**University of Calgary**

**Faculty of Education**

**Office of Graduate Programs in Education**

**EDER 669.73 L05**

**Language Teaching and Technology**

**Second Language Teaching Specialization**

**Summer, 2011**

**Instructor:** Jean Larouche

**Phone:** 587-777-5326

**Email:** jlarouche@cpfpp.ab.ca

**Office Hours**: by appointment

**Term Dates:**

July 4th to July 15, 2011

**Course Description:**

This course is design for teacher that wants to learn to combine face-to-face language teaching approaches with the use of technology. The course will cover both theoretical and practical issues in teaching with the use of new technology to support and enhance the learning process. Learning to use technology to bring second language learning process outside of the walls of the classroom is also a goal of this course. Although the course will address the use of a variety of technologies the focus of the course is on pedagogical and practical aspect of infusing new technology to face-to-face language teaching. The course will take place in English, but the projects can be created for a specific target language and for different academic levels (elementary, secondary, and post-secondary).

**Learner Outcomes:**

**By the end of this course, participants will be proficient in performing the following, in the context of teaching second languages:**

* Created their own blog and use it as an e-portfolio.
* Used a **L**earning **M**anagement **S**ystem to create a second languages lesson.
* Used a video camera and edit their own video.
* Used online collaboration tools.
* Moderate an online synchronize lesson.
* Be part of an online sharing community.
* Analyzing the actual and future impact of mobile technology and digital surface in education.
* Select the write Web 2.0 tool for a specific activity.
* Use interactive response system and participatory digital activity.
* Explain theories supporting the use of technology in Education

**Course Design and Delivery:**

**Required Readings:**

* **No textbook is required**
* **Reading suggestion will be post on the Learning Management system**

**Learning Tasks Overview:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Task Number** | **Description of Learning Task** | **Percent of final grade** | **Grouping for Task** |
| Participation | Participation in and Contribution to Onsite and Online Class Community. This includes the posting of interesting links on your section of the Learning Management System (at least 10 interesting links) participation to the online discussion forum (2 replies per question) and reflection on your blog portfolio (there will be 8 reflections of 150 words on your blog) | 20% | Individual |
| Your Blog Portfolio | Maintenance of a blog. This blog will include 8 postings 150 words each (reflection on your own learning (Is the topic of the day was something new to you? Do you see yourself using this technology in your teaching?). We will find on your blog a few pictures, a video, a useful links section, a link to your wiki. The collaborative project should also be post on your blog. | 20% | Individual |
| Collaborative project. | An online collaborative project. Students will work collaboratively (group of 2) using the tools of Google document (word and PowerPoint) in order to produce a plan and a product. The product will be a teaching tool. Both the plan and the teaching tool will be post on your blog portfolio. | 10% | Group |
| A WIKI | The design of a WIKI on wiki space for teacher and the creation of a language lesson. The lesson will include the following topics:   * A video Introduction * Explanation of the concept. * Video example. * Learning quiz and practice (hot potatoes) * A cultural corner. | 25% | Individual |
| Video | Creation of a 2 minutes video explaining a language concept. (2 or 3 persons per group) | 20% | Group |
| Web 2.0 | Use the TPAK model and the Alberta Education Languages program of studies to create a web 2.0 activity that can be used with languages students. | 5% | Group |

**Daily Course Schedule:**

This schedule may change to meet the emerging needs and dynamics of the participants in the course.

Every course will be divided in 3 sections:

Section one: (Duration; around one hour) Introduction and sharing on the concept of the day.

Section two: (Duration; around 2 hour) Practical work on the topic of the day.

