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# Thailand e-Learning and Mobile Language Learning Workshop Report

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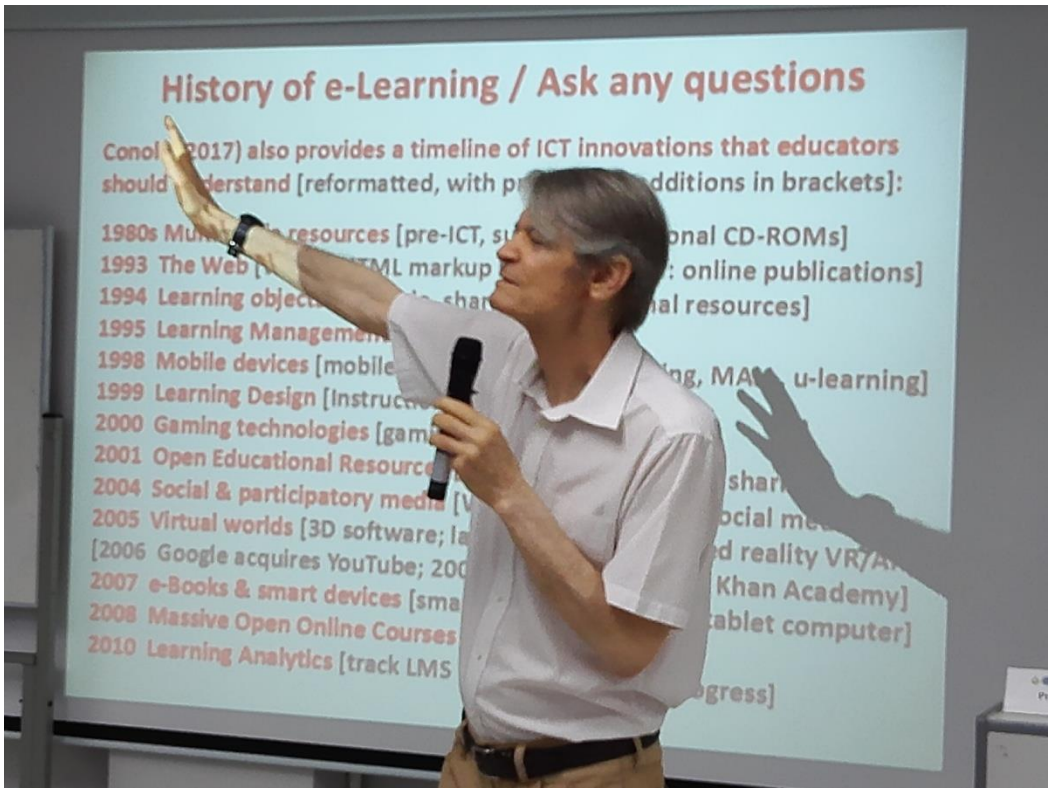
## ABOUT THAILAND E-LEARNING and MOBILE LANGUAGE LEARNING WORKSHOP


The 11th International Conference on Humanities and Social Sciences was held on May 2-3, 2019 at Prince of Songkla University, a national university in southern Thailand. Participants reflected the close ties of the region with Malaysia. The conference theme was "Global Digital Society: Impacts on Humanities and Social Sciences." The opening keynote address (McCarty, 2019a) is to be reported in a paper for the host university, but its slideshow is available at the URL in the References. This report will focus on the e-learning workshop (McCarty, 2019b), which was the only academic event on the second day. Its slideshow may still be of reference, as this report can only summarize some original work and hands-on activities from the three-hour workshop.

The Workshop began with a history of e-learning in collaboration with Gráinne Conole, head of Open Education at Dublin City University, Ireland, who permitted the author to augment her e-learning timeline (Conole, 2017) [author's additions in brackets]. Participants from Southeast Asia and the UK had not heard of some of the technologies such as podcasting. Questions were welcomed at any time, but were particularly asked during this explanation of e-learning history. The time after Conole's timeline ends in 2010 is addressed to some extent by the items added as "later" or "future." Although space is insufficient in this report, readers may research certain keywords as ICT innovations that educators should understand.

