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