**Technology in the Classroom**

**CRN: 3502-03 Course #: FL 515**

**Winter 2019**

**Syllabus (Course Overview and Schedule)**

**Instructor: Brianna Janssen Sánchez**

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**Course Overview**

**Instructor:**

Brianna Janssen Sánchez

Director– Language Media Center University of Iowa

Director– Autonomous Language Learning Network (ALLNet)

Adjunct Assistant Professor, Department of Spanish & Portuguese/FLARE

[http://clas.uiowa.edu/dwllc/lmc/people/brianna-janssen-sánchez](http://clas.uiowa.edu/dwllc/lmc/people/brianna-janssen-s%C3%A1nchez)

**Office Hours:** By appointment (phone-call/text/facetime, email, skype)

**Course Text:**

*Engaging Language Learners through CALL: From Theory and Research to Informed Practice*, Nike Arnold & Lara Ducate, Eds. (2019) Equinox Publishing.

Note: This text is not yet published. The anticipated publication date is April, 2019. Pdfs of the chapters were provided by Equinox Publishing as a pilot for this course. The chapters are uploaded to our Moodle site where relevant. Please see the volume site for table of contents and consider purchasing for future use: <https://www.equinoxpub.com/home/engaging-language/>

**Course Description:** This course provides an introduction to the applications of technology, framed by second language acquisition (SLA) theories, to SLA research and 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). Basic computer literacy is required (web-based tool navigation, Microsoft Office (Word, PPT), Moodle navigation, email). My responsibilities as an instructor involve compiling resources and designing activities to help you achieve the learning objectives outlined below, being prepared every week to contribute to the conversations, being available to students enrolled in the course to answer questions and guide their work and providing feedback. I am unable to provide you with technology support. If you have problems with or questions about the online learning management system, email moodle@support.sou.edu

**Course Objectives**

Students will:

* Identify, read, synthesize and discuss articles, chapters and other readings connecting L2 learning and teaching, SLA theories and technology.
* Identify and describe, review and 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 of a selected web-based learning tool by developing and performing a small-scale action research study involving the learning tool and the L2 learner experience.

**Course Components**

*Participation/Discussion/Preparation.*

Your lively and thoughtful participation is crucial to our class and to your development as a scholar. Plan to prepare for and participate every week in one or more of the below activities (1-4). For the discussion forum questions (activities 1-2), students will need to post an original response (250 words min) and respond to at least 2 classmates on each forum indicated in the syllabus. For any forum posting, you will need to create your original posting before you will be able to view and comment on the postings of others (expect at 15 min delay after your post while the Moodle forum refreshes and populates). You are encouraged to post as early in the week as possible and to space your responses throughout the week as you check into the forum regularly.

(1) A reflection on the weekly readings. Your reading reflection can be related to an end of the chapter discussion question, a reflection on the scholarly article (e.g. findings, conclusions, ideas for future research suggested, your ideas for addressing limitations), or simply a reflection on an aspect of the readings that you found interesting. Original postings should be 250 words and length of further comments and responses are at your discretion. For a full grade, you will need to meet the posting requirements, however, simply meeting the posting requirements does not mean you will be successful in this course, full participation and checking back in the forums after you have competed the requirements is essential to your success in this class and your growth as a scholar.

(2) A reflection on the technology of the week. Your technology of the week posting can be a reflection of the tool in general, something specific about how the technology is presented on the website, an idea for using it in your language classroom or how this tool can be connected to a particular SLA theory. Original postings should be 250 words and length of further comments and responses are at your discretion. For a full grade, you will need to meet the posting requirements, however, simply meeting the posting requirements does not mean you will be successful in this course, full participation and checking back in the forums after you have competed the requirements is essential to your success in this class and your growth as a scholar.

(3) Tool based assignment. As noted in the syllabus, you will be asked to participate in an activity in an external (to Moodle) web-based tool (e.g. Padlet, Flip Grid, Google Doc, Google Maps). Each activity will have its own instructions for participation and will be part of your grade in this category.

(4) Peer feedback. You will have the opportunity to present your own and comment on classmate’s activity design projects through discussion forums. These additional components are part of your grade in this category.

