

Friday, May 29th 10:45 - 11:30 a.m. (45-Minute Concurrent Sessions)

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	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.	Jeffrey Samuels (Goucher College)
4	Designing and Managing a Faculty Development Lab	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.	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)
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Friday, May 29th 11:45 - 12:30 p.m. (45-Minute Concurrent Sessions)

1	Language requirements and placement tests: Making sense of the data	Many Higher Education institutions are using language placement tests to assess whether students have already fulfilled a particular language requirement. In many cases these instruments provide administrators with a rich dataset that can help improve student placement and even increase enrollment in higher-level courses. In the 2008-2009 academic year, Trinity College introduced a language requirement for all incoming freshmen. Together with this requirement, the College adopted a two-part online language placement system – using a questionnaire on language prior knowledge and an online test. These tools helped assess how many students had fulfilled the language requirement prior to attending the College and where to place those who had not. This session will review the process Trinity College undertook to put the language requirement into effect and discuss various ways to analyze the data provided by the questionnaire and placement tests to optimize its purpose.	Eduardo Lage-Otero (Trinity College)
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2	Video Production as a Tool for Language Instruction	<p>The presentation describes three projects in which university French and Italian students collaborated with local elementary students to produce video fairy tales. Language Resource Center staff provided on-going training and technical support to students. Video clips of these projects will be screened.</p> <p>Attendees will hear from a university language instructor about the important role video production has played in the language-learning curriculum. They will also hear from an LRC director about how to help instructors develop and support assignments that are both pedagogically and technically sound and how to plan and organized class sessions, participant collaborations and final presentations.</p>	David Shultz (Grand Valley State University), Carol Wilson (Grand Valley State University), Gisella Licari (Grand Valley State University)
3	Language learning and field recording: lessons from linguistic anthropology	<p>Field recording is an additional resource that can be used by language learning centers as a method for teaching students both world languages and underrepresented languages. My presentation will focus on how field recording can be implemented into regular classes and how it can be used as the focus of independent study, such as asking students to video-record events, conduct interviews, or simply record a conversation between native speakers. I will review the latest recording technology and demonstrate how students can record, upload and transcribe their own recordings, explaining how this process is beneficial to language learning.</p>	Kayla Price de Guadian (University of Houston)

4	Start a new interactive English teaching model in universities of China—take NEIE as an example	In view of Chinese students' problems with listening and speaking English, the limitations of traditional classroom teaching, change and reform of the National College English Test, according to the College English Curriculum Requirements issued by the Ministry of Education of China, we developed and published an interactive and integrated Web-based multi-media English learning system called New Era Interactive English. Fully equipped with software, textbooks, MP3, network management platform and the assessments system, this system has been chosen by millions of university students in China, and has achieved outstanding teaching results and established a brand-new interactive English teaching model in China.	Li Gong (Tsinghua University), Xiaoyuan Xie (Nanjing University of Aeronautics and Astronautics)
5	Acceso: A Web-Based Approach to Translingual and Transcultural Competence	Acceso is an initiative by the University of Kansas to create an open-access, web-based learning environment to foster the development of translingual and transcultural competence. Beginning with the concept of "Spanglish", the curriculum traces the expansion of the Spanish language as it spread from Spain to the Caribbean, Mexico, Central and South America before coming into contact with English in the United States. Acceso takes advantage of the wealth of materials on the web, and provides clickable audio maps, comparative timelines, self-correcting reading and audio exercises and a wealth of other activities to create a truly interactive experience for students.	Amy Rossomondo (University of Kansas), Jonathan Perkins (University of Kansas), Rosalea Postma-Carttar (University of Kansas)
6	ePortfolio: Moving on to assessment	Here at LaGuardia Community College, we have been using ePortfolio for severa years. Now that we are rolling it out college-wide, we are beginnning to use ePortfolio as a method to gather student work for program assessment. This includes speeches, digital sotires 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.	Sean Palmer (LaGuardia Community College)

