

Turning a Bad Master into a Good Servant –Using Evernote to Engage Students in a Japanese Class

Guohe Zheng
Ball State University

Abstract

With the development of computer technology, schools without exception have been promoting the application of technology in the classroom. Many teachers, too, experiment with the constantly renewed possibilities made available by technology to see how these might be used to enhance their teaching. This massive trend to incorporate technology, however, has been pursued in a largely uncharted territory, in part due to the dazzling speed at which technology itself develops and in part due to the lack of proven models to guide the application of technology in the classroom. For that reason, technology is sometimes promoted unwisely making it a dictatorial and budget-hungry bad master. Examples of unwise promotion include imposing technology from above without consulting classroom teachers and teachers' own mechanical incorporation of technology just to meet requirements for evaluation purposes. Underlying these examples is an unconscious assumption that technology is an omnipotent magic bullet that can make teaching effective as long as it is adopted, in whatever form. This paper argues against that assumption and proposes that technology should have a proper place in the classroom: it should be a good servant, not a bad master. To set technology in such a proper place, we must start by analyzing our students in terms of their motivation levels and academic preparedness, and the inadequacies of traditional approaches. Proceeding on the basis of such analyses, it is much more likely that technology plays the role of a good servant because it is adopted to address specific inadequacies of traditional approaches and to engage a specific group of students. As an example of how this proposal is practiced, the author shares his own

experience in using the software Evernote to engage students in a Japanese class. The paper concludes with a discussion of the unexpected benefits of the software and its challenges.

Keywords: false assumptions about technology, proper place of technology, student motivation, inadequacies of traditional approach, Evernote

1. Technology Can Be a Bad Master

With the development of computer technology, schools without exception have been promoting technology in the classroom. Many teachers, too, are excited about the constantly renewed possibilities made available by technology and have been experimenting with new hardware and software to see how these might be used to enhance their teaching. This massive trend to incorporate technology, however, has been pursued in a largely uncharted territory. This is in part due to the dazzling speed at which technology itself develops and in part too due to the lack of proven models to guide the application of technology in the classroom. For that reason, technology tends to become a dictatorial and budget-hungry bad master. Troy Hicks and Kristen Hawley Turner, for example, point out how technology can be adopted merely to “count slides (or images, links, or any other digital component of a task)” without pedagogical values.

Many of our colleagues feel that requiring students to create PowerPoint presentations meets the requirements of technological integration.... When these assignments come with quantifiable criteria, we do not see the value in them...Rather than focusing on content...the assignments focus on ...counting the slides.¹

Similarly, some teachers “use blog without blogging.”

We often see teachers confusing the act of using a blog without the act of blogging... To blog is to write, to publish, and to invite comments. Unfortunately, we see teachers using blogs in ways that do not capitalize on the conversational opportunities that blogging offers. One common practice...is a call and response blog where teachers post a question and students respond to that prompt, and ignore each other.²

At my own university, brand new Elmos (document camera/projectors) were installed in Fall 2010 in all of the classrooms of my building. Subsequently, the building was renovated during which all offices and classes were moved out. When teachers moved back a year later following the completion of the renovation, however, we found to our great surprise that all the Elmos were gone—replaced by a bare technology center, with only an internet connection port, a change without the input or even knowledge of classroom teachers. Without the Elmos and its document cameras and projectors, it is very hard for teachers, among other things, to share comments with the class collectively about returned homework and explain common errors. It is a technology change with undoubtedly a high price tag, and no one knows to this day what has happened to the nostalgic and practical Elmos. One feels like asking: “Why did we have to spend so much money just to make our teaching harder?”

