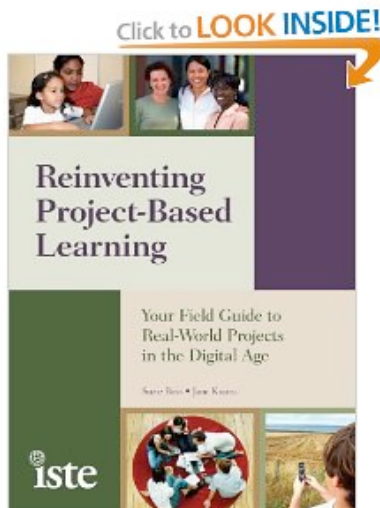


# FR 821

## Educational Technology and Deep Language Learning

(1-2-3 credits, class number 19172-19181) Jan 22,2012  
Spring 2012



### OVERVIEW

Critical understanding of recent developments in research related to educational technology and its implications for world language education and second language acquisition, through feedback and support to conceptualizing, contextualizing, and solving language education-related problems. Among other topics we will analyze the limits of instrumental reason when it is not subservient to reflective practice and theoretical wisdom, principles for appropriate technology integration into teaching, global learning of other cultures, computer-assisted language learning (CALL), Computer-Mediated-Communication (CMC), Learning languages in Multi-User Virtual Environments (MUVE), multimedia language teaching and emerging technologies in teaching languages and culture from non-positivistic perspectives like art-based inquiry, community-building through cyberspace, online ethnography, critical interviewing, participatory action-research, and new trends in visual semiotics.

The classroom meetings will be held on Monday, January 23, 30, February 6 and 20; March 5 and 19; April 9 and 23; May 3. Individual or group self-directed sessions will be organized on February 13 and 27; March 12 and 26; and April 16.

### CONTENTS

The field of educational technologies applied to language learning has been so far extremely limited both in terms of the research methods used to explore it, traditionally positivistic, conceptual frameworks excluding the sociocultural, and regarding the definition of the field itself, which requires philosophical underpinning and critical analysis. One main limitation came from philosophical separation between mind and matter. The illusion of materiality and physicality of technologies is a serious limitation for the advancement of learning sciences, and language acquisition in particular. Instead of only exploring publications on what already exists, we need to explore what could exist and doesn't, most often than not because of the mind blinders imposed by academic culture. In an attempt at avoiding the herd effect of academic gregariousness, this course is a think-tank for innovative prospection and scientific exploration.

### GENERAL OBJECTIVES

The course has for purpose to experiment new ways of supporting deep learning in the language classroom. During the course, the graduate students should:

- Have a critical reading of current publications in the field, such as articles published in LLT, CALICO, MLJ and the Foreign Language Annals.
- Initiate project-based, transdisciplinary research into CALL, CMC or MUVE as applied to world language education and second language acquisition.

- Position K-12 or undergraduate students as curriculum-builders and help them plan their own CALL-, CMC-, or MUVE-based language projects.
- Help students develop one technology-assisted classroom project using the deep approach to languages and cultures and document it on the course website;
- Write a 1,500 word text of publishable quality on this experience of technology-assisted, deep language learning project and edit individually or with one peer a 5-minute digital video on this experience.

### REQUIRED READING

Boss, Suzie, & Krauss, Jane (2008). *Reinventing Project-Based Learning (PjBL) – Your Field Guide to Real-World Projects in the Digital Age*. Washington, DC: International Society for Technology in Education. ISBN: 9781564842381 (\$10 used on Amazon.com)

### Recommended Readings

Bloch, J. (2008). *Technologies in the Second Language Composition Classroom*. Ann Arbor, MI: The University of Michigan Press. ISBN: 9780472032105

Evans, Michael (2011). *Foreign Language Learning with Digital Technology (Education And Digital Technology)*. New York: Continuum. ISBN: 9781441104410

Falsgraf, Carl (2011). *Technology-Infused French: Foreign Language Instruction for the Digital Age*. New York: International Society for Technology in Education. ISBN: 9781564842824

Oxford, Raquel, & Oxford, Jeffrey (2009). *Second Language Teaching and Learning in the Net Generation*. Hawaii: National Foreign Language Resource Center. ISBN: 9780980045925

Carneiro, R., Lefrere, P., & Underwood, J. (2011). *Self-Regulated Learning In Technology Enhanced Learning Environments*. Sense Publishers. ISBN 9789460916526

Course reserves are on the Learn@UW course website.

