

Instructional Technology Showcase

iMythology

By Jennifer Sheridan Moss



Podcasts, short recorded files which can include both audio and video, were originally developed as part of the revolution that began with the Apple iPod. While early podcasts were mostly for entertainment purposes, their potential as an

educational tool has quickly been exploited by teachers at all levels all over the country.

During the winter semester of 2007, using funds from the FLTC, I developed a series of supplemental but required podcasts for students in my Greek Mythology course. For this experimental class, 30-GB video iPods were loaned to the students for the semester. Podcasts, however, can be viewed by anyone with a com-

puter (PC or Mac) using free iTunes software. The audio portion of podcasts can be burned on CDs and can be listened to anywhere there is a CD player (the car, for example).

The podcasts I created were meant to be a replacement for a mythology textbook, and they replaced all class lectures. The material in the podcasts included
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"The podcasts I created were meant to be a replacement for a mythology textbook, and they replaced all class lectures."

The Virtual Textbook: Using Online Materials to Make Foreign Culture Come Alive

By Sandra Hobbs



"authentic media bring the study of foreign culture to life in a way that no textbook can."

Last summer, I obtained an FLTC Mini-Grant to develop online course materials for French 2720, Contemporary Quebec Culture. This course is built around films that portray Quebec society from the early 20th century to the present day. The course was divided into five time periods, and students watched two films per time period. They also studied authentic documents relating to those time periods that were archived in Blackboard for that purpose. The materials included streaming audio and video clips from CBC, Canada's national news and entertainment corporation, as well as images from the National Archives, statistical graphs from Statistics Canada, and various articles from sources such as the CBC and the Canadian Encyclopedia. French major Aaron Tomchuck worked 130 hours to gather materials and post them into Blackboard after instructor review, and

reported, "It's the best student job I've ever had!"

In addition to my using these multimedia materials in the lectures, students also integrated them into two separate PowerPoint presentations. The first was done in a group and presented to the class to give background and to explain in more detail events that took place in the films. The second presentation was completed individually, and involved either studying the evolution of a particular theme (women's lives, the economy, the role of religion in Quebec, etc.) throughout the 20th century; or alternatively, creating a multimedia fictional biography based on film characters. Students also participated in an online discussion after each film, as well as taking a midterm and final exams in Blackboard.

The advantages to this "Virtual Textbook" are many. Students hear authentic media such as the radio play-by-play of a 1948 hockey game involving Maurice 'Rocket' Richard, original footage of the Canadian Army occupying Montreal during the 1970 October
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Newsletter created by
Pamela Saenz

From the Director

The Past Five Years and the Next

By Sangeetha Gopalakrishnan



I recently completed five years of working at WSU and at the FLTC, and that

prompted me to look back and reflect on my time here. As you know, we have a wonderful, modern and state-of-the-art technology infrastructure at the FLTC, a resource that many foreign language departments, even at some major universities, do not have. Over the past five years, many positive changes have occurred at the FLTC, and it has grown in size and evolved in the nature of its work.

When I started working at the FLTC in March 2002, very little use was being made of the technology available – only a few foreign language faculty were using instructional technology, very few students were using the student self-access lab, and there were only a handful of instructional sessions scheduled in the FLTC multimedia instructional labs. Also, the FLTC was merely a place where you could check out boom

boxes and VCRs; it did not play any major role in faculty development, nor offer much in terms of programming activities for faculty and students.

However, over the past five years there has been an overall increase in the use of technology in teaching and learning by faculty and students.

Specifically, the Center has seen:

- a marked increase in the number of faculty engaging in instructional technology use;
- a tremendous increase in the use of our computer labs by faculty for classes; and
- a tremendous increase in the number of students using the computer lab. (See bar graphs below.)

Based on anecdotal evidence, I am guessing that in 2002 the number of faculty using online components was between 0 and 5. However, now the number of faculty

using a variety of online learning components in foreign language courses is probably over 50. I am working with more faculty now than I did before on instructional technology initiatives such as creating online learning components and assessment units, creating Podcasts and digital course media. Students now have the opportunity to borrow iPods and listen to their lectures as podcasts. So there have been many qualitative and quantitative changes in the use of instructional technology by faculty and students in foreign languages.

