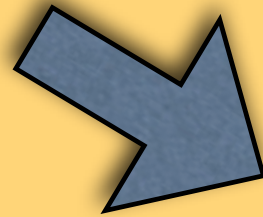
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iPod therefore iWrite: the challenge of informed use

Michael Vallance Ed.D.
Future University - Hakodate

Macro level

education practice
impacting upon policy



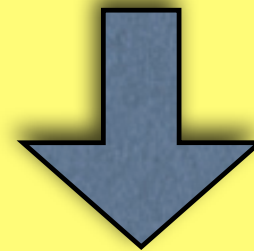
policy and implementation
of ICT in education

Meso level

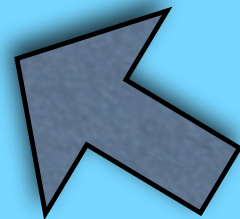


applying research outcome
to classroom practice

applying policies to
classroom practices

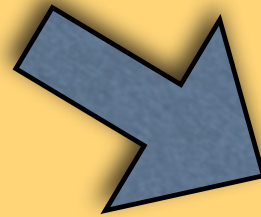


Micro level



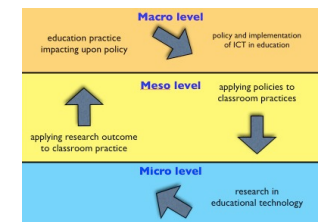
research in
educational technology

Macro level

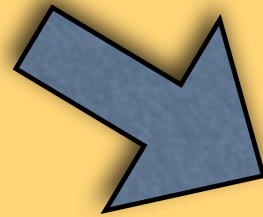


policy and implementation
of ICT in education

- Singapore Masterplan for IT in Education
MPI:1997-2002/ MP2:2002 to present:
 - Teachers and pupils will communicate and collaborate with other institutions.
 - Generate innovative processes in education.
 - Enhance creative thinking, lifelong learning, and social responsibility.
 - Promote administrative and management excellence in the education system (Goh et al.,1997).



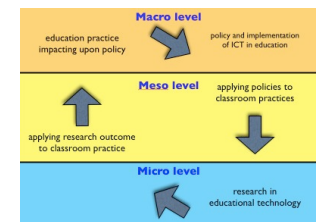
Macro level



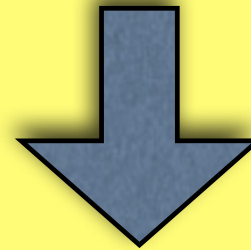
policy and implementation
of ICT in education

- Influenced by:

- the lure of technology ... to solve non-technological problems (low achievement/ discipline/ irrelevant skills/ low enrollment)
- the promise of change ... from didactic to conversational education
- the marketisation of institutes
- the development of a nation's human capital for a KBE
- the promise of investment ... by technology vendors



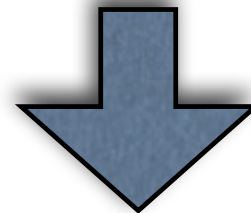
Meso level



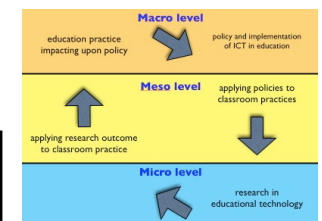
applying policies to
classroom practices

How?

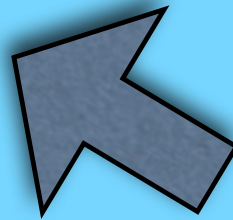
- claims that technology will address education's problems is at best naive (Luke et al., 2005)
- grand narrative but limited guidance (Deng & Gopinathan, 1999)
- leap of faith in the dark (Towndrow, 2001)
- need to focus upon pedagogy not technology (Niederhauser & Stoddart, 2001)



