2015 TEACHER Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

BASIC PROGRAM INFORMATION

Host Institution:	**Kean University**

Program Title:	**Introduction to Global Project-Based Learning for Teaching World Languages (GLOB 5905)**

Language(s):	**Hindi/Urdu**	**University Credit:**	**X** *Yes* ☐ *No*

Program Setting:	*Residential:*	**X**	*Non-Residential:*	**X**	*Distance/Online Component:*	**X**

Includes **two tracks**: 1-week of onsite learning for all participants (Summer Program and MA candidates) and 7-days of onsite/online clinical observation in the Student Program for MA candidates (Summer Program participants are encouraged to conduct observations if feasible logistically). Note that MA candidates also engage in clinical practice during week 3 of the Student Program as part of the Methods I: Pedagogy for Implementing the World-Readiness Standards for Learning Languages GLOB 5920 course, which runs concurrently with GLOB 5905. This reflects a modification of the original proposal in which the clinical practice was to be included in GLOB 5905, thereby accounting for the change in duration of the program as noted in the section below.

Duration:	*Weeks/Days:*	**12 days**	*Total Contact Hours:*	**73**	*Hours online:*	**8**	*Hours on onsite:*	**65**	

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Overview

In a paragraph, describe your target audience. Who will your participants be? How will you know what the needs of your participants will be? What do you hope that your participants will be able to do as a result of this program?

Target Audience: 10 STARTALK Hindi/Urdu *emerging teachers* and 10 MA Program candidates will participate in professional learning experiences designed to develop/enhance the requisite knowledge and skills to effectively facilitate learner-centered, issues-based Hindi and Urdu language instruction, supported by ongoing use of digital technologies, to promote the growth of linguistic, cultural and global competencies.

Identification of Participant Needs: Data obtained from various pre-assessments will be used to inform/modify instruction to meet learner needs for all participants enrolled in GLOB 5905. Summer Teacher Program candidates completed an application containing prompts designed to determine their knowledge/skill base in relation to the tenets of standards-driven language learning and MA candidates completed a lengthy graduate program application that included, among other requirements, OPI and WPT test scores, evidence of prior teaching experiences, professional recommendations and prompts to elicit qualitative data regarding their perspectives on language pedagogy based on prior clinical experiences.

Program Outcomes: Upon completion of GLOB 5905, participants will be able to:
1. Demonstrate understanding of the theoretical framework for Project-Based Learning (PBL) and the development of global competencies.
2. Select/ use a range of technologies to facilitate Global-PBL tasks and teacher work goals.
3. Analyze the extent to which Global-PBL addresses the Standards goal areas (5 Cs) and the modes of communication in authentic cultural contexts.
4. Create age-, interest- and proficiency-level appropriate communicative tasks using the G- PBL framework, Global Competence Matrix for World Languages and the Integrated Performance Assessment prototype.
5. Create age-, interest- and proficiency-level appropriate communicative tasks for mixed ability and mixed background heritage learners of Hindi/Urdu using G-PBL.
6. Conduct field-based observations of Hindi/Urdu language learners in classroom settings to analyze the relationship between theory and learner-centered instructional/assessment practices/outcomes and present demo micro-teaching tasks for peer/supervisor feedback.

Program Goals

What do you hope participants will be able to do after the program ends? Use the *Teacher Effectiveness for Language Learning* (TELL) Framework (www.TELLproject.com) to guide the development of your program goals. Identify the TELL domains and supporting TELL criteria statements that capture the major concepts or topics identified in your program overview.