Photo 1. IT Equipments in a Classroom before and after the Renovation

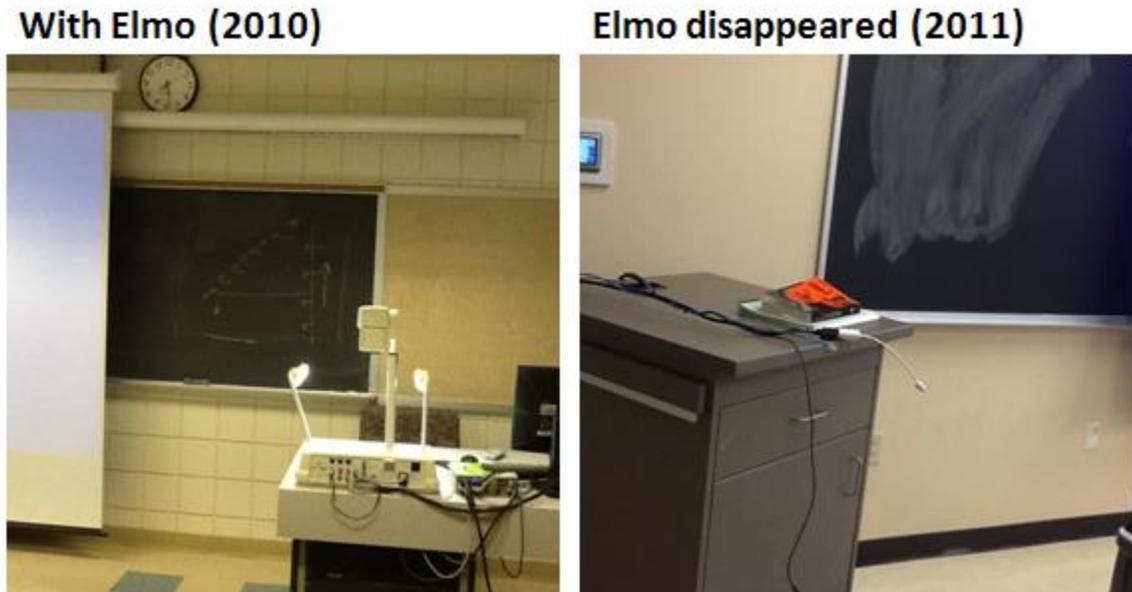


Photo 1 above demonstrates the contrast before and after the renovation of that building. It is a typical example of technology as a bad master.

2. The Assumption of Technology as Omnipotent

Underlying the above examples one can detect a shared assumption that technology is an omnipotent magic bullet. Translated into plain English, the assumption says something along the following lines: “As long as technology is used, no matter in what way, your teaching will somehow be more effective.” Experience tells us, as the above examples do, that that is not true. In fact, it is my belief that if a student is bent on learning, he or she can learn well without technology. Many examples can be cited to support this view. If we limit ourselves to the learning of foreign languages, several examples come up to mind immediately.

The first example is that of Donald Keene, Professor Emeritus of Columbia University. Reflecting his first training in Japanese language at Columbia University, he says the following:

Beginning that autumn (of 1941) a new textbook had been introduced for Americans learning Japanese. It was edited by Professors Serge Elisseeff and Edwin Reischauer of Harvard University. The purpose of the textbook was to teach people (preferably people who already knew Chinese characters) to read (but not speak) Japanese. Each lesson, as I recall, had dozens of new words of vocabulary to learn, but few of these words were repeated in subsequent lessons.³

Soon, after Japan's attack on Pearl Harbor, Keene was enrolled in the U.S. Navy Japanese Language School at University of California, Berkeley to be trained as an intelligence officer in the Pacific theatre during World War II. He thus recalls his student life at the Navy Japanese Language School.

When we entered the school it was often said that no Western person could really learn Japanese, or that it took a minimum of ten years of study in Japan before a Western person could learn Japanese, but in eleven months we completed the course and were able to read, speak, and write Japanese. We had even had a taste of classical Japanese and of *sōsho* [cursive writing]. Of course, we were still a long way from being fluent, but the groundwork had been successfully laid.⁴

It is that groundwork that prepared Keene to serve as a competent translator and interpreter in World War II, an experience that, in turn, prepared him for his graduate studies after the war and the subsequent long career as the best known and most respected scholar of Japanese literature in the West. Donald Keene is only one of several giants in the field of Japanese literary studies in the United States with such experience. Other trainee-turned scholars include Edward Seidensticker and Howard Hibbett.