research in educational technology

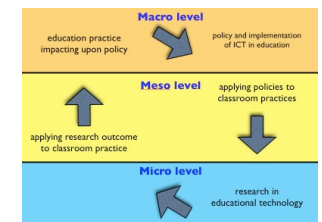


Micro level

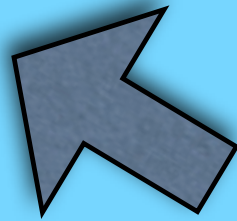


research in
educational technology

- The academic literature
 - **Some** gains in **quantitative tests** by students in **experimental groups** (Kulik, 1994; Wood et al., 1999; Parr, 2003).
 - Apple Classrooms of Tomorrow (ACOT) research project (1985 – 1997):
 - technology integration by teachers and students impacted upon pedagogy and learning (Sandholtz et., 1997),
 - ACOT students' scores in **standardised tests** undertaken during the research **were not significantly better** than those students who were not on the ACOT programme in the same schools (Tierney et al., 2005).
 - Improvement as capable communicators, independent discoverers, group oriented and, as expected, increased technical skills (ibid).

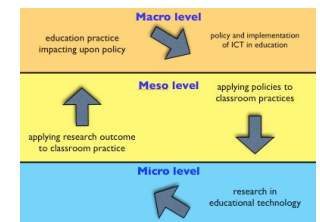


Micro level



research in
educational technology

- [Becker and Ravitz \(2001\)](#) found in a study of teachers of 4th to 12th grade students (9-18 year olds) in schools in the USA that only
 - 25% of English teachers,
 - 17% of science teachers,
 - 13% of social studies teachers and
 - 11% of maths teachers
- made weekly use of computers.

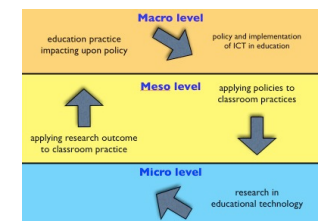


Micro level

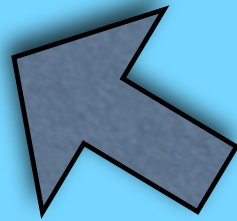


research in
educational technology

- Why is the literature so critical?
 - failure to adopt and adapt technology in mainstream education is due to **inadequate training** of new teachers (Mouza, 2002).
 - In Singapore, 44% were considered **inadequately prepared** to use ICT in the classroom (Hu et. al., 2004)
- Many **teaching methods in HE seem to be detrimental** to the quality of student learning. Learning requires dialogue, structured goals and activity; a sort of conversation (Laurillard, 1992).
- **No medium** can solve educational problems (Cuban, 2002).
- It will take time for empirical evidence to show the positiveness of ICT integration to emerge (BECTA,2003). **Is this an excuse?**

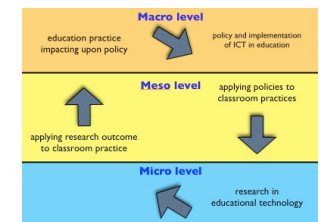


Micro level

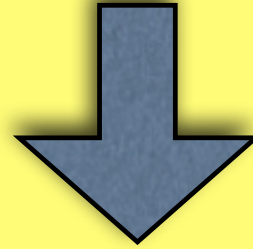


research in
educational technology

- Students require opportunities to cognitively engage with materials with, **“high levels of learner control”** (Steeple et al., 2000).
- A radical **change in curriculum, teaching, learning and institutions** is not a luxury but essential for social justice in the 21st Century (Keri Facer, Futurelab, UK).
Presented at BETT, January 2007.