To a great extent, these changes can be attributed to the new instructional technology programs that have been instituted since 2002: the FLTC Mini-Grants and Brown Bags. The FLTC Mini-Grant program, introduced a few years back, offers incentives to faculty to design and develop instructional technology initiatives. By presenting their projects at the FLTC Brown Bag sessions, grant recipients have inspired and encouraged their peers to

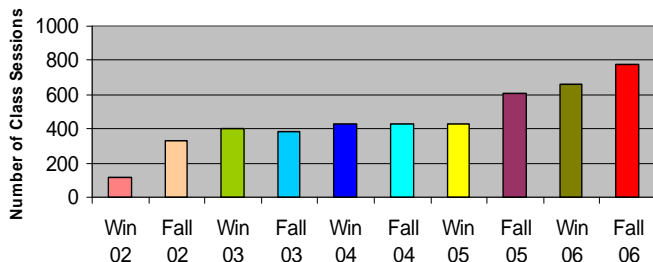
explore similar uses of instructional technology.

Of course, during the last five years we have continued to enhance our technology infrastructure by adding some of the latest technologies to our inventory, such as mobile laptop carts, iPods, and the streaming server.

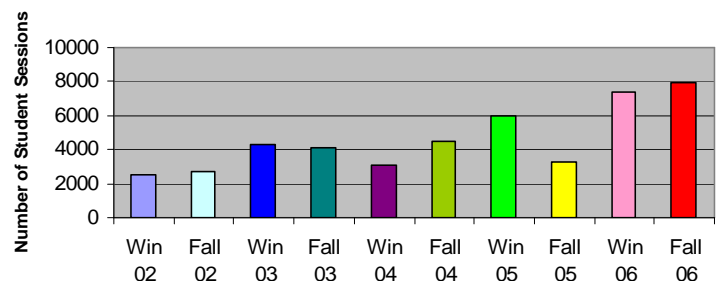
However, the most significant change for the FLTC is the shift in its role from being a “media center,” a place where you can check out A/V equipment, to a center that takes a leadership role in faculty development and champions the meaningful use of technology in foreign language instruction.

In the next five years, my vision for the Center is to take on the mission of supporting research on the use of technology in foreign language instruction, to facilitate the integration of emerging technologies in foreign language instruction, and to foster the growth of a learning community.

Multimedia Computer Classroom Use



Student Self-Access Lab Use



2007 FLTC Mini-Grant Recipients

To encourage faculty to explore the meaningful use of technology in foreign language instruction, the FLTC awards Mini-Grants to projects that involve the development of technology-enabled foreign language instruction. The FLTC funds projects that incorporate the use of latest technologies into existing foreign language courses to achieve specific learning objectives. Recipients of the awards are expected to begin and complete working on their project during the Spring/Summer semester and implement their projects in the Fall semester.

The FLTC selects proposals that involve innovative use of technology in teaching and awards each proposal up to a maximum of \$2000. All full-time and part-time faculty and graduate teaching assistants teaching foreign languages are eligible to submit a proposal.

This year the FLTC introduced a new award for Graduate Students teaching foreign language courses. Details about the recipients of the FLTC Mini-Grants for this year and a description of their projects are given below:

Developing Online Course Materials for Advanced Grammar in French: Helping Students Become More Active Learners by Sandra Hobbs



This project involves using online course components to create a blended or hybrid version of an existing course, French 5305, which is an advanced grammar course. The benefit of replacing traditional class meetings with online components is that it exploits each teaching method's advantages. The plan is to create a "Virtual Textbook" by gathering grammar explanations in digital format and placing them on the course Web site in Blackboard. Students will actively explore these explanations as well as online resources as they complete online grammar exercises designed to improve their knowledge and application of the rules of French grammar.

Italian Music Awareness by Laura Schneider



This project involves the creation of a Web site accessible to all students enrolled in the Italian basic courses (ITA 1010, ITA 1020, and ITA 2010), as well as intermediate and advanced classes, to explore Italian music. Instructors will have access to a sequence of Italian music videos and corresponding lesson plans that are level-appropriate. Each lesson plan will include a Web-Quest activity on the band, on Italian music festivals, and on different music genres. For each song, a blog will be created where students can post their comments and personal reaction to the song.