### ASSIGNMENTS (1 credit = A; 2 cr. = A+B; 3 cr. = A+B+C)

#### A. What you will do for classroom meetings:

- Read all chapters and articles planned for that day. Reflect on the discussion topic in advance with your team. **Your team meetings must be on the website calendar.**
- Send the file by e-mail AND post on the Learn@UW discussion list, AND present a 12-18 line critical analysis of one scheduled paper. When done with a peer, you are in charge of half of the work. In your critical analysis of the paper, indicate how it could be related to deep, project-based learning.
- 1-2 students will present 1 great idea of technology use for deep, project-based learning. Please fill out the **roster of presentations**.
- 1-2 students will present 1 great website that can be used for deep, project-based learning and explain how. Please fill out the **roster of presentations**.

#### B. What you will do for distance education sessions (Feb 13/27; March 12/26; Apr 16 for 2-3 credit students):

- By Sunday night, please post on the course website AND e-mail to the professor AND post on the Learn@UW discussion list a 12-18-line critical analysis of one scheduled paper. In your critical presentation of the paper, indicate how it can be related to deep, project-based learning.
- By Monday night, please read all the posts of your peers.
- Partner within a team; meet during the week with your team to discuss your readings, face to face, on skype or by chat; post the calendar and location of your meetings in advance on the course website.

- By Thursday night, please comment critically, in a debate fashion, four (4) summaries of your peers on the discussion list of Learn@UW.
- Work on your final project.

*C. What you will do for your final project (3 credit students):*

- You will write a 1,500-word text on your experience (see guidelines).
- You will videotape and edit an original film on your experience of using technologies for deep language learning. It can be done with a peer.
- The film will last 5 minutes and should be in digital format. Peer work welcome.
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## CONTENTS

### CALENDAR

**1. MONDAY 23 JANUARY – THEME: OVERVIEW** - Syllabus, course organization, schedule of presentations, food roster.

**THEMES: DEFINING TECHNOLOGY FROM A PHILOSOPHICAL STANDPOINT. PROS AND CONS OF MOBILE TECHNOLOGIES. THE GROWING PLACE OF TECHNOLOGY IN OUR SOCIETY.**

Re-defining technology – Pruning the technological tree for it to blossom; the philosophical connection to *phronesis* and *sophia* is crucial, it leads to reconceptualizing educational technologies – what *technè* can help language learning? *Technè* is NOT technical; it relates to the epistemological transformation of ontology into action for a purpose. We need to question the construct of technological ‘effectiveness’ in terms of what it is valuing. Is the push towards technology investments a support to language proficiency or a support for corporate interests and other agendas? An example: the pros and cons of mobile technologies; envisioning futures. Re-imagining the role of the researchers as not being merely replicators of others’ ideas but brainstormers, innovators, conceivers, creating breakthroughs.

**Readings:** please read the following BEFORE our first meeting:

Blake, Robert J. (2008). Chapter 1. SLA, Language Teaching, and Technology: An Overview. *Brave New Digital Classroom: Technology and Foreign Language Learning* (pp.1-24).

Levy, M. (2009). Technologies In Use For Second Language Learning. *Modern Language Journal*, 93(S1), 769-782.

Niño (2009). 2 – Internet and Language Teaching/Learning: Reflections on Online Emerging Technologies and Their Impact on Foreign-Language Instruction. In R & J. Oxford (eds), *Second Language Teaching and Learning in the Net Generation* (pp.23-30).

Falsgraf, C. (2011). Chapter 2. *Technology-Infused French: Foreign Language Instruction for the Digital Age*.

Philip, D. (2007). The knowledge building paradigm: A model of learning for Net Generation students. *Innovate*, 3 (5). <http://www.innovateonline.info/>

Warschauer, Mark (2003). Social capital and access. *Universal Access in the Information Society*, 2(4).

**2. MONDAY 30 JANUARY – THEME: EDUCATIONAL TECHNOLOGY FOR DEEP LANGUAGE LEARNING: THE ROLE OF THE TRANSDISCIPLINARY; THE LIMITS OF OUTCOMES AND STANDARDISATION, examples from DATTL**

The disciplinary mind is a major obstacle in the understanding of our disciplines as branches of learning. It prevents us from exploring the connections—from connecting the dots and getting the bigger, transdisciplinary picture. Technologies are transdisciplinary. Re-conceptualizing technologies as sensorial may help us explore faster and deeper instruments for language acquisition and proficiency: sound, vision, frequency in its various manifestation (olfactive, gustative, auditive, visual), nutrition as technology supporting learning, communication and distance, climate and space, immersion. Challenging objectivity.

