

FAST FORWARD: LANGUAGE ONLINE

Saturday, December 14, 2013
Hilton Inn at Penn, 3600 Sansom Street
Philadelphia, PA 19104

SYMPOSIUM PROGRAM

8:00-9:00	<i>REGISTRATION and CONTINENTAL BREAKFAST</i>
	<i>WELCOME</i>
9:00-9:15	CHRISTINA FREI , University of Pennsylvania DEIRDRE WOODS , University of Pennsylvania
	<i>KEYNOTE PRESENTATION</i>
9:15-10:15	FERNANDO RUBIO , University of Utah LANGUAGE LEARNING IN A HYPERCONNECTED WORLD This presentation discusses why and how technology facilitates second language acquisition and how it has changed the traditional roles of instructors and students when we operate without the limitations of our classroom walls. We will specifically talk about the effects of technology integration in blended as well as fully online environments, including a look at the present and future of language MOOCs.
	<i>PRESENTATION</i>
10:15-11:00	JEONG-BIN HANNAH PARK , University of Texas at Austin A SYSTEMIC ANALYSIS OF ONLINE DISCUSSION IN STUDENTS' EXPERIENCE IN L2 WRITING CLASS This study was focused on the role that online discussion played in an ESL writing class, by tracking the connection between online discussion and subsequent second language writing. Students representing several language backgrounds participated in two online discussions immediately before timed writing activities. Their online postings were analyzed for talk that was language-related, content-related, or writing-related. The data suggested there is instructional value for incorporating online discussion into a class on academic writing for ESL learners.
11:00-11:15	<i>PAUSE</i>
	<i>PRESENTATION via WEB</i>
11:15-12:00	ADAM MENDELSON , University of California-Berkeley CHATTING IN PARAGRAPHS: TOWARDS ACADEMIC DISCOURSE IN FOREIGN LANGUAGE CHAT This paper presents a case study of an individual student's increasing approximation of academic discourse during a third-semester Spanish class that included chat-based instruction. During both chat-based activities and oral discussions in class, the focal student's language use became increasingly characterized by longer turns and the use of subordination to express opinions. At the same time, she decreasingly engaged in online play over the course of the semester. This case suggests that depending on the overall instructional context in which text-based chat is integrated, this medium, which is generally assumed to be social and informal, may actually be flexible enough to also support the development of academic discourse. Furthermore this detailed description of language use and development across online and offline environments invites consideration of the relationship between chatting and speaking.
12:00-1:30	<i>LUNCH</i>
	<i>PRESENTATION via WEB</i>
1:30-2:30	TERRY ANDERSON , Athabasca University - Canada's Open University MOOCs, MYTHS AND MISCONCEPTIONS In this presentation Terry Anderson will overview the characteristics, types, promises and perils of Massive Open Online Courses. MOOCs are the first education technology to penetrate the President's office at both research and teaching universities on a global scale. MOOC proponents are claiming that we finally have an education tool set that will reduce cost, while still providing quality educational experiences. But these benefits may come at the cost of faculty jobs and "business as usual". Are they worth it and do they work?



	<i>PANEL</i>
2:30-3:15	<p>JACQUELINE CANDIDO, ED DIXON, BEN WIGGINS, & DEIRDRE WOODS, University of Pennsylvania</p> <p>PENN'S ONLINE COURSES AND OPEN LEARNING INITIATIVES</p> <p>Since 2010, Penn Summer and the College of Liberal and Professional Studies have offered full credit language courses via Arts & Sciences Online Learning. These courses are open to undergraduate, graduate, and continuing education students. Since Spring 2012, The University of Pennsylvania has been partnering with Coursera, an online education platform, to make Web-based courses available free worldwide. In Spring 2014, Penn will offer the first language-learning MOOC on the Coursera platform. In this panel, we will discuss teacher preparation, outcomes and how online environments can have a positive influence on traditional language classrooms.</p>
3:15-4:00	<p style="text-align: center;"><i>PANEL</i></p> <p>RYAN & SCOTT RAPP, Instreamia LLC</p> <p>EXPANSIBLE LANGUAGE INSTRUCTION: INSTREAMIA AND SPANISHMOOC</p> <p>Scott and Ryan will discuss the pedagogical objectives of Instreamia, an online teaching and learning system designed to allow teachers to guide learners through adaptive courses based on authentic content and targeted learning scenarios. Instreamia made its large class debut with SpanishMOOC, one of the first foreign-language MOOCs which drew approximately 4,000 learner from around the world in its initial offering (January 2013). Scott designed and taught the 12-week course which covered topics typical of a first-year college Spanish course.</p>
4:00	<i>RECEPTION</i>