TELL DOMAINS/ (Corresponding Kean Outcomes 1-6)	TELL CRITERIA STATEMENTS *Number the Criteria statements here and then transfer to Stage 2.*
The Learning Experience **(Kean 1)** Demonstrate understanding of the theoretical framework for Project-Based Learning (PBL) and the development of global competencies.	**LE 5:** I provide opportunities for my students to acquire language in meaningful contexts.
Learning Tools **(Kean 2)** Select/ use a range of technologies to facilitate G-PBL tasks and teacher work goals. **(Applicable to Kean Outcomes 1-6)**	**LT 2:** I use a variety of learning tools to help learners produce language, interact with culture and content to meet performance objectives. **LT 3:** I use a variety of learning tools that facilitate the understanding of perspectives behind cultural products and practices. **LT 4:** My students and I use tools to document, track and reflect on performance over time.
Collaboration **(Applicable to Kean Outcomes 1-6)**	**C 5**: I connect with local and global communities to support and encourage language and culture learning.
Planning **(Kean 3)** Analyze the extent to which G-PBL addresses the Standards goal areas (5 Cs) and the modes of communication in authentic cultural contexts. **(Kean 4)** Create age-, interest- and proficiency-level appropriate communicative tasks using the G- PBL framework, Global Competence Matrix for World Languages and Integrated Performance Assessment prototype. **(Kean 5)** Create age-, interest- and proficiency-level appropriate communicative tasks for mixed ability and mixed background heritage learners of Hindi/Urdu using G-PBL.	**P 1**: I plan learning experiences based on national standards. **P 7:** I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning. **P 4:** I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.
Performance and Feedback **(Kean 6)** Conduct field-based observations of Hindi/Urdu language learners in classroom settings to analyze the relationship between theory and learner-centered instructional/assessment practices/outcomes and present demo micro-teaching tasks for peer/supervisor feedback.	**PF 1:** My students demonstrate growth through performances that are reflective of their learning experiences. **PF 3:** I employ a variety of feedback strategies designed to assist the learner in growing toward the target.
Professionalism **(Kean 6)**	**PR 3**: I am a reflective practitioner

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STAGE 2: How will participants demonstrate what they can do with what they know by the end of the program?

Performance Assessment

What evidence will participants produce to demonstrate their understanding of the TELL criteria?

TELL CRITERIA STATEMENTS (Corresponding Kean Outcomes) *Number the Criteria statements here and then transfer to Stage 3.*	EVIDENCE/PRODUCT AND BRIEF DESCRIPTION
LE 5: I provide opportunities for my students to acquire language in meaningful contexts. Demonstrate understanding of the theoretical framework for Project-Based Learning (PBL) and the development of global competencies. **(Kean 1)**	**LE 5:** (a) Info graphic and accompanying oral narrative capturing essence and benefits of learner-centered/inquiry-based instruction (PBL) and showing alignment with the four dimensions of Global Competence (b) Modified tasks from the 21st Century Skills map reflecting the elements of G-PBL and the four dimensions of global competence in the Global Competence Matrix for World Languages
LT 2: I use a variety of learning tools to help learners produce language, interact with culture and content to meet performance objectives. **(Applicable to Kean Outcomes 1-6)** **LT 3:** I use a variety of learning tools that facilitate the understanding of perspectives behind cultural products and practices. **(Applicable to Kean Outcomes 1-6)** **LT 4:** My students and I use tools to document, track and reflect on performance over time. **(Applicable to Kean Outcomes 1-6)**	**LT 2/ LT3:** (a) Development of learning tasks addressing the three modes of communication within authentic cultural contexts that incorporate various technology tools and applications (b) Application of best practices on how to use social media to organize and foster successful cross cultural learning connections **LT 4:** Electronic portfolios, reflective journals and other electronic products created for each module
C 5: I connect with local and global communities to support and encourage language and culture learning. **(Kean 1-6)**	**C 5:** Communicative tasks developed for G-PBL lessons requiring teachers and students interact with native speaking peers in India/Pakistan and local heritage communities
P 1: I plan learning experiences based on national standards Analyze the extent to which G-PBL addresses the Standards goal areas (5 Cs) and the modes of communicationin authentic cultural contexts. **(Kean 3)** **P 7:** I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning. Create age-, interest- and proficiency-level appropriate communicative	**P 1:** (a) Completion of task identifying correct standards, modes and proficiency levels from Hindi Sample Progress Indicators (b) Alignment chart illustrating congruency between the standards and modes and the Global Competence Matrix using a self-selected IPA exemplar **P 7:** Communicative tasks developed for each mode for use in demo micro-teaching