Another example is Matsui Sumako (1886-1919), the first successful actress of shingeki, Japan's modern theatre. Sumako was accepted as a student in Tsubouchi Shōyō's Bungei Kyōkai Academy (Literary Arts Society Academy) when it was opened in 1909. The curriculum of the Academy was rigorous for the 2-year long co-ed training program. One indication of its rigor is that the original script of Shakespeare's *The Merchant of Venice* and the English translation of Ibsen's *A Doll's House* was used for its textbooks. In principle, the applicants must be graduates from high school to be eligible. Matsui Sumako, 23 at the time and already married, had had no English at all, not even the alphabet, with only elementary school education at her hometown of Nagano. Her enthusiasm about shingeki and her good health helped her gain the admission. Thereafter, determined to be a great actress, she bought two copies of the same textbook, one was used to mark up the pronunciation of every word, as read by her teacher, one to mark up the meaning of the word in translation. In two years, she debuted, first as Ophelia in *Hamlet*, and then as Nora in *A Doll's House*. By the time she was a co-founder of Geijutsu-za (Art Theatre) and played the heroine in Tolstoy's *Resurrection* in 1914, she had become superstar actress in Japan conversant with many of the best Western plays.⁵

Am I arguing here that technology does not matter? No, that is not what I am arguing for. I believe that it matters a great deal—no one would deny that if Donald Keene and Matsui

Sumako had had the technology we have today, they would have learned much faster and a lot better.

One may ask what the relevance is of the examples of Donald Keene and Matsui Sumako to the subject under discussion since our students are no Donald Keene, nor Matsui Sumako. Well, that is exactly the point I am trying to make: No promotion of technology that I know of has tried to address the vital issue of student motivation. In other words, all promotions seem to assume that our students are all as eager to learn as Keene and Mutsui and the only thing left to be done is for the teachers to be more effective in delivering the content—with technology. The fact, however, is that, at least at many public universities, few students would take any assignment seriously unless it is graded and few students have perfect attendance, even with strict attendance policies in place. To be fair to the students, most of them have to juggle between classes, jobs, a social life and many other obligations and distractions. They live in an era completely different from that of Donald Keene and Matsui Sumako—and from that of us teachers when we were their age. What, then, is the place of technology, given the students we have and given our era today? This brings us to the next question: the proper place of technology, given our students and our era today.

3. The Proper Place of Technology: A Good Servant, Not a Bad Master

In the above discussion, the term technology has been used as a monolithic concept, a non-existing one-size-fits-all formula. But the pursuit of technology in the uncharted territory has reached a point in which the term should no longer be an abstract and monolithic concept; rather, it should be reexamined and refined to make it more meaningful, concrete and practical.

Therefore, I propose to redefine the term as follows:

Technology Redefined

Technology as applied in the classroom refers to the highly individualized efforts whose contents vary depending on the teacher's teaching style and the kind of students in the class, and to specific applications of technology to effectively address specific issues emerging from traditional approaches to education without technology.

There are plenty of good examples that can illustrate what this definition of technology means in practice, including the following:

- a. *Goo 辞書*, available at <http://dictionary.goo.ne.jp/>, is an online dictionary site designed to provide users with easy and fast access to definitions of vocabulary and idioms, with simultaneous listings of multiple dictionaries, such as Japanese-Japanese, Japanese-English, English-Japanese, Japanese-Chinese and Japanese Wikipedia.
- b. *Kantango*, available at <http://www.kantango.com/>, is an online dictionary that allows romanized input. Pronunciation in audio form is also provided with commonly used words. Another feature of it is its personalized vocabulary list made of the words the user has checked and would like to save for future reference. It is particularly useful for beginners. It is also a useful tool to find pronunciations or kanji writings for personal names, a feature absent from all the online dictionaries that I know of.
- c. *Kana Buster*, available at <http://gzheng.iweb.bsu.edu/writing.swf>, is an online tool developed by myself and a colleague to help beginning students to learn hiragana fast. It provides the pronunciation of each hiragana in romaji, in clickable audio form, mnemonic clues in English and in graphic, and an animated stroke-by-stroke demonstration of the writing of each hiragana.