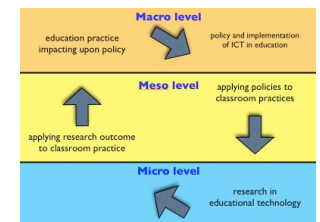


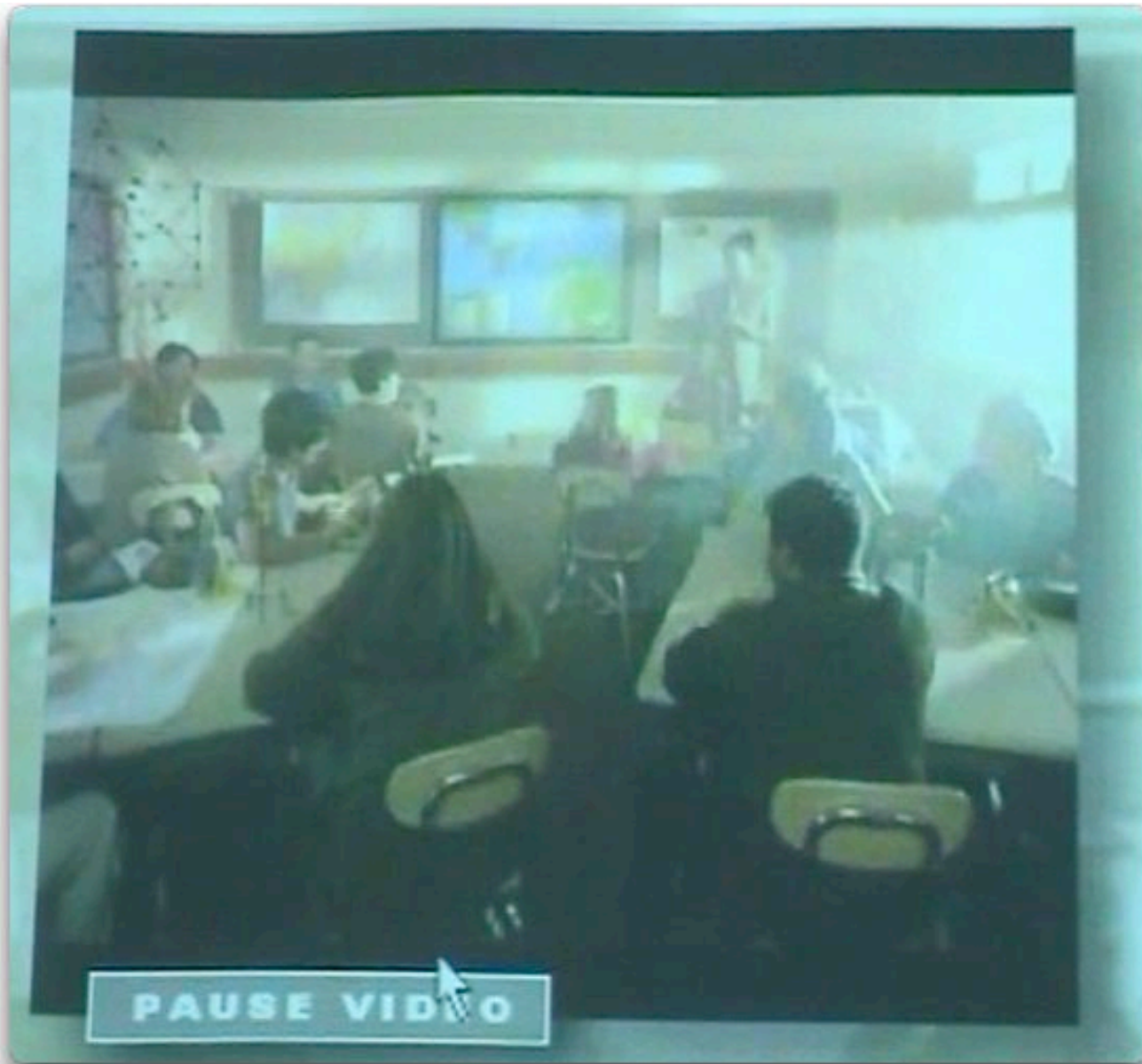
Meso level



applying policies to
classroom practices

- A vision of the classroom of the future:
 - Observe the classroom setting.
 - Observe the technology.
 - When was this video made?
 - How close are you to this scenario in YOUR (or your child's) school?
 - Do such 'visions' help or hinder attempts to convince teachers of technology's value?