**Readings:**

Boss, Suzie, & Krauss, Jane (2007). Chapter 1 (pp.11-16). *Reinventing Project-Based Learning – Your Field Guide to Real-World Projects in the Digital Age*.

Boss, Suzie, & Krauss, Jane (2007). Chapter 2 (pp.17-40). *Reinventing Project-Based Learning – Your Field Guide to Real-World Projects in the Digital Age*.

Godwin-Jones (2008). Emerging Technology Reviews. *LLT*. Issues 1-2-3.

Godwin-Jones (2009). Emerging Technology Reviews. *LLT*. Issues 1-2-3.

- Godwin-Jones (2010). Emerging Technology Reviews. *LLT*. Issues 1-2-3.
- Godwin-Jones (2011). Emerging Technology Reviews. *LLT*. Issues 1-2-3.
- Tochon, F. V. (2011). Research on the Possible Implications of Multimedia Language Education with iPad or Tablet PC. Keynote Speech. *Proceedings of the 15th international conference of APAMALL and ROCMELIA* (pp.15-27). Kaohsiung, Taiwan: National Kaohsiung Normal University.

**3. MONDAY 6 FEBRUARY – THEME: CALL INTERPRETIVE SUPPORT – THEME: TECHNOLOGIES FOR ECOLOGICAL CHANGE IN LEARNING.** Sound, music and suggestopedia (experiential example with French). Rhythms and frequencies. Where sound and light merge into performance: L2 Rap, songs, poetry and technologies. Present L2 poems and songs on glogster. **Readings:**

- Boss, Suzie, & Krauss, Jane (2007). Chapter 3. Reinventing Project-Based Learning – Your Field Guide to Real-World Projects in the Digital Age. **REQUIRED BOOK (NOT IN RESERVES!)**
- Boss, Suzie, & Krauss, Jane (2007). Chapter 4. Reinventing Project-Based Learning – Your Field Guide to Real-World Projects in the Digital Age. **REQUIRED BOOK (NOT IN RESERVES!)**
- Chapelle, C. A. (2009). The Relationship Between Second Language Acquisition Theory And Computer-Assisted Language Learning. *Modern Language Journal*, 93(S1), 741-753.
- Belland, B. R. (2009). Using the theory of habitus to move beyond the study of barriers to technology integration. *Computers & Education*, 52(2), 353-364.
- Lafford, B. A. (2009). Toward An Ecological CALL: Update To Garrett (1991). *Modern Language Journal*, 93(S1), 673-696.
- Garrett, N. (2009). Technology In The Service Of Language Learning: *Trends And Issues*. *Modern Language Journal*, 93(S1), 697-718.
- Garrett, N. (2009). Computer-Assisted Language Learning Trends And Issues Revisited: Integrating Innovation. *Modern Language Journal*, 93(S1), 719-740.
- Yanguas, I. (2010). Oral computer-mediated interaction between L2 learners: it's about time! *Language Learning & Technology*, 14(3) 72-93.

**4. MONDAY 13 FEBRUARY – SELF DIRECTED SESSION – THEME: LISTENING & READING –** Participate in the Discussion List (one post and four comments) – Meet with your team - Visit <http://novastartalk.nvcc.edu/unit1>, pass the lessons of unit 1 (presentation tools) and explore the proposed websites. Help students advertize jokeful life events on FMyLife.com in L2. **Readings:**

- Boss, Suzie, & Krauss, Jane (2007). Chapter 5. Reinventing Project-Based Learning – Your Field Guide to Real-World Projects in the Digital Age. **REQUIRED BOOK (NOT IN RESERVES!)**
- Boss, Suzie, & Krauss, Jane (2007). Chapter 6. Reinventing Project-Based Learning – Your Field Guide to Real-World Projects in the Digital Age. **REQUIRED BOOK (NOT IN RESERVES!)**
- Schrooten, W. (2006). Tasks-based language teaching and ICT: Developing and assessing interactive multimedia (pp. 129-150).
- Lord, G. (2008). Podcasting Communities And Second Language Pronunciation. *Foreign Language Annals*, 41(2), 364-379.
- Sun, Y-C. (2009). Voice Blog: An Exploratory Study of Language Learning. *Language Learning & Technology*, 13(2), 88-103.
- Arnold, N. (2009). Online Extensive Reading For Advanced Foreign Language Learners: An Evaluation Study. *Foreign Language Annals*, 42(2), 340-366.
- Heift, T. (2010). Prompting In CALL: A Longitudinal Study Of Learner Uptake. *Modern Language Journal*, 94(2), 198-216.
- Xu, J. (2010). Using multimedia vocabulary annotations in L2 reading and listening Activities. *CALICO Journal*, 27(2), 311-327.
- Winke, P., Gass, S., & Sydorenko, T. (2010). The effects of captioning videos used for foreign language listening activities. *Language Learning & Technology*, 14(1) 61-86.

