

Friday, May 29th 2:15 p.m.

1.	<b>Helping teachers learn: Best practices for professional development</b>	Many of us are involved with the professional development of language teachers, either with faculty on our campuses, or offering workshops regionally and nationally. The workshop is the standard traditional format, but is it the best way for teachers to learn and improve their teaching? This presentation will outline the results of a literature review on best practices for professional development and participants will discuss various models suggested for providing professional development for teachers. Building on this discussion, differences will be described for the preparation needed to teach online.	<b>Marlene Johnshoy</b> (University of Minnesota)
2.	<b>The Evolution of Teaching Language, Culture and Literature with Technology: Has the Role of Technology Changed?</b>	The Language Labs of the 50's and 60's have gradually evolved into "Language Resource Centers" and analog has given way to digital. Technologies that are "hot" and "emerging" become outdated rapidly. Instructors struggle to keep pace with rapid advances in technology and to envision its application in instruction. It behooves us to reflect on the role of technology – past, present and future. How does the current student generation relate to technology and what are their learning preferences? Will the changing technologies impact the way language is taught? Or learned? Will media trump method? Should it? Using the evolution of the "Language Lab" at my institution as a backdrop I will explore these questions using specific examples from my institution. Examples will include Podcasts, Oral Exams, Online Assessments, Digital Audio and Video material, and a Virtual Textbook.	<b>Sangeetha Gopalakrishnan</b> (Wayne State University)

3.	<b>Digital Storytelling: Focus on the Content</b>	Have you asked your students to create digital storytelling projects and realized they spend too much time on editing videos or making slideshows? In this presentation, we will discuss some digital storytelling programs that allow students to focus on the content and the target language. The programs include QuickTime Pro, FlipVideo, and VoiceThread. We will discuss pros and cons, and project ideas for each program. We will share projects students created using VoiceThread and discuss how students prepared for the projects and presented them to their classmates. We will share our student's reactions to the VoiceThread projects.	<b>Hiroyo Saito</b> (Haverford College), <b>Yukino Tanaka Goda</b> (Haverford College)
4.	<b>Why they (won't) blog</b>	This presentation explores the pedagogical implications of blogging in foreign language education. It outlines a framework of online and offline conditions to create a successful learning community. Taking our recently launched university blogging platform UMWblogs as example, I examine the strengths and weaknesses of blogging in developing foreign language competency.	<b>Marcel Rotter</b> (University of Mary Washington)
5.	<b>ESP for busy college students: is the blend of mobile and online learning the answer.</b>	What combination of instructional design and delivery media will best produce the desired learning outcome for ESL college students and prepare them for the workplace? Following proven CALL and MALL principles, a hybrid ESP course was developed and piloted at George Brown College in Toronto. The course comprised three components: in-class, online, and mobile learning. The pilot sought to establish what kind of learning resources, supports and delivery format would be most effective for the target group. The effectiveness of iPod Touches was evaluated using Bate's ACTIONS model. Challenges and opportunities of mobile learning were explored.	<b>Aga Palalas</b> (Athabasca University, George Brown College)

6.	<b>ePortfolio: Moving on to assessment</b>	Here at LaGuardia Community College, we have been using ePortfolio for several years. Now that we are rolling it out college-wide, we are beginning to use ePortfolio as a method to gather student work for program assessment. This includes speeches, digital stories and other recorded work by our large ESL population. This presentation will discuss how we collect the data, the benefits and pitfalls of our method and samples of student work.	<b>Sean Palmer</b> (LaGuardia Community College)
7.	<b>Some Assembly Required : Making Your Own Online Language Lab</b>	If you want to make your own online language lab, upgrade an existing one or are curious about what it takes to create one, my presentation might be of interest to you. I will share my experience of creating Case Western Reserve University's Online Language Learning Center, working alone and using largely free, open source software. I will use this experience as a demonstration of how you can create your own online language lab with very little money and a bit of time, and will then discuss how it is becoming ever easier and cheaper to create such applications.	<b>Justin Lőcsei</b> (Oberlin College)