Third Edition

Third
Edition

using IT in the
LANGUAGE CLASSROOM

using **IT** in the
**LANGUAGE
CLASSROOM**

A Guide for Teachers and Students in Asia



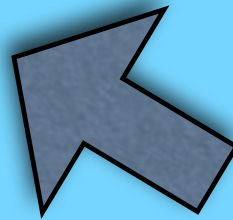
*Phillip A. Towndrow
Michael Vallance*

Towndrow
Vallance



Foreword by John Higgins

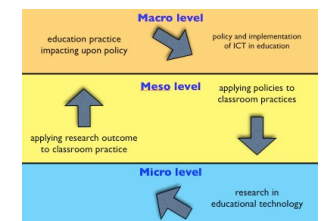
Micro level



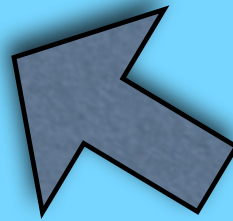
research in
educational technology

- One (of many) possible solutions: **(language learning) task design.** (Candlin, 1987)

promote attention to meaning, purpose and negotiation	feedback and co-evaluation - teacher and students
draw objectives from needs of learners	students to estimate consequences of task solution/s (prediction)
allow for flexible approaches and different solutions	promote awareness of data and learning process
involve (target) language use in task process	share information and expertise



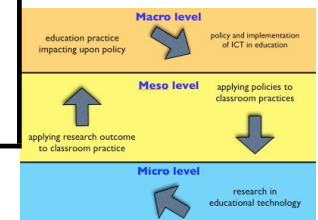
Micro level



research in
educational technology

- Leading to **Informed use of ICT ... supported by good task design.** (Towndrow & Vallance, 2004)

encourages discussion, consultation and sharing	facilitate and/or negotiate students' periodic outcomes
focus upon process and product of task and learning objectives	provide a channel for feedback and assessment
integrate multiple media	flexibility of when and where learning occurs
allow access to a wide range of information	question whether the activities required in the Task process can be done 'without' IT!



