

Technology Training and Curriculum Development in the World Language Laboratory

Diane Jackson
Steve Farver
Ann Beck
Rosa Ramos
Laura Salas-Damer
Susan Joseph
Elvira Pelitteri
Becky Lopez
Katie Hundley
Marianne Zemil
Mythili Venkatraman
Annette Steinbarth
Xinglu Liang
Catherine Collet
Vicki Schneider
Suzanne Baum
Angélica Guerrerro
Craig Reubelt

Proposal and Rationale:

Around thirty times per week, World Language teachers and their classes utilize the World Language Lab's Instructional Area (24 iMacs for use by 24 students). The number of reservations in this area of the Lab continues to rise as teachers become more comfortable with the available technology and imagine new ways of integrating it their lesson plans. Students benefit by being able to interact, speak, and write in their target language in new and interesting ways.

More easily than ever before, students can access authentic cultural and linguistic content through the internet. For example, students may now listen to video streaming content from native speakers in all of the target languages. Students may access realia such as menus, TV programming, newspapers, and music and even authentic historical documents in the target language. In addition, technology now allows students to interact directly with people on different continents through e-mail and video conferencing.

In January of this year, the Project Area at the back of the Lab (6 Mac Minis for use by 18-24 students) was permanently installed. Teachers now have access to six multimedia stations for collaborating on digital projects, including telling stories with images, audio, video, and Web 2.0 tools.

Even with the best of intentions, motivated teachers struggle to find the time to learn new technology during the school year and to implement it effectively through well-planned lessons. When teachers do take the time to learn the technology itself, it usually takes the

form of short 10-30 minute tutoring sessions. The teacher then has to devote significant time to developing well-planned activities that use the technology appropriately in order to enhance the quantity and quality of learning in the target language.

We propose a series of ten full-day workshops where teachers will quickly refamiliarize themselves with the targeted technology and then spend the remainder of the day's session in small groups creating projects that utilize those technologies. These lesson plans or projects will focus on curricular objectives in all of the languages and will therefore be shared among all languages and grade levels in the World Language Department Projects Folder. Allison Weiss has prepared a Project Planning Guide which will better enable teachers to complete well-organized plans (see attached).

As teachers practice using these technologies themselves, they will be prepared to solve software-related problems or glitches on their own and feel confident guiding their students through digital projects. They will be prepared to utilize the Project Area of the lab as well as the Instructional Area for teaching and learning key language skills.

Activities and Anticipated Outcomes

From August 18th to August 29th, small groups of teachers will meet from 9:00 AM to 4:00 PM. The following is a summary of the kinds of activities we will be doing to prepare for the coming school year. On May 13th, the entire department will meet during our departmental meeting time to discuss and record which groups will work together during each day of the training and the specific areas of the curriculum they will be focused on improving through the use of technology.

The results of this collaboration will be posted and continually updated at <http://worldlanguagelab.wikispaces.com/summer2008>

MONDAY, AUGUST 18th

Online audio and video resources

This session will focus on the review of video and audio resources in the various languages accessible online. This will allow teachers to provide students with authentic audio and video input from the target cultures.

Online video sources for this session include:

Yabla – subscription based video source with exercises

BBC French, Spanish and German – BBC site with videos of native speakers based on various vocabulary and cultural content

TV 5 and other news channels in the target language

Video podcasts in all of the target languages

Brainbop – Spanish website with Flash

Le Grenier de Sarah – website on survivors of the Holocaust in French
Youtube – video site searchable by language and content goals
Online Radio stations

Teachers will focus on developing the following skills:

Accessing video resources (including subscription-based Yabla.com and original content filmed by teachers)
Downloading or saving video and audio
Imbedding video or audio in projects, websites or blogs

Teachers will build projects (which may include transcribing oral part, writing or recording oral questions, creating cloze activities) that focus on the following student skill sets:

Listening comprehension
Writing sentences in response to video
Speaking and recording answers in response to video
Expanding cultural knowledge through exposure to video
Interpreting and analyzing differences in accents

TUESDAY, AUGUST 19th

Image Editing

World language teachers rely heavily on using images to illustrate vocabulary and other concepts. The use of images allows both the teachers and the students to avoid using English in the classroom for evaluating and presenting vocabulary.

