Trans-Pacific Online Collaborative Writing:
A Stanford-ICU Exchange Project
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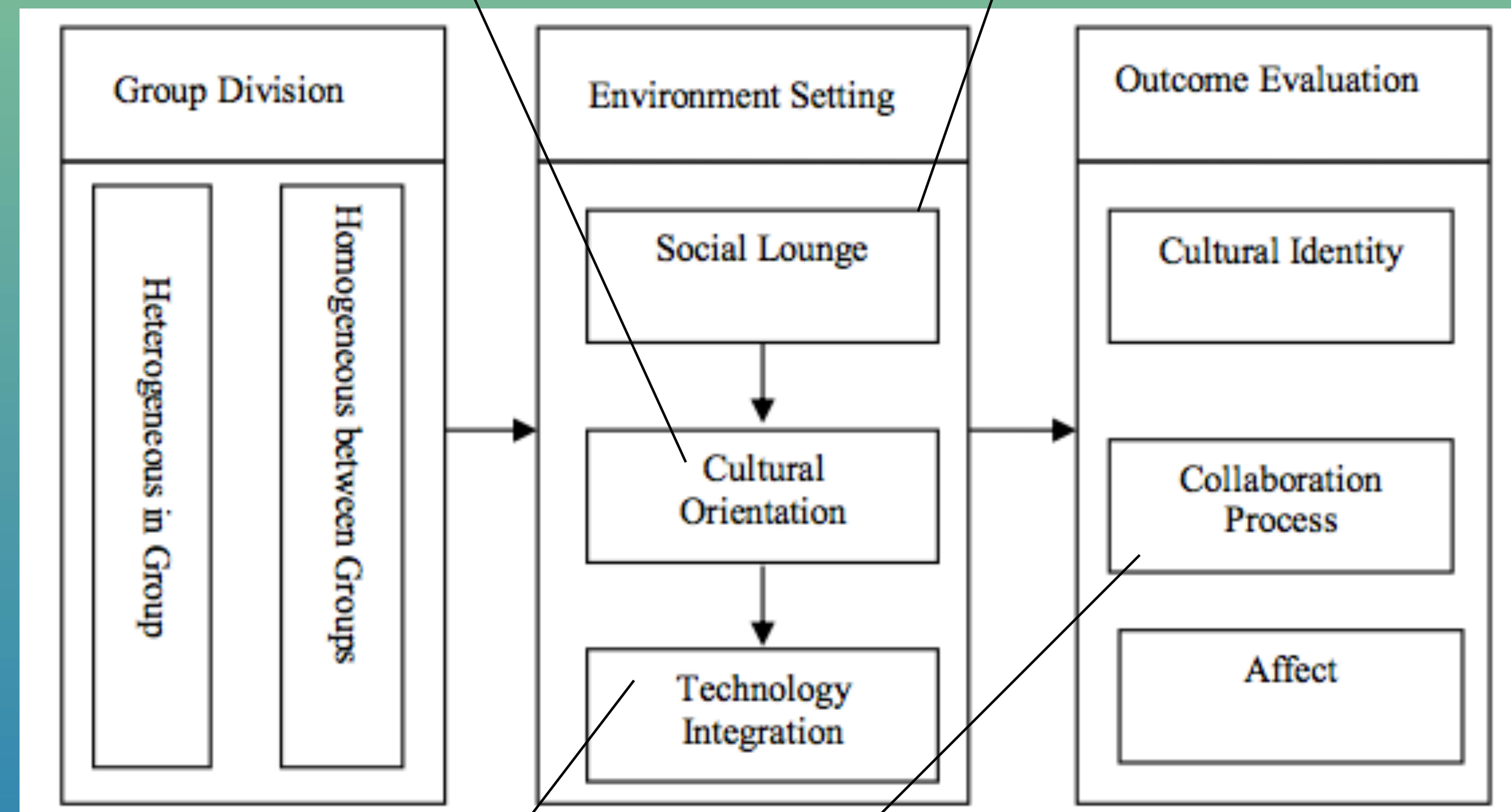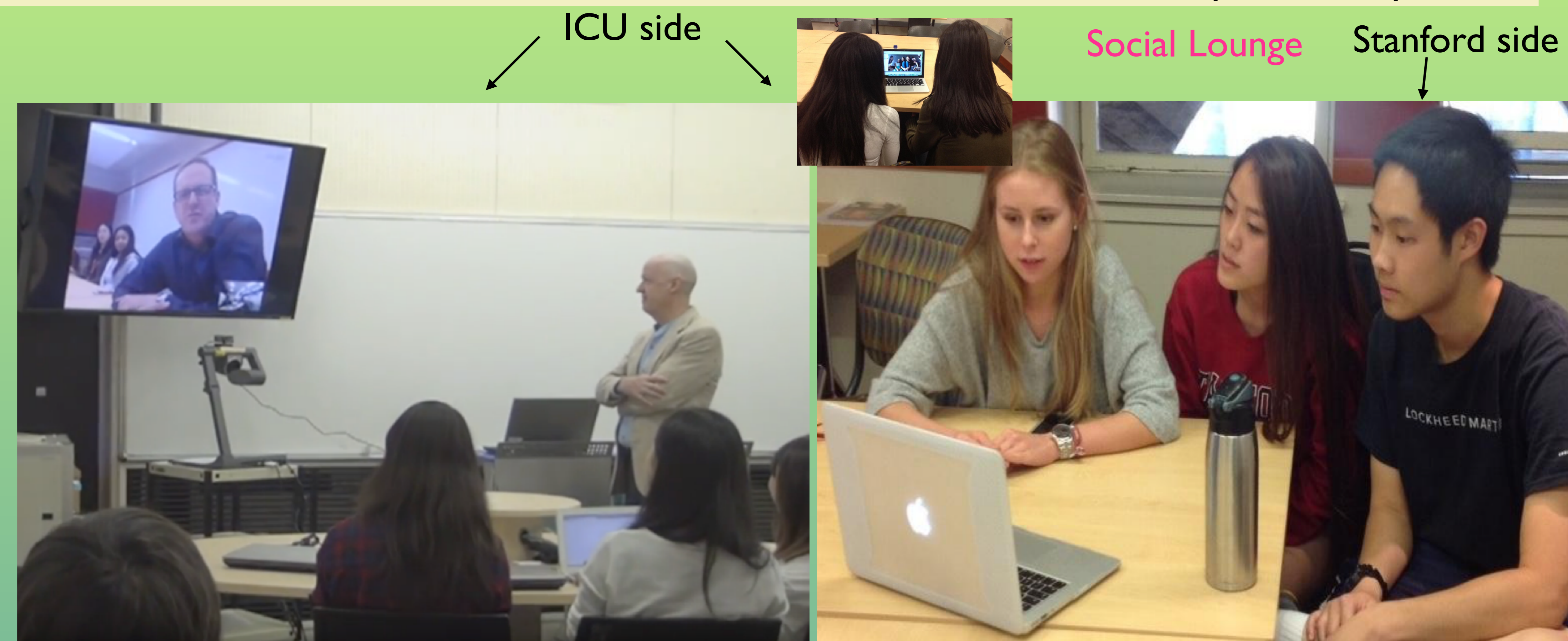
Abstract