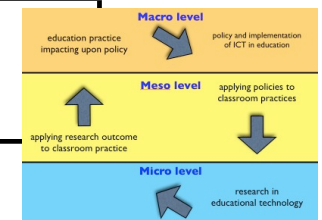


Meso level

applying research outcome
to classroom practice

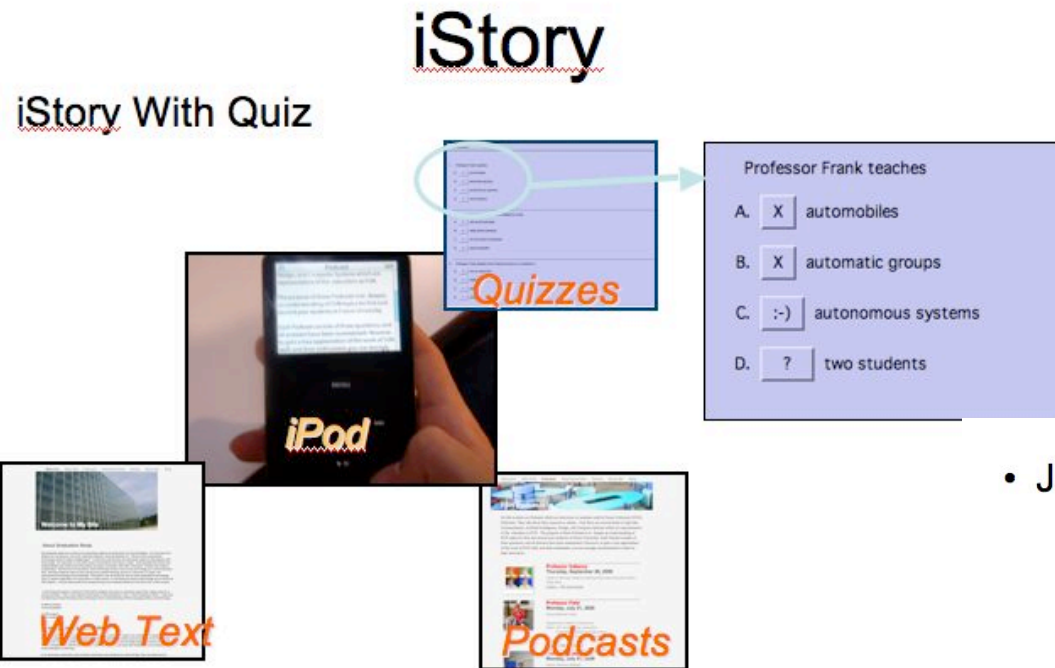
iPod therefore iWrite

Research aim	To implement informed, multi-modal task design that supports cognitive outcomes leading to a wider breadth of learning.
Leading to ...	- a multi-modal task design framework (Towndrow, 2007) for mobile learning. - indication of breadth of learning measured by Activities & Cognitive Outcomes (Vallance & Martin, 2007).
Current status	Limited iPods used by first year Comm Science sts and Graduate student for developing content about Future university.
Current project conclusion	Integration of mobile technology requires frequent instances of meaningful tasks that encourage cooperation for authentic communication.
Stage 2 (2007 Semester I)	Pre + post test plus self-reporting surveys with control and experimental groups. 24 sts: 24 iPods.



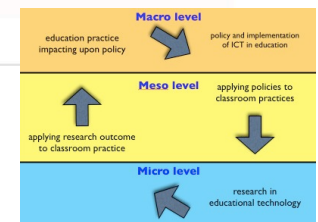
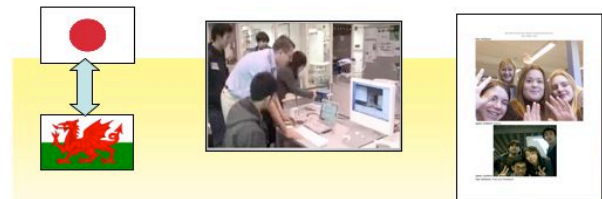
Meso level

iPod therefore iWrite



Inserted the Quizzes, Web Text into iPod

- Japan - Wales Project

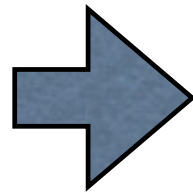


Meso level

Topic: About Future University (FUN)

Process

Planning



Inspiration s/w

Evaluating

Evaluation criteria

Developing

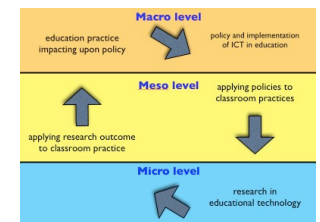
Use of digital tools: cellphones, cameras, iMovie, PPT, iWriter s/w