TELL CRITERIA STATEMENTS (Corresponding Kean Outcomes) *Number the Criteria statements here and then transfer to Stage 3.*	EVIDENCE/PRODUCT AND BRIEF DESCRIPTION
tasks using the G- PBL framework, Global Competence Matrix for World Languages and Integrated Performance Assessment prototype. **(Kean 4)** **P 4:** I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified. Create age-, interest- and proficiency-level appropriate communicative tasks for mixed ability and mixed background heritage learners of Hindi/Urdu using G-PBL. **(Kean 5)**	**P 4**: (a) Ratings of authentic reading and viewing tasks (b) Analysis of speaking profiles on non-heritage and mixed background heritage learners (c) Pre-reading, reading and post-reading tasks for the interpretive mode (d) Communicative tasks for developing informal/formal registers in Hindi/Urdu
PF 1: My students demonstrate growth through performances that are reflective of their learning experiences. **PF 3:** I employ a variety of feedback strategies designed to assist the learner in growing toward the target. Conduct field-based observations of Hindi/Urdu language learners in classroom settings to analyze the relationship between theory and learner-centered instructional/assessment practices/outcomes and present demo micro-teaching tasks for peer/supervisor feedback. **(Kean 6)**	**PF 1**: Journal entries that include thoughtful, critical and persistent analysis of observed events over time **PF 3**: Self and/or peer assessments of instructional tasks for each module and demo micro teaching
PR 3: I am a reflective practitioner Conduct field-based observations of Hindi/Urdu language learners in classroom settings to analyze the relationship between theory and learner-centered instructional/assessment practices/outcomes and present demo micro-teaching tasks for peer/supervisor feedback. **(Kean 6)**	**PR 3**: Journal entries that relate how participants might use what they have learned to become a better teacher or future researcher (e.g., entries that include analysis of events that were very successful, unexpected, raised concerns, were especially thought provoking and/ or that validated or questionned previously acquired theoretical knowledge) Journal entries that indicate a possible area of interest for future research and the reason for interest.

STAGE 3: What will prepare participants to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences from the beginning through the end of your program. If your program has a component prior to the start of the program, include the major learning experiences for that portion of the program also. Complete the first column with the TELL criteria identified in Stage 1. In the second column, indicate the instructional topics that participants will need to know and the resources they will use in order to engage in the major learning experiences described in the third column. You may wish to consult the STELLA documents (on STARTALK website in early April 2014) for sample learning activities and resources.

TELL CRITERIA STATEMENTS *Participants can …*	INSTRUCTIONAL TOPICS & RESOURCES *Participants need to know …* *Participants will use…*		MAJOR LEARNING EXPERIENCES & EVIDENCE *Participants will experience & demonstrate …*
Copy the TELL Criteria directly from Stage 2, Column 1. Use one row for each statement.	List the key concepts that participants need to know to meet the TELL Criteria listed in the previous column. Identify the major resources participants will use to work with these concepts.		Describe the key learning experiences that allow participants to demonstrate that they can meet the stated TELL Criteria.
	Need to know….	Will use….	
LE 5: I provide opportunities for my students to acquire language in meaningful contexts. **(Kean 1)** Demonstrate understanding of the theoretical framework for PBL and the development of global competencies.	▪ Inquiry-based approaches; learner-centered pedagogy ▪ PBL ▪ Global-PBL	▪ PBL framework ▪ Educating for Global Competence (2011) ▪ ACTFL 2014Global Competence Position Statement ▪ 21st Century Skills Map (2011) ▪ Edutopia video clip ▪ Journal article by Larmer and Mergendoller	**Task 1:** *Making the Case for PBL* Based on the article by Larmer and Mergendoller (2012) and the Edutopia videoclip, *Anatomy of a Projec*t, teachers work with a partner to create an info graphic and accompanying oral narrative for use in a presentation for parents that captures the essence and benefits of learner-centered/inquiry-based instruction as evidenced in project-based learning. They make comparisons with teacher-centered instruction they/many parents may have experienced and cite the advantages of using this approach with 21st century learners. **Task 2:** *PBL+ Global~ Perfect Together* Based on Chapters II and VII of *Educating for Global Competence*, teachers expand the info graphic previously created to show how the four dimensions of Global Competence are aligned with project-based learner-centered instructional approaches. **Task 3:** *Thinking Globally: World Languages and 21st Century Skills*

