

2013 NERALLT Conference

Saint Anselm College, Manchester, New Hampshire

Conference Program

Thursday, October 24th, 2013

11:00–12:30: Board meeting for NERALLT board members only (LITC A02 - in main library)

1:00-2:00: Registration

2:15-4:00 Concurrent Workshops

2:15-4:00: Workshop #1: Elizabeth Fouts, Kim Rounds and Jaime Orrego, Saint Anselm College

Title: Flipping Out Your Students in the Language Classroom: Strategies for the Experimental Classroom

By now, we have all heard about the flipped classroom. The movement toward a classroom environment where concept engagement takes place only after the lecture or presentation has been previously viewed by students at home is becoming increasingly common in institutions of higher learning. But what can be done to improve the flipped the classroom? Should the flip also involve a change of venue? Can the classroom set-up, including desk placement, additional classroom technology and even the position and access of the instructor improve the flip experience?

This group presentation will be carried out in a newly appointed experimental classroom designed to maximize the use of the flip. With 4 iPad equipped pods for group engagement, revolving around a movable central instructor station, this classroom also has a large, central touch screen in addition to the flat screens at each pod. Wired with Apple TVs facilitating screen mirroring from Apple devices and Air Parrott from Windows-- the classroom can be utilized in a variety of ways to enhance a collaborative learning experience.

After a brief introduction into the flipped language classroom, our Director of Instructional Technology will describe the nuts and bolts of designing and reconfiguring the Experimental Classroom in-house for a fraction of the cost. Important considerations for the classroom included being able to meet the ongoing technology needs of faculty who wanted to teach there, creating reservations-only time so that all departments could make use of the space and future work to create a push signal form the main screen to the four pods.

Lastly, a member of the Department of Modern Languages who is currently teaching three sections of

Intermediate Spanish in the classroom will give a hands-demonstration of the pragmatics of collaborative language pedagogy in the Experimental Classroom.

2:15-4:00 Workshop #2: Emilie Talpin and Richard House, University of New Hampshire (MAC computer classroom)

Title: How to 'flip' your classroom using Educreations

Want to 'flip' your classroom and have your students watch your lesson videos, so you are able to do more hands-on work in the classroom? Frustrated with having to spend more time figuring out how to use the hidden tools the software has to offer rather than making your video? Whether an iPad user or a computer user, this workshop is for you!

In this hands-on workshop, you will first be provided with a brief overview of Educreations (<http://www.educreations.com/>) and what can be achieved with it. We will then present a set of grammar videos made for an Intermediate French class and an analyses of students' feedback. You will then learn how to set up and plan your lessons efficiently for best results.

4:30-5:30: Wine and Cheese Reception

6:00: Dinner

Fratellos Restaurant

<http://www.fratellos.com/>

155 Dow Street
Manchester, NH 03101
(603) 624-2022.

Friday, October 25th, 2013

8:00-9:00 Registration and Breakfast

9:00-9:15 Welcome

-John Graves, NERALLT President, Manager of Communication and Collaboration Technologies, Yale University

-Elizabeth Fouts, NERALLT Conference Host , Associate Professor, Spanish Studies
Department of Modern Languages, Saint Anselm College

-Christine Gustafson, Associate Dean of Academic Affairs , Saint Anselm College

9:15-10:00 David Malinowski and Ruslan Suvorov, Yale University Center for Language Study

Title: Choices, choices, choices: Creating videos for the flipped language classroom

With the advent of the flipped classroom, teachers' attention has rightly focused on new ways to enact active, participatory, and student-centered methodologies during face-to-face classroom time. However, just as teachers focus on new ways to become better "guides on the side", they must also pay attention to an equally important--and, often, time-consuming--responsibility of the flipped classroom teacher: creating effective and engaging video content for their classes.

In this presentation, we will focus on central pedagogical and technological considerations that, we argue, language teachers should take into account when creating video material for their classes. In particular, our discussion will be structured around choices that present themselves at each of the stages of video creation: recording, editing, and publishing. As such, the choices we will address relate to video type, length, format, structure, rhetorical effectiveness, delivery platform, text annotation, and online distribution of video content. Following this, we will introduce some of the commercial and open source tools that can be used to record, edit, and deliver video content for the flipped language classroom. Finally, we will conclude by examining a number of common pedagogical and technological challenges related to the production and distribution of video content, and propose ways for language teachers to tackle these challenges in their flipped classes.

