INNOVATIONS

FOREIGN LANGUAGE TECHNOLOGY CENTER (FLTC)  NOVEMBER 2008

Instructional Technology Showcase

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

The goal of this project was to create a listening comprehension course for students of Russian. In our regular Russian courses, students watch videos and listen to audio recordings in order to develop their listening skills. However, there is not enough time in the classroom to go over the material multiple times, as is needed by most students. Moreover, the available audio and videotapes created by pedagogues, such as those which come with language textbooks, are generally not engaging. More authentic texts such as movies and TV programs lack supporting materials such as vocabulary lists and exercises for students. We needed to find interesting video clips at an intermediate level, design supporting materials for them, and make them available in a format which would allow students to move through them at their own pace.

The videos I decided to use are from the popular Russian series “Eralash” (“Mishmash”), which depicts the (mis)adventures of a group of students. These continued on page 8

Emil und die Detektive
by Randy Schantz

As Sangeetha Gopalakrishnan says, iPods are ubiquitous. However, iPods were not of my generation. But that was then, and now....

My project was to create podcasts to supplement the reader, Emil und die Detektive, which students read in German 2010 of the Beginning German Language Sequence (BGLS). The purpose of the podcasts was to make the reading more accessible to students in a format familiar to them.

At the outset, Suzanne Hilgendorf, then the coordinator of the BGLS, and Sangeetha Gopalakrishnan, director of the FLTC, advised me to focus on the first podcast, i.e., the first chapter, so that I would learn the whole process with tricks and pitfalls before proceeding with the rest of the six to seven planned podcasts.

The process that I learned was first scripting the text of the novel, abridging the abridgement. The next was dividing and numbering the script into short sections of between two to six lines. In the third step, I ordered images for each section. I then recorded myself acting as the characters and the storyteller. Afterwards, I checked the time, pacing and sound quality. The last step was to cut and paste the textual sections into a text track.

I used Microsoft Windows MovieMaker. This software was loaded on my laptop and I could work anywhere and anytime with a set of headphones and microphone. My technical assistant Vijay Bharadway recommended the

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From the Director

Are You Speaking A Different Language? Or Are Your Students?

by Sangeetha Gopalakrishnan

Have you as an instructor ever wondered if your students do not understand you because you are speaking a different language? Perhaps you are. Or perhaps your students are speaking a different language. And I am not referring to any foreign languages here. What I am alluding to is a communication gap between instructor and student.

The rest of us, on the other hand, were not born into such a world and grew up most likely reading, playing outside, using a land phone, and writing letters. Our generation had to learn to deal with digital tools and toys, for the most part, in adulthood. Most of our instructors today belong to this generation and speak a pre-digital-age language. Although some in this generation have adopted some of these tools along the way, the biggest problem facing instructors today is the challenge of teaching a student.

Today’s generation prefers inductive methodologies which facilitate discovery learning and experiential learning as opposed to more deductive methods involving learning rules and procedures. Also, Millennials thrive in environments that facilitate social networking and collaboration.

How is this all relevant to us educators, you ask, perhaps. The significance of these characteristics of our Digital Native students may not be readily apparent to educators.

The way digital natives have been raised and socialized influences the manner in which they process information, communicate and learn.

Perhaps you are familiar with the term Digital Natives\(^1\). You may also have come across the descriptors Millennials, NetGen and YGeneration. These terms distinguish those who were born in a world that already had the Internet, computers, cell phones, PDAs and gaming machines from those who were born earlier. Digital Natives grew up spending thousands of hours playing video games, listening to music on their iPods, talking on cell phones, emailing and instant messaging and have been acculturated differently from their parents\(^2\) and their instructors. It is this generation of Millennial students that is entering college campuses and your classrooms now.

The way digital natives have been raised and socialized influences the manner in which they process information, communicate and learn. Digital Natives are adept at receiving information from multiple sources at the same time and can parallel-process rapidly\(^3\). They desire random access and speed. Although they can adroitly piece together graphics, text and sound to make meaning, they are predominantly visual and prefer graphics to text. or it may even be dismissed, after a cursory examination, as inconsequential. If we educators want to reduce the communication gap, we need to create a learning environment that enables students to parallel-process, multi-task, and figure things out for themselves, and that taps into the skill set of our Digital Native students.

Technology, when used meaningfully, can be an effective medium for reaching out to our present-day student population and talking to them in their own language. Modern communication and networking technologies offer multiple ways to tap into our current students’ skills and address their learning styles.