**5. MONDAY 20 FEBRUARY – THEME: PRESENTATIONAL SUPPORT IN WRITING –** Human-machine interaction; anomalies research and the role of randomness. Computer-biology connection. Virtual immersion spaces. Work through space and distance: internet, pictures, biophotonics, mind work through technology, thought amplifiers. **Readings:**

- Boss, Suzie, & Krauss, Jane (2007). Chapter 7. Reinventing Project-Based Learning – Your Field Guide to Real-World Projects in the Digital Age. **REQUIRED BOOK (NOT IN RESERVES!)**

Boss, Suzie, & Krauss, Jane (2007). Chapter 8. Reinventing Project-Based Learning – Your Field Guide to Real-World Projects in the Digital Age. **REQUIRED BOOK (NOT IN RESERVES!)**

Bloch, J. (2008). Chap 1 - Issues in Using Technology in the L2 Composition Classroom. In *Technologies in the Second Language Composition Classroom* (pp. 9-46).

Bloch, J. (2008). Chap 3 - Integrating the Computer and the Internet. In *Technologies in the Second Language Composition Classroom* (pp. 97-129).

Blyth Warren (2009). 13 – Web-Based Language Portfolios and the Five Cs: Implementation in Foreign Language College Classrooms. In R & J. Oxford (eds), *Second Language Teaching and Learning in the Net Generation* (pp.181-198).

Cummins, P. W., & Davesne, C. (2009). Using Electronic Portfolios For Second Language Assessment. *Modern Language Journal*, 93(S1), 848-867.

Otto, S.E.K., & Pusack, J. P. (2009). Computer-Assisted Language Learning Authoring Issues. *Modern Language Journal*, 93(S1), 784-801.

Kessler, G. (2009). Student-initiated attention to form in wiki-based collaborative writing. *Language Learning & Technology*, 13(1) 79-95.

Kennedy, C., & Miceli Griffith, T. (2010). Corpus-Assisted Creative Writing: Introducing Intermediate Italian Learners to a Corpus as a Reference Resource. *Language Learning & Technology*, 14(1), 28–44.

Elola, I., & Oskoz, A. (2010). Collaborative writing: fostering foreign language and Writing conventions development. *Language Learning & Technology*, 14(3) 51-71.

Liang, M.-Y. (2010). Using Synchronous Online Peer Response Groups in EFL Writing: Revision-Related Discourse. *Language Learning & Technology*, 14(1), 45–64.

**6. MONDAY 27 FEBRUARY – SELF-DIRECTED SESSION – THEME: ANALYTICAL SUPPORT IN GRAMMAR, VOCAB & SPELLING.** Participate in the Discussion List (one post and four comments) – Meet with your team - Visit <http://novastartalk.nvcc.edu/unit2> , pass the lessons of unit 2 (audio tools) and explore the proposed websites.

Boss, Suzie, & Krauss, Jane (2007). Chapter 9. Reinventing Project-Based Learning – Your Field Guide to Real-World Projects in the Digital Age. **REQUIRED BOOK (NOT IN RESERVES!)**

Boss, Suzie, & Krauss, Jane (2007). Chapter 10. Reinventing Project-Based Learning – Your Field Guide to Real-World Projects in the Digital Age. **REQUIRED BOOK (NOT IN RESERVES!)**

Ducate, L., & Lomicka, L. (2009). Podcasting: an effective tool for honing language students' pronunciation? *Language Learning & Technology*, 13(3) 66-86.

Ockey, G. J. (2009). Developments And Challenges In The Use Of Computer-Based Testing For Assessing Second Language Ability. *Modern Language Journal*, 93(S1), 836-847.

Pérez-Llantada, C. (2009). Textual, genre and social features of spoken grammar: a corpus-based approach. *Language Learning & Technology*, 13(1) 40-58.

Sauro, S. (2009). Computer-mediated corrective feedback and the development of L2 grammar. *Language Learning & Technology*, 13(1) 96-120.

Schuetze, U., & Weimer-Stuckmann, G. (2010). Virtual vocabulary: Research and learning in lexical processing. *CALICO Journal*, 27(3), 517–528.