Section three: (Duration 15 minutes) Posting reflection on your learning

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings and Tasks** | **Due Dates** |
| July 4 | Blog and e-portfolio | Introduction and course outline  Introduction (the concept of e-portfolio)  The used of portfolio in a second language context. Is it possible to evaluate; reading, writing, speaking and listening throughout e-portfolio?  Description of different type of portfolio.  How to create a blog with blogger?  **Work to do:**  1) Create a Google account  2) Go to [Blogger](https://www.google.com/accounts/ServiceLogin?service=blogger&continue=https%3A%2F%2Fwww.blogger.com%2Floginz%3Fd%3Dhttp%3A%2F%2Fwww.blogger.com%2Fhome%26a%3DADD_SERVICE_FLAG&passive=true&alinsu=0&aplinsu=0&alwf=true&ltmpl=start&skipvpage=true&rm=f#s01) and create your own blog and introduce yourself as a first posting. Chose a theme, first posting insert picture and a video  **Posting 1 – reflection (should be post by July 5th )** | July 4 |
| July 5 | Online collaboration tools: Google doc skip and others | **Prerequisite:** You need to set up your Google and Skype account.  Introduction (the concept online of collaboration)  How to use Google doc and Skype.  **Work to do: in class**  Part 1 (Plan)  In team of 2 or 3; Using Word app from Google doc and Skype, you will plan (tasks) for the creation of a PowerPoint document. This PowerPoint document will be use to visually help a second language student to prepare a review of a movie.  Part 2 (Produce)  Using PowerPoint collaboratively, you will create the visual tool to help your student to present a movie review.  Part 3 (reflect)  Post a reflection on this assignment on your blog  150 words  **Posting 2 – reflection should be post by July 6** | July 5 |
| July 6 | Learning Management System/Wikispace | **Prerequisite:** You need to set up a wikispace for teacher account.  Introduction to the concept of Learning Management System and sharing community.  **Work to do: in class**  **Part A.**  You will add your 10 useful links for teachers into the resource section of the course LMS. 1. Insert etiquette with your name  2. Insert your links using; *link to a file or web site.*  **Part B.**  1. Create an account on Wikispace for teacher. 2. Design your own Wikispace for a second language class. Insert a section with useful links for second language students. Put at least 3 useful links in that section.  3. Create a link from your blog to your Wiki.  In July 14 we will create a lesson in this wiki.  **Posting 3 -– reflection (should be post by July 7)** | July 6 |
| July 7 | Synchronize online learning system  Elluminate, Video conferencing and Skype | Introduction to the concept of synchronize online learning.  How to participate to and moderate an online session.  Create a 10 minutes session and used a  **Posting 4 – reflection (should be post by July 11)** |  |
| July 8 | Web 2.0 tools | Introduction to the TPACK model.  We will explore Web 2.0   * [Bloom and Web 2.0](http://www.usi.edu/distance/bdt.htm) * [Web 2.0 Cool tools for school](http://cooltoolsforschools.wikispaces.com/) * [Go2Web2.0](http://www.go2web20.net/)   Work to do  Use the [TPACK](http://cpfpp.moodle.csrcn.ab.ca/mod/resource/view.php?r=1747) model and the Alberta Education Languages program of Study to create a web 2.0 activity that can be used with languages students. | July 11 |
|  | | | |
| July 11 | Differentiation and video creation. | Introduction to the concept of differentiate instruction using technology.  Introduction to video and audio recording. File transfer and edition  **Work to do in class**  Creation of a short 2 minutes video using video sound title and transition.  Posting of this video on your blog  **Posting 5 – reflection (should be post by July 12)** | July 12 |
| July 12 | Interactive technology/  And teaching in a participatory digital world.  SMARTechnology device. | Using smart response or the equivalent we will use interactive tools to create participatory classroom environment.  Blog reflection photos 150 words  **Posting 6 – reflection (should be post by July 13)** | July 12 |
| July 13 | Online Language Laboratory and Social Network | Introducing an online language laboratory part of a LMS system.  Sharing ideas and opinions on social network in education.  **Posting 7 – reflection (should be post by July 15)** | July 13 |
| July 14 | Project | Work on the Wiki language lesson project.   * A video Introduction. * Explanation of the concept. * Video example. * Learning quiz and practice (hot potatoes) * A cultural corner. | July 15 |
| July 15 | Show and Share | Presentation and discussion on the future of technology and education.  **Posting 8 – reflection (should be post by July 18)** | July 15 |

**Learning Tasks and Assessment**

1. **Learning Task 1: Online Collaborative Project –July 6**

An online collaborative project. Students will work collaboratively (group of 2) using the tools of Google document (word and PowerPoint) in order to produce a plan and a product. The product will be a teaching tool. Both the plan and the teaching tool will be post on your blog portfolio.

Criteria For Assessment of Learning Task 1

|  |
| --- |
| Criteria |
| Group Participation proof that you used Collaborations tools google doc |
| Word Document (Plan)  Point per point, the tasks and who is doing what |
| PowerPoint Document (teaching tool)  A visual tool that will help a second language student to do a critic of a movie |
|  |

1. **Learning Task 2: Web 2.0 –July 11**

Use the TPAK model and the Alberta Education Languages program of study to create a web 2.0 activity that can be used with languages students.