The integration of computer-mediated communication such as email and online discussions, digital media such as audio, video, and graphics through Course Management Systems such as Blackboard offer opportunities for students to interact with each other and engage with the content not only in the classroom mediated by instructor, but also outside the classroom at their own time, place and pace independent of the instructor.

Technology can play a major role in the foreign language, culture and literature classroom when its design and implementation are carefully considered\(^4\). The web is a great resource for authentic language materials which students can access. Furthermore, current technologies afford powerful ways to also provide students with cross-cultural experiences and linkages\(^5\), in a manner that is not possible without technology. However, even though technology offers an array of tools, it is not a panacea and its effectiveness in the instructional environment depends on how astutely it is used\(^6\).

Sources:

New Program

Engaging Global Humanists Virtually: A Virtual Speaker Series

Together with the Humanities Center, the FLTC is presenting a new series of virtual lectures from around the globe. This experimental virtual venture aims to further the main mission of the Humanities Center, to bring humanists of diverse talents together for conversation and collaboration. In this age of networking technology, the Humanities Center wishes to extend its scope globally to engage national and international scholars, writers, activists and other humanists who are willing to transmit their ideas via the Internet.

Through the use of virtual technologies, the Foreign Language Technology Center and the Humanities Center hope that this innovative series will create opportunities for the Wayne State University community to interact with international personalities, where previously we were constrained by budgets, distances and political obstacles.

The inaugural lecture in this new series was presented by John Allen, a distinguished journalist living in Cape Town, South Africa. He has served as president of the South African Society of Journalists, and was awarded South Africa’s most prized journalistic honor, the Pringle Press Freedom Medal. Mr. Allen served as the communications manager for Archbishop Desmond Tutu in Cape Town. His talk was entitled: “Getting Away With Murder: Justice, Reconciliation and Desmond Tutu of South Africa.” This event was held at the Foreign Language Technology Center, and took the usual format of a presentation followed by questions from the audience. Mr. Allen spoke with the audience via videoconferencing, in real-time from his home in Cape Town, and the audience interacted with him directly, as if he were in the same room.

The next lecture in this Virtual Speaker series is being planned for the Winter 2009 semester.

New Initiatives

Digital Stories Competition

In Winter 2008 the Foreign Language Technology Center introduced a new program for students, the Digital Stories Competition. Students travelling overseas as part of various study programs may participate in this competition by submitting digital stories of their experiences. Winning entries receive an award and are screened at a Student Film Festival.

Digital stories are a way for students to document their study abroad experiences and provide an avenue to reflect and make meaning of them, as well as presenting them to fellow study abroad students and other students considering study-abroad opportunities. Digital stories created should reflect the attainment of one or more of the following goals for foreign culture which include: (a) understanding and appreciating cultural differences in human behavior, thought and values; (b) developing an in-depth knowledge of one or more cultures; and (c) comparing ways in which other cultures are similar to or different from your own.

Typically, students register for participation in the FLTC Digital Stories Competition prior to departure, work on their stories during their stay overseas in the Summer and submit their digital stories after they return. Students work in groups of 2-4 to create the stories. Each group participating in the competition is given the option of checking out a digital camera from the FLTC for their stay overseas and using the FLTC’s Editing Suite after their return.

Students are required to participate in an orientation provided by the FLTC prior to their departure about fulfilling academic expectations, making digital stories, and using camera equipment and film editing software. Digital Stories submitted are judged for Creativity, Storyline/Editing, Visuals, and Capturing the essence of the country and its culture. Digital Stories are to run a maximum of 15 minutes in length.
In Fall 2006, faculty and graduate students from several foreign language program areas, along with the Director of the Foreign Language Technology Center received funding from the Humanities Center to establish a Working Group. This group has been exploring the integration of online learning components into foreign language instruction. Ever since its establishment, this working group has been meeting regularly to gather and review readings related to identified themes. Over the past academic year, the group continued to work towards an article submission and has been engaging in collaborative writing. Furthermore, the group is aiming to present their work at national conferences and other venues.

With their commitment to making this a productive Working Group, members made a preliminary panel presentation as a Humanities Center Brown Bag talk entitled Integrating Online Learning in Foreign Language Instruction in March 2008. In this talk, panelists talked about their individual projects involving the use of online technology in the instruction of Chinese, French, and Italian using a framework informed by research in instructional technology. These projects included the development of a virtual textbook in a hybrid course for teaching Québécois culture, the use of online resources in Italian instruction and the integration of home-made videos in a Chinese language course.