Advances in instructional communication technologies have made the possibility of collaboration in learning between institutions possible for some time now. While international collaboration between institutions—from elementary school through college—is not new, there has been little reporting on the pedagogical and technological implications of Japanese universities participating in such an endeavor. The author of this poster presentation will share insights gained from an international computer-mediated collaborative (CMC) writing project designed by instructors at the International Christian University (ICU) in Tokyo and Stanford University. The objective of this project was to have ICU students (Japanese natives) form writing teams with Stanford University students (native speakers of English) to write opinion-editorials regarding their view on the future of liberal arts education. Writing opinion-editorials is a genre that is relevant to the English for Specific Purposes (ESP) community. The result was the successful end-product of several opinion-editorials co-written by Japanese and American University students. Attendees interested in designing a similar ESP project for their own institution are invited to view and discuss the synthesis of conceptual frameworks and the step-by-step process carried out by the instructors illustrated on the poster. Furthermore, the author is open to discuss his observations of the technological ramifications of carrying out such a project with suggestions for future research needed for CMC and ESP development in Japanese higher education.

The Dick and Carey method [21] is constituted by a series of steps, all of which will receive input from the preceding steps and will provide output for the next steps. All of the components work together in order for the user to produce effective instruction. The model includes an evaluation component that will help determine what, if anything went wrong and how it can be improved.
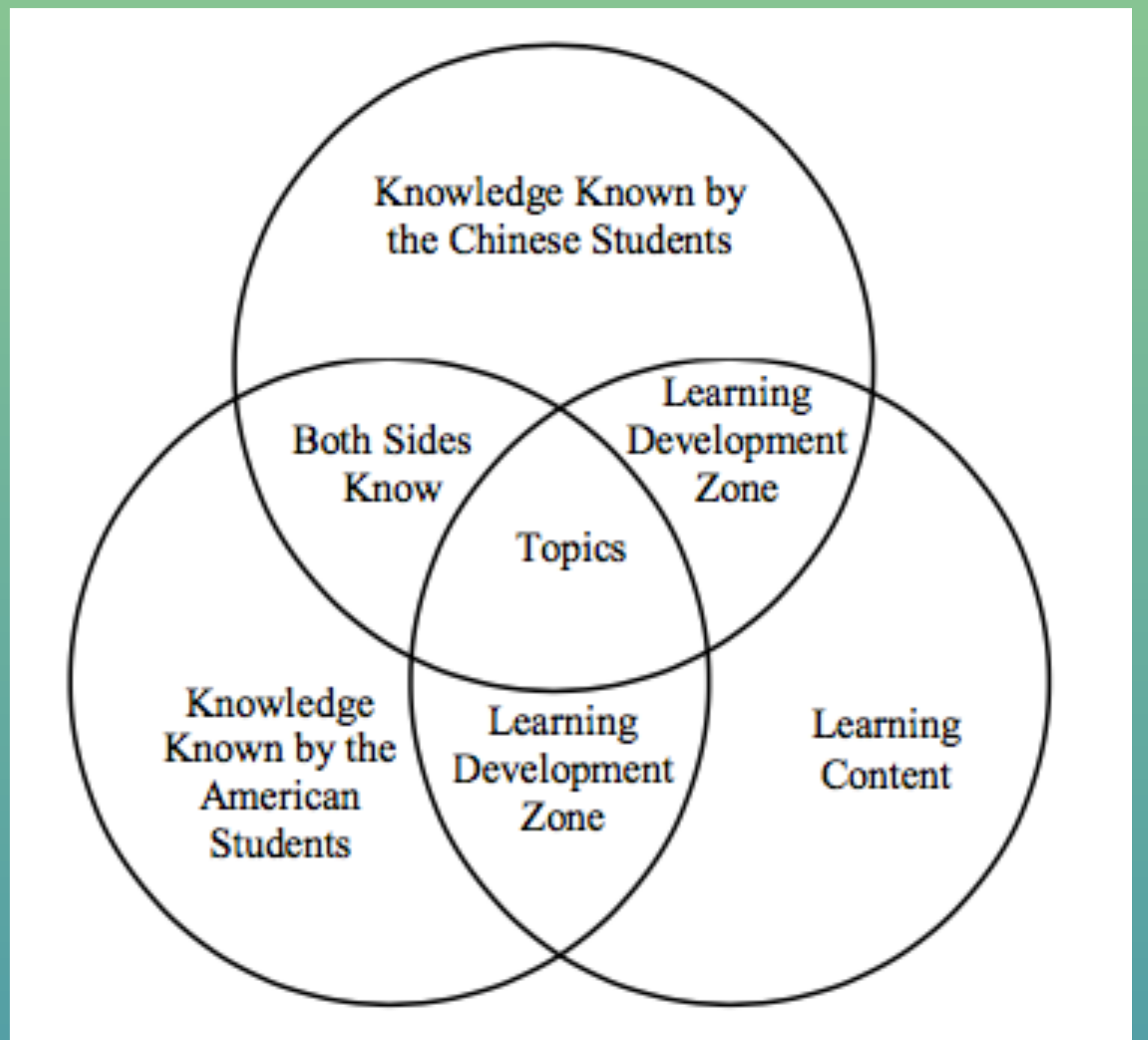
- Assess Needs to Identify Goal(s) : Determine the instructional goals
- Conduct Instructional Analysis: Determine the required skills, knowledge, and attitudes.