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	Need to know….	Will use….	
			After reading the tasks in the Skills Map document, teachers select a task in the Novice, Intermediate and Advanced proficiency range in which the content has the "potential" of being developed into a Global PBL unit. They modify the tasks accordingly to reflect the essential elements of G-PBL and the four dimensions of global competence in the Global Competence Matrix for World Languages.
LT 2: I use a variety of learning tools to help learners produce language, interact with culture and content to meet performance objectives. **LT 3:** I use a variety of learning tools that facilitate the understanding of perspectives behind cultural products and practices. **LT 4:** My students and I use tools to document, track and reflect on performance over time. **(Kean 2)** Select/ use a range of technologies to facilitate GBL tasks and teacher	▪ Foundational knowledge of technology tools and resources available for digital communication ▪ Underlying pedagogy that supports the use of communication technologies to address the modes of communication ▪ Opportunities and constraints of using various technology applications for language learning	▪ Electronic content to address module topics posted on selected Google links and on You tube. (See syllabus) ▪ The SAMR model for technology integration	**Task 1**: *Web 2.0 Apps Review and Application* – After a demonstration of different web applications, working in pairs, teachers select a minimum of three applications that will assist in addressing each of the modes of communication using instructor-selected learning scenarios from the Hindi Standards. They apply the SAMR model for integration. **Task 2**: *Virtual, Local and Global Collaborations* Teachers examine best practices on how to use social media to organize and foster successful connections using instructor-selected scenarios from the Hindi Standards. They publish information on a graphic organizer on their teacher Google Sites pages. **Task 3:** *Collaboration and Creation* – Working in pairs, teachers develop a learning scenario that addresses the modes of communication using exemplars provided in the Hindi Standards. They follow the SAMR Rubric to ensure the characteristics of meaningful learning environments are reflected in the scenario. **Ongoing Activity:** Teachers write reflections about products created for each module for includsion in their electronic journals. They comment on how well they met daily learning

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	Need to know….	Will use….	
work goals **(Applicable to Kean Outcomes 1-6)**			targets and why/why not.
C 5: I connect with local and global communities to support and encourage language and culture learning. **(Applicable to Kean Outcomes 1-6)**	▪ Teacher and student collaboration strategies to support Global PBL instruction and ongoing virtual cross-cultural collaboration	▪ Information gained from Kean STARTALK Lesson Plans and field-based observations	Teachers observe and engage in collaboration strategies that support G-BBL instruction (e.g., collaboration with teachers from partner schools in India/Pakistan, with community organizations and/or partner organizations) They apply strategies in demo micro teaching tasks designed to foster student collaboration with native-speaking Indian/Pakistani peers to investigate and propose solutions to a targeted global issue.
P 1: I plan learning experiences based on national standards **(Kean 3)** Analyze the extent to which G-PBL addresses the Standards goal areas (5 Cs) and the modes of communicationin authentic cultural contexts.	▪ Alignment of 5 Cs and modes with Global Competence Matrix ▪ Blending instruction and assessment that addresses the modes using IPAs	▪ ACTFL *World Readiness Standards for Learning Languages* (W-RSLL) pp.7, 9, 44-109 ▪ Focus of Changes in the 2014 World Readiness Standards for Learning Languages PDF ▪ *Implementing Integrated Performance Assessment(*2015) -Chapter 2 pp. 9-19 -Chapter 4 pp. 27-38 - Chapter 6 pp. 53-103	**Task 1:** *Zoning in on Standards/Modes and Levels:* Teachers review sample progress indicators provided from the Hindi Standards and determine the correct Standard, Mode of Communication and Proficiency Level addressed. They use the Standards Graphic and Quick Reference Handout on modes and proficiency levels as guides. **Task 2:** *Aligning Standards, Modes and Dimensions of Global Competence* Teachers complete an alignment task that illustrates the congruency between the five standards goal areas, modes of communication and the Global Competence Matrix using a self-selected IPA exemplar.

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	Need to know….	Will use….	
P 7: I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning. **(Kean 4)** Create age-, interest-, proficiency-level appropriate communicative tasks using the G-PBL framework, Global Competence Matrix for World Languages and the Integrated Performance Assessment prototype.	▪ How to analyze a lesson to determine the degree to which it is learner centered and develops global competencies ▪ Creation of demo micro-teaching tasks	▪ Annenberg Politics of Art Video: ▪ Barron, B., & Darling-Hammond, L. (2008). *Teaching for meaningful learning* ▪ Kean STARTALK Student Program Curriculum and Lesson Plans (2015) ▪ Mc Carthy, J. (2015, March). Authentic audiences purpose: Engaging students in learning that means something.	**Task 1:** *Politics of Art Video Analysis* After viewing the Politics of Art video, teachers determine if: (a) the design of the unit lessons reflects project-based learning/backward design approaches; (b)the STARTALK Principles for Language Learning are utilized and (c) if the unit lessons meet the criteria for developing global competence. They provide rationale to support their claims using specific evidence from the video. **Task 2**: *Micro-teaching Tasks* Based on lesson activities created for the 2015 STARTALK Student Program, teachers create additional interpretive, interpersonal and presentational tasks for use in demo micro-teaching.