- d. *Kanji Alive*, available at <http://kanjialive.uchicago.edu/web/>, by Harumi Hibino Lory and Arno Bosse, is a website that facilitates the learning of kanji. It allows search for kanji by kunyomi, unyomi, radical, by commonly used textbooks in the U.S. and by the total of stroke numbers. Moreover, for each kanji, it provides information on pronunciation, both kunyomi and onyomi, meaning, an animated stroke-by-stroke writing demonstration, and a list of compound words involving the kanji all with pronunciation in audio form.
- e. *NHK Easy Japanese News*, available at <http://www3.nhk.or.jp/news/easy/index.html>, presents updated news in simplified Japanese, in both audio and text, providing great resource of authentic materials for intermediate students.
- f. *Aozora Bunko Library of Japanese Literature*, available at <http://www.aozora.gr.jp/>, makes available a vast and growing amount of original texts of Japanese literature (with copyright expired) free of charge. It is a treasure house not only for students of Japanese literature but also for advanced students of Japanese language.
- g. Needless to say, the now indispensable *Wikipedia* whose importance to people around the world makes it unnecessary to list its URL here—everyone visits the site on a regular basis already. Even though it is an online encyclopedia, it is useful for Japanese language teaching too because one can easily find information, in both English and Japanese, along with pictures, on almost any thing, including uniquely Japanese cultural items such as “misoshiru” and “koinobori.”

The one feature shared by all of these otherwise diverse examples is that they have all been designed to answer a certain “wish” on the part of teachers of Japanese (as well as the

wishes of all people in the case of Wikipedia), namely to address a specific issue that prevents teachers of Japanese from teaching effectively. Teaching the stroke order of kana and kanji, for example, used to be tedious work. Moreover, it was literally impossible for teachers to be available 24/7 to help the students with this strict task dictated by cultural conventions of more than a thousand years. Thanks to the help of technology, however, not only teachers have been relieved of the labor-intensive and repetitive task, but students also find learning kana and kanji much easier and more enjoyable since it is available 24/7 and with audio information and animated demonstrations, something impossible without technology. I consider this an excellent example of technology as a good servant.

4. Analyses of the Students and the Inadequacies of Traditional Approaches

Implementation of technology defined this way, however, entails that we start from an analysis of our own students because effective teaching will not happen unless the teacher knows the strengths and weaknesses of the students. With such an analysis, an application of technology will have specific issues to address and therefore a better chance to be effective. The following is a summary of an analysis of our students in terms of their motivation levels and their academic preparedness.

Experience of years of teaching and observation reveals that at our university, some students are well-motivated and well prepared (the more the better type), some are well-motivated but poorly prepared (these can improve rapidly with our help and their efforts), some are poorly-motivated and poorly prepared (these are often the few who take most of our energy). Beyond academic preparedness, there are other factors to be considered. One of these is what I call the self-expectation factor, for some students come to college with the mentality that a C or

B is good enough—“I am average after all,” or “I am above the average, dude.” Moreover, there are non-academic factors: jobs, health, relationships, financial issues, etc., each of which can affect student performance in some way.

It should be noted, however, that one fundamental assumption seems to hold true: regardless of their motivation levels and academic preparedness, all students want good grades (maybe by their standard). That is the one reason we should be optimistic about the results of our efforts.

Implementation of this definition of technology also entails an analysis of the inadequacies of traditional approaches to Japanese education. Here is an analysis of the issues that I find in the Japanese program at my university.

Every March and November, a proficiency examination is administered for graduating seniors in our department. Every time I proctor the exam, I am painfully reminded of the gap between the proficiency levels of our graduating seniors and the objectives set in our university strategic plan—“promote academic excellence among students seeking a rigorous learning experience.”⁶ In particular, many students demonstrate weakness in speaking Japanese and in the ability to understand Japanese spoken at a natural speed. There are various reasons for this, such as interruptions in their Japanese language training, but I believe that the single most important reason is that the students never adequately learned the materials in the first place due to the traditional teacher-centered approach. The main inadequacies of that approach can be summarized as the following “three lacks”:

- a. lack of engagements of students in listening and speaking;
- b. lack of interaction between the teacher and the students, and among the students;
- c. lack of application of materials covered in class.

One reason for the “three lacks” is that most of the class time is spent on the delivery of the content by the teacher. This makes the students passive learners and leaves them with little or no time to interact with the teacher or each other. Also, it is much harder for passive learners to concentrate, particularly when most students have their laptops or mobile devices with them all the time. The other reason is that many students have a part-time job each with a different schedule, which makes it difficult for them to interact with each other outside class. Consequently, students trained in this way tend to be learners using their eyes and decoders when reading or doing homework.