Stockwell, G. (2010) Using Mobile Phones for Vocabulary Activities: Examining the Effect of Platform *Language Learning & Technology*, 14(2), 95–110.

**7. MONDAY 5 MARCH – THEME: INTERPERSONAL VIDEO.** Vision: pictures, color and light. Biophotons. What are our deeper technological resources with educational potential? Build pages on Snappages.com. - **Readings:**

Tochon, F. V. (2001). Video Art as a New Literacy or the Advent of Semiotics in Education. *Arts and Learning Research*, 17(1), 105-131.

Fukushima, T. (2002). Promotional video production in a foreign language course. *Foreign Language Annals*, 35(3), 349-355.

Burston, J. (2005). Video dubbing in the foreign language curriculum. *CALICO Journal*, 23(1), 79-92.

Tochon, F. V. (2008). A Brief History of Video Feedback and its Role in Foreign Language Education. *CALICO, special issue*, 25(3), 420-435.

Charbonneau-Gowdy (2009). 14 – Awakening to the Power of Video-Based Web-Conferencing Technology to Promote Change. In R & J. Oxford (eds), *Second Language Teaching and Learning in the Net Generation* (pp.199-216).

Cross, J. (2011). Comprehending news videotexts: the influence of the visual content. *Language Learning & Technology*, 15(2) 44-68.



- Hafner, C.A., & Miller, L. (2011). Fostering learner autonomy in english for science: a collaborative digital video project in a technological learning environment. *Language Learning & Technology*, 15(3) 68-86.
- Park, K., & Kinsinger, C. (2010). Writing/thinking in real time: digital video and corpus query analysis. *Language Learning & Technology*, 14(3) 31-50.

**8. MONDAY 12 MARCH – SELF-DIRECTED SESSION – THEME: INTERPERSONAL CMC** - Participate in the Discussion List (one post and four comments) – Meet with your team - Visit <http://novastartalk.nvcc.edu/unit3> , pass the lessons of unit 3 (video tools) and explore the proposed websites. **Readings:**

- Boss, Suzie, & Krauss, Jane (2007). Chapter 11. Reinventing Project-Based Learning – Your Field Guide to Real-World Projects in the Digital Age. REQUIRED BOOK (NOT IN RESERVES!)**
- Pérez Torres & Vinagre (2007). Chap 9 – How Can Online Exchanges Be Used with Young Learners? In R. O'Dowd (ed), *Online Intercultural Exchange: An Introduction for Foreign Language Teachers* (pp. 193-212).
- Thorne, S. L., & Reinhardt, J. (2008). Bridging activities, new media literacies and advanced foreign language proficiency. *The CALICO Journal*, 25(3), 558-572.
- Blake, Robert J. (2008). Chapter 4. Computer Mediated Communication (CMC). *Brave New Digital Classroom: Technology and Foreign Language Learning* (pp.70-101).
- Collentine, K. (2009). Learner use of holistic language units in multimodal, task-based synchronous computer-mediated communication. *Language Learning & Technology*, 13(2) 68-87.
- Nielson, K.B. (2010). Self-study with language learning software in the workplace: what happens? *Language Learning & Technology*, 15(3) 110-129.
- Winter, J., Cotton, D., Gavin, J., & Yorke J.D. (2010): Effective e-learning? Multi-tasking, distractions and boundary management by graduate students in an online environment, *ALT-J, Research in Learning Technology*, 18(1), 71-83.
- Collentine, K. (2011). Learner autonomy in a task-based 3d world and production. *Language Learning & Technology*, 15(3) 50-67.

**9. MONDAY 19 MARCH – THEME: INTERPERSONAL SUPPORT RE: CULTURE – Body and Touch. Unlocking energies and potentials for language learning through massage technologies, breath, bodywork, body contact. Smell, essences and incense. Brain development and neurological release. Creating the bilingual brain. Readings:**

