

Course Syllabus

FL: 515 TECHNOLOGY IN THE CLASSROOM

INSTRUCTOR

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DESCRIPTION

Introduction to the applications of technology for SLA research and world language pedagogy. Course readings and activities address a broad range of topics, including technology and second language acquisition (SLA) and teaching and learning theories related to the ACTFL modes of communication (presentational, interpersonal and interpretive).

DELIVERY

Online Asynchronous
Via SOU Moodle



Instructor:

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Course Materials: All course materials including articles, book chapters, websites, and other multimodal resources can be found on Moodle.

Course Objectives

Students will:

- Identify, read, synthesize, summarize and discuss articles, chapters and other readings connecting L2 learning and teaching, SLA theories and technology.
- Identify, evaluate and discuss technology tools that can be beneficial and effective for L2 learning/SLA research to make selections for one's own teaching and research and for advising others.

- Implement technology tools for the purposes of L2 teaching and learning and SLA research by designing activities relevant to the ACTFL modes of communication.
- Explore the effectiveness and applications of a selected web-based learning tool (s) and collaboratively prepare (writing, recording, proposing) to disseminate evidence of innovative teaching practice(s).

Course Components:

Participation/Discussion/Preparation. Your lively and thoughtful participation is crucial to our class and to your development as a scholar and practitioner. Plan to prepare for and participate every week in **one or more of the below activities**. Follow the Moodle modules closely for activities you must complete in each week. You may work ahead but you must check back each week for any updates to weekly activities.

- (1) An individual reflection and comments on the weekly readings and/or technologies.
- (2) Collaborative participation in colleagues' article discussion prompts.
- (3) Web-based learning tool tasks and discussion.

Written reflections. Each student will complete 2 written reflections on teaching with technology; one at the beginning and one at the end of the semester. Details and rubrics for the reflections can be found in the Written Reflection Assignment in Moodle.

Web-based Tool Evaluation & Application: Each student (or pair of students) will select one web-based tool that can be used to meet a specific objective in the world language classroom, create a multimodal evaluation of the tool using the evaluation models discussed in the course, explore applications in the K-12 Spanish classroom, and post a digital Canva summary to the Padlet for student discussion. Reviews will be pooled and organized by the instructor to propose to be disseminated in a language teaching with technology publication.

Article Summary and Discussion Lead: Each student (or pairs of students) will be assigned a scholarly article and will summarize the article (written and digital) and present a summary of the article as well as a prompt and activity for discussion. During the week the article is assigned, the student(s) will lead and moderate the discussion using any web-based platform of their choice. If you choose to participate as a pair for this activity, please make sure both pairs agree to meet synchronously as needed.

Technology Enhanced Multimodal Pedagogy Project. Each student individually will plan, propose, and create a final multimodal pedagogy project in the form of a 5-stage lesson for L2 learning integrating instructional technology and the ACTFL modes of communication (interpersonal mode, interpretive mode, presentational mode) using the Shrum & Glisan interactive model for interpretive communication. The objective is to enact teacher agency and prepare to disseminate innovative technology enhanced teaching practice. Students will disseminate their projects to their classmates in a multimodal visual presentation uploaded to Moodle and Padlet. The Padlet website and Google Folder with lesson plans will be available to SOU colleagues. Some projects may be pooled and organized by the instructor to propose to be disseminated in a language teaching with technology publication. Components of this project will be turned in throughout the semester. Details and rubrics for the activity design projects can be found in the Activity Design Projects Assignment in Moodle.

Course Grade

Participation, Preparation, & Discussion (15%)

Reflections (20%)

Web-based Technology Evaluation (20%)

Article Summary and Discussion Lead (20%)

Technology Enhanced Multimodal Pedagogy Project (25%)

Grading System

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	83-80	79-77	76-73	72-70	69-67	66-63	62-60	50 or below

Online Course Delivery:

General considerations: This course is an online course, which means that it will have its own dynamics different from a more traditional face- to-face course. Additionally, most of the students enrolled in the course are in-service teachers with both professional and personal lives that put varying demands on time. Consequently, this course will be offered exclusively in an asynchronous mode. You will spend a lot of time on your own with the materials and the learning tasks, reflecting on the readings or the videos, commenting on them, designing learning tasks, etc. If you agree to work in a pair on any designated pair activity, then both parties must accept responsibility to meet synchronously. The success of this course is therefore largely predicated upon your ability to contribute to online class discussion and co-construct knowledge with your colleagues. It is critically important that you complete the readings and that you post regularly (reactions, comments, and opinions) to advance the discussion. There are no regularly scheduled synchronous activities in this course but please let me know if you would like to arrange synchronous individual or small group visits. I will be available for individual consultation via a variety of tools (e-mail, telephone, text message, Facetime, Zoom, Skype, etc.).

Technology Skills:

Since the course is online, a reasonable amount of technology skills should be assumed. The course is delivered online using SOU learning management site, Moodle, where you will access the course materials and post assignments. If you don't feel comfortable with the online LMS, please take the time to practice with it. Assignments will not be accepted via email. You will be responsible for using SOU's resources for tech support. You should be familiar and comfortable with word processing, accessing websites, playing online videos and music, sending and receiving emails, managing and producing multimedia components (video, audio, screenshots), including attachments, and sending text messages. We will learn to use other types of web-based tools, which many of you may have used already and others may discover. Remember, regardless of what we know, we can always learn from our colleagues.