When I was pondering over these issues, I could not help but think that if technology can be applied to address the “three lacks” and the disparities in student motivation levels and preparedness, then the bad master will be turned into a good servant—because technology is no longer a monolithic abstract concept imposed upon teachers from above, but a welcome tool to address specific issues, in a way fit unique to the wishes of the teacher. Punya Mishra and Matthew J. Koehler believe that technology is a wicked problem and wicked problems need creative solutions. The solution that they recommend is for teachers to be the designers of technology, pedagogy and content, within their own specific contexts.⁷ I believe the above analysis is a right first step towards what they recommend.

5. Turning a Bad Master into a Good Servant: My Experiences with Evernote

With the analyses of the student motivation levels and academic preparedness and the inadequacies of traditional approach, the next step is to find the right technology to address the issues.

To address the inadequacies of the traditional approach, I have tried different possibilities. For example, to engage students in speaking, I first tried Audacity, an audio recorder and editor. The software is free to download and available for Windows and Mac OS X. It can record sound and save it as an mp3 file. Moreover, it allows post recording processing, such as cut and paste, clipping, adding effects, etc. Despite its power and wonderful features, however, my attempt to engage the students with Audacity was not successful due to the complexity and limitations of the software. It is complicated because it requires an extra editor to compile the recording before you can save it, and then one must save the compiled recording as a separate file locally in a desktop or a laptop before you can share it as an email attachment. This makes it quite cumbersome and time-consuming to use it regularly, say two or three times a week, a problem multiplied by the number of students in a class. It is limited because it handles only audio data, no text nor images---the software was not designed to handle non-audio information. Moreover, at least so far, it does not be used in a mobile device.

Then I discovered Evernote. A friend of mine recommended it to me just as I was struggling with Audacity in early Fall 2012. Even as my friend was demonstrating the features of the software, I fell in love with it and already started thinking about its potentials for my classes, particularly language classes.

Evernote is a powerful note-creating and archiving software. A "note" in this software can be a piece of formatted text, in any language, a full webpage or webpage excerpt, a photograph, an audio or video file, or a combination of all of the above in the same file, called a "note." Notes can also have their own file attachments. Notes can be sorted into folders, then tagged, annotated, edited, given comments, searched and exported as part of a notebook. It operates on desktop computers, mobile devices, or entirely on the web. All notes you create are

automatically saved as you enter data and constantly synchronized online so that you have exactly the same data wherever you go and whatever device you use to retrieve it or edit it. You can post a note to Facebook, to Twitter, or share it by email, or by sending a URL link. Moreover, Evernote can be used either online or offline. (Needless to say, you need to get online to have your locally created notes synchronized.) The free online service has a monthly usage limitation of 60 MB as of 2013. A premium service is also available at 5 dollars per month or \$45 per year for 1,024 MB/month usage as of 2013.⁸ For my language classes which uses text, audio and occasional photos, I find the free version quite sufficient.

It would take someone much more tech-savvy than myself to know all of the capabilities that Evernote offers. But below is how each of the above issues in my Japanese classes was addressed using the Evernote capabilities that I have managed to learn.

a. The Issue of Student Engagement

Since my discovery of Evernote, I have created all of the content materials in audio form as well as in written form, and made them available online. With these Evernote files, students began to learn more with their ears and mouths than with their eyes. Some of the assignments are to be done in speaking or listening form as well as in written form. Constant work in both written and speaking and listening form help the students develop an early sense of communication in Japanese as a spoken rather than a written language. The following is a sample clipping of my lecture notes for the grammar of Chapter 2 of *Genki I*.

Figure 1. A Clipping of My Lecture Notes for Grammar of Chapter 2 of *Genki I*

Chapter 2

第二課 かいもの

1. The 1st set of the *こそあど* series: *これ, それ, あれ, どれ*

These are all demonstrative pronouns meaning “this, that, that over there, which” respectively.

こ close to speaker

そ close to listener

あ away from both (no equivalent in English)

ど which

Note Japanese has one additional dimension which is absent in English. Also note that the particle *が* is used when the subject is a question word. We also have to use the particle *が* in answering such a question. See below for examples.

[Click to listen to examples in audio->](#)

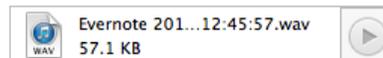


これはいくらですか。
それは さんぜんえんです。
これはわたしのぺんです。あれは たけしさんのぺんです。
どれが あなたのぺんですか。 ——>これがわたしのペンです。
どれですか。 ——>これです。

2. The 2nd set of the *こそあど* series: *この-, その-, あの-, どの-*

Unlike the 1st set, which are pronouns in nature and must always stand alone, this set is adjectival in nature and must never be used alone and must be followed by a noun phrase. Consider the difference between “my” versus “mine.” Which one is adjectival in nature and which is pronoun in nature? Also consider the different natures of the word “which” as in “Which is yours?” versus “Which book is yours?” How would you translate this series into English?