Presenting

PPT, Movie, Photo book, Web pages

Sharing

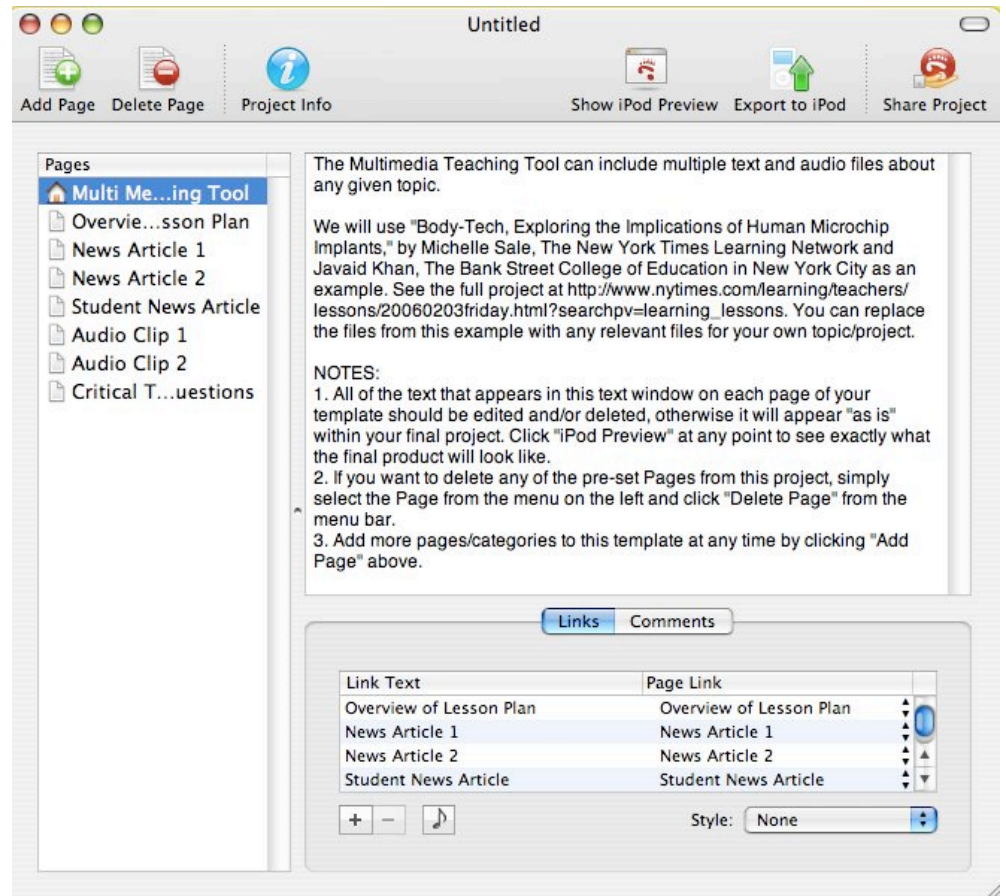
iPod, CD-ROM, WWW



Meso level

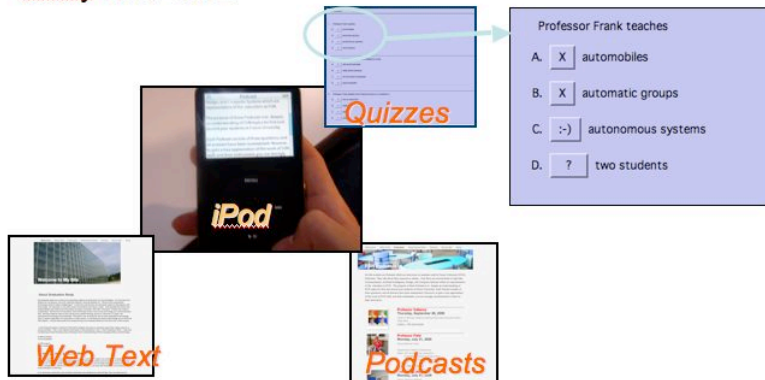


iWriter demo

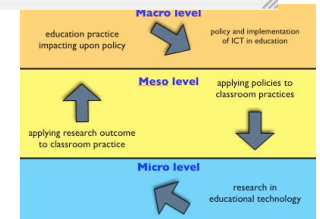


iStory

iStory With Quiz



Inserted the Quizzes, Web Text into iPod

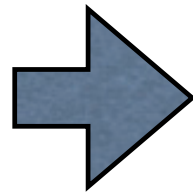


Meso level

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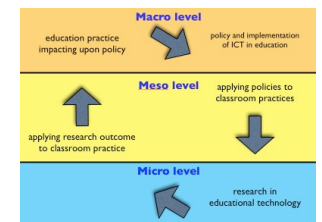
Use of digital tools: cellphones, cameras, iMovie, PPT, iWriter s/w

Presenting

PPT, Movie, Photo book, Web pages

Sharing

iPod, CD-ROM, WWW



Meso level

What has been learned?