Course Policies:

Attendance

Since this is an online class, attendance cannot be measured as it is in a face-to-face course so it will be assessed through your participation, preparation, and online discussions. I am aware that most of you are working and are quite busy in your personal lives. If there is a week when you feel overwhelmed or you are observing religious holidays or something major happens, and you clearly will not be able to give your best effort to the class, please let me know in an email or text message **beforehand** so that I am aware. Since we are all professionals, I do not anticipate any problems but please communicate with me.

Late work and make-up work

If you fall behind at some point, it is your responsibility to verify what you have missed and get caught up by the time of the next class. Do your best to keep the lines of communication open with me; it is best to let me know about possible issues ahead of time rather than after the fact. I will not be able to accept late work unless there are documented, extenuating circumstances (e.g., a hospitalization) OR you have contacted me ahead of time with a legitimate request for an extension (subject to my approval). Given the nature of the class, it is important that you keep up with the readings and the assignments. When you have not completed homework assignments, you are not fully participating as a member of our learning community and it makes it difficult for other members to give you feedback and benefit from your insights.

Citing sources and collaborating

If you borrow an activity from a colleague that you adapt for the purpose of a class assignment, please indicate this clearly. This year, one of the main objectives of the course is dissemination, therefore your work will be widely shared (unless you specifically request for it not to be) with your authorship attached. Keep authorship with work if you decide to modify and use for later. If you have not used APA citation style before, please become accustomed to it and use it as applicable. All sources listed in this syllabus are listed in APA format so you can use them as a model. Excellent information on how to use APA is available as a resource through SOU's library, and through an outside source [here](#).

Disability Statement

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at (541) 552-6213 to schedule an intake appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. (See the Disability Resources [webpage](#) for more information.) If you are not located at or close to SOU but have a documented learning disability, please forward all necessary documentation to Dr. Connor or Dr. Morris and me so that we are informed and can work to take appropriate measures to help you succeed in the class. Please let me know as soon as possible so that I can collaborate with you to make accommodations while maintaining confidentiality.

Civility Statement

Please contribute to an open and respectful environment of discussion and exchange of opinions and adhere to the student code of academic integrity in your research and writing. If you enjoy contributing, please encourage others to participate by commenting on their posts, asking open-ended questions, and/or keeping a conversation going. If you do not enjoy contributing, please put forth your best effort. Personally, I think humor and sharing our relevant past experiences have a place in rigorous academic work and welcome what you are willing to share.

Course Calendar

This online course is organized within a structure of scheduled course work (see weekly calendar below). Although you are not required to meet in a classroom, we will progress through the course materials as a class. It is okay to work ahead in some aspects, but you must return to the weekly assignments each week to participate. For this reason, you must manage your time effectively in order to complete the assigned course work according to the firm due dates listed in the calendar below. For a 3-hour course, 9 hours per week is suggested. Assignments, readings and due dates are all subject to change. I will notify you by email and through the course Moodle site if any changes to the course calendar do occur. Assignment guidelines and rubrics are posted on the Moodle site under the Course Documents topic.

Week 1 | January 8-14: Introduction: Instructional Technologies for Language Learning, Teaching and Research

Learning Activities:

- Week 1 Readings:
ACTFL Statement: Role of Technology in Language Teaching
Stickler & Emke (2023)
ACTFL Modes of Communication

Assignments:

- Explore Moodle site. Carefully review course overview, course schedule, assignment descriptions and due dates.
- Create a Google account (if you don't already have one)
- Week 1 Discussion Activities (Moodle)
- Reflection #1 Due January 14th 11:59 p.m.

Week 2 | January 15-21: Technology & Individual Teaching Context(s)

Learning Activities:

- Week 2 Readings (Choose 1)
Karatay & Hegelmeimer (2021) (Low Resource)
Wesely & Plummer (2017) (One-to-One)

Assignments:

- Week 2 discussion activities (Moodle)
- Select Technology for Evaluation & Application Assignment (Google Doc+ Moodle)

Week 3 | January 22-28: Review and Evaluation of Technologies for Language Learning, Teaching & Research

Learning Activities:

- Week 3 Readings
Article: Rosell-Aguilar, F. (2017)
FLTMag Watch 'Get yourself published' video
FLTMag Technology Review Guidelines (and evaluation assignment guidelines)
Read two FLTMag Technology Reviews

Assignments:

- Web-based Technology Written/Multimodal Review and Canva Moodle + post to Padlet due January 28th 11:59 p.m.
- Select Article and pairs (if applicable) for Article Summary and Discussion Assignment (Google Doc and Moodle)

Week 4 | January 29- February 4: Summarizing and Discussing Research and Implications for Practice

Learning Activities:

- Week 4 Readings: Individually Assigned Article for Summary and Discussion Lead
- Explore Week 4 Technologies

Assignments:

- Week 4 discussion activities (Moodle)
- Article Summary and Discussion Lead Presentation & Discussion Prompt Due February 4th 11:59 p.m. (for all students)

Week 5 | February 5-11: Interpretive Mode of Communication

Learning Activities:

- Week 5 Readings
 - ACTFL Literacies in Language Education
 - Elola & Oskoz (2023)
 - Interactive Model for Interpretive communication pdf
- Explore Week 5 Technology

Assignments:

- Week 5 student-led discussion activities (Moodle)
- Project Proposal & Text Selection Due Feb 11th 11:59 p.m.