Emil Reading Suite by Randy Schantz

The Emil Reading Suite is a technological package for the abridged novel *Emil und die Detektive* currently

used in German 2010. The reading suite is made up of two parts. One part of the package is podcasts of the text together with images, pictures and video clips. The second part includes already prepared pre- and post-reading exercises and new group projects and games to be used in conjunction with the readings.

iGoldenAge by José A. Rico-Ferrer



This project involves the creation of video podcasts containing reference material normally contained in Art History, History, Geography, Mythology, and Emblems books. Armed with a video iPod, students will be able to hear lectures at their leisure, freeing class time for discussions of Spanish literature. This material will be used in the Spanish 6430 Course, *Spanish Literature of the Baroque*. Furthermore, the reference information will be useful for any of the Spanish 6000-level classes and for the graduate seminar.

Listening Comprehension: Computer-Based Learning Using online Video Materials by Laura Kline



The goal of this project is to create an online listening comprehension course for students of Russian. Students would watch video materials such as cartoons, TV shows, and movies on Blackboard. Students would work through these materials with the help of Russian-Language vocabulary lists and interactive exercises to test listening comprehension. Each 20-minute segment of video material would be followed by a graded quiz on Blackboard. The student would take an online final after working through all materials. This course would be offered during the Fall and Winter semesters and, if possible, during the Spring/Summer Semester as well.

Graduate Student Award Online Learning Components: Utilizing German Film clips for Teaching Grammar by Suzanne K. Hilgendorf and Sasha Pákh



In order to make German-language instruction more meaningful, engaging, and thus effective, this project seeks to use authentic materials for teaching grammatical elements and speech acts in the German language classroom. The project proposes to create online learning components in the form of excerpts of German cinema films, which will be used to introduce, illustrate, and practice particular grammatical elements (e.g., the past tense, use of modal verbs) and communicative exchanges (e.g., greetings, introductions, asking for directions). These online components will first be used in the classroom to introduce specific curricular topics, then posted online in Blackboard for students to review and work with independently.



Language Instruction in Italy

by Dean-Michael Lynn



“my Italian students received cutting-edge language instruction through the use of this technology.”



In a medieval hamlet, high in the mountains of Abruzzo, Italy, students from Wayne State

University and students from Università degli Studi dell'Aquila (L'Aquila, Italy) learned more about each other's languages and cultures while living together for four weeks this summer in what was once a 13th century Franciscan monastery.

I was really excited when Raffaele DeBenedictis, Romance Languages and Literature, asked the English Language Institute (ELI) to join him on the 2007 Wayne in Abruzzo Summer Program to Italy. The plan was that while the American students were taking Italian language and culture classes, I would be teaching English to the Italian students. Wow, what an experience! What a chance! What a month

away from everything! Language! Culture! ITALY! However, instead of teaching English and American culture, my Italian students wanted preparation for the TOEFL® (Test of English as a Foreign Language), the iBT (Internet-Based TOEFL) in particular! How was I going to teach this? I still wanted to go! What to do? I asked for computers with high-speed Internet!

Using the FLTC's CAN8 software seemed to be the most effective way for students to practice for the iBT because of its many applications. For example, students can practice receptive skills by reading texts and listening to audio files that can be easily uploaded onto CAN8. The CAN8 also lets students exercise their productive skills, such as recording their speech or writing text. In fact, The iBT TOEFL® requires students to show their ability to use English in a vari-

ety of campus and academic situations such as listening to lectures on unfamiliar topics, orally paraphrasing and integrating information that they have just read and listened to, and writing a well-organized essay with detailed examples, correct grammar, and varied vocabulary. All of the reading, listening, recording and writing is done on the computer in the authentic iBT TOEFL®. By using CAN8, I was able to replicate this standardized test.

In short, the “Miracle Factor” about CAN8 is that one can access it from a distance (from anywhere). Despite the rustic conditions of a 15th century monastery, it was equipped with modern computers with high-speed Internet. So, even from a remote village high in the mountains of Abruzzo, Italy, my Italian students received cutting-edge language instruction through the use of this technology.

Humanities Center Working Group on Online Learning

by Suzanne Hilgendorf

Last fall, several faculty and graduate students from the Depts. of German & Slavic Studies, Near Eastern & Asian Studies, and Romance Languages along with the Director of the Foreign Language Technology Center received funding from the Humanities Center to establish a Working Group exploring the integration of online learning components in foreign language instruction. Group members met regularly throughout the academic year to discuss published research and to collaborate in developing individual projects for integrating technology in the instruction of Chinese, French, German, Italian, and Russian. These projects include, for example, the integration of homemade videos in the Chinese curriculum, the development of a Virtual Textbook for teaching Québécois culture, the refining of online testing in the Basic German Language Program, the utilization of German movie clips for teaching grammar, and the use of Wikis in Italian instruction.