7 (Vendor Session)	MyLanguageLabs--A needs-based approach to technology!	This exciting new offering from the Pearson Prentice Hall World Languages Division is a comprehensive, integrated web-based solution for courses of all types. MySpanishLab, MyFrenchLab and MyItalianLab provide online teaching and learning materials in a platform optimized for language content & pedagogy. MySpanishLab combines more control and flexibility with ease of use.	Robert Hemmer (Pearson Education)
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Friday, May 29th 2:15 - 3:00 p.m. (45-Minute Concurrent Sessions)

1	Helping teachers learn: Best practices for professional development	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.	Marlene Johnshoy (U of MN)
2	THE EVOLUTION OF TEACHING LANGUAGE, CULTURE AND LITERATURE WITH TECHNOLOGY: HAS THE ROLE OF TECHNOLOGY CHANGED?	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.	Sangeetha Gopalakrishnan (Wayne State University)

3	Digital Storytelling: Focus on the Content	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.	Hiroyo Saito (Haverford College), Yukino Tanaka Goda (Haverford College)
4	Why they (won't) blog	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.	Marcel Rotter (University of Mary Washington)
5	ESP for busy college students: is the blend of mobile and online learning the answer.	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.	Aga Palalas (Athabasca University, George Brown College)

6	ePortfolio: Moving on to assessment	Here at LaGuardia Community College, we have been using ePortfolio for severa years. Now that we are rolling it out college-wide, we are beginnning to use ePortfolio as a method to gather student work for program assessment. This includes speeches, digital sotires 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.	Sean Palmer (LaGuardia Community College)
7	Some Assembly Required : Making Your Own Online Language Lab	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.	Justin Lócsei (Oberlin College)

Friday, May 29th 4:00 - 5:00 p.m. (Panel Discussions)

From Language Lab to Language Learning Space: Designing for the Future	Having just traversed the road from analog to digital, many language labs and centers must now merge physical and virtual resources in ways that are conducive to support language learning. With these changes in technology come new visions of what a learning environment can and should be. This panel will address some of the current thinking on learning space design and how these concepts may transform our labs into innovative learning spaces where social, collaborative interactions are supported by physical environments that are aesthetically pleasing, have flexible functionality and incorporate relevant technologies.	Harold Hendicks (Brigham Young University), Sharon Lee Boyle (Brigham Young University), Cherice Montgomery (Brigham Young University), Dennie Hoopingarner (Michigan State University), Daryl Glazier (Missionary Training Center), Julie Kay Cloward (BYU)
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<p>Spreading the Word: Reaching Out to Students and Faculty</p>	<p>LRC directors spend hours developing newsletters and training materials, both print and electronic. They announce new resources and opportunities using every tool from posters on walls to blogs. Yet they still hear students say, "This is awesome! Why did I just discover the LRC three days before graduation?" Faculty still routinely ask, "You can do that?" Members of this panel will discuss ways they have attempted to bridge the communication gap and spread the word about effective uses of technology. With the participation of the audience, they'll explore how new communication tools can combine productively with more traditional outreach methods.</p>	<p>Sharon Scinicariello (University of Richmond), Susan Pennestri (Georgetown University), Heather McCullough (University of North Carolina-Charlotte), Betty Rose Facer (Old Dominion University)</p>
<p>The Who, When, Why, Where and How of Video Conferencing</p>	<p>Video conferencing partnerships provide students with opportunities to increase their language and cultural skills in a flexible, motivating, and highly immersive environment. We propose a panel discussion that will present various options for video conferencing, including one-to-one and group-to-group video conferencing options using such programs as iChat, Skype, Adobe Connect, and H.323 protocol used in Polycom and other video conferencing systems.</p>	<p>Tina Deveny Oestreich (Case Western Reserve University), Mingyu Sun (University of Wisconsin at Milwaukee), Clara Lipszyc-Arroyo (Case Western Reserve University), Michael Kramizeh (Michigan State University), Brett Lipshutz (Case Western Reserve University), Alejandra Zegpi (Universidad Catolica de Temuco), Susana Pasten (Universidad Catolica de Temuco)</p>