**Written reflections.** You will complete 2 written reflections on teaching with technology. One at the beginning of the semester where you reflect on your background and experiences with teaching language with technology, how you have been trained in teaching language with technology and what you hope to learn from this class. In the end of the semester reflection, you will reflect on what you have learned, what learning and SLA theories and technology tools you plan to implement and for what specific pedagogical goals, what tools you are unlikely to use and why and how this course may have changed your teaching with technology pedagogy/philosophy.

**Activity Design projects.** You will create 3 activity design projects with instructional technology tools (of your choice) in the presentational, interpretive and interpersonal modes. For each, you will write a one-paragraph summary addressing the goals of your assignment and how it is aligned with SLA theories. You will post your assignments both to me for grading and feedback and to your fellow classmates for feedback and discussion. You will be required to comment on the projects of 2 fellow classmates during the week after they are due. As I will be grading and providing feedback for your assignments individually, I will not participate lively in these forums.

**Final Action Research Project.** One of the main purposes of this class is to make connections between the practice of teaching with technology and SLA theories. Often times in our field, SLA researchers are disconnected from practicing teachers and practicing teachers are disconnected from SLA research. Action research (practicing teachers performing SLA research with their own intact classrooms) can help us attempt to close that gap. Each student will design, perform and report on a small-scale action research project where he or she implements an activity designed with a web-based technology tool with his or her classroom students and draws conclusions based on interpretations from the data of the action research project. Components of the project will be discussed and handed in throughout the semester to encourage you to be thinking about your action research from the beginning of the semester. The final product of this assignment will be an abbreviated research paper with accompanying one-page summary including multimedia resources. Students are encouraged, but not required, to share their final project one-page summary on the Moodle site at the end of the semester.

**Course Schedule.** Assignments, readings and due dates are all subject to change. I will notify you by email and through the course site if any changes to the course calendar do occur. Assignment guidelines and rubrics posted on the Moodle site under the Course Documents topic.

**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. 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.), though I won’t be able to “meet,” even virtually, with every student on a weekly basis due to logistical limitations.

**Technology Skills:**

Since the course is online, a reasonable amount of technology skills should be assumed. The course is delivered online using an LMS called Moodle for you to 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. As previously mentioned, you will be responsible for using SOU’s resources for tech support. You should to be familiar and comfortable with word processing, accessing websites, playing online videos and music, sending and receiving e-mails, 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 someone else and this is especially true in CALL. I look forward to learning along with you.

**Course Policies:**

*Attendance*

This is an online class so 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 a lot 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 e-mail 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 up to you, not the instructor, to verify what you have missed and get caught up by the time of the next class. I will always be available (as I hope your classmates will) to answer specific questions outside the “What work am I missing?” variety. 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. Both you and your colleague will benefit from the interaction and it maintains academic integrity. Please collaborate as much as you want or can, just be sure to make this clear to me so there is no question of academic dishonesty or plagiarism. 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 [here](https://hanlib.sou.edu), and through an outside source [here](https://owl.english.purdue.edu/owl/resource/560/01/).

*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](https://inside.sou.edu/dr/index.html) 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 absolute 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 Grade**

*Participation, Preparation, Discussion (30%)*

*Reflections (10%):*

First Reflection (5%)

Final Reflection (5%)

*Activity Design projects (15%):*

Presentational Mode (5%)

Interpretive Mode (5%)

Interpersonal Mode (5%)

*Final Action Research Project (45%):*

Proposal (10%)

Plan for implementation (15%)

Final paper and one-page summary (20%)

**Grading System**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 100 | 99-93 | 92-90 | 89-87 | 86-83 | 83-80 | 79-77 | 76-73 | 72-70 | 69-67 | 66-63 | 62-60 | 50 or below |

Course Schedule

All activities are to be completed by 11:59 (**Central time**) the Sunday of each week.

Remember that each original forum posting must be at least 250 words in length. The length of your responses, comments, and any subsequent conversation turns are at your discretion.

The instructor reserves the right to make changes to best meet course goals and/or in case of unexpected circumstances.

Week 1: Introduction to Instructional Technologies and SLA Theories for Language Learning, Teaching & Research, 21st Century Digital Literacies

January 7-13, 2018

Readings:

Arnold, N. & Ducate, L. (2019). Introduction. In N. Arnold & L. Ducate (Eds.), *Engaging Language Learners through CALL: From Theory and Research to Informed Practice* (Introduction). United Kingdom: Equinox Publishing.