Multimedia course materials were used in creating a virtual repository of authentic material in the teaching of contemporary francophone culture, customized video material demonstrating grammar and syntax phenomena were introduced in a Chinese language class, and rich web resources were used in an Italian intermediate language class. In each of these cases, the use of digital material, such as video, audio, graphics and text from the “real world” replaced or enhanced traditional textbooks, and resulted, among other things, in making the learning experience authentic, interactive, richer, and more meaningful for the students. Panelists noted significant changes in student interest levels, engagement, and attitude after integrating technology in their instruction.

In Fall 2008, the group has once again been granted funding from the Humanities Center for continuing its work. The Working Group’s plans to present research at a national conference have crystallized and they are now proposing a panel presentation on the use of authentic materials for CALICO 2009, to be held in Tempe, Arizona, in March 2009.

The current composition of this working group is: Pierluigi Erbaggio, Adjunct Instructor; Sangeetha Gopalakrishnan, Director, Foreign Language Technology Center; Sandra Hobbs, Assistant Professor; and Haiyong Liu, Assistant Professor.
The FLTC funded six projects this year that incorporate the use of the latest technologies into existing foreign language courses to achieve specific learning objectives. Grant recipients included five faculty members. A description of funded projects, in the words of the recipients, follows:

**Supporting Students’ Listening Skills and Language Learning Through Video Animations** by Pierluigi Erbaggio

My project consists of the creation of a series of six short films created with animation software. These videos will present situations involving a small group of characters and will be used in my ITA1010 class primarily for listening comprehension exercises and to increase vocabulary acquisition. It is important to stress, though, that videos are generally a very flexible tool, and the series of animated videos I create with my project will lend itself for use as prompts for working with other skills. For example, the videos may be used as starting points for productive speaking activities, or they could be used as models for writing tasks. Additionally, the scripts may be exploited for improving reading skills.

**Arab Women Through Literature** by Annie C. Higgins

Literature lends itself well to the use of audio and visual materials, both for the texts themselves and for background contexts. The oral tradition in early Arabic literature makes it authentic for today’s student to experience hearing, rather than reading, literature as its composer produced it. I propose to develop podcasts which will reproduce some aspects of this early oral tradition, and will create a multi-dimensional atmosphere for entering the environment of other works. In addition, the students will be producers themselves, creating podcasts that incorporate ideas from the literature, and involve members of the Wayne State University community. These podcasts will be available on our website, with the students’ permission, and will demonstrate a unique aspect of our Department’s engagement with the larger sphere of the university.

**Enhancing The Polish Curriculum By Making “Let’s Learn Polish” Available Online** by Alina Klin

“Let’s Learn Polish” is a set of 30 half-hour lessons with exercises and was produced in 1996. These lessons remain the only in-depth video materials professionally made for learning Polish. None of the books currently available for learning Polish (with the exception of one) have video components (or websites with such materials). During 30 very well-produced and entertaining lessons, students get to know the Grzegorzewski family, their daily life, problems and joys, as well as Polish traditions. The series applies the communicative approach to language learning, at the end of each lesson there is a segment where the most important phrases are isolated and presented to the student, so the student can repeat them (and read them too). This project involves making the series “Let’s Learn Polish” available to WSU students from a Blackboard site.

**Russian Listening Comprehension: Computer-based Learning Using Online Video Materials for Advanced Students** by Laura Kline

Last summer I created an online listening comprehension course for students of Russian which is now in effect. Students work through episodes of the popular Russian series “ErelashT” on Blackboard with the help of Russian-language vocabulary lists and interactive exercises to test listening comprehension. After six or eight episodes there is a cumulative quiz on Blackboard. At the end of the course, students take an online final. This course was offered during the past Fall and Winter semesters, and has been extremely successful for students at the 2nd- and 3rd-year levels. I would create a similar course for more advanced students. As in last year’s project, there would be online vocabulary lists and audio recordings, exercises, quizzes, and tests. Technology would allow the Russian program to enrich its course offerings without significantly increasing faculty teaching loads.

