

Thursday, May 28th 11:15 p.m.

- 1. Exploring Distance Learning Models: Programmatic, Technological, and Pedagogical Considerations**

In this paper, we present the results of a pilot initiative at Yale University to offer less commonly taught languages through distance learning. The presenters will assess the outcomes of the different models that were used from different perspectives, focusing on programmatic and pedagogical issues as well as technological and logistical challenges. We discuss the benefits of providing greater access to less commonly taught languages through distance learning and will evaluate the potential for language learning within a real-time online environment. We end with a critical evaluation of the data gathered from our three pilot models.

Trip Kirkpatrick
(Yale University),
Nelleke Van Deusen-Scholl
(Yale University)
- 2. From the Old to the New: Renovating Your Language Center**

In this presentation, I will discuss the steps involved in evaluating the needs in space, equipment and support to write a proposal for funding to renovate a language center in a small liberal arts college (we received \$20,000) with the new concept of learning spaces in mind. I will continue by explaining what to do once you receive the funding. How to conduct research on products and vendors (i.e. smartboards), problems and issues that may arise and discuss the final product and how it has supported the mission of our language center at Union College.

Audrey Sartiaux
(Union College)
- 3. Expanding Opportunities for Meaningful Tasks through the Web**

This presentation will explore a wide variety of web-supported task-based activities involving students at the center of the production process and explore the implications this has in terms of the ongoing transformation of the Language Center.

LeeAnn Stone
(Cengage Learning)

4. **Can we ask "the big questions" in the beginning language classroom? Using technology to "complexify" learning.**

In language and culture studies, appreciating complex, connected texts and cultural contexts is routinely reserved for upper-division language students, "after the basics of structure and vocabulary have been mastered." But the Drake University Language Program--which combines on-campus native speaker mentoring sessions with network-based language study and work--demonstrates that technology can enable connected, constructivist, and holistic approaches in the first- and second-year language classroom. Curricular examples from French and Russian will be included; beginning students in both of these languages at Drake explore complex concepts such as national identity through constructivist work with Internet texts and sources.

Pete Smith
(University of Texas
Arlington), **Jan
Marsten** (Drake
University)

5. **Clickers and Bloom taxonomy questions**

The purpose of this paper is to share with you my experience, as a teacher, using clickers in foreign language classes. I am confident that when students feel comfortable with one another and with their professor they will be more open to the whole experience of learning and less afraid to make mistakes. By using the Student Response Systems, known as clickers, I engage student attention and participation. A group of questions, based on Bloom's taxonomy, allows me to evaluate some objectives I want to achieve in the class. Along this presentation I will show you how I did it.

Rifka Cook
(Northwestern
University)

6. **Fear 2.0 & Language Learning:
How the Academy is Getting in the
Way of Language Learning**

Many language teachers have developed innovative educational models which help students integrate themselves into the new world economy. For some others, that development has been thwarted by the rise of the CMS, widespread equation of file repository usage with educational technology, and the compartmentalization of learning within the Academy. In this presentation we will address the institutionalized fear that prevents students and teachers from achieving their goals, showing specific examples of how social software can benefit language learning within our institutions and also better prepare our students for the world beyond.

Barbara Sawhill
(Oberlin College),
Ryan Brazell
(University of
California-San
Francisco), **Laura
Blankenship**
(Emerging
Technologies
Consulting)