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Master's thesis

Academic Year 2013

An Extra Channel for Supporting Teacher-Student
Communication in the Multicultural
Videoconferencing Classes

Graduate School of Media Design,
Keio University

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A Master's Thesis
submitted to Graduate School of Media Design, Keio University
in partial fulfillment of the requirements for the degree of
MASTER of Media Design

Narissara Khathippatee

Thesis Committee:

Professor Keiko Okawa	(Supervisor)
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Abstract of Master's Thesis of Academic Year 2013

An Extra Channel for Supporting Teacher-Student Communication in the Multicultural Videoconferencing Classes

Summary

Globalization and technologies have raised the awareness of global learning and strengthen university networks in Asian higher education. The SOI Asia project network, a collaborative educational project that utilizes the Internet and videoconferencing system, have been contributing distance learning courses mainly in Asia for decades. The use of videoconferencing enables the interactive and collaborative classrooms where learners can connect to the remote learners from different countries to share their multicultural opinions. In the multicultural video-conferencing classes conducted in SOI Asia project, English is usually used as a common language, where teachers and students, sitting in multiple locations, are often non-native English speakers. Therefore, learners deal with language difficulties to understand classes and hesitate to participate in English. In addition, separated by distance, the remote teachers have limits of visual cues from their students; hence, it is difficult to adjust their teaching styles to meet with the right level of student needs. Communication between students and the remote teachers need a better support.

This research aims on designing a real-time extra channel for multicultural videoconferencing classes that helps learners to express their support needs to the remote teacher without interrupting the classes, and support teachers to understand students' situation to adjust her/his teaching in timely manner.

Evaluation will be focused on three aspects: First, the accuracy of information from the students to the remote teacher, second, the method of information display to the teacher, and third, the effectiveness of the proposed extra channel to stimulate participation in the real

videoconferencing classroom. The research will contribute on improving the distance education environment for multicultural participants.

Keywords:

Global education, Distance education, Multicultural, Videoconferencing,
Communication

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