

A Teacher's Home Page: Teacher-Centered or Student-Centered?

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Abstract: This presentation will consider elements of personal home page design from the perspective of whether a teacher's home page is "teacher-centered" or "student-centered" and the advantages and disadvantages of each. The presenter will use his personal home pages to illustrate these concepts. In addition, he will explain how he has modified his own home pages in response to the requests, needs, and interests of his college and university students in Japan. For example, he will demonstrate how he has incorporated external links within his online syllabi to extend and supplement textbook lessons. He will also demonstrate how he has used online survey software ("Survey Monkey" www.surveymonkey.com) as an integral part of his reading and listening comprehension courses. This software can be used to keep track of the type and amount of extensive listening and reading the students are doing, as well as provide a venue for practicing summary and opinion writing. This demonstration will be of primary interest to teachers of intermediate- and advanced-level university students and adult learners.

	Teacher-centered	Student-centered
Type of contents:	<ul style="list-style-type: none"> ◆ Information "about me" ◆ Announcements about me ◆ One-way ("Send information to me" (e.g., homework, absence reports)). 	<ul style="list-style-type: none"> ◆ Information "for your use" (content) ◆ Announcements for you (e.g., events) ◆ Skill building & knowledge building ◆ Interactive (student-student, student-teacher)
Examples:	<ul style="list-style-type: none"> ➤ Personal background ➤ Curriculum Vitae ➤ Office hours ➤ Research ➤ Hobbies ➤ Family ➤ Travel & vacations 	<ul style="list-style-type: none"> ➤ Course descriptions & syllabi ➤ Exercises (e.g., Hot Potatoes) ➤ Readings & references ➤ Interactive blogs, BBS, Wikis ➤ Students' essays, projects, etc. ➤ Useful external links (e.g., dictionaries) ➤ Advice
Comments:	<ul style="list-style-type: none"> ● Helps to establish the credibility and humanity of the instructor. ● May create a negative impression (ego-centric, egotistic). ● Has limited value for return visits. 	<ul style="list-style-type: none"> ● Supports, supplements, and reinforces classroom and independent learning. ● Creates positive impression ("I'm here to help you."). ● Encourages or requires return visits. ● May have continuing usefulness. (Addresses students' needs and interests.)

Design:	(1) Balance of content (original vs. borrowed). (2) Selectiveness vs. comprehensiveness. (3) Navigation (scrolling vs. clicking). (4) Visual appeal (simplicity vs. complexity). (5) Understandable vs. confusing. (6) Annotation (describing contents of external links--how much). (7) Private use ("my students") vs. public use ("everyone welcome").
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My home pages: (1) <http://www.ne.jp/asahi/m/and/> (2) <http://www.ne.jp/asahi/m/and/agu>

(These home pages are "works-in-progress." Best viewed in Internet Explorer, Japanese version)