[Click to listen to examples in audio->](#)



これはいくらですか。 / このとけいはいくらですか。
この/その/あのとけいは さんぜんえんです。
どのとけい がさんぜんごひゃくえんですか。

b. The Issue of Student Interaction

Since it is so easy to share files with Evernote, I have tried to capitalize on this feature to address the issue of student interaction. As everything can be done online, students don't have to meet in person or even have the same schedule in order to interact with each other. What I did was to have students form pairs and then each member of a pair is to grade and comment on the assignments of the other member. This way, they go through the same materials several times, from different perspectives including that of the teacher since the teacher will be the final judge

of their grades. This practice of grading makes them more careful about their own homework questions and more sensitive to language features in deciding whether a particular answer deserves credit or not. Sometimes, controversies occur as to whether a particular answer should be counted as correct or wrong. That is the moment when students debate with each other earnestly, completely absorbed. I will let them discuss on an issue for a while, listening to each view carefully before I jump in to summarize things up and give a final decision. Incidentally, much learning takes place outside class since all the interactions take place after class. Before I knew it, I often found myself playing the role of a facilitator—the ideal of a student-driven class. The following is a sample student grading sheet that I designed for a class.

Figure 2. A Sample Student Grading Sheet

にほんご 102 Grading Sheet Partner Names _____

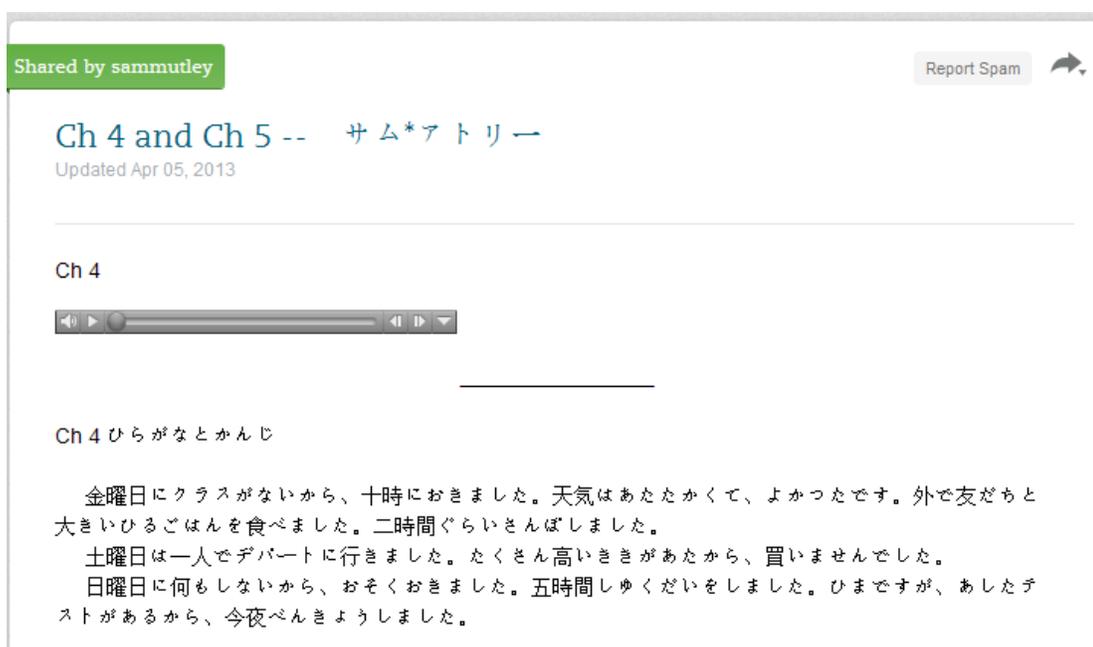
Review Worksheet	
Due date: 金曜日 3/29/2013	
Name of Partner 1: Self Grade _____ Grade by Partner _____ Accuracy _____ Fluency _____ Vocabulary _____ Grammar _____	Main point of grammar involved in this assignment in English:
Name of Partner 2: Self Grade _____ Grade by Partner _____ Accuracy _____ Fluency _____ Vocabulary _____ Grammar _____	Comments/Questions

