

Friday, May 29th 10:45 a.m.

1.	Tracking, Data-mining, and Reporting LLC Services	In addition to collecting qualitative data from surveys and gathering feedback from faculty, instructors and students, a language learning center should track, analyze and report its services for various reasons--evaluating LLC services and staff workload, recognizing accomplishments, budgeting, writing grant proposals, managing and renovating the facilities. Looking at the data over time can also show trends or progress. This presenter will discuss how to keep track of all the various kinds of facility use at an open LLC showing locally-created databases, spreadsheets, QuickTime streaming logs, extracted data examples based on various criteria, and the results with visual graphs.	Fuqiang Zhuo (University of California, Davis)
2.	Teaching Transparently: Opening our teaching to the outside world	In the past few years, language teachers have discovered the benefits of social software (blogs, wikis), virtual reality tools (Second Life), and MMORPGs (World of Warcraft) for promoting authentic language and interaction with native speakers. In order for the benefits of these tools to be fully realized teachers need to adopt a student-centric teaching methodology, and create what James Paul Gee calls "passion communities." And yet simply adopting these tools does not always result in a shift away from the teacher-centric models; teachers, it seems, continue to struggle with letting go of control, with guiding vs. directing. In the Fall of 2008, I realized that I might indeed be one of those teachers, and knew that this needed to change. In the Spring of 2009, I opened my teaching practice to the world...to my students, my colleagues, my friends, and to compete strangers via my blog. This session will review what happened, and what I learned as a result.	Barbara Sawhill (Oberlin College)

3.	Problem-Based Instruction at a Distance in Spanish and Technology	<p>Problem-Based Instruction seeks to encourage analytical thinking and group collaboration. As such, it presents an opportunity for L2 instruction at a distance mediated by technology. The presenter will discuss a course he taught on Spanish and Technology, in which students modeled the configuration and endeavors of a fictitious community organization. The instructor took on the role of the director of the organization, while the on-ground students met face-to-face and virtually, defining roles and carrying out instructions conveyed to them via business-style communications in the target language, and deliverables were technology-intensive and included the required use of social networking tools.</p>	Jeffrey Samuels (Goucher College)
4.	Designing and Managing a Faculty Development Lab	<p>In this presentation I will share my experience of how I built a FDL from scratch, starting from designing the lab to equipping everything in the lab. Specific issues such as effective usage of limited space, furniture layout, networking, electrical setup and equipment demands and needs will be discussed. Then, I will talk about managing the FDL. Managing the FDL seems no less important than building up the physical lab. I will focus on three aspects: 1) staff management; 2) equipment management; 3) project management. The use of a course management system and a project model make FDL more productive.</p>	Mingyu Sun (University of Wisconsin - Milwaukee)

5.	Placeshifting and Timeshifting: bringing video into the classroom	This session presents possibilities for using video in classrooms and other settings that are not necessarily equipped with high-speed internet connections, multi-region DVD players or VHS recorders, cable/satellite television feeds, or where internet access may be restricted due to school policy. Technologies to be discussed and demonstrated include digital video recorders (DVRs), both commercial and home-built, DVD recorders, and streaming video services such as Slingbox, Orb, and Hava.	David Kleinberg (Winthrop University)
6.	Global Scholars	The University of Michigan has embarked on a very unique opportunity for students to learn about other cultures in a face-to-face environment without having to leave their classroom. The Global Scholars Program is designed to make the most effective use of interactive technologies to give students an opportunity to communicate with peers in different countries in a 'live' environment.	D. Jorg Waltje (U of Michigan), Jennifer Yim (U of Michigan)