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	Need to know….	Will use….	
P 4: I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified. **(Kean 5)** Create age-, interest- and proficiency-level appropriate communicative tasks for mixed ability and mixed background heritage learners of Hindi/Urdu using G-PBL.	▪ Strategies for developing 3 modes of communication in Hindi/Urdu ▪ How to rate authentic reading and viewing tasks ▪ How to createlevel appropriate pre-reading, reading, post-reading tasks for developing interpretive reading, listening, viewing skills using Global PBL themes ▪ How to analyze speaking profiles of heritage and non-heritage learners of Hindi/Urdu and create tiered tasks for mixed ability and	▪ Child, James R. (1998). Language Skill Levels, Textual Modes, and the Rating Process. *Foreign Language Annals*, *31*, (3), 381-91. ▪ Gambhir, V. (1996). Developing reading proficiency in modern South Asian languages." In Vijay Gambhir (Ed.), *Teaching and acquisition of South Asian languages*. Philadelphia: University of Pennsylvania Press. ▪ Ilieva, G. N. (2012). Hindi heritage language learners' performance during OPIs: Characteristics and pedagogical implications. *Heritage Language Journal*, *9* (2). ▪ Shrum & Glisan (2010, 4th Edition). *Teacher's handbook: Contextualizing language instruction.C*hapters 6, 8, 9, 10	**Task 1**: *Rating Authentic Tasks* In small groups, teachers rate text levels of authentic reading and viewing Hindi/Urdu texts based on Child's textual modes and the rating process. They align the text level with learners' level. They create an engaging level-appropriate pre-reading/pre-listening, reading/listening OR post- reading/post-listening task for developing learners' interpretive communication skills (reading/listening) in Hindi/Urdu using topics related to G-PBL themes. **Task 2:** *Analyzing and Rating OPIs* In small groups, teachers rate and analyze pre-recorded OPIs of heritage and non-heritage speakers of Hindi/Urdu. They identify patterns of linguistic profiles of non-heritage and mixed background heritage learners and create tiered tasks (for the tasks previously developed) in order to meet the needs of mixed ability and mixed background heritage learners.. **Task 3**: *Creating Tasks Using G-PBL Themes/Topics* In small groups, teachers create age- and level-appropriate communicative tasks that require Hindi/Urdu learners to speak or write in informal and formal registers about topics related to G-PBL themes..

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	Need to know….	Will use….	
	mixed background classrooms ▪ How to create age-and level-appropriate communicative tasks for developing informal/formal registers in Hindi/Urdu using topics related to G-PBL themes		
PF 1: My students demonstrate growth through performances that are reflective of their learning experiences. **PF 3:** I employ a variety of feedback strategies designed to assist the learner in growing toward the target. **(Kean 6)** Conduct field-based observations of	▪ Making explicit connections between content, theory and pedagogy through field-based observations ▪ How to use feedback obtained from instructors/ colleagues on demo microteaching tasks to modify	▪ Personal experiences, classroom discussions/coursework, professional readings, standards ▪ Field-based observations ▪ Professional discussions with colleagues ▪ Feedback from instructors, colleagues	▪ Teachers engage in daily observations following research-based observation protocol ▪ Present microteaching tasks to colleagues for feedback ▪ Compose journal entries that explicitly connect thinking to prior knowledge, offering examples or citing theories when appropriate (e.g. relate to personal experiences, classroom discussions/coursework, professional readings, professional feedback, standards). ▪ Compose journal entries that include analysis of events that were very successful, unexpected, raised concerns, were especially thought provoking and/ or that validated previously acquired theorectical knowledge. ▪ Compose journal entries that include thoughtful,

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Hindi/Urdu language learners in classroom settings to analyze the relationship between theory and learner-centered instructional/assessment practices/outcomes and present demo micro-teaching tasks for peer/supervisor feedback.	instruction for effective clinical micro teaching		critical and persistent analysis of observed events over time
PR 3: I am a reflective practitioner **(Kean 6)** Conduct field-based observations of Hindi/Urdu language learners in classroom settings to analyze the relationship between theory and learner-centered instructional/assessment practices/outcomes and present demo micro-teaching tasks for peer/supervisor feedback.	▪ Making explicit connections between content, theory and pedagogy. ▪ Determining possible areas of interest for future action research	▪ Personal experiences, classroom discussions/coursework, professional readings, standards ▪ Field-based observations ▪ Professional discussions with colleagues ▪ Feedback from instructors, colleagues	▪ Teachers compose journal entries that relate how one might use what they have learned to become a better teacher or future researcher. For example teachers may write about the significance of a a particular event(s) and the learning that occurred as a result; actions that were taken or could have been taken related to the event and conclusions reached (how the event changed or confirmed knowledge or beliefs about teaching or how the event generated additional questions for possible action research). ▪ Compose journal entries that indicate a possible area of interest for future research and indicate the reason.