- Wildner-Bassett, M. E. (2005). CMC as written conversation : a critical social-constructivist view of multiple identities and cultural positioning in the L2/C2 classroom. *CALICO Journal*, 22(3), 635-656.
- García & Crapotta (2007). Chap 4 - Models of Telecollaboration (2): Cultura. In R. O'Dowd (ed), *Online Intercultural Exchange: An Introduction for Foreign Language Teachers* (pp. 62-84).
- Correia, A.-P. (2008). Moving from Theory to Real-World Experiences in an e-Learning Community. *Innovate*, 4(4). Retrieved Dec 30, 2009 from <http://www.innovateonline.info/pdf/vol4issue4/MovingfromTheorytoReal-WorldExperiencesinane-LearningCommunity.pdf>
- Dotsch, R., and D. Wigboldus (2008). Virtual prejudice. *Journal of Experimental Social Psychology*, 44(4), 1194-1198.
- Schuetze, U. (2008). Exchanging Second Language Messages Online: Developing An Intercultural Communicative Competence? *Foreign Language Annals*, 41(4), 660-673.
- Levi Altstaedter, L., & Jones, B. (2009). Motivating Students' Foreign Language And Culture Acquisition Through Web-Based Inquiry. *Foreign Language Annals*, 42(4), 640-657.
- Kabata, K. (2011). Tandem language learning through a cross-cultural keypal project. *Language Learning & Technology*, 15(1) 104-121.
- Lee, L. (2011). Blogging: promoting learner autonomy and intercultural competence through study abroad. *Language Learning & Technology*, 15(3) 87-109.

**10. MONDAY 26 MARCH – SELF-DIRECTED SESSION – SOCIAL NETWORKING** - Participate in the Discussion List (one post and four comments) – Meet with your team - Visit <http://novastartalk.nvcc.edu/unit4> , pass the lessons of unit 4 (collaborative tools) and explore the proposed websites. **Readings:**

- Lick, D. W. (2006). A new perspective on organizational learning: Creating learning teams. *Evaluation and Program Planning*, 29, 88–96.

- Boettcher, J. (2007). Ten core principles for designing effective learning environments: Insights from brain research and pedagogical theory. *Innovate*, 3(3).
- Lenhart, A., M. Madden, A. Macgill, and A. Smith (2007). Teens and social media: The use of social media gains a greater foothold in teen life as they embrace the conversational nature of interactive online media. *Pew Internet & American Life Project*. Archived <http://www.webcitation.org/5c3uHMywc>
- McBride, K. (2009). 3. Social Networking Sites in Foreign Language Classes: Opportunities for Re-Creation. *CALICO Monograph Series, Volume 8, The Next Generation: Social Networking and Online Collaboration in Foreign Language Learning*, 35-58.
- Antenos-Conforti, E. (2009). 4. Microblogging on Twitter: Social Networking in Intermediate Italian Classes. *CALICO Monograph Series, Volume 8, The Next Generation: Social Networking and Online Collaboration in Foreign Language Learning*, 59-90.
- O'Rourke (2007). Chap 3 – Models of Telecollaboration (1): eTandem. In R. O'Dowd (ed), *Online Intercultural Exchange: An Introduction for Foreign Language Teachers* (pp. 41-61).
- Hogeboom, D.L., McDermott, R.J., Perrin, K.M., Osman, H. & Bell-Ellison, B.A. (2010): Internet Use and Social Networking Among Middle Aged and Older Adults. *Educational Gerontology*, 36(2), 93-111.
- Pasfield-Neofitou, S. (2011). Online domains of language use: second language learners' experiences of virtual community and foreignness. *Language Learning & Technology*, 15(2) 92-108.

### **MONDAY 2 APRIL – UW SPRING BREAK**

#### **11. MONDAY 9 APRIL – THEME: INTERPERSONAL AND DISTANCE LEARNING –**

- Nutrition that supports and enhances language learning, superfood, changing your brain. The super-brain and super-memory. **Reading:**
- Miguela (2007). Chap 5 - Models of Telecollaboration (1): eTwinning. In R. O'Dowd (ed), *Online Intercultural Exchange: An Introduction for Foreign Language Teachers* (pp. 85-104).
- Lai, C., Zhao, Y., & Li, N. (2008). 5. Designing a Distance Foreign Language Learning Environment. In *CALICO MONOGRAPH SERIES VOLUME 7, Opening Doors through Distance Learning: Principles, Perspectives, and Practices*, 85-108.
- Lyddon, P. A., & Sydorenko, T. (2008). 6. Assessing Distance Language Learning. In *CALICO MONOGRAPH SERIES VOLUME 7, Opening Doors through Distance Learning: Principles, Perspectives, and Practices*, 109-128.
- Wildner-Basett, M. E. (2008). 4. Teacher's role in Computer-mediated Communication and Distance Learning. In *CALICO MONOGRAPH SERIES VOLUME 7, Opening Doors through Distance Learning: Principles, Perspectives, and Practices*, 67-84.
- Blake, R. J. (2009). The Use Of Technology For Second Language Distance Learning. *Modern Language Journal*, 93(S1), 822-835.
- Banister, S. (2010): Integrating the iPod Touch in K–12 Education: Visions and Vices. *Computers in the Schools*, 27(2), 121-131.
- Pomales-Garcia, C., D. Lopez, A., & Liu, Y. (2010): Design Dimensions and Attributes for Web-Based Distance Learning Modules. *American Journal of Distance Education*, 24(1), 21-39.
- Dooly, M. (2011). Divergent perceptions of telecollaborative language learning tasks: task-as-workplan vs. Task-as-process. *Language Learning & Technology*, 15(2) 69-91.