10:00-10:15 Break

10:15-11:00 Carole Bergin and Kevin Guiney Harvard University

Title: Communicating Outside the Classroom: Radio Shows, Movies, and Video Blogs

With two 90 minute sessions of classroom time per week, our French Oral Expression Course has used a variety of technologies to expand the scope of the class, keep students engaged with activities throughout the week, and free up more class time for specific needs. Students will get online assignments, outside the classroom but still interactive, with audio or video recordings focusing on communication, such as hosting radio podcasts, participating in a video blog, and even make a short film. All materials are posted to the course website and have the ability to be critiqued and annotated by teaching staff and fellow students prior to meeting in class.

The students recordings and teachers feedback focus on their individual weaknesses and needs, while classroom time will be used solely for discussions and preparing students for the online assignments.

Our presentation will focus on examples of teaching practices, online material, ways to prepare and support students in this new model, types of assignments, and the technology behind it.

11:00-11:15 Break

11:15-12:00 Barbara Sawhill, Oberlin College

Title: Flipping your Assessment Practices

As language educators and technologists race to adopt the concepts of "flipping" for classroom teaching and student learning, often a couple of key components seem to remain firmly teacher-centric: the assessment of learning and the assigning of grades.

In this presentation I will share information about 6+ years of using student self-assessment and self-grading as an integral part of my language teaching practice. Examples of student assessments and feedback will be shared.

Here are four resources (some text, some images, some video) that I would like to have the group review prior to this session. Participants should come ready to discuss these works and compare/contrast this information with their own experiences.

Link (click on title): [The EDUCAUSE 7 Things You Should Know About Flipped Classrooms .pdf](#)

—a good general overview of what some of the main points surrounding flipping

Link (click on title): [The Flipped Classroom Infographic](#)

— a visual representation of what flipping looks like

Link (click on title): [The Pros and the Cons of Flipping](#)

— EDUTOPIA weighs in on what works and what doesn't work in flipping

Link (click on title): [A series of short videos about flipping by a teacher who flips her classroom](#)

—Katie Gimbar, a high school math teacher, explains what she does in the classroom.

Link (click on title): [What are we Flipping To?](#)

— What's the goal of what we are trying to do? How is flipping helping us get there?

During the face-to-face session we will create several smaller work groups. Each group will then work together on a series of questions related to the readings and focused on the L2 classroom reality.

Participants will be given ample time to ask questions of the facilitator, converse, share, create and ultimately report back to the larger group about their learning.

12:00-1:15 Lunch and NERALLT Business Meeting

1:15-2:00 Mariagabriella Gangi, The University of New Hampshire

Title: Flipping an Italiann Course from Necessity

Our courses have benefited from targeted attempts to flip the learning of content in specific cases, but this semester, with the reduction of class time from 4 to 3 meetings a week, our Italian Lecturers decided to flip in earnest.

Flipping a course runs counter to the expectations of both learners and faculty, bringing "social" issues into the teaching-learning mix. This session outlines some of these issues and describes how "knowing what to expect" sometimes allows learners to buy in to the experience more readily.

This session will also take a look at three commonly used tools for presenting content before class meetings, analyzing what works for particular types of material.

2:00-2:15 Break

2:15-3:00 Workshop: Michael Nieckoski, Keene State College

Title: I Can Do That! Technologies to Support the Flipped Classroom

The success of the flipped classroom concept depends a great deal on the technologies that enable it and the skills of the instructors to create excellent materials. This hands-on workshop will explore some audio recording and screencasting applications for use with the flipped-classroom approach. Covered will be software and apps for creating screencasts and audio recordings for the PC/Mac and the iPad; and ideas for how to distribute the materials to students. Participants will build their technology skills by creating audio files and screencasts as part of the workshop.

A laptop and/or iPad will be required.

3:00-3:15 Concluding Remarks

3:15-3:45 Tour of LRC and Flexible Learning Space