**Visual Enhancement of Ancient Religions Course** by Matthew Schwartz

I propose to develop several visual presentations which will enhance my History of Ancient Religions course. The project would include: (a) pictures of ancient Athenian art or architecture of religious content, as indeed most Athenian art was. This would help to build up a lecture on Pausanius’s second-century journey through Greece and the many religious buildings, shrines, statues and the like that he visited; (b) pictures of the recent archaeological excavations in the Old City of Jerusalem which include extensive new findings on the Temple site plus what may be King David’s palace; and (c) Early Christian art, which would greatly appeal to the many students who learn well visually and bring a reality and a sense of presence that would exceed what can be done using only lectures or readings. This work would be useful for any history or literature class that touches on the period as well as for my ancient religions class.
In Winter 2008, the FLTC offered an informational session on Wimba Voice Tools. Faculty were offered the opportunity to experiment with the use of Voice/Audio tools in their courses.

WSU acquired Wimba, a software system that interfaces, quite seamlessly, with Blackboard. Wimba’s Voice Tools feature is of special interest to foreign language educators and can enhance foreign language instruction in many ways.

- Students can submit audio assignments/presentations in English or in the target language.
- Faculty can create voice-based discussion boards – students can post voice message responses (in English or in the target language).
- Faculty can record and use audio announcements in their Blackboard course.
- Faculty can make voice presentations to their class and post on Blackboard.
- Faculty can send voice emails to students.

New Initiatives

2008 Digital Stories Awards

For the first year of the Digital Stories Competition, three student groups submitted digital stories of their trips to Italy and Poland. On October 15th, 2008, the films were exhibited and the awards presented.

During the competition, digital stories which had been submitted were introduced by the participant and then screened. After all were viewed, the awards were announced. There were three awards, one each in the categories of Screenplay, Cinematography, and Direction, selected by a jury. Additionally, there was an Audience award for one story selected by the audience at the screening.

2008 Award Recipients

Michael Peraino, Wayne in Abruzzo, Italy, Best Direction and Audience Award

Caitlin Connor, Wayne in Abruzzo, Italy, Best Screenplay

Sarah Stawski and Rachel Steplowski, Poland: Firsthand Experience, Best Cinematography

Foreign Film Nites @ FLTC—New Collaboration

In Winter 2008, the FLTC started collaborating with the Film and Media Studies program in the Department of English and began screening films of mutual interest to both communities of faculty and students. In addition to the Film and Media Studies program, in the Fall 2008 semester, the Confucius Institute is planning to present some films in the FLTC Foreign Film Nites series.

Look at the FLTC website for information on instructional technology programs, events, and upcoming workshops offered in the academic year 2008–2009.
Do You Work with Film and Sound Bites in Your Class? Put Them Online!

If you work with films, film clips, and audio material in your classes, you can have the FLTC put these materials online for you. Why should you do it?

• Doing so allows you and your students to access them outside the classroom any time, and any place. If students have assignments based on these films, they can view the films any number of times online.
• As the instructor, you also have the convenience of not having to carry film material with you into the classroom each time you want to show them to your students. Using the wireless Internet access, you can access these movies online and work with them in your classroom.
• Furthermore, if you put movie clips or sound clips online, you do not have to waste time cueing up the video tapes (if you still work with tapes) or finding the spot on the DVD.
• Please note: The movies and movie clips will be made available only to students enrolled in your class during this semester. Access to the movies will be password-protected and provided to your students only.

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An Anytime Offer for Faculty! Check Out an iPod!

Did you also know that the iPod has many, many instructional uses?

If you have never owned one, or played with one, here is your chance – check out an iPod from the FLTC and tune into the world of your students!

Did you know that most of your students own and use an iPod, almost incessantly?

Back Up Your Work!

If you have not done so already, now may be a good time to think of setting up a way to back up your work, regularly. The FLTC has a file server that is intended just for that purpose. You could set up your work computer to automatically back up all your work on this File Server. The FLTC file server is secure, and currently has quite a bit of space to offer. If you are interested, please see us!

Free Labor @ FLTC – A Summer Offer!

by Emily Bitzarakis

With foreign language and culture classes scheduled outside of Manoogian Hall this summer during the building’s first floor renovations, we in the FLTC were worried we’d have nothing to do during the long, hot, stuffy days. We soon proposed the Special Summer Projects policy where professors could rent a student assistant (a front desk assistant) for a project they had been putting off for years. The types of projects which were approved included scanning documents and pictures to create PDFs, scanning slides to create JPEG digital files, and digitizing music. Dean and I chose our favorite tasks.

Marilyn Rashid brought in some rare record albums for us to digitize and make into CDs which she can use in class. Converting LPs and cassettes to CD will preserve recordings from the ravages of time and can even improve their sound quality. (I think we can safely assume Dean was honored to play a part in restoring these rare LPs.)

