FR 821 Graduate Seminar
Professor Francois Victor Tochon
ftochon@education.wisc.edu

Schedule: in class Monday 5 pm – 7:30pm
Office hours: TEB 144D or VH #742 on appointment
Van Hise Building, room 379

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

Recommended Readings

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.

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 technē can help language learning? Technē is NOT technical; it relates to the epistemological transformation of ontology into action for a purpose. We need to question the construc 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-imaging 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:

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:
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:**


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](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:**


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, biophotons, mind work through technology, thought amplifiers. **Readings:**


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.


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.


8. MONDAY 12 MARCH – SELF-DIRECTED SESSION – THEME: INTERPERSONAL COMMUNICATION - 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:


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:


**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:**


**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](http://novastartalk.nvcc.edu/unit5), pass the lessons of unit 5 (social media tools) and explore the proposed websites. **THEME: TEACHER EDUCATION SUPPORT. Readings:**


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:

13. Monday 30 April – Self-Directed Session & Writing Workshop
Theme: Interpersonal and Gaming
Readings:

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?
Heath ... [et al.], Access, ethics and project planning.
Heath ... [et al.], Collecting audio-visual data.
Markham, The methods, politics, and ethics of representation in online ethnography.
EVALUATION

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<th>1 credit</th>
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<tr>
<td>Classroom participation and active presence, forum posts</td>
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<td>Planning and organizing CALL language acquisition activities</td>
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<td>Keeping a journal of these experiences</td>
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<td>Presenting 1 great idea of technology use</td>
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<td>Presenting 1 great website for IT-assisted deep language learning</td>
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<td>Oral presentation of the experience</td>
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<td>Videotaping experiences and edit a 5’ digital video clip</td>
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<td>Written (typed) 1,500-word report and narrative of experience</td>
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Pedagogical Methods for the Course

Theoretical presentations | 30 % |
Cooperative learning and reciprocal teaching | 40 % |
- group discussion, sharing information
- disseminating knowledge, preparing classroom pedagogical materials

Presentation of classroom experiences | 30 % |
Between meetings, team work among participants is required.

Course Final Project

Participants/teachers will:

1. 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. 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 nonauthorized digital, audio or video recordings and their dissemination are copyright infringements.

OTHER REFERENCES


Modern Language Journal, Special Issue On Call: Volume 93 Issue S1, 673 - 887 (December 2009)


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=zDZFcDGl4U&feature=edu

List of Tools for the World Language Class:
http://novastartalk.nvcc.edu/bibliography