Micro-teaching/Practicum

Will the participants engage in a micro-teaching or practicum experience? If yes, describe the teaching experience that your participants will complete.

Participants will create and present demo-microteaching tasks to peers in this course (GLOB 5905) for instructor/peer feedback and critique during week 2 of the Student Program when they will also conduct classroom observations.

Note that the Methods 1 course also runs concurrently with the Student Program offering opportunities to engage in micro-teaching with actual students in week 3 after having the opportunity for rehearsal in week 2 during GLOB 5905.

Program Outline and Schedule

Will participants be expected to do anything prior to the start of the onsite program? If yes, explain what they will do. How will the those learning experiences support the onsite experiences?

Participants are required to purchase texts prior to the program and to minimally complete pre-readings for Module 1.

Required texts include:

Adair-Hauk, B., Glisan, E., & Troyan, F. (2015*). Implementing integrated performanceAssessment.* Alexandria, VA. ACTFL..

Boix-Mansilla, V., & Jackson, A. (2011*). Educating for global competence: Preparing our youth to engage the world.* New York: Asia Society.

National Standards in Foreign Language Education Project (NSFLEP). (2014). *World-Readiness standards for learning languages* (W-RSLL). Alexandria, VA: Author.

Required pre-readings are identified in the Course Syllabus. Pre-readings for Module 1 must be completed prior to the first class session.

Pre-readings/viewings support learning experiences congruent with the instructional methodologies employed during the course as outlined below:
Learners will listen, view or read assigned material independently *prior to class sessions* and complete a specific task(s) to provide evidence of understanding. **Instructors/Learning Facilitators** will engage learners *during class sessions* in speaking and/or writing *transfer of learning* tasks (based on materials previously listened to, viewed or read) that require application, problem-solving and analysis, robust discussion and active participation in hands-on activities to provide evidence of understanding**.** During this time, learners have multiple opportunities to apply knowledge and demonstrate their ability to use it. Any gaps in understanding become visible to both themselves and the instructor who will provide timely feedback and guidance. **Learners** will then work collaboratively in pairs or groups *in and/or outside of class* to create and present a specific product related to the targeted learning topic to provide evidence of "new" learning for review by and feedback from other learners and instructors.

What is the agenda for any days prior to the start of the program? What is the agenda each day during the program?

TIMELINE	INSTRUCTIONAL TOPICS
Module Dates and Topics: The 2-week course consists of 6 learning modules- 5 modules in Week 1for Summer Teacher Program participants and a clinical observation module in Week 2 for MA candidates. (Note: Clinical micro-teaching for MA candidates will be conducted July 27-31 as part of GLOB 5920-Methods I)	
July 13	Learner-centered Pedagogy/Inquiry-based Approaches/ Global-Project-based Learning and World Languages
July 14	Technology: A Critical Component of Global-PBL Instruction; Selecting and using appropriate technology tools to support addressing the modes of communication
July 15	ACTFL World Readiness Standards/Alignment of the Three Communicative Modes with the Global Competence Matrix for World Languages; Blending instruction and assessment that addresses the modes of communication using IPAs
July 16	Analysis of standards-driven, learner-center lessons Planning Communicative Tasks for Global-PBL Instruction
July 17	Application of Theory and Best Practices for Teaching Learners of Hindi/Urdu using Global-Project-based Learning
MA track: July 20-24 (August 3-4 online observations)	Field Based Observations/Demo micro-teaching

You may add additional rows as necessary.

What will participants do to extend their learning after the program ends?

Participants in the Summer Program will be encouraged to complete module 6 during week 2 to conduct classroom observations and demo micro-teaching, if possible logistically. Summer participants will be further encouraged to enroll in MA courses as non-matriculated students.

Participants in the MA Track will complete the Summer Session Methods 1 course in addition to GLOB 5905 and subsequent courses leading to the MA in Hindi and Urdu Language Pedagogy.