Several professors took advantage of my slide scanning skills allowing me to tour world museums and historical attractions from the comfort of my computer chair. I particularly enjoyed the 1970s slides of France. While scanning, I strolled through downtown Paris during the Independence Day festivities, enjoyed views of the gardens in the backyard of the Versailles palace, and perused artwork from the Louvre.
Listening Comprehension by Laura Kline continued from page 1

episodes are short (a few minutes each), use colloquial and contemporary language, and have clear plots and humorous twists at the end. They are thus very successful at holding students’ attention and motivating them to understand what is going on.

All the course materials are online: the videos are on the FLTC server, and exercises, vocabulary lists, and tests are on Blackboard. The course is broken down into 14 segments: one for each week of a semester, with two episodes per week. Each episode is preceded by a written list of relevant vocabulary words and their translations, as well as an audio file of the vocabulary being read by a native speaker. After watching an episode, students complete exercises on Blackboard created in Respondus. These exercises test both comprehension and vocabulary development. Students are provided with immediate feedback on their performance, and are encouraged to review the video and redo the exercises until they get them all right. Every three to four weeks the students take an online test, which is graded automatically and tells the students correct answers for any items they got wrong. At the end of the course, students take an online final.

This course allows students to work at their own pace, and rewards them for watching a video multiple times in order to improve their grades on the exercises. It also makes it possible for them to work from their homes or other locations, which is very convenient for our commuter community. Students who are temporarily out of the area can also take advantage of this course to keep up their Russian. In the past year several students took the course, which has been approved by the university, and all of them spoke highly of it. Moreover, although the students were at different levels, each did very well because of the flexibility of the program. Thus, this project has enabled the Russian program to enrich its offerings and create a completely new type of course which responds to the specific needs of Wayne students.

Emil und die Detektive by Randy Schantz continued from page 1

software. Similar to other “movie-making” software, it allows for two audio tracks, my narrative and also sound effects of crying, kissing, horses neighing and streetcar bells. It also allows for a visual track. There is also a textual track, which can appear as a flash, a pop-up or a ticker tape. The different tracks are overlaid, so I could click on images in my “content collection” in the program and drag them down into place. At the end I clicked on the textual track and pasted the script into a ticker tape.

Thankfully, my technical assistant was a good teacher and knew many technical shortcuts. As I was striving toward more “movie” action, he helped me find images and free sound effects online. Even then, I did not have enough images. Amanda Donigian, German and Slavic, made a great recommendation of a podcast series, mygerman-class.com, which uses low-tech props, such as animal crackers, puppets, and toys. Instead of filming animal crackers, I drew pictures of socks, wash basins, and horse trolleys, which I scanned. I also made two short videos of Pamela Saenz, FLTC, as two different characters in the novel.

In the end, each five-to-eight-minute podcast represents about twelve hours of scripting, recording, inserting visuals, and converting the MovieMaker file into another one.

What do the students think of the podcasts? The podcasts are enjoyable and helpful, but not active enough. More images! Back to the drawing board! I have learned from this experience that I want to learn graphic design, so that I can make even snazzier images. Furthermore, the students want podcasts of all the chapters. So I plan to make more podcasts.

I would like to thank here Pauline Ebert for proofreading and editing; and Muhammad Faisal, Dean “You-just-have-to-know-which-button-to-push” Western, and the FLTC staff for patience and technical assistance.
Technology Resources

What’s New?
by Ian McGuire and Dean Western

Wonderful new things await you in the FLTC! Our new collection of items for loan now includes an iPod Touch and a MacBook Air. Look at the things you can do with these high-tech devices that can fit inside Manila envelopes.

iPod Touch
Looking at an iPod Touch, you may long to make a phone call, as it looks almost identical to an iPhone. A key difference is that it is not a phone. It’s an iPod with the great features you would expect to find on a PDA. You can browse the Internet and check your email with the built-in WIFI, take notes if you are proficient in touch-screen keyboarding, and, of course, use it for music, podcasts, and to watch widescreen video. The large, full-color touch screen allows fast navigation as well as video viewing in both wide and full screen formats. Hundreds of applications are available to run on this amazing little gizmo.

