



Technology as the Core of Standards-Based Arabic Instruction
DAILY AGENDA
Monday, June 22, 2009

- 8:30- 9:00 Breakfast
- 9:00- 10:00 Welcome, housekeeping, setting goals, getting to know each other
- 10:00-10:45 Exploring the *Standards for Learning Arabic*
- 10:45-11: 00 Break
- 11:00-12:30 Stages of proficiency
Technology and standards-based instruction
- 12:30– 1:30 Lunch and prayer
- 1:30- 3:00 Locating authentic materials
- Exploring various resources
 - Analyzing materials (content/culture/stage)
- 3:00- 3:15 Break
- 3:15- 3:35 Completing reflective journal on quality of authentic materials (rich in content/culture, stage- and age-appropriate)
- 3:30- 4:45 Selecting materials appropriate for standards-based instruction
- 4:45-5:00 Tweeting instructions



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DAILY AGENDA
Tuesday, June 23, 2009

- 8:30- 9:00 Breakfast
- 9:00- 9:45 Using PowerPoint to facilitate interpretive communication
- 9:45-10:45 Making a presenter controlled presentation. Incorporating text, graphics, animated graphics, slideshows, movies and audio elements in a PowerPoint
- 10:45-11: 00 Break
- 11:00-12:30 Making self-running slideshows and movies. Incorporating text, graphics, animated graphics, slideshows, movies and audio elements in a PowerPoint presentation
- 12:30– 1:30 Lunch and prayer
- 1:30- 2:30 Using *mashup* to incorporate graphics, movies, audios and texts to create activities
- 2:30- 3:00 Completing reflective journal on the use of technology to support interpretive communication
- 3:00- 3:15 Break
- 3:15- 4:45 Selecting a theme, collecting electronic materials and deploying them in a PowerPoint presentation or PowerPoint Producer
- 4:45-5:00 Tweeting



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DAILY AGENDA

Wednesday, June 24, 2009

- 8:30- 9:00 Breakfast
- 9:00- 10:45 Employing instructional strategies to make content and language comprehensible to students
- 10:45-11: 00 Break
- 11:00-12:30 Using Windows Movie Maker to compile authentic materials, graphics and/or video in a video format with audio elements including narration or recorded materials
- 12:30– 1:30 Lunch and prayer
- 1:30- 2:00 Completing reflective journal on the use of technology to support strategies to make input comprehensible
- 2:00- 3:00 Discussing the task
- 3:00- 3:15 Break
- 3:15- 3:45 Using PowerPoint/mashup or Windows Movie Maker to develop an interpretive task and to deliver it with strategies that make content comprehensible and check for understanding
- 4:45-5:00 Tweeting



Technology as the Core of Standards-Based Arabic Instruction

DAILY AGENDA

Thursday, June 25, 2009

- 8:30- 9:00 Breakfast
- 9:00- 10:45 Creating opportunities for real-world communication through interpersonal tasks
- 10:45-11: 00 Break
- 11:00-12:30 Using interactive multimedia blogs with video, slideshows, weblinks, open for students and colleagues to add their own elements and/or comment on what has been posted
- 12:30– 1:30 Lunch and prayer
- 1:30- 2:00 Completing reflective journal on the use of technology to support interpersonal communication
- 2:00- 3:00 Creating a group blog with a real-world interpersonal task
- Signing up
 - Establishing settings: private or public, adding a description of the blog, etc.
 - Designing the blog interface 1
- 3:00- 3:15 Break
- 3:15- 3:45 Creating a group blog with a real-world interpersonal task
- Designing the blog interface 2
 - Adding other elements: graphics, text, videos, etc.
- 4:45-5:00 Tweeting



Technology as the Core of Standards-Based Arabic Instruction

DAILY AGENDA

Friday, June 26, 2009

- 8:30- 9:00 Breakfast
- 9:00- 10:45 Creating models of authentic presentational tasks and providing participants with opportunities to create their own culturally-authentic products based on models
- 10:45-11: 00 Break
- 11:00-12:30 Using Microsoft OneNote to produce interactive folders with text, graphics and web based material and inviting participants to add and collaborate on the production of projects and learning materials
- 12:30– 1:30 Lunch and prayer
- 1:30- 2:00 Completing reflective journal on the use of technology to support presentational communication
- 2:00- 2:30 Complete Program evaluation and online STARTALK evaluation
- 2:30-3:00 Developing an online community that will facilitate the sharing of materials and practices and will foster continued interaction among the participants in our programs including information on teacher credentialing pathways