Technologies used for this session will include the following:

Photoshop
iphoto
Image capturing devices
Scanners
Creative Commons and finding photos in flickr.com
Microsoft Word
Pages
SnapZpro
Keynote
Powerpoint
CAMIO (Catalog of Art Museum Images Online)
Library of Congress Prints and Photographs Online Catalog

Teachers will learn the basics of each editing method and choose those appropriate for their curricular goals. Focusing on these technologies will allow teachers to improve their skills in the following areas:

Searching for images for cultural and linguistic illustration
Cropping, resizing and optimizing images for use on the web
Saving and inserting images in documents such as worksheets, image libraries
Formatting images
Special effects
Organizing personal photo libraries
Making available parts of a library in order to share with others
Shooting good pictures on still digital camera

Teachers will create projects which focus on the following skills sets for our students:

Describing pre-designed images or series of images as stories orally and in writing
Create their own images or series of images along with oral or written narration in the form of presentations or stories
Create study materials using images such as online flashcards
Show knowledge of vocabulary by responding to images for assessments
Illustrate reading passages by choosing appropriate images
Speaking the language in order to describe pictures (adjective use)
Speaking the language in order to narrate a series of pictures in the form of stories
Using pictures to write dialogues
Researching topics and giving oral presentations on culture in target language

WEDNESDAY, AUGUST 20th
Working with Audio and CD Burning

This session will focus on implementing audio from a variety of sources in the classroom. The skills learned will allow us to expose our students to a wider variety of audio input as well as easier access from home through our websites and blogs.

Technologies used for this session:

Audacity
Garage Band
iTunes
Powerpoint
Quicktime
Keynote

Teachers will work on developing the following skills for these technologies:

Making voice recordings and manipulate and transfer sound files
Downloading soundfiles from various locations and embedding them in blogs and websites
Transferring sound files to be uploaded to DiLL
Digitizing audio material from cassette and VHS tapes
Stripping audio
Converting audio files to different formats for web publication

Teachers will create projects focusing on the following skill sets for students:

Auditory comprehension
Writing responses to oral input
Speaking and recording answers in response to oral input
Perfecting pronunciation
Peer audio editing

THURSDAY, AUGUST 21st

Podcasts

This session will focus on converting media such as Keynote and Powerpoint presentations into podcasts to then be posted to individual blogs our to the WLX, the World Languages Radio station.

Teachers will work on the following skill with this technology:

Creating audio homework assignments
Accessing podcasts for audio content for class
Publishing student work through podcasts
Subscribing to podcasts
Pre-production skills necessary for podcasting

Teachers will create projects that focus on the following student skills:

Improve speaking skills by producing oral and video podcasts
Improve auditory comprehension by listening and responding to podcasts
Create a learning community by contributing to a World Language radio station

FRIDAY, AUGUST 22nd

DiLL (Digital Language Learning Software)

This session will focus on exploring creative uses of the language lab software DiLL.

Teachers will work on developing the following skills with this technology:

Uploading sound files to be put in the DiLL catalog
Learning how to use DiLL functions in order to create random pairing of students for speaking exercises
Using the functions teacher station to display visuals while students use DiLL
Creating assessment activities to engage student speaking skills
Creating games to motivate student-to-student communication in the target language

Teachers will create projects focusing on the following student skills;

Speaking and listening skills through conversations with partners
Self-correcting pronunciation mistakes
Reviewing and reinforcing vocabulary

MONDAY, AUGUST 25th

iFlash and Quia

This session will focus on helping teachers develop online exercises to aid students in their studying at home.