#### **12. MONDAY 16 APRIL – SELF-DIRECTED SESSION & WRITING WORKSHOP –**

Participate in the Discussion List (one post and four comments) – Meet with your team - Visit <http://novastartalk.nvcc.edu/unit5> , pass the lessons of unit 5 (social medias tools) and explore the proposed websites. **THEME: TEACHER EDUCATION SUPPORT. Readings:**

- Tochon, F. V., & Black, N. J. (2007). Narrative analysis of electronic portfolios: preservice teachers' struggles in researching pedagogically appropriate technology integration. *CALICO Monograph Series* "Preparing and developing technology-proficient L2 teachers", 6, 295-320.
- Schneider, S., & Evans, M. (2008). Transforming e-Learning into ee-Learning : The centrality of sociocultural participation. *Innovate*, 5(1). <http://www.innovateonline.info/index.php?view=article&id=511>
- Sánchez-Serrano, L. (2008). 8. Initiation by Fire: Training Teachers for Distance Learning. In *CALICO MONOGRAPH SERIES VOLUME 7, Opening Doors through Distance Learning: Principles, Perspectives, and Practices*, 153-174.
- Mills, N. (2009). A Guide du Routard Simulation: Increasing Self-Efficacy in the Standards Through Project-Based Learning. *Foreign Language Annals*, 42(4), 607-639.

- Lee, L. (2009). Scaffolding Collaborative Exchanges Between Expert And Novice Language Teachers In Threaded Discussions. *Foreign Language Annals*, 42(2), 212-228.
- Brown, B. (2010): From VLEs to learning webs: the implications of Web 2.0 for learning and Teaching. *Interactive Learning Environments*, 18(1), 1-10.
- Mahon, J., Bryant, B., Brown, B., & Kim, M. (2010): Using Second Life to enhance classroom management practice in teacher education. *Educational Media International*, 47(2), 121-134.

**13. MONDAY 23 APRIL – THEME: INTERPERSONAL MUVE & GAMING** - Using the Subconscious as a technology to enhance language learning and proficiency. The role of intent; life regression, working with the higher Self. Contracts with the Self and the cultivation of intention. Working with collective consciousness. **Readings:**

- Blaisdell, M. (2006). Educational gaming: All the right MUVES. *The Journal*, September. <http://thejournal.com/articles/191731>
- Lee, J. J., and C. M. Hoadley (2007). Leveraging identity to make learning fun: Possible selves and experiential learning in massively multiplayer online games (MMOGs). *Innovate*, 3 (6). <http://www.innovateonline.info/>
- Clark (2009). 11 – These Horses Can Fly! And Other Lessons from Second Life. In R & J. Oxford (eds), *Second Language Teaching and Learning in the Net Generation* (pp.153-172).
- Cooke-Plagwitz (2009). 12 – A New Language for the Net Generation: Why Second Life Works. In R & J. Oxford (eds), *Second Language Teaching and Learning in the Net Generation* (pp.173-180).
- Dickenson, M., Burgoyne, J., & Pedler, M. (2010): Virtual action learning: practices and challenges. *Action Learning: Research and Practice*, 7(1), 59-72.
- deHaan, J., Reed, W. M., Kuwada, K. (2010). The effect of interactivity with a music video game on second language vocabulary recall. *Language Learning & Technology*, 14(2) 74-94.

**13. MONDAY 30 APRIL – SELF-DIRECTED SESSION & WRITING WORKSHOP**  
**THEME: INTERPERSONAL AND GAMING Reading:**

- Cormier, D. (2008) Rhizomatic Education. *Innovate*.
- Cormier, D. (2008a). Rhizomatic knowledge communities: Edtechtalk, Webcast Academy. [Weblog entry, February 29.] Dave's Educational Blog. <http://davecormier.com/edblog/2008/02/29/rhizomatic-knowledge-communities-edtechtalk-webcast-academy/>
- Cormier, D. (2008b). Rhizomatic Education: Community as Curriculum. *Innovate*, 4(5). Retrieved from <http://www.innovateonline.info/pdf/vol4issue5/RhizomaticEducation-CommunityasCurriculum.pdf>
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**14. MONDAY 7 MAY – Presentation of research projects. THEME: RESEARCH AND NEW TECHNOLOGIES** – New technologies in the wake of industrial change. Humans' extraordinary abilities only partly depend on technological objects. Earlier human civilizations have failed to find the balance between advanced technologies and wisdom. As new types of contacts emerge, humans may have the opportunity to use technology with wisdom. Access to quantum technologies: fractal and quantum touch, distance vision and help, the role of connections; distance vision and contact. Metatechnologies: which ones for language acquisition?

