Thursday 4 June   *11:00am - 11:40am*   Room: Block Y, Room Y306

Presentation Title:	Benefits and challenges of computer-based resources for self-access

Presenter / Co-presenters:	Jo Mynard, Kanda University of International Studies
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Theme:	Self-directed and self-access learning
Presentation Type:	Paper presentation

Abstract

Are computer-based activities a worthwhile investment for a self-access centre or could money and energy be put to better use? The presenter will make a case for how computer-based activities can make a valuable contribution to a self-access centre if packaged appropriately. Three types of computer-based activities will be discussed; (1) activities designed for language learners such as software and online quizzes, (2) intrinsically motivating authentic texts such as websites and podcasts, and (3) "Mindtools" (Jonassen, Peck and Wilson, 1999) which are computer-based tools which enable learners to practice using the target language in an authentic way.

The presenter will show how each of these three types of computer-based activities have benefits and challenges for the self-directed learner. The audience will be shown ways in which a self-access centre can offer various computer-based activities for appropriate language learning opportunities, while also supporting the promotion of learner autonomy. Examples from ongoing work at Kanda University of International Studies will be shared in order to illustrate ways in which various activities can be scaffolded or adapted to enhance the learning potential.

Jonassen, D., Peck, K. & Wilson, B. (1999). Learning with technology: a constructivist perspective. Upper Saddle River, NJ: Prentice Hall

Biodata

Jo Mynard is the Director of the Self Access Learning Centre and Assistant Director of the English Language Institute at Kanda University of International Studies in Japan. She holds an M.Phil. in Applied Linguistics from Trinity College Dublin, and an Ed.D. in TEFL from the University of Exeter. Her main area of research is CALL and learner autonomy.