Criteria For Assessment of Learning Task 2

|  |
| --- |
| Criteria |
| Group Participation |
| Word Document (Plan)  Point per point, the tasks and who is doing what |
| PowerPoint Document (teaching tool)  A visual tool that will help a second language student to do a critic of a movie |
| the Reflection |

1. **Learning Task 3: Video –July 12**

Creation of a short 2 minutes video that explains a language concept. In this video we will find, video that you capture yourself, titles, transitions, sound and sound effect. This video should give an explanation of a language concept. (an example will be given in the class.)

Criteria For Assessment of Learning Task 3

|  |
| --- |
| Criteria |
| a language concept; you choose the concept you want |
| Titles |
| Transitions |
| Music |
| Sound effect |

## Learning task 4: Participation - DUE July 15

Participation in and Contribution to Onsite and Online Class Community. This learning task includes the posting of interesting links on your section of the Learning Management System, participation to the online discussion forum and reflection on your blog portfolio.

Criteria For Assessment of Learning Task 4

|  |
| --- |
| Criteria |
| Posting of 10 useful links for teacher related to your area of specialisation |
| Useful Links related to topic of language learning |
| Reply to forum |
| 8 Reflections of 150 words on your blog |

1. **Learning Task 5: Blog Portfolio – Due: every day until July 15**

Maintenance of a blog. This blog will include 8 postings 150 words each (reflection on your own learning). We will find on your blog a few pictures, a video, a useful links section, a link to your wiki. The collaborative project should also be post on your blog.

Criteria For Assessment of Learning Task 5

|  |
| --- |
| Criteria |
| Posting of 8 reflections 150 words each I will read them all |
| 4 pictures that you took and modify with web 2.0 tool at http://www.picnik.com/ |
| a 2 minutes video that you created (use the one we created in class) |
| a useful links section |
| a link to your wiki space for teacher |
| The colaborative project: Word document and PowerPoint Document |

1. **Learning Task 6: WIKI –July 15**

The design of a WIKI on wiki space for teacher and the creation of a language lesson. The lesson will include the following topics:

* + A video Introduction.
  + Explanation of the concept.
  + Video example.
  + Learning quiz and practice (hot potatoes)
  + A cultural corner.

Criteria For Assessment of Learning Task 6

|  |
| --- |
| Criteria |
| The Design aspect of the wiki |
| A video introduction using photo booth |
| A Written explaination of the concept |
| An example on video |
| A quiz (learn as you go) using hot potatoes |
| Link to a cultural experience associate to the language of choice |

**----------------------------**

Students are advised to become familiar with the Faculty of Graduate Studies policies and the University of Calgary support services in these areas: intellectual property, academic integrity, plagiarism, research ethics, effective writing, and English language proficiency. Information about these topics is available through the following web addresses:

* <http://www.grad.ucalgary.ca/Policies%20and%20Procedures.aspx>
* <http://www.ucalgary.ca/honesty/>
* <http://www.ucalgary.ca/research/compliance/ethics/>

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| **Distribution of Grades** | | |
| Grade | GP Value | Graduate Description |
| A+ | 4.0 | Outstanding |
| A | 4.0 | Excellent - superior performance showing comprehensive understanding of the subject matter |
| A- | 3.7 | Very good performance |
| B+ | 3.3 | Good performance |
| B | 3.0 | Satisfactory performance  Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program. |
| B- | 2.7 | Minimum pass for students in the Faculty of Graduate Studies |
| C+ | 2.3 | All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| F | 0.0 |

*\*Based upon Faculty of Graduate Studies 2009/2010 Calendar, “Distribution of Grades”*

|  |  |  |
| --- | --- | --- |
| **Percent** | **GP Value** | **Letter Grade** |
| **95 - 100** | **4.0** | **A+** |
| **90 - 94** | **4.0** | **A** |
| **85 - 89** | **3.7** | **A-** |
| **80 - 84** | **3.3** | **B+** |
| **75 - 79** | **3.0** | **B** |
| **70 - 74** | **2.7** | **B-** |
| **65 - 69** | **1.3** | **C+** |
| **60 - 64** | **1.0** | **C** |
| **55 - 59** | **1.7** | **C-** |
| **< 55** | **0.0** | **F** |

**Academic Accommodation:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

**Campus Security** provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g. the SafeWalk program for students attending classes on campus. For more information please visit <http://www.ucalgary.ca/security/> or telephone (403) 220-5333.

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail message**.**