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## EVALUATION

	1 credit	2 credits	3 credits
• Classroom participation and active presence, forum posts	30%	10%	15%
• Planning and organizing CALL language acquisition activities	30%	30%	15%
• Keeping a journal of these experiences	20%	20%	10%
• Presenting 1 great idea of technology use	10%	5%	5%
• Presenting 1 great website for IT-assisted deep language learning	10%	5%	5%
• Oral presentation of the experience		20%	10%
• Videotaping experiences and edit a 5' digital video clip		25%	20%
• Written (typed) 1,500-word report and narrative of experience (deadline for final report is May 7)			20%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### **Pedagogical Methods for the Course**

Theoretical presentations	30 %
Cooperative learning and reciprocal teaching -group discussion, sharing information -disseminating knowledge, preparing classroom pedagogical materials	40 %
Presentation of classroom experiences	30 %
Between meetings, team work among participants is required.	

### **Course Final Project**

Participants/teachers will:

- Plan with your K-12 or undergrad students one technology-assisted PjBL activity and experiment it with your class. If you are a PA and RA: observe or document experiences in other classes. Keep a diary of your activities and experiences. Present your experiences during one of the last three meetings of the course and analyze the experience critically (3-credit participants: with the support of your edited 5' video).
- 2 and 3-credit participants: you will write and type a 1,500-word report with the narrative of your PjBL experiences (or your observations and documenting of experiences of others if you are a RA or a PA).  
Requisite: the 1,500-word typed report with 28 lines per page (Times Roman 12) and one page with a sketch, a figure, a table, schema, concept map or graphic illustrating or synthesizing the experience. The reports might be posted on the course website, they should be 'publication-ready'.  
Evaluation criteria for the typed report  
 -The main title that you choose and the titles in the text are appealing and motivating; you propose a brief narrative (story-like) abstract on your students' way of handling the deep approach with technologies  
 -You describe in a narrative way how deep PjBL pedagogy was integrated in foreign language teaching (class, topic, context, type of cooperation; beware any overlap between topics dealt with by other teachers in the course)  
 -You describe how PjBL activity was organized: what was the model used or the strategy (its name), what was the theme, what explains the title? What was the design of the activity, how long was it (timing)? what were its characteristics and how can you claim that it stimulated deep learning?  
 -You tell your experience (first person singular pronoun) or your observation; the main points of the storyline and the results of the experiment are reported: what were the pros and cons, the advantages and the implementation problems that were met with this approach?  
 -You present one lived cases of technology-assisted PjBL or pedagogy with a description of the way you solved the problems that you met

- You give practical advice to teachers who would like to apply the deep PjBL model or the strategy used in relation with your experience or the experience you observed.
- You present a sketch, a figure, a table, schema, concept map or graphic illustrating or synthesizing the experience; check for relevance and quality
- You respect the guidelines and the formal aspects of your report are excellent

3. Present a brief (5') video of your technology project experiences.

### **Accommodations for full inclusion of all students in teaching and learning activities**

- I try to ensure that people with disabilities are fully included in this course. Please let me know if you need any special accommodations in curriculum, instruction, or assessments of this course to enable you to participate fully. I will try to maintain the confidentiality of the information you share with me.

**Course Copyright:** all professor-distributed materials are copyrighted and their reproduction or dissemination outside the course is forbidden. Tape recordings and digital recordings of class sessions, reflective groups, online chats or meetings with the professor are not authorized. Transcriptions of non-authorized digital, audio or video recordings and their dissemination are copyright infringements.

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#### ONLINE JOURNALS

Language Learning & Technology

<http://llt.msu.edu/default.html>

Innovate <http://www.innovateonline.info/>

Video on Deep Education:

<http://youtu.be/MqD77FJh9OA>

<http://www.youtube.com/watch?v=zDZFcDGpL4U&feature=edu>

List of Tools for the World Language Class:

<http://novastartalk.nvcc.edu/bibliography>