c. The Issue of Lack of Application of Contents Covered

One of the saddest things about the senior proficiency examination is my discovery that some seniors are less confident than the first-year students about dates of the month (particularly the first 10 days which are completely irregular) and adjective and verb conjugations (they would say “tanoshii deshita” instead of the correct “tanoshikatta desu” for example). This is clearly the consequence of lack of application of contents covered—first-year students are more confident because they have just learned these. One of my ways to create opportunities for the students to apply the contents covered on a regular basis is have them keep journals on Evernote. Again, I

have them share the journal entries by Evernote and grade each other. This way, not only do they apply what they have learned, but they are better engaged. Results indicate that all students who keep journals are solid on dates of the month. Moreover, the journal entries must be kept in both written form and orally so that they would not only be able to write 十月十日, but also be able to say “Jūgatsu tōka” when they need to say “October 10th.” The following is an example of student journal entry in both written and audio form, created on Evernote, to review two earlier chapters by writing an essay using the chapters as a model.

Figure 3. A Sample Student Journal Reviewing Earlier Chapters



The image shows a screenshot of an Evernote note. At the top left, it says "Shared by sammutley". At the top right, there is a "Report Spam" button and a share icon. The title of the note is "Ch 4 and Ch 5 -- サム*アトリー" in blue text, with "Updated Apr 05, 2013" below it. The note content is divided into sections. The first section is titled "Ch 4" and contains an audio player with a progress bar. Below the audio player is a horizontal line. The second section is titled "Ch 4 ひらがなとかんじ" and contains three paragraphs of Japanese text. The first paragraph describes a Friday where the student woke up at 10 AM, enjoyed the weather, and ate a large dinner with friends. The second paragraph describes a Saturday where the student went to a department store alone and bought nothing. The third paragraph describes a Sunday where the student woke up early at 5 AM, did a short run, and went to bed because it was late.

Within a semester of using Evernote, both my students and myself already felt the benefits of the software. As is noted above, much learning takes place outside class, and the teacher tend to be a facilitator in this approach. Moreover, learning has become more enjoyable for the students. For example, I sometimes have the students add a photo of themselves in the

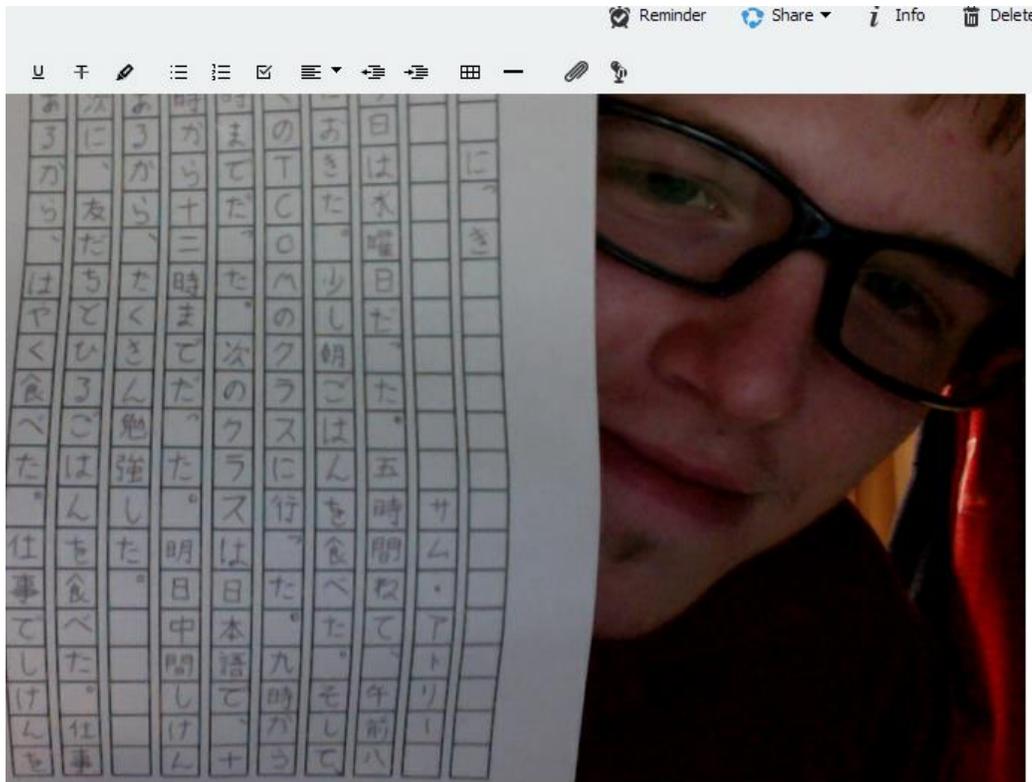
beginning of their journal entries, something that is easy to do with Evernote. This small addition had very positive responses from the students. When they feel the homework is easy, they give you a smile in the picture; when they feel it is hard, they give a picture of frowning face. When they grade each other, the facial expressions in the picture become a big motivating factor that makes them forget that they are actually doing homework. Some mischievous students would give a grimace, which makes everyone laugh. Listening to their laughs, I am convinced that they genuinely enjoy doing this. I consider my experience with Evernote a success.