The group members include Professors Suzanne K. Hilgendorf (German), Sandra Hobbs (French), and Haiyong Liu (Chinese); graduate students Anyuta Eddy (German, Russian), Pierluigi Erbaggio (Italian), and Alexandra Pákh (German); and Sangeetha Gopalakrishnan, the Director of the Foreign Language Technology Center. The group has planned several activities in the upcoming year including a teleconference this fall with a leading scholar of online learning, and a group panel presentation in February, 2008 as part of the Humanities Center Brown Bag series. Further plans include preparing a panel for a national conference in the winter semester.

Hispanic Movie Series

by Jose Rico-Ferrer

The Foreign Film Nites program at the FLTC was started a few semesters back and received considerable interest among faculty and students. This semester a Hispanic Movie Series will be featured as part of the FLTC Film Nites program.

The Hispanic Movie Series will bring a welcome look at the complexities of Hispanic cultures. The effort starts this semester with a modest selection of movies from Latin America, the U.S.A., and Spain. If the response to the Series this semester is positive, we hope to expand it to the Winter semester as well and to make the Series into a regularly programmed event.

Besides the benefits a movie can provide for cultural understanding, there is a pedagogical side that it is worthy of mention. Thanks to the support of the FLTC, it is possible to make the movies available to students for their personal viewing at the Center's facilities. Movies will also be available for online student viewing, and students can access these movie links through the Blackboard Course Web site. This maximizes the opportunity for students

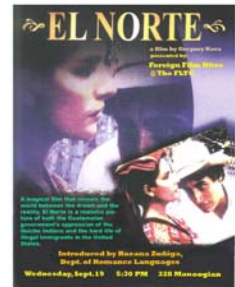
with a busy schedule to access the movie if they are unable to be present at the movie screening, thus providing them with a convenient way to use movies for classes such as conversation, where they can be suggestive starting points for a class discussion, or for other diverse culture course offerings.

Thanks are also due to the faculty who volunteer to present the movies, and to the Spanish Club that is publicizing the events; together with the sponsorship of the Center for Boricua Studies (CBS), we hope to contribute to the celebration of Hispanic Heritage Month. Four movies commemorate our Heritage starting September 18 with "El Norte," a movie about the migration to this country from the perspective of an illegal immigrant family. "Real Women Have Curves," starring America Ferrera, deals with generational issues and gender roles and expectations as they come into sharp conflict in the interaction between a college-bound Latina student and her traditionalist mother. "La historia oficial" or "The Official Story" deals with the dark years of Argentina's political

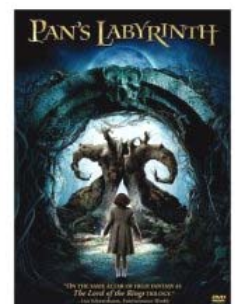
repression and the touching topic of the missing as an unfortunate byproduct of the so called "Dirty War." Finally, on October 9, "Pan's Labyrinth" appears as the product of Mexican director Guillermo del Toro's unbridled imagination. Tracing the fate of an innocent little girl in a landscape of man-made evil, del Toro draws us in to a complex universe from the very beginning.

Other movies from the Series include Pedro Almodóvar's Oscar winning "Women on the Verge of a Nervous Breakdown," "El Crimen del Padre Amaro" or "The Crime of Father Amaro" which deals with the difficult issue of abortion, "Alatriste," a period movie starring Viggo Mortensen as a soldier of fortune in seventeenth century Spain, and finally, "Danzón" which deals with the importance of friendship in the case of a missing dance partner.

We hope that the Hispanic Movie Series is successful and that you are able to stop by and enjoy some of the listed programs. For a detailed schedule of the movie screenings please visit FLTC's Web site.



"The Hispanic Movie Series will bring a welcome look at the complexities of Hispanic cultures."



Audio Postcards

by Dean Western

It's a beautiful day in the country. The plaza is full of people enjoying the afternoon, chatting with each other, listening to the street musicians, conducting business at the shops and market stalls.

Whether you're a first-time visitor or a native, it's natural to want to capture a slice of the moment to keep for yourself, share with friends or perhaps use as part of a future class presentation. If you're like most people, you'll reach for a digital camera or whip out a cell phone and take some snapshots, but when you go home you'll be leaving behind one of the most evocative aspects of this place – the sounds.