PRESENTERS



TERRY ANDERSON is a Professor of Education Technology at Athabasca University - Canada's Open University. He is the author of 10 Books and many articles related to teaching and learning in distance and online contexts. He was the editor for ten years of the International Review of Research in Open and Distance Education and is a regular on the international key note circuit. His current research focuses on adoption and adaption of social media in formal education. His Google Scholar profile is at <http://tinyurl.com/terrydanderson> and he blogs at terrya.edublogs.org.



JACQUELINE CANDIDO is Director of Online Learning for the University of Pennsylvania. In this role, she is dedicated to enhance the quality of online programs, increase student engagement and improve access to Ivy League education. Jackie's team is focused on building and supporting online & blended courses and communities for the School of Arts and Sciences. Her team in Online Learning provides full technology and design support to faculty transitioning courses to the online environment. The team also manages a studio for broadcasting live sessions and producing high quality video and multimedia content for online and open learning. Additionally, her division provides technical support for Penn students and faculty using online platforms.



ED DIXON is Director for Technology of Penn Language Center and Lecturer for German at the University of Pennsylvania. He is active in a variety of areas related to classroom instruction and faculty certification with technology. Ed is past-president of the Northeast Association for Language Learning and Technology and taught in summer 2010 the first fully online language course for credit from the University of Pennsylvania. In 2011, Ed received Penn's prestigious affiliated faculty teaching award for distinguished teaching in the College of Liberal and Professional Studies. In 2013, Ed presented at ACTFL on innovative uses of participatory networks and his article with co-author Junko Hondo "Re-purposing an OER for the online language course: a case study of Deutsch Interaktiv by the Deutsche Welle" appeared in Computer Assisted Language Learning, a Taylor and Francis publication. In spring 2014, Ed will conduct the first language-learning MOOC for German on the Coursera platform.



CHRISTINA FREI is the inaugural Executive Director of Language Instruction for the School of Arts & Sciences. This position recognizes her deep commitment to the university and the language education community across SAS, Wharton, LPS, The Graduate School of Education and the School of Engineering and Applied Sciences. She is also a member of the Online Learning Faculty Advisory Committee. Since 2009, Frei chairs the Penn Language Center, home of many less commonly taught languages. She currently is co-authoring an innovative textbook for introductory German language and culture: *Augenblicke* and has received the 2010 SAS Dean's Award for Distinguished Teaching by Affiliated Faculty honoring her application of technology in language education. She studied at the University of California at Davis and received her Ph.D. in German with a Special Emphasis in Second Language Acquisition.



ADAM MENDELSON is a Ph.D. candidate in Language, Literacy, and Culture at UC Berkeley's Graduate School of Information. His primary research interest is the pedagogical application of established and common online communication tools that students already use in their daily lives. His current work focuses on transfer-of-learning between text-based computer-mediated communication in Spanish as a foreign language and subsequent oral use of the language.