21st Century Digital Literacies Map (Image: Lauren Rosen)

21st Century Digital Literacies Map for Instructors

Tool to Explore: Padlet

Assignments:

* Carefully review course overview, course schedule, and assignment descriptions and due dates.
* Create a Google account if you don’t have one already.
* Complete “Class Introduction” on Padlet: <https://padlet.com/briraej5/jt51kp7nszux>
* Complete the ‘Who are we’ Padlet: <https://padlet.com/briraej5/19aemsboqftd>
* Discussion Forums:
	+ Reflect on Padlet
* Written Reflection 1 due.
* Week 1 and 2 readings

Week 2: Introduction to Second Language Acquisition (SLA) Theory and Instructional Technologies for Language Learning, Teaching and SLA research

January 14-20, 2018

Readings:

Youngs, B. (2019). SLA Theories and Practices in CALL. In N. Arnold & L. Ducate (Eds.), *Engaging Language Learners through CALL: From Theory and Research to Informed Practice* (Chapter 1). United Kingdom: Equinox Publishing.

Review action Research documents on Course Site

Tool to Explore: Google Docs

Assignments:

* [Google Doc Discuss: SLA Theory and Technologies](https://docs.google.com/document/d/1Vd8zRT7kPCugEhNMFFI_kM9uoMMn9cd1EW6FdT4HF9g/edit?usp=sharing)
* Discussion Forums:
	+ Reflect on Google Docs for classroom use
* Review guidelines for the Final Action Research Assignment (think about technology/task)
* Week 3 readings

Week 3: Review and Evaluation of Instructional Technologies for Language Learning, Teaching & Research

January 22-27, 2018

Readings:

Hubbard, P. (2019). Evaluation of courseware/tutorial apps and online resource websites. In N. Arnold & L. Ducate (Eds.), *Engaging Language Learners through CALL: From Theory and Research to Informed Practice* (Chapter 11). United Kingdom: Equinox Publishing.

Rosell-Aguilar, F. (2017) State of the App: A taxonomy and framework for evaluating language learning mobile applications. *CALICO Journal, 34(2)* 243–258.

Tool to Explore: Mentimeter.com (web-based and app)

Assignments:

* Discussion Forums:
	+ Reflect on Mentimeter.com (you may consider using it in your class to fully reflect on functionality since it is a live/synchronous tool)
* [Google Doc App Evaluation Interactive Assignment](https://docs.google.com/document/d/16hDvYVMR6RO4wTANCZgnkWUENAcofcyyR7sR8LXlcQo/edit?usp=sharing)
* Explore Lomicka & Lord presentational mode tools (posted under course documents)
* Action Research Proposal Due
* Week 4 readings

Week 4: Presentational Mode of Communication Continued (Presentational Writing and Digital Stories)

January 28-February 3, 2018

Readings:

Elola, I., & Oskoz, A. (2019). Writing between the lines: Acquiring Writing Skills and Digital Literacies through Social Tools. In N. Arnold & L. Ducate (Eds.), *Engaging Language Learners through CALL: From Theory and Research to Informed Practice* (Chapter 7). United Kingdom: Equinox Publishing.

Tool to explore: Storybird

Assignments:

* Discussion Forums:
	+ Reflection on Reading
	+ Reflect on Storybird
* Week 5 readings

Week 5: Presentational Mode of Communication and visually representing (Presentational speaking)

February 4-10, 2018

Readings:

Reinhardt, J., Thorne, S. (2019). Digital Literacies as Emergent Multifarious Repertoires. In N. Arnold & L. Ducate (Eds.), *Engaging Language Learners through CALL: From Theory and Research to Informed Practice* (Chapter 6). United Kingdom: Equinox Publishing.

Tool to Explore: Flipgrid

Assignments:

* Discussion Forums:
	+ Reflect on Readings
	+ Reflect on Flipgrid
* [Flip grid response activity](https://flipgrid.com/772e557e): Flip code: 772e557e Password: Presentational
* Presentational Mode Activity Design due
* Week 6 readings

Week 6: Interpretive mode of communication (Authentic Materials, Listening comprehension)

February 11-17, 2018

Readings:

Montero Perez, M. (2019). Technology-enhanced listening: How does it look and what can we expect? In N. Arnold & L. Ducate (Eds.), *Engaging Language Learners through CALL: From Theory and Research to Informed Practice* (Chapter 4). United Kingdom: Equinox Publishing.