Week 6 | February 12-18: Interpersonal Mode of Communication

Learning Activities:

- Week 6 readings
 - Cherrez & Nadolny (2023)
- Explore Week 6 Technology

Assignments:

- Week 6 student led discussion activities (Moodle)
- Lesson Design 1: Stages 1-3 Due February 18th 11:59 p.m.

Week 7 | February 19-25: Interpersonal Mode of Communication

Learning Activities:

- Week 7 readings
 - Lye (2022)
- Explore Week 7 Technologies

Assignments:

- Week 7 student led discussion activities (Moodle)
- Lesson Design #2 Stage 4-5 Due February 25th 11:59 p.m.

Week 8 | February 26-March 3: Presentational Mode of Communication

Learning Activities:

- Week 8 readings
 - Ruiz-Perez (2023)
 - Cornille (2021)
- Explore Week 8 Technology

Assessment/Assignments:

- Week 8 student led discussion activities (Moodle) (Note- there are two)
- Read and revise lesson Plan using instructor feedback
- Schedule individual meeting with Instructor if needed

Week 9 | March 4-March 10: Presentational Mode of Communication

Learning Activities:

- Week 9 Readings (Choose 1)
Kannan et al. (2021)
- Explore Week 9 Technology

Assignments:

- Week 9 student led discussion activities (Moodle)
- Revised Final Lesson Design Project, Canva visual to Moodle + Padlet Due March 10th 11:59 p.m.

Week 10 | March 11-17: Emerging Technologies & Today's Teachers (Virtual, Extended and Mixed reality)

Learning Activities:

- Week 10 Readings (Choose 1)
Liaw & Wu (2021)
Kaplan-Rakowski, Papin & Kartwish (2023)
Karimi et al. (2023)

Assignments:

- Week 10 Discussion Activities
- Week 10 Padlet Participation for Pedagogy Project

Week 11: Final Exam Week | March 18-22

No Final Exam

Final Reflection Due March 22nd 11:59 p.m. (end of term, no assignments accepted past this date)

Course Evaluations (submit confirmation to Moodle assignment when complete)

Article References

- Cherrez, N. & Nadolny, L. (2023). Willingness to communicate and oral communicative performance through asynchronous video discussion. *Language Learning & Technology*, 27(1), 1–23.
- Cornille, F., Buendgens-Kosten, J., Sauro, S., Van der Veken, J. (2021). There's always an option: Collaborative writing of multilingual interactive fanfiction in a foreign language class. *CALICO Journal*, 38(1), 17–42.
- Elola, I., & Oskoz, A. (2023). Multimodal texts: Spaces for linguistic and social learning in second language classrooms. *CALICO Journal*. 40(3), i-xii.
- Kannan, J., Brenneis, S., Nader-Esfahani, S. (2021). Galleries of Language: Maker-centered learning and the language and culture classroom. *CALICO Journal*, 38(1). 43–78.
- Kaplan-Rakowski, R., Papin, K., & Hartwick, P. (2023). Language teachers' perceptions and use of extended reality. *CALICO Journal* 40(1). 1–23.
- Karatay & Hegelmeimer (2021). CALL teacher training: Considerations for low-resource environments: Overview of CALL Teacher training. *CALICO Journal*. 38(3) 271–295.
- Karimi, H., Sanosa, D. J., Hernandez Rios, K., Tran, P., Chun, D., Wang, R., Arya, D. (2023). Buidling a city in the sky: Multiliteracies in immersive virtual reality. *CALICO Journal*. 40(1). 24–44.
- Liaw, M. & Wu, S. (2021). Exploring L2 teacher identities in an intercultural telecollaborative mixed-reality teaching environment. *CALICO Journal*. 38(3), 296–318.
- Lye, L. (2022). Effect of texting on Spanish learners' vocabulary acquisition and motivation. *CALICO Journal*. 39(3) 326–349.
- Rosell-Aguilar, F. (2017). State of the App: A taxonomy and framework for evaluating language learning mobile applications. *CALICO Journal*, 34(2) 243–258.
- Ruiz-Perez, S. (2023). Multimodal student voice representation through an online digital storytelling project. *CALICO Journal* 40(3) 335–365.
- Stickler, U. & Emke, M. (2023). Future-proofing language teaching: How the COVID-19 pandemic has changed our profession. *CALICO Journal* 40(2), 137–152.

Wesely, P., and Plummer, E. (2017). Situated Learning for Foreign Language Teachers in One-to One Computing Initiatives. *CALICO Journal*, 34(2). 178-195