JEONG-BIN HANNAH PARK is a doctoral candidate at the Foreign Language Education program in the department of Curriculum and Instruction at the University of Texas at Austin. She has taught English as second/foreign language for more than 13 years and Korean as foreign language for more than 6 years. She is currently an ESOL adjunct faculty at Austin Community College. Her research interest focuses on second language writing, computer-mediated communication (CMC), second language writing, social network sites for language learning, and various aspects of on and offline discourse for language learning. Her publications include both practical language learning textbooks and research-based empirical studies. She holds an M.A. in Foreign Language Education and a B.A. in English Language and Literature.



RYAN RAPP, CEO and Co-founder of Instreamia, leads the Instreamia team as principal developer of Instreamia's intelligent systems and Japanese language expert. He designs and develops intelligent learning systems for a wide range of purposes including language learning and sports training. Ryan graduated from Brigham Young University after a two-year volunteer service in Japan.



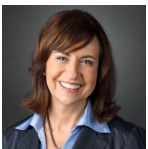
SCOTT RAPP, Chief Strategy Officer and Co-founder of Instreamia, designs instructional curricula and teaches Spanish, as well as architects and develops Instreamia's linguistic data engine. He has taught Spanish in classrooms and online, and designs and creates technology-enhanced Spanish courses. Scott graduated from Brigham Young University after a two-year volunteer service in Honduras.



FERNANDO RUBIO is Associate Professor of Spanish Linguistics and Co-Director of the Second Language Teaching and Research Center at the University of Utah. He teaches and conducts research in the areas of second language acquisition, teaching methodology and computer-assisted language learning. He has authored and edited numerous articles and books including most recently *Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues* (2012). Professor Rubio is a certified ACTFL tester and trainer; he chairs the MLA Executive Committee on the Teaching of Language and serves on the AP Spanish Development Committee. In 2012, he received the ACTFL/Cengage Learning Faculty Development Award for Excellence in Foreign Language Instruction Using Technology.



BENJAMIN WIGGINS is the Associate Director of Online Learning at the University of Pennsylvania. In this position, he oversees the production of massive open online courses (MOOCs) for the School of Arts & Sciences, for-credit online courses throughout Penn, and online communities of practice in Professional and Liberal Education. Benjamin works closely with Penn faculty throughout the university to help them translate their lectures, assignments, and assessments to myriad online learning environments. He also consults with faculty and other administrators on structured active learning projects (more commonly known as "flipped" classrooms) and curates instructional technologies for his division.



DEIRDRE WOODS has been is an IT executive, manager, technology evangelist and project leader. Her specialties include IT strategy, social media, and business development in higher education. Her current interests involve the impact of technology on teaching and learning. She is currently Interim Executive Director for the University of Pennsylvania's Open Learning Initiative, where she is working to demonstrate Penn's leadership and ensure success of this project. Throughout her career, she has successfully worked with sophisticated constituents in academia, business and medicine. As former CIO and Associate Dean of the Wharton School of the University of Pennsylvania, Woods has extensive experience motivating teams, developing organizations and managing disruption.



Friday, December 13, 2013
from 12:30 to 4:30 PM
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PRE-SYMPOSIUM WORKSHOP

Open to non-Penn affiliates only. Registration required.

RETHINKING AND DESIGNING THE LANGUAGE CLASSROOM FOR ONLINE EDUCATION

The University of Pennsylvania is actively engaged in open learning and committed to online education that increase access, around the world, to educational resources. The Penn Language Center (PLC) gained first-hand experiences by offering summer online language courses since 2009. In this half-day workshop you

- **MEET** Penn's online language educators in Arabic, Chinese, German, Italian, and Korean who share the challenges and innovations of online education. PLC invites you to discuss with each instructor your individual questions and concerns.
- **PARTICIPATE** in two synchronous online sessions that offer you the opportunity to experience communicative language instruction in a collaborative web conferencing environment. You also experience examples of networked technologies that students use to complete their asynchronous assignments in social and peer learning contexts.
- **ACQUIRE** in a hands-on session ideas, techniques and skills for flipping the classroom for both hybrid and online teaching models.

