

**Saturday, May 30th 3:15 p.m.**

**1. The Perfect Storm – A Primer on How Not to Introduce New Technology**

The language lab at Saint Michaels College falls under Instructional Technology, which is in turn managed by the Information Technology department. When our Spanish faculty brought in a web-based language application as the centerpiece for beginning Spanish courses, IT policies and procedures clashed with academic need to create the perfect storm. In this presentation, we will suggest some less painful ways to bring new technologies to college campuses, and suggestions for working with IT-- instead of against it-- to make a smoother transition for faculty and students.

**Sue Breear** (Saint Michaels College),  
**Kellie Campbell** (Saint Michaels College)

**2. The digital studio is at school. Using Windows Movie Maker and iMovie to create portable digital media for high school German instruction.**

I will present iMovie and Windows Movie Maker as innovative technology tools for video production in German for high school teachers and learners. These programs are products that teachers and students can learn and implement easily to produce quality speaking and visual portfolios. Portable digital video portfolios support curriculum planning by meeting foreign language standards by state education departments, and address the National Standards for Foreign Language Standards and ISTE's NETS standards. This work can add to the latest research in teacher education by informing teachers and researchers of innovative uses of digital portfolios in high school foreign language instruction.

**Peter Schultz** (Kennesaw State University)

**3. Motivating Faculty to Integrate Technology in Instruction: A Strategic Approach to Faculty Development**

Despite a plethora of powerful technology tools and technology-based instructional media use of instructional technology by faculty is not always optimal. I will present a strategic approach adopted at my Center to facilitate technology integration in foreign language instruction by faculty. Best practices include offering grants to faculty and adopting a systemic approach for managing the change to technology. Using specific examples of projects I will describe how faculty are supported through the processes of analyzing their instructional needs and matching it with an appropriate technology, of designing their instructional intervention, planning and managing the development process, implementing their instructional technology intervention in the classroom and evaluating it with their students. Examples will include Podcasts, Oral Exams, Online Assessments, Digital Audio and Video material, and a Virtual Textbook.

**Sangeetha Gopalakrishnan**  
(Wayne State University)

**4. Anecdotes And Antidotes**

Not everyone thinks that language labs are the most amazing thing ever. Some might not see a reason for their existence. Some might even base these views on little more than anecdotes and hearsay. In our presentation, we will recount our experiences at Oberlin College of fighting anecdote-based decision making and justifying our existence through hard data, first discussing our methods of gathering lab usage and attendance data and how we have used this data to inform our decisions, then talking more generally about the shifting yet unquestionably important role of language labs in an increasingly virtualized world.

**Justin Lőcsei**  
(Oberlin College),  
**Barbara Sawhill**  
(Oberlin College)

5. **Capturing Lectures: 10 Years of Experience in the FL Classroom**

Lecture capture has been shown to be a powerful tool for review, accessibility, student retention, and can even be a competitive differentiator between programs. Lecture capture technology has been promoted in leading technology magazines and national newspapers, but can lecture capture be applied to all disciplines in the same way? This presentation will discuss the unique challenges of capturing foreign language materials and classes as well as present strategies and best practices for creating and delivering this content to students.

**Scott Despain** (NC State University),  
**Tom Zelickman**  
(Echo 360)

6. **Social Perception of Animated Characters in Computer-Assisted Language Learning (CALL)**

Well designed language learning software is based on a sound pedagogical framework that supports the students' learning experience. In order to provide more natural communication some programs include animated characters that use facial expressions and gestures to enhance their verbal input. But as these characters are portrayed with a certain appearance and a certain accent, they may trigger social perceptions that, studies show, are already present in the language classroom. This presentation will discuss a study conducted with animated characters teaching Spanish in a computer-assisted language learning (CALL) setting to test the role of social perceptions in language learning software.

**Roberto Perez**  
Galluccio (Rochester  
Institute of  
Technology)