6. Conclusion: Unexpected Benefits and Challenges

But Evernote has also offered us unexpected—and more significant—benefits. For example, it helped me completely overcome the seemingly insurmountable dilemma of writing Japanese in a computer age: the pros and cons of writing by hand versus typing with computer. Writing by hand improves writing skills, particularly kanji, but it is also inconvenient to revise the texts written by hand, or to share them. Similarly, writing with computer makes it easy to revise, and share. It also makes kanji less formidable since you can produce kanji as long as you can pronounce it and type it in romaji. The draw-back of typing with computer is that students would lose the opportunities to consolidate their painstakingly learned skills at writing kanji, particularly the stroke orders.

With Evernote, however, this dilemma of mutually exclusive methods has disappeared. What I did was to ask the students to both handwrite and type in the computer, with the handwritten manuscript submitted in a photo format along with the typed text in the same note. The following is a sample of a student submitting a hand written journal entry with a photo of himself.

Photo 2. A Sample Handwritten Student Journal with His Picture



In fact, we can even have the students read aloud their writings as well to make the assignment a comprehensive practice of writing, reading and speaking—all in the same file, something unimaginable in traditional approach. This, to me, is another example of technology as a good servant.

My experience with Evernote was not without challenges. First of all, for any new software you introduce, not only do you have to learn it yourself, but also you have to train your students with it. Then, all of the “non-traditional” assignments, such as journal keeping, would sometimes be a tremendous amount of additional load for the teacher. The biggest challenge, however, would be the technological glitches. For example, when I ask the students to do a recording of their own practice of a dialogue and send the url to each other and to me, the url

from two or three students do not work. They did everything as they are supposed to. To this day I still do not know why—Technology Help Desk at my university could not help either since Evernote is not a software that the university promotes and no one else uses it. Despite these challenges, I feel application of Evernote is a success and I will continue using it and try to be better at taking advantage of this good servant.

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² Troy Hicks and Kristen Hawley Turner (2013): “No Longer a Luxury: Digital Literacy Can’t Wait” (English Journal 102 6 (2013): 60.

³ Donald Keene, *On Familiar Terms: A Journey Cross Cultures* (New York: Kodansha International, 1994). 10.

⁴ Donald Keene, *On Familiar Terms: A Journey Cross Cultures* (New York: Kodansha International, 1994). 16.

⁵ Ozasa Yoshio, *Nihon gendai engeki shi: Meiji Taisho hen.* (Tokyo: Hakusuisha, 1985), 81-88.

⁶ Ball State Strategic Plan 2007-2012. <http://cms.bsu.edu/-/media/WWW/DepartmentalContent/StratPlan/PDFs/Strategic%20Plan%205%2009.pdf>. P. 4.

⁷ Punya Mishra and Matthew J. Koehler, “Thinking Creatively: Teachers as Designers of Technology, Pedagogy and Content (TPACK),” Keynote Speech at the 19th International Conference of Society for Information Technology and Teacher Education, 2008. Available at <http://site.aace.org/conf/archive/2008/mishra-site-08.htm>.

⁸ <http://en.wikipedia.org/wiki/Evernote>.