

GEORGIA STATE UNIVERSITY
Department of Modern & Classical Languages
ForL 4021 / 6021
Foreign Language Educators & Technology

Instructors

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Credit hours 3

Course Description

Introduction to the selection and use of technology resources in the P-12 classroom with special emphasis on foreign language instruction. Students learn how to integrate appropriate technologies into their classroom instruction in order to enhance learning, language performance, and cultural understandings.

Materials/ readings

1. Foreign language materials in the LARC language lab. Please purchase supply card in the GSU Bookstore. This is a one-time charge (\$20) for use of the LARC.
2. Selected readings on Class Blog [<http://forl4021.wordpress.com>].

Learning Outcomes addressed in this course: see attached candidate Portfolio and Work Sample Checklist.

Course Goals and Objectives

1. The student will demonstrate knowledge of theories and standards, which form the basis of integrating meaningful technologies in foreign language teaching (P-12). The student will read current research, plan technology resources for a thematic unit of instruction that addresses the technology standards in line with National Standards for Foreign Language Education, Georgia State Standards and ISTE Technology Standards. (www.iste.org)

Key assessments meeting objective: Technology-enhanced lesson components in the target language and professor's evaluation for a P-12 class.

2. The student will complete a technology worksheet designed to familiarize students with the Georgia Dept. of Education website and resources for foreign language educators, P-12 in the state of Georgia. (www.doe.k12.ga.us)

Key assessment meeting objective: The technology worksheet designed to familiarize students with the Georgia Dept. of Education website, P-12.

3. The student will implement a variety of instructional strategies, including the incorporation of meaningful technologies (i.e. PowerPoint, Inspiration Software, Microsoft Publisher, etc). Students will demonstrate in class how to integrate each technology resource appropriate for the cognitive level of the students. Students will select or create media-based materials that maximize lesson presentation for a particular thematic unit of instruction at a level P-12 they select.

Key assessments meeting objective: Technology Tool Box for Teachers (i.e. tool box will relate to a thematic unit of instruction at a level P-12 selected by each student in the course: PowerPoint, Blog Design, Inspiration Software, Microsoft Publisher, etc.

4. The student will share technology tools during the in-class demonstrations that will enhance L2 instruction for a thematic unit (i.e. PowerPoint, web page, Inspiration Software, Microsoft Publisher, etc.)

Key assessments meeting objective: In class demonstrations using one of the technologies modeled in class for P-12 students (i.e. PowerPoint, Web Page Design, Inspiration Software, Microsoft Publisher). An evaluation of the demonstration will be completed by the professor.

5. The student will complete an evaluation of software for teaching in the L2. The student will review different software packages and write an evaluation of the software they would select for use in teaching their selected thematic unit of instruction. Evaluations will be submitted for publication in the Georgia BRIDGE.

Key assessments meeting objective: Each student will complete an evaluation of software selected to enhance teaching in the L2. After reviewing software, the student will select one and write an evaluation.

6. The student will write a 3-5 page reflection paper on the incorporation of technology in language teaching and learning.

Key assessments meeting objective: The student will complete a narrative reflection paper containing the elements described in the assignment.

7. The student will create a Blog according to the specified instructions to accompany their thematic unit of instruction.

Key assessments meeting objective: The key assessment meeting the objective will be the creation of a blog as a tool to enhance a thematic unit of instruction.

The professor will evaluate the blog as one of the components of the teacher technology tool box.

8. The student will create an Oral Language Assessment activity for a unit of instruction. The assessment will include a rubric for evaluation of the L2 assessment.

Key assessment meeting objective: L2 assessment activity and accompanying rubric for evaluation.

Students are expected to attend all class sessions (No more than two excused absences permitted). If a student is absent, all make-up work for the missed class is due on the date indicated or the assignment will receive a 20% reduction in the grade evaluation. If any assignment is posted late to student's blog, the student will receive an automatic 20% reduction in the grade evaluation. Each session will begin promptly at 4:30 p.m. Please turn off cell phones and beepers when entering the classroom. Please review the Undergraduate Co-Curricular Affairs Handbook for the Policy on Academic Honesty (409). This course syllabus provides a general plan for this course; deviations may be necessary. Please check your GSU email account regularly for information pertaining to foreign language education requirements.

ACADEMIC HONESTY

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the work of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

Original Work - Do not submit work created previously in other courses. All work submitted must be original to this course.

Participants in the course will be asked to:

- 1) Read the assigned materials for each class period and come prepared to discuss important concepts and definitions in class related to the integration of technology for P-12 students of foreign language.
- 2) Prepare technology demonstrations for class. Prepare demonstrations of technology that relate to pedagogical materials (thematic unit context) for a particular unit of instruction. Students enrolled in the course have access to pedagogical materials in the LARC for P-12 foreign language students.
- 3) Develop a blog related to a particular thematic unit of instruction (P-12). Each student will complete a narrative describing the learning environment and unit contents.
- 4) Develop a wiki on a topic to be described by the instructors and participate in the editing of classmates' wiki.

- 5) Each student will write a 3-5 page reflection on the unit as a whole, the inclusion of technology, and the effectiveness of the tools.
- 6) Complete a software evaluation after reviewing software packages that might accompany the thematic unit of instruction and prepare for submission to the BRIDGE.
- 7) Complete the technology worksheet designed to familiarize students with the Georgia Dept. of Education website P-12 resources.
- 8) Complete an Oral Language Assessment in the L2 for P-12 students. The assessment should be accompanied by a rubric for evaluation purposes.

Evaluation of final grade will be based on the following course deliverables:

1. Narrative of classroom description
2. Software evaluation
3. Creation of Wiki
4. Creation and use of Blog: includes audio, PPT, Hot Potato, images
5. Oral Language Assessment assignment: Rubric and Excel file to analyze data
6. In-class demonstrations and participation in discussions
7. Reflection paper
8. Technology Worksheet (portfolio item)

Grade Scale

A = 100-94% A- = 93-90%
B+ = 89-87% B = 86-83% B- = 82-80%
C+ = 79-77% C = 76-73% C- = 72-70%
D = 69-60%
F = below 60%.

EXTRA CREDIT: No extra credit will be available at any time.