- Analyze Learners and Contexts: Analyze the context in which the learners will learn the skills and they will use them.
- Write Performance Objectives: Determine the conditions under which the skills must be performed, and the validation criteria.
- Develop Assessment Instruments: Develop assessments to measure the learners' ability to perform the skills.
- Develop Instructional Strategy
- Develop and Select Instructional Materials
- Develop and Construct Formative Evaluation of Instruction
- Design and Conduct Summative Evaluation
- Revise instruction

As presented above, data from formative evaluation are used to revise the whole instructional process. The Dick and Carey methodology linearity is broken by the revise instruction phase whose effects pervade the whole process (see Figure 2 page5).

Dick and Carey Approach
Battou, Baz, Mammass, 2016

ICU side — Social Lounge — Stanford side

Group Division
- Heterogeneous in Group
- Homogeneous between Groups

Environment Setting
- Social Lounge
- Cultural Orientation
- Technology Integration

Outcome Evaluation
- Cultural Identity
- Collaboration Process
- Affect

(Yang, Kinshuk, Yu, Chen, & Huang, 2014)

- Knowledge Known by the Chinese Students
- Both Sides Know
- Learning Development Zone
- Topics
- Knowledge Known by the American Students
- Learning Development Zone
- Learning Content

(Yang, Kinshuk, Yu, Chen, & Huang, 2014)

"Instructors do not need expensive technology tools…to create engagement. Rather than focusing on the e-learning tech…use…creativity and imagination…to fit the learning outcomes"
Britt, 2015, p. 401

"Sense of belonging and an affiliation with a community is an important component of learning (Lave & Wenger, 1991), and students kept [to] outside… boundaries may not feel part of the [international] academic community"
Nakamaru, 2012, p. 279

Resources
Best Practices in the Teaching of Writing: 10 Principles for College Faculty
bit.ly/WaddenBest
PWR Stanford - ICU Tokyo Exchange
http://icustanfordexchange.blogspot.jp/
Stanford and ICU Linked Classrooms and Students: Doing Liberal Arts and Academic Writing Across Continents and Time Zones
bit.ly/WaddenCMC

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