Technologies used for this session:

iFlash
Quia

Teachers will focus on developing the following skills:

Creating effective learning tools for vocabulary and grammar acquisition
Inserting audio and images in iFlash and Quia exercises
Imbedding exercises created with these technologies in their websites and blogs
Creating web-based assessments, and learning activities

Projects created will focus on the following student skills:

Choosing effective strategies for studying vocabulary, grammar concepts and expressions
Self-evaluating knowledge of material covered in class
Listening comprehension
Speaking and writing skills

TUESDAY, AUGUST 26th

iMovie

This session will focus on using the multimedia software iMovie to make both teacher and student generated movies.

iMovie

Quicktime

iPhoto

Teachers will work on developing the following skills in this session:

Learning how to download digital media to iMovie
Using iMovie to edit digital media to tell stories for students' oral and written responses
Using iMovie to publish films to parent community
Creating student projects using iMovie (interviews, documentaries, stories, plays, creative writing activities)
How to properly utilize the iCarts for multimedia projects in the classroom

Teachers will create projects will focus on the following student skills;

Telling digital stories in target language
Speaking and pronunciation practice
Listening comprehension
Interviewing skills
Increase cultural understanding through interview projects with people from different cultural and linguistic backgrounds
Encourage creating through student-generated projects
Collaborative learning skills

WEDNESDAY, AUGUST 27th

Web Presence and Community

This session will focus on publishing to a folder using iweb and empowering teachers to use word press blogs in interactive ways.

iWeb

WordPress Blogs

Dreamweaver

Teacher will work on developing the following skills:

Designing learning activities online
Uploading audio and video files to iweb
Modifying templates

Inserting text boxes and manipulating different formats
Adding students to word press blog
Possible application of interactive blogging in classroom
Customizing side bar in our blogs
Password protecting blog posts
Creating small learning communities

Teachers will create projects that focus on the following student skills:

Writing for an online community
Collaborative learning skills
Reading for comprehension
Basic courtesy online (netiquette)
Speaking skills (Voicethread)

THURSDAY, AUGUST 28th
Collaborative Web 2.0 Tools

This session will provide teachers with a basic understanding of Web 2.0, which allows multiple people to write and comment on existing websites. Teachers will also review the fundamentals of telling stories including how to design a story board

Wikis
Diigo bookmarking tool
Flickr
Tagging
Skype
iChat

Teachers will work on developing the following skills:

This session will enable teachers to identify what makes a good Web 2.0 tool
Assisting teachers to manage multiple usernames and passwords
Importing existing web bookmarks into Diigo
Sharing Diigo bookmarks with the entire World Language Department
Tagging photos in flickr
Editing Wiki pages to document current tech integration projects

Teachers will create projects that focus on the following student skills:

Writing for an online community
Collaborative learning skills
Reading for comprehension
Basic courtesy online (netiquette)
Speaking skills (Voicethread)

FRIDAY, AUGUST 29th

Digital Storytelling

This session will enable teachers to identify elements of a good story in the written, audio, and visual media (i.e. authentic voice, problem-resolution, narrative tension, a transforming realization). Teachers will learn how to use storyboards and story maps to design a well-crafted story or presentation.

Teacher will work on the following skill sets with this technology:

Designing well-crafted story
Creating story telling rubrics for assessment
Identifying appropriate opportunities for digital story telling
Using Jason Ohler's digital storytelling website as resource and model

Teachers will create projects that target the following student skills:

Designing well-crafted stories
Learning the basic steps of pre-production
Writing a narrative
Writing for artistic purposes

Project Planning Guide

World Language Department
University of Chicago Laboratory Schools
Date:

Class/Teacher:

Project:

Before class. Have I...	Yes	No	Will Do	Notes:
*Completed a model project myself and noted the steps and/or pitfalls?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
*Written clear instructions for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
*Written clear evaluation guidelines for technology and/or language skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
*Prepared all of the supporting materials necessary to expedite workflow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Published all of the above on my website or blog for easy student access?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
During class. Have I...				
Signed on to teacher computer and prepared resources for the class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jotted down the things I learned during class on this sheet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
After class. Have I...				
Cleaned up after the students, turned off projector, and returned equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shared with Allison and others in the department examples of student work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attached starred items to this sheet and made a copy for lesson plan library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	