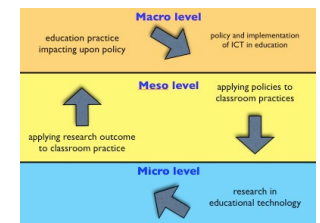
Informed use	This study (2006)	Next stage (2007)
encourages discussion, consultation and sharing	discussion, consultation and sharing within class BUT limited use of English for communication	require more frequent instances of authentic communication (e-mail, BBS, chat, video-conference)
focus upon process and product of task and learning objectives	sts negotiated process and product.	sts negotiate process and product.
integrate multiple media	multiple media used. In order of usage: 1. PPT with movie. 2. iMovie. 3. iPhoto book. 4. iPod story.	all sts require iPods rather than HTML export/viewing for a tangible product
allow access to a wide range of information	WWW access with an evaluation criteria.	Deep Web - OPAC, library sources.
provide a channel for feedback and assessment	BBS (Moodle) used.	Encourage further peer evaluations.
flexibility of when and where learning occurs	FUN has 24/7 room access.	FUN has 24/7 room access.
facilitate and/or negotiate students' periodic outcomes	poor time management.	need milestones. One iPod per st. will encourage authentic iStory developments
question whether the activities required in the Task process can be done 'without' IT!	IT required for sharing and communication	IT required for sharing and communication

Meso level

What has been ‘specifically’ learned from this study so far?

Informed ICT integration requires:

- (a) flexibility in the task process and teaching strategies;
- (b) frequent instances of meaningful and authentic communication;
- (c) universal access to information afforded by technology;
- (d) set milestones to promote better management of processes;
- (e) share the outcome and allow peers to evaluate.



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Tools

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Page List

- Interactive Education ...
- Background
- Podcasts Index
- Prof. Vallance
- Prof. Field
- Prof. Katagiri
- Prof. Yamamoto
- Prof. Frank
- Quiz: Vallance
- Quiz: Field

Media Suitcase

- letpic1 x
- lchatvsmall x
- MVsample x
- MVsample x

Page Editor

Interactive Education Technology

My graduate study is to construct an education system by using some new technologies. I am learning this study from my teacher, who is Dr. Michael Vallance. One key question is, "What are the educational technology needs in today's Digital Age?"

=====
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Portable Device Preview

Interactive Education Technology

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Meso level

IN THE SPOTLIGHT



Interactive Education Technology

Media Architecture Department
m1203040 Masahiro Matsui
Advisor: Michael Vallance

PRODUCT DETAILS

FUN-HAKODATE
PODCASTING AT FUN
by mvallance

Date Published
Thursday, February 01, 2007

Interactive Education Technology

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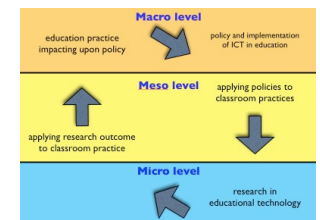
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SYSTEM REQUIREMENTS



Macro level

Will 'informed' educational practice impact upon policy ??????

computers not only bring something new to the learning environment ... they change it and they change learners too (Heppell, 1993)

“The real change [in education] is likely to occur not by trying to exclusively deliver old learning outcomes with new technology, but by looking for new learning outcomes that can only be delivered by that new technology” (Heppell, 2005).

Micro level

research in educational technology

Prof. Stephen Heppell



Acknowledgments

Graduate Study student Masahiro Matsui: <http://homepage.mac.com/graduatestudy/>

Comm 2 students at FUN

Students at Brynteg school, Wales, UK.

iWriter software: <http://www.talkingpanda.com/iwriter/>

Mogopop: <http://www.mogopop.com>

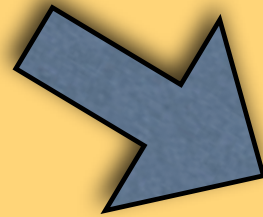
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Macro level

education practice
impacting upon policy



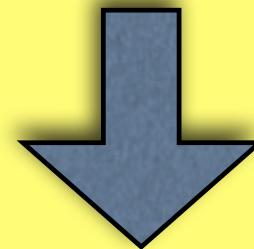
policy and implementation
of ICT in education

Meso level



applying research outcome
to classroom practice

applying policies to
classroom practices



Micro level

iPod therefore iWrite: the challenge of
informed use

Dr. Michael Vallance Ed.D.
Future University - Hakodate



research in
educational technology