When I travel I rarely take a camera, but I'm never without an audio recorder, because for me – until someone invents a way to record smells – nothing conveys a sense of place like sound does. It occurs to me that audio field recordings might be useful as language education materials. Street vendors, cab drivers, public events, radio/TV, speeches, conversations, interviews, airports/train stations, poetry/song performances, marketplaces, tour guides – these are just a few examples of sources that could be gathered and used in the classroom, exposing students to local dialects, slang or other interesting and unique uses of language not found in the usual audio educational materials.

The equipment you'll need to make field recordings of this nature is fairly simple: a recording device, recordable media, microphone and a set

of headphones. Of course shooting with video camcorders will capture audio, but they are obtrusive and people tend to speak and act differently when they see a camera pointed at them. Using an audio recorder shifts one's focus away from the visual and heightens sensitivity to the sounds of the immediate environment – you may be surprised at how much you can really hear.

GEAR

Here is a short list of some currently available portable recording formats:

- **CASSETTE TAPE** – Cheap and easy to use, tape is also bulky, fragile and very noisy. Also keep in mind that material on tape must be played into a computer in real time in order to edit and burn to CD.
- **MINI DISC** – Think of a mini disc as a tiny, rewritable CD. Mini Disc recorders are usually quite small and durable and offer very good sound quality.
- **FLASH RECORDER** – These hand-held units record audio data on Compact Flash memory cards – just like digital cameras. A USB interface means fast transfer of recordings to your computer, and some models feature built-in microphones as well.
- **IPOD** – If you happen to own one of the 100,000,000 iPods out there then all you need is a microphone attachment and you're in the game.

Digital Voice Recorders, commonly sold at office supply stores for personal dictation, may also be used, but one should check the amount of memory and sound quality first.

Inexpensive stereo microphones are available for recorders that don't have one built in, but keep in mind that mike and headphone connections on most units are of the 3.5 mm stereo mini-jack variety. The FLTC now has two flash recorders and ten iPod microphones available for use.

TIPS

- Whenever possible, wear earphones of some kind while recording so you know exactly what you're getting.
- Be as unobtrusive as possible – you don't have to hide the fact that you're recording in a public place, but usually you don't want to stick the microphone in anyone's face, either.
- If traveling with a group of students or companions, try to find an opportunity to get away by yourself to do some recording without distractions.
- Bring extra batteries (or international power adapter for recharging) and extra recordable media, if possible.
- Keep your recorder with you and use it often so you become familiar with its workings.

Don't hesitate to press that "Record" button if you think something might be even remotely useful or interesting to you – you can always dump it later.

If you would like to document your next trip with sound and have any questions, need to check out some equipment, or want help burning your recordings to CD, the friendly and knowledgeable staff of the FLTC are, as always, at your service.

A BRIEF HISTORY OF FIELD RECORDING



1917



1936

"audio field recordings might be useful as language education materials."



1958



2007

What's New?

Streaming Media Server

By Muhammad Faisal

Often foreign language instructors require students to view course-related videos as a part of the class. During the semester, it can be frustrating for the student to find time to view the videos in the FLTC office because they are limited in time and location. Sometimes, there are several students competing to watch the same video at the same time.

The FLTC has updated to a streaming media server. Videos digitized and placed on the streaming media server will enable students to view the videos on the Internet whenever and wherever they choose.

Audio files posted on the server can be shared, listened to individually, or used in conjunction with a classroom presentation.

Using the wireless network in the Manoogian building, instructors will readily access audio and video files on the streaming media server from a classroom without having to check out and check in DVDs and other digital media.

Until recently, audio and video on the Web was primarily a download-and-play technology. An entire file had to be downloaded before it could play. Because media files are large and take a long time to download, 30-second clips could take 20 minutes or longer to download.

Streaming audio and video files play almost immediately. Other than a few seconds of delay before

the file starts to play, there is no time lag.

Streaming over the Internet has become more popular. There are two primary types of servers: a Web-based server and specialized server. While the Web server is good, the specialized server is better. The FLTC now has a specialized streaming server to better serve our faculty and students.

