

Technical Meeting and General Assembly

Annual Conference 2015

IEEE Professional Communication
Society - Japan Chapter

Program

December 19, 2015, Saturday
13:30-17:20



Shinshu University, Faculty of Engineering
Nagano-Engineering Campus
Lecture Bldg. 2F Room 202

CO-HOSTED BY



CONFERENCE TIMETABLE

Greetings and Registration (13:30)

Keynote speech and workshop (13:45)

Developing an Effective Language Learning Program with Kansei Engineering Techniques

(Michael Honeywood)

Break (15:15)

Technical Presentations (15:30)

Presentation #1

Learned Lecture Series: Listening resource for science and engineering majors

(Roderick Lange)

Presentation #2

Learn to Program with Minecraft: A Comparison of the Effects of Learning with Programming Methods

(Daisuke Saito)

Presentation #3

A report on "Interaction Equivalency in the OER and Informal Learning Era"

(Terumi Miyazoe)

PCSJ General Assembly (17:00) – open to all participants

(2016 board member election results, activities and budget reports, member opinions and input, membership recruiting strategies)

Closing Address (17:20)

Informal dinner at Youmentei Nagano
(5 min. walk north of campus, 026-269-8700)
following the conference for all interested participants

Abstracts

Keynote speech and workshop: Developing an Effective Language Learning Program with Kansei Engineering Techniques

Michael Honeywood (Shinshu University, Faculty of Textile Science and Technology, Division of Textile and Kansei Engineering)

Abstract: This presentation will introduce the concepts of Kansei Engineering and explain how these concepts were used to create an effective English language training program for the students at Shinshu University, Faculty of Textile Science and Technology. We'll cover a lot of ground in 90 minutes, from the theoretical underpinnings of what we are teaching, the selection and creating of materials, through to the evaluation of student performance. At each stage we'll work in small groups to see how these ideas could be implemented in your own teaching environments.

Presentation #1: Learned Lecture Series: Listening resource for science and engineering majors

Roderick Lange (Ehime University, Graduate School of Science and Engineering)

Abstract: Providing engineering/science students with listening material that is relevant to their major is necessary if they are to be prepared for their future in industry or academia. However, for teachers without a background in engineering, this can be a very difficult challenge to overcome. This presentation introduces an online self-access database of English language lectures called Learned Lectures in Science & Engineering (www.learnedlectures.com). The website contains transcribed, subtitled lectures in English by content specialists of various nationalities. Although the project is still in its infancy, the ultimate goal is to provide relevant, domain-specific materials so that engineering/science students can gain experience listening to authentic presentations similar to a university lecture or conference. Justification on the necessity of the website and a discussion of both decisions made and issues faced during its development will be addressed, along with some viewpoints of students and teachers who have contributed to and/or used the content. Finally, it outlines plans for the future growth of the website and makes a call for collaborators.

Presentation #2: Learn to Program with Minecraft: A Comparison of the Effects of Learning with Programming Methods

Daisuke Saito (Waseda University)

Abstract: Programming learning is very difficult for beginners. We applied digital game-based learning for programming language education using Minecraft, which is a sandbox game and an outstanding educational tool. We executed a programming lecture using ComputerCraftEdu with an extended Minecraft function and two different input methods, illustration-programming and text-programming. The survey content inquired about, the programming way, understanding of programming basics and programming concepts. Further, we did the analysis. We report the difference between the learning effects of these two methods. In this result, both of groups was shown of motivation to programming learning. In particular, illustration-programming were very improved.

Presentation #3: A report on "Interaction Equivalency in the OER and Informal Learning Era"

Terumi Miyazoe (Tokyo Denki University)

Abstract: This is a brief report on a presentation regarding interaction design in online learning made at EDEN 2013 that was later collected into EURODL (European Journal of Open, Distance and E-Learning) Special Issue - Best of EDEN 2013-2014 in 2015 (<http://www.eurodl.org>) describing an application of the Anderson's 2003 Interaction Equivalency Theorem (the EQUiv) to the development and learner's mixed use of formal and informal online learning.

Speaker Bios

Michael Honeywood is an associate professor at Shinshu University, Faculty of Textile Science and Technology, Division of Textile and Kansei Engineering at the Ueda campus in Nagano Prefecture, Japan. His research focuses on "Kansei" communication and language learning training systems - which involves designing goods and services that elicit the desired emotional responses from users.

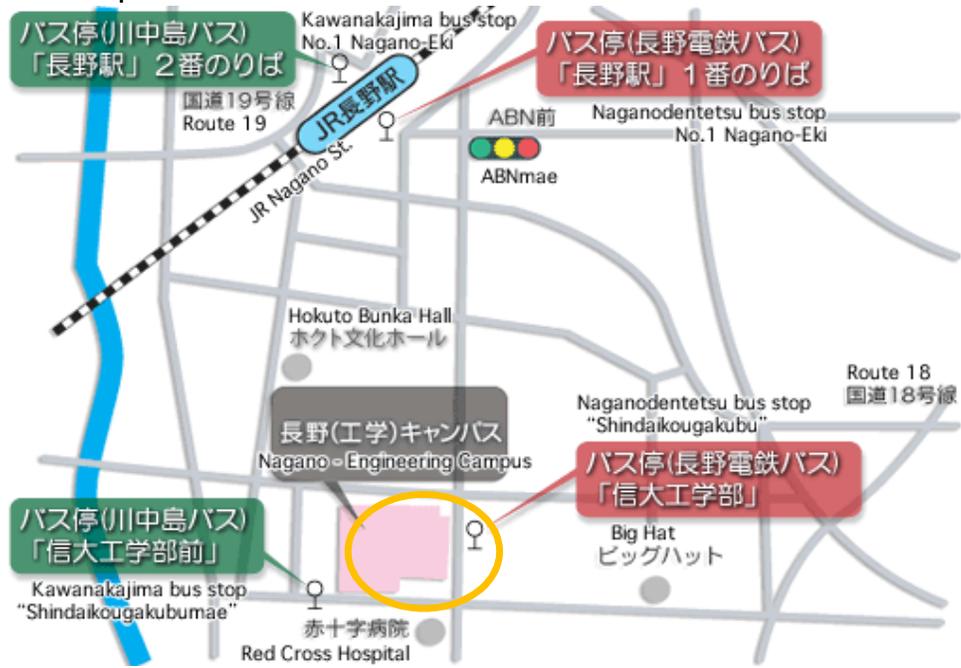
Michael was born in Australia, and finished high school in Canada. He studied computer programming in Australia, and then studied at universities in South Korea, Japan and the UK.

Roderick Lange is an Associate Professor in the Graduate School of Science and Engineering at Ehime University. Research interests include instructional design, blended learning and motivation.

Daisuke Saito earned his Master's of information and telecommunication degree from Tokai University and is currently a first year student in the doctoral course at Waseda University. His interests are in software engineering pedagogy and Game Based Learning.

Terumi Miyazoe is an associate professor of learning design and English at Tokyo Denki University and Open University, Japan. In the 2000's, she earned an MA in TESOL (UK: University of London) and an MA in Distance Education (Canada: Athabasca University) through online distance learning courses taken from Japan. Her research interests include distance learning, semiotics, and foreign language education. PhD in educational technology (Japan: International Christian University).

Access Map



Campus Map