HISTORY OF E-LEARNING

- 1980s Multimedia resources [pre-ICT, such as educational CD-ROMs]
- 1993 The Web [WWW, HTML markup language; later: online publications]
- 1994 Learning objects [reusable, sharable educational resources]
- 1995 Learning Management Systems [LMS, platforms for teaching online classes. Blended learning arose at the same time, where class activities are conducted partly face-to-face and partly online]
- [1996 Large-scale, international, wholly online academic conferences (different from videoconferencing and audio-conferencing, which are either dedicated systems by satellite or through the Internet when bandwidth suffices)]
- 1998 Mobile devices [mobile Internet; later: m-learning, MALL; future: (ubiquitous) u-learning]
- 1999 Learning Design [Instructional Design]
- 2000 Gaming technologies [gamification of learning]




- 2001 Open Educational Resources [OER, protocols for free sharing]
- 2004 Social & participatory media [Web 2.0, podcasting, social media]
- 2005 Virtual worlds [3D software multi-user virtual environments;
- later: virtual reality (VR) and augmented reality (AR) applied to learning]
- [2006 Google acquires YouTube; 2008: used by non-profit Khan Academy]
- 2007 e-Books & smart devices [smartphones; 2010: iPad tablet computer]
- 2008 Massive Open Online Courses [MOOCs]
- 2010 Learning Analytics [track LMS data to optimize students' progress;
- later: smart learning environments & smart learning analytics; future: enhanced by AI]

Another new formulation for the Workshop presents four levels of involvement with information and communication technologies (ICT) or other technologies. It may be a matter of personal choice or what individuals need to know professionally. In teaching ICT classes, as the first example below indicates, students are urged to go beyond the User Level of what they do with smart, easy-to-use technologies to the Knowledge Level of analyzing how technologies work. Writing papers or publishing research, moreover, cannot be like writing a software manual at the Developer Level, but requires analytical frameworks at the Academic Level.

Levels of involvement with ICT

1. User Level
   - ❖ Non-users, partial users, or fluent users of ICT
   - ❖ Example: students use the latest mobile apps
2. Knowledge Level (how technologies work)
   - ❖ Technical terms, successful business models
3. Developer Level (IT)
   - ❖ Hardware, software, coding, making Websites
4. Academic Level (ICT studies or education)
   - ❖ Contextualization, analysis, evaluation of ICT
   - ❖ Explanatory concepts, theoretical frameworks
   - ❖ Research methods, publication style & format

To introduce m-learning or mobile language learning in particular, a chart from McCarty, Obari, and Sato (2017a, p. 3) was explained, a method of defining technical terms by placing them in their cultural, disciplinary, and historical contexts. Later in the Workshop, mobile language learning apps with particular reference to Southeast Asian learners were introduced, and there are links to the free sites in McCarty (2019b).

There were two hands-on activities in the Workshop meant to empower participants with lifetime Web presence, particularly if they are pursuing an academic career. One activity was to set up a free Google Scholar Citations Profile, in English or Thai. For a step-by-step article on how and why to set up a Profile, see McCarty (2017b). An audience member served as the example, with her terminal projected onto the presentation screen, starting with just a Google and university e-mail account. Showing the power of Google algorithms connecting global academic research repositories, by simply filling in a small number of fields with key information, her Profile suddenly appeared on the Web, fully listing her publications and counting their citations, at https://scholar.google.com/citations?user=wckQqyAAAAAJ.

The second activity could benefit even those who were not career scholars, setting up a free e-Portfolio of up to 6 Web pages at the U.S.-based site https://www.portfoliogen.com. Workshop participants could establish their own site in the computer lab immediately and begin selecting types and themes of their own pages. As an example, the author uses it to provide links, accessible by all devices including smartphones, to categorized publications and other academic activities: https://www.portfoliogen.com/waoe

Other suggestions for Web presence and academic empowerment were provided, such as having all students make e-Portfolios at https://mahara.org, using free research repositories such as https://www.academia.edu to host one's writings, using social media such as https://twitter.com for academic networking, and using Facebook Groups instead of a learning management system as a more interesting online or blended class platform.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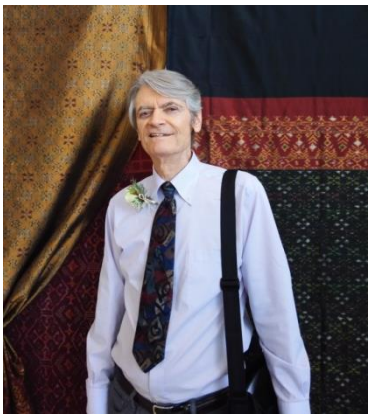

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Steve's CV currently lists more than 207 publications and 75 conference presentations, and Google Scholar has found more than 325 citations to his work. He publishes on e-learning, Japan, bilingualism, language teaching, and academic ethics. See his e-portfolio at https://www.portfoliogen.com/waoe