The new server has many advantages and will offer:

- Better quality audio and video
- More efficient use of the network bandwidth
- Support for a larger number of users

The Virtual Textbook *continued from page 1*

By Sandra Hobbs

Crisis, or samples of political cartoons lampooning provincial politicians. Such authentic media bring the study of foreign culture to life in a way that no textbook can. In addition, students become more active learners as they search the Blackboard materials and edit them into individual presentations, often following em-

bedded links to external Web sites and extending the classroom into the world; students interact meaningfully in the group presentations and online discussions. Students also develop important computer literacy skills as they use PowerPoint to integrate various media into oral and written presentations.

"This move away from the textbook has changed my teaching and student learning."

Equipment Updates



New 30- and 80-gigabyte iPods are available for loan to students by the FLTC. Instructors can reserve iPods for semester use.



The FLTC has new iMics available for use with the iPods. The iMic enables audio recording directly to the iPod. iMics can be used for recording lectures, interviews, material for podcasts, etc.



The new audio digital recorder has a 64-megabyte memory card. Audio files can be saved in Microsoft WAV or MP3 format. It can be used for recording lectures, interviews, and more.



The new slide scanner can be used for converting film slides into digital images such as jpg files.

Photos by Jeff Richardson

2007 FLTC Survey

By Pamela Saenz

During the Winter 2007 Semester, the Foreign Language Technology Center (FLTC) conducted a survey of instructors who use FLTC resources for teaching. Approximately one-third of the 150 instructors invited to take part in the survey responded.

Fifty-five percent of the respondents indicated they teach language courses, and another 30 percent indicated they teach language as well as culture and literature courses. Of the respondents, FLTC resources are used most frequently by Spanish instructors, followed closely by French, English as a second language, and German/Slavic.

The services most used are the mobile audio/video equipment and instructional and faculty computer labs. A surprising 41 percent of our respondents use digitizing, copying, and conversion services, and 18 percent use the digital editing suite.

Many respondents use Blackboard (76 percent), 20 percent use video reserve services, and the mobile video cart is the most popular equipment followed by the LCD projector with or without laptop. The instructional labs are used primarily for accessing Web sites by computer, viewing films, CAN8, and PowerPoint presentations.

Most of the respondents indicated that they were satisfied with the services of the FLTC. There were a few recommendations for change indicating a desire for earlier or later hours of operation, universal remote controls, online reservation forms, more and higher-technology equipment, and workshops demonstrating the efficient use of new technology.

One respondent asked for a "mobile" lab which can be taken into the classroom. The FLTC now has two wireless mobile laptop carts: one with 19 Mac laptops and another with 16 Dell computers. Another request was made for placing digital mate-

rials and films online. Our resident systems analyst, Muhammad Faisal, has placed some movies and clips online using the new streaming media server.

The FLTC appreciates the time and effort taken by instructors to respond to the survey. Read elsewhere in the newsletter for information about the ways our services are changing to meet the technology needs of language instructors.



iMythology *continued from page 1*

By Jennifer Sheridan Moss

"Podcasts offer a new method of instructional delivery that appeals to today's student."

historical and archaeological background, comparative mythology, and back-stories to supplement the major works of literature we read. In class, students discussed the great works of Greek mythology, such as Homer and tragedy. Although many people feel that using technology panders to students' lazier side, this course used technology to free the students to focus on reading original texts and on writing essays. As a result, this course was more challenging

than other versions of mythology that I have taught, and the students were far more engaged with the material.

The process of creating podcasts is labor-intensive and expensive; for this first round, one minute of podcast has taken approximately one hour to create. I used my FLTC grant to hire two assistants, one who could help with content, and another who could create the podcast files. The staff of the FLTC assisted with the technology as well. We ran into many snags along the way, as one might expect, but I hope soon to post a podcast on how to make podcasts; this will save time for others

who want to replicate this project.

The ideal academic podcast covers a discrete amount of material in a short broadcast (around five minutes); think more in terms of an NPR story than a documentary. It should contain visuals if applicable; critical vocabulary or formulas can be provided on slides during the podcast. Audio-only podcasts are fine for material without a visual component. Full-length class lectures where sound and lighting quality are likely to be poor do not lend themselves to the podcast format.

Podcasts offer a new method of instructional deliv-

ery that appeals to today's student. They do not replace—as faculty universally fear—live instruction or reading assignments. Students can listen to them as many times as necessary, and they can be used at different times of the semester to remind students of facts they may have forgotten. Podcasts can be recycled from semester to semester, and can even be used for different types of classes; for example, I could have Latin students studying Vergil listen to the podcasts on the Trojan War rather than spending class time lecturing. Most importantly, because the students love the technology, they are willing to learn more.

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