MacBook Air
Sure it’s light, sleek and stylish, but the real fun is using the big multi-touch trackpad. By pinching, swiping or rotating your fingers you can advance though a photo album, zoom in on text or adjust an image. The MacBook Air is an ultra lightweight (just 3 pounds), ultra thin (.76 in) laptop. Whether you are looking for something to take with you on a trip or just to carry with you throughout the day, its portability is unrivaled. It is somewhat limited, however, as it does not have a disc drive. While it is ideal for specific uses such as checking email and Internet research, a thumb drive or portable hard drive for data transfer is a good idea with this device.

Document Scanner
The new scanner - the Visioneer PATRIOT 780 - is designed for handling large jobs with a 120-page automatic document feeder, 11” x 17” scanning surface and one-touch PDF creation. The PATRIOT is a unique, built-in-America, scanner that really excels at rapidly scanning pages of documents. The PATRIOT will scan freestanding documents, front and back, at a rate of up to 40 pages a minute, and give you a nice preview while it works. This is also the ideal scanner for oddly large documents with its large flat scanning bed.

DVD/CD Disc Repair
We all have CDs or DVDs that no longer play correctly due to scratches, scuffs or remnants of yesterday’s lunch on the disc’s surface. The Aleratec Disc Repair machine cleans and polishes new life into old discs, preserving data and saving time and money.

DVD Recorder
The new DVD recorder will record directly to DVD rather than through an intermediary program, reducing the time required to copy from tape to DVD.

Mac Leopard OS
The FLTC’s Macs are now upgraded to Leopard, which includes several new features that faculty may find useful, including:

Boot Camp - Run Windows XP and Windows Vista on your Mac at native speed with full compatibility.

Japanese Language Support - In Leopard, the Dictionary application supports the Japanese language right out of the box, with an industry-leading Japanese dictionary and thesaurus provided by Shogakukan.

Quick Look - Look inside any document without launching an application. Use Quick Look with documents, images, songs, and movies and get a large-size preview of the file. Flip through multipage documents, preview movies, even add images to iPhoto.

Copy Files Between Mac OS X and Windows - Copy, open, modify, or delete files in Mac OS X that you saved to your Windows partition.

Image Bar - With the new Image Bar in DVD Player, you can watch a movie in full-screen mode and still have access to all your chapters and bookmarks.
FLTC 2008 Survey Results
by Pamela Saenz

As in the previous year, the FLTC conducted a survey at the beginning of 2008 to assess instructor satisfaction with the services provided. Approximately 25 percent of the instructors who were contacted responded.

Eighty-six percent of those who responded were very satisfied with the services of the FLTC and 14 percent were satisfied.

Results show that the use of streaming video, duplicating and conversion services, and the editing suite/recording studio continues to increase. The LCD projector carts have become very popular, and because of the demand, we have increased the number of carts available for use.

Recommendations for changes included standardizing equipment, more Blackboard and software training, publicizing the services offered, and placing printed instructions for use of the LCD projector and computer on the equipment and/or the LCD cart.

Room with a “View”

In Winter 2008, the FLTC opened up a new room for instructional use! No, it is not another computer lab! If you prefer teaching in an environment that is not so technology-laden, but you still want an LCD Projector with the DVD player ensemble, and have a small group of students, say, about 10 to 15, this room will work nicely. It is ideal if you want to invite a guest speaker into your class via Videoconference. It is set up more like a seminar room and is equipped with a multi-media instructor station. We are calling it the “Small Group Seminar Room.” You can view some of the older, discontinued technologies from the “language lab” era in this room—we are showcasing them, for fun. Take a look at the room, next time you are at the FLTC!

Dean Western Returns!

We are happy to welcome Dean back and look forward to great things from him.

His creativity is legendary, and he plays a mean bass instrument.

If you are unacquainted with Dean, stop by and introduce yourself. If you are acquainted with Dean, stop by anyway and say hello.

Managing Bibliographies, Citations, Reference Tracking with EndNote

EndNote is an excellent tool for managing, creating and tracking bibliographies, citations, and references. It is used by scholars, librarians and students. If you are involved in scholarly activities such as researching, publishing and writing, you will find this tool useful. In Fall 2007, the FLTC offered a workshop in which participants learned to create and save reference libraries, import references from citation databases, create independent reading lists, and integrate citations into MS Word documents.

From the Director by Sangeetha Gopalakrishnan continued from page 2

The manner in which Millennials process information and communicate is an important factor to be considered in the design of instruction for this student population. It would be beneficial for educators to design learning environments and methodologies that closely align with this generation’s communication styles and learning preferences. Technology can be a powerful tool to this end.