



2009 STARTALK TEACHER PROGRAM CURRICULUM TEMPLATE

Host Institution: Northern Virginia Community College

Program Title: Powering Up Your Chinese and Arabic Language Courses with Technology

Number of Hours: 40

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Brief Description of Program (150 words)

Provide an overview of your program. What will participants experience during the program and what do you hope that your participants will remember and be able to do after the program ends?

NOVA STARTALK is a summer institute in its third year designed to help teachers integrate technology tools and 21st century language pedagogy in the Arabic and Chinese curricula. Participants in each language create a collection of activities to enhance the curricula presently in place. The institute begins with a workshop on brain-compatible teaching and moves to daily hands-on work in a facilitated lab environment. The networking that has resulted from this course in the two past years has created a bond between teachers who have worked in teams in and out of our STARTALK setting. The 2009 teachers will discover existing classroom-ready materials to save them the task of "reinventing the wheel" by creating materials in isolation. The tech applications taught are selected for their relation to Standards, teaching effectiveness and usability. Participants will create and use blogs, wikis, voice tools, digital video tools among other technologies for future implementation.

Major Focus of the Program

What three to five key words, concepts and/or topics best identify your program?

Technology-enhanced language learning; computer-assisted language learning; brain compatible learning; Chinese; Arabic

Pre-requisites

Are there pre-requisites to this course? If so, what are they?

There are no pre-requisites besides being a teacher of Chinese or Arabic. All levels are accepted.

Information on Career Options and Pathways To Certification

How will you provide information to your participants on career options and pathways to certification?

We invite guests to come in to talk about these topics throughout the workshops. Several instructors are either in the position to hire teachers or are knowledgeable about hiring processes.

Content and Evidence of Learning

Refer to the *STARTALK Teacher Program Sample* in the References section for examples. Use “Can Do” Statements to illustrate what evidence of learning is desired.

Knowledge (What participants need to know)		Skills Targeted and to be Assessed (What participants need to demonstrate)
<i>Content</i>	<i>Examples</i>	<i>“Can Do” Statements for Participants</i> Participants can...
Standards-based Instruction	National language standards	<ul style="list-style-type: none"> name and describe the concepts embedded in each of the five national standards’ goals develop appropriate technology-enhanced lesson plans in alignment with the national and state standards
Instructional Planning & Strategies	Needs assessment Pacing & sequencing Matching technologies to	<ul style="list-style-type: none"> Gauge the prior knowledge and needs of all learners. Choose technologies appropriate to learning objectives Plan activities to engage

	learning objectives	students and promote time on task
Brain Compatible Differentiated Instruction	<ul style="list-style-type: none"> • Individualized student-centered instruction • Modifying content, process and product for diverse learning styles, prior knowledge and readiness to engage in the topic 	<ul style="list-style-type: none"> • adapt the content and delivery of the lesson according to student need • adapt content, process and products in ways that are suitable to meet student need • connect technologies that are appropriate to brain compatible learning.
Reflective Practice/Leadership	<ul style="list-style-type: none"> • Reflection on putting plans into action • Peer feedback 	<ul style="list-style-type: none"> • Consult network of workshop teachers • accept and act on constructive feedback from students and colleagues • provide constructive feedback to colleagues based on observations and also learn from this process

Assessment of Participant Progress and Performance

What evidence and products are required of participants to demonstrate learning and reflection?
See Reference section for suggestions.

Evidence/Products	Brief description
Participant Showcase	All participants demonstrate finished technology products in the final day faculty showcase. The products continue to be used by the teachers in their home institutions and are posted on NOVA STARTALK website. Tech novices have typically made web sites, wikis, Quia sites, instructional blogs and MERLOT personal collections of resources. Make videos.

NOVASTARTALK Methods of Assessment

- Standards and performance-based curriculum/unit and lesson design
- performance-based assessment task design (and implementation)
- classroom/video observation and analysis
- micro- or student-program teaching
- material selection, critique, and development
- response to reading or lecture/seminar

- LinguaFolio-like self assessment and collection of evidence
- Presentation Showcase
- E-portfolio, blog or wiki
- A selected technological tool and a product using that tool
- research projects
- Unprompted Evidence: e.g., observations, dialogues, or classroom participation

Program Outline

Day 1		
9:00 – 9:30	Welcome, Introductions and STARTALK logistics	Dr. Franklin
9:30 -10:15	Getting to know each other	All Instructors: Groups separate
10:15 – 12:00	Activity 1 Flip Camera exercise; Activity 2 TBA	Dr. Esa and Dr. Chi
12:00 -1:00	Lunch	
1:00-4:00	Brain Compatible Teaching and Learning	Dr. Hall Haley
4-5	Open Lab to plan for day two microteaching	All Instructors
Day 2	STARTALK Observation	Dr. Eissa
9:00-9:30	What we can do in a week- Show and tell	Dong/Chi/Esa
9:30- 12:00	Workshop continues	Dr. Hall Haley
12:00 – 1:00	Lunch	
1:00-2:30	I Tube, YouTube We All Tube	Esa and All Groups
2:30 – 4:00	Flickr, Google Images, Jing (Part 1), Picasa	Dr. Chi
4-5	Open lab: Integrate what you learn APS LinguaFolio (Franklin)	Instructors
Day 3		
9:00 – 10:00	Review Day 2	Dr. Chi and All
10:00 – 12:00	Voice Tools Demo and Hands-On: Audacity, Voice Thread	Dr. Chi and Professor Shigehisa
12:00 -1:00	Lunch	
1:00 – 2:30	Jing (Part 2), Tianwei Xie	Dr. Chi
2:30 -4:00	MERLOT Updates, VOICES, etc.	Dr. Franklin
4-5	Open lab: Integrate what you learn	Instructors
Day 4		
9:00-10:00	MERLOT continued ; Review Day 3	Dr. Franklin
10:00 -12:00	Youtube, Byki	Dr. Chi/Esa
12:00-1:00	Lunch	
1:00 – 2:30	WordPress Blog	Dr. Shigehisa/Esa
2:30 – 3:00	Wikispaces	Dr. Chi
3:00 -4:00	Hands-on	Dr. Chi/Esa
4-5	Open lab: Integrate what you learn	
Day 5		
9:00-10:00	Open Lab: Get ready for your show time	Ruihua Dong
10:00-12:00	Participants' Showcase	All
12:00-1:00	Lunch	All
1:00- 3:00	Participants' Showcase	All
3:00-4:00	Evaluation & wrap-up Certificates	Dr. Franklin

Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Differentiate instruction based on participant need	Expert facilitator in teaching diverse learners, Dr. Marjorie Hall Haley, will provide a full day hands-on workshop on differentiated instruction with more participant microteaching and more feedback. In honoring the learning styles of the teacher trainees, we will model how they should honor their own students' learning styles. Teachers can expect this session to be hands-on and tailored to their needs.
Provide mentoring and coaching	All faculty experts are active mentors and coaches throughout the week and even after the program.
Provide opportunities to discuss and examine cultural ways of learning and teaching	Chinese and Arabic have discipline-specific sessions to create culturally-appropriate learning materials. Curriculum includes rich cultural content.
Provide opportunities for peer sharing and learning	Anecdotal evidence has shown that the product showcase has motivated the teachers to work in teams to produce the best final projects possible. They learn from each other and work together. NOVA's program has given teachers the confidence to recreate what they learn in subsequent classes and in other STARTALK programs.
Model meaningful interaction in the target language	The attendees routinely create target language activities under the guidance of faculty experts.
Model integration of language, culture and content	The attendees observe models of best practices and create similar content.
Model use of authentic materials	Authentic materials are shared along with suggestions for integration

Materials & Other Resources

Describe the primary resources that you plan to use for the program.

Materials/Resources	List
Required reading, including textbook(s)	National Foreign Language Standards
Realia /Authentic materials	REALIA Project, LangMedia, Culture Talk, MERLOT World Languages
Multimedia	YouTube channels, TeacherTube, Jing, Audacity, Photo Story, Voice Thread, BYKI
Links to relevant web sites and annotations about the site	<p>http://worldlanguages.merlot.org A portal containing materials in CHI and ARA</p> <p>http://www.merlot.org A digital repository with over 20,000 materials and 70,000 members worldwide.</p> <ul style="list-style-type: none"> LangSource http://www.langsource.umd.edu/chinese.php A database of language & culture resources LangMedia http://langmedia.fivecolleges.edu/ Rich Internet Applications http://clear.msu.edu/teaching/online/ria/
Other (please specify)	Many others will be added as needed.

Technology Integration

If technology is part of your budget, how will that technology support teacher training?

Technological tools needed	Explanation
Multimedia Lab	Students will learn best practices in using a multimedia lab with students to promote collaborative learning and language practice.

	Additionally they will use the lab to build a network of content experts.
Online Resources	Participants will join MERLOT and create personal collections of learning objects for use in teaching and learning assignments.
Multimedia Tools	Students will produce materials using Voice Thread, Audacity, BYKI, YouTube, Photo Story 3, Jing and more.

Content and Evidence of Learning

STARTALK Teacher Program Strategies Used in NOVA STARTALK

Knowledge (What participants need to know)		Skills Targeted and to be Assessed (What participants need to be able to demonstrate)
Content	Examples	“Can Do” Statements for Participants <i>Participants can...</i>
Approaches and Methods	National Standards Classroom interactions; tech-enhanced instruction to promote	match technologies to the Five C’s use some methods in teaching a second/world language and explain why I decided to use them for my purposes plan developmentally appropriate practice and provide frequent opportunities for interactive learning via tech-enhanced instruction. Use a toolkit of strategies to increase time on task in the target language.
Curriculum and Lesson Design	Thematic Unit and Lesson Design	plan a standards-based, thematic unit that informs lesson objectives and appropriately sequenced activities. develop culturally-rich, age- and level-appropriate teaching materials, tasks and activities that reflect real life performance goals.
Instructional	Instructional	plan instruction with the goals of the National

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<p>Planning and Strategies</p>	<p>strategies consistent with national standards</p>	<p>Standards in mind. Use technologies that promote strategies such as circumlocution, paraphrasing, body language, and visuals.</p> <p>Use technologies that facilitate exclusive use of the target language and encourage students to do so.</p>
<p>Materials Development and Adaptation</p>	<p>Use of materials made by and for the people of the culture for use in performance tasks.</p>	<p>use culturally authentic materials for designing performance tasks. I can adapt existing materials appropriately to performance goals.</p>
<p>Assessment</p>	<p>Theories and applications on second language assessment.</p> <p>Performance task based approach.</p>	<p>design program-specific performance based and achievement tests.</p> <p>design performance tasks in the three modes of the Communication Standard.</p>
<p>Pathway to Certification</p>	<p>Licensure procedure</p>	<p>explain the teacher certification pathways and procedures for licensure.</p>