Montero Perez, M., Peters, E., & Desmet, P. (2013). Is less more? Effectiveness and perceived usefulness of keyword and full captioned video for L2 listening comprehension. *RECALL, 26(1)*, 21–43.

Tool to Explore: Edpuzzle

Assignments:

* Discussion Forums
	+ Reflect on Readings
	+ Reflect on Edpuzzle
	+ Presentational mode activity post and feedback forum
* [Edpuzzle informal quiz due](https://edpuzzle.com/assignments/5c1956bfec7c8440e3055ad6/watch)
* Plan for implementation of action research due
* Week 7 readings

Week 7: Interpretive mode continued (Vocabulary, Reading)

February 18-February 24, 2018

Readings:

Taylor, A. (2019). CALL and L2 Reading: Current research and application. In N. Arnold & L. Ducate (Eds.), *Engaging Language Learners through CALL: From Theory and Research to Informed Practice* (Chapter 5). United Kingdom: Equinox Publishing.

Levy, M., & Steel, C. (2015). Language learner perspectives on the functionality and use of electronic language dictionaries. *ReCALL*, *27(2)*, 177–196.

Optional Reading:

PICS Guidelines

Tool to Explore: Kahoot and/or Quizlet

Assignments:

* Discussion Forums
	+ Reading Reflection
	+ Reflect on Kahoot/Quizlet
* Interpretive activity design due
* Week 8 readings

Week 8: Introduction to interpersonal mode of communication (Computer-mediated communication, Telecollaboration)

February 25-March 3, 2018

Readings

Abrams, Z. (2019). Interpersonal communication in intracultural CMC. In N. Arnold & L. Ducate (Eds.), *Engaging Language Learners through CALL: From Theory and Research to Informed Practice* (Chapter 8). United Kingdom: Equinox Publishing.

Tool to Explore: CMC tools your school supports (e.g. Email, Skype, Zoom, Google hangouts)

Week 8 Assignments:

* Discussion Forums
	+ Reflect on Readings
	+ Interpretive activity post and feedback forum
* Week 9 readings

Week 9: Interpersonal mode of communication continued (Teaching culture through CALL, Mobile Assisted Language Learning (MALL))

March 4-10, 2018

Readings:

Guth, S. & Helm, F. (2019). Culture & CALL. In N. Arnold & L. Ducate (Eds.), *Engaging Language Learners through CALL: From Theory and Research to Informed Practice* (Chapter 3). United Kingdom: Equinox Publishing.

Optional (Excellent article on one-to-one classrooms)

Wesely, P., Plummer, E. (2017). Situated learning for foreign language teachers in one-to-one computing initiatives. *CALICO Journal*, 34 (2), pp. 178-195.

Tool to Explore: Google Maps

Assignments

* + Reflect on Readings
	+ Reflect on Google Maps
* Interpersonal/MALL activity design due
* Week 10 readings

Week 10: Technology & Teacher Training; Future of CALL

March 11-17, 2018

Readings:

Sydorenko, T., Hsieh, C., Ahn, S., & Arnold, N. (2017). Foreign language learners’ beliefs about CALL: The case of a U.S. Midwestern university. *CALICO Journal, 34(2)*, 196–218.

Optional Readings:

Goertler, S. (2019). Normalizing Online Learning: Adapting to a changing world of language. In N. Arnold & L. Ducate (Eds.), *Engaging Language Learners through CALL: From Theory and Research to Informed Practice* (Chapter 2). United Kingdom: Equinox Publishing.

Sykes, J. (2019). Communities: Exploring digital games and social networking. In N. Arnold & L. Ducate (Eds.), *Engaging Language Learners through CALL: From Theory and Research to Informed Practice* (Chapter 10). United Kingdom: Equinox Publishing.

O’Brien, M. (2019). Targeting pronunciation (and perception) with technology. In N. Arnold & L. Ducate (Eds.), *Engaging Language Learners through CALL: From Theory and Research to Informed Practice* (Chapter 9). United Kingdom: Equinox Publishing.

Assignments:

* Discussion Forums
* Interpersonal/MALL activity post (feedback optional)
* Optional final reflection (original post and feedback optional)
* Final Reflection Due
* Final Action research project due