

<http://tinyurl.com/hlpv7d9>

This link will take you to the PowerPoint for this session.

# Technology in World Language

COLT Conference 2016

Session A09

7:45am to 8:45am

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# Teachers will...

1. Be exposed to different technology tools for teaching world language through presentation examples.
2. Examine elementary and secondary level technology & language rubrics through examples.
3. Understand the different usage in elementary & secondary technology through comparison.

# Why Technology?

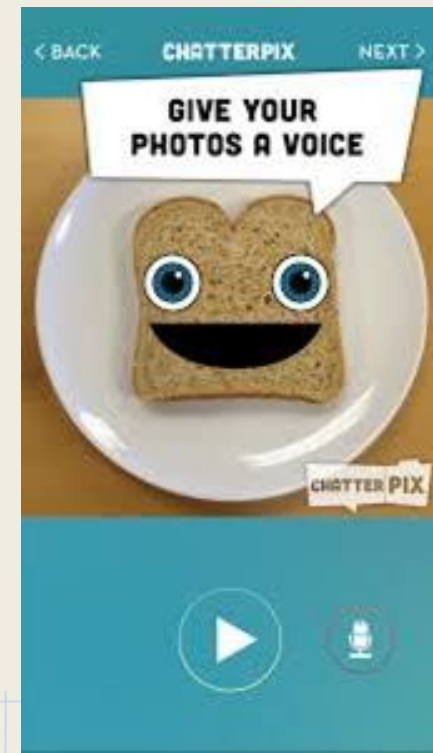
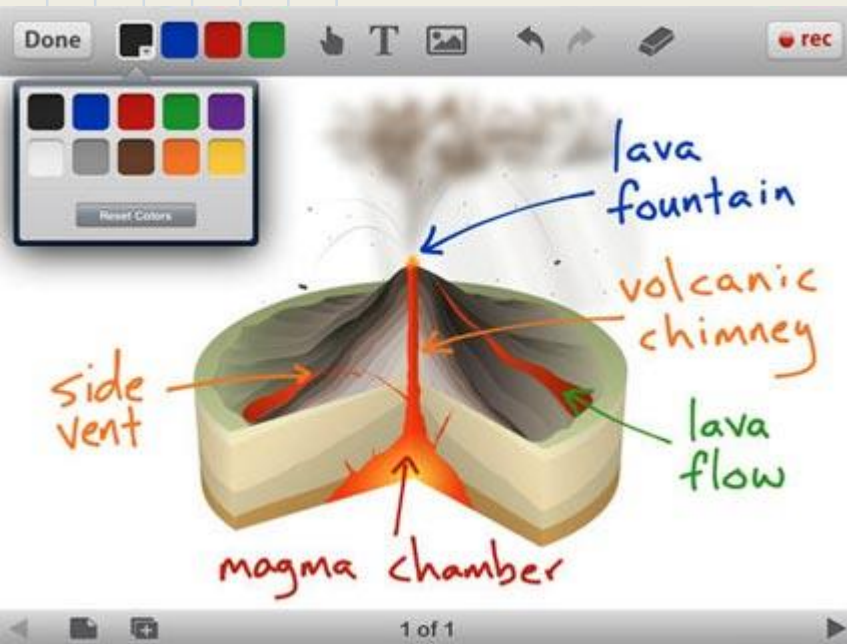
- Common Core
  - Enhance Science, Technology, Engineering and Mathematics (STEM).
  - Technology use recommended.
- 21<sup>st</sup> Century
  - Student-friendly.
  - Exposure.

# Technology as a “Tool”

“What makes these advances crucial is that they combine so many elements needed for success: engagement; entertainment; ease of access to information and data; group work; humanity; social relevance; and so on. In a word they make education easier and more absorbing. Learning and life become more seamless.”

Fullan, M. (May, 2011). *Choosing the wrong drivers for whole system reform.* Centre for Strategic Education Seminar Series Paper No. 204.

# Elementary Language-Friendly Applications



# Performance Assessment Rubric

	四	三	二	一
<b>Time Management</b>	Our group used 100% of the time in class to complete our project on Puppet Pal 2. Our project was completed on time.	Our group used 90% of the time in class to complete our project on Puppet Pal 2. Our project was completed on time.	We used at least 80% of our time in class to complete the project.	We used at least 70% of our time in class to complete the project.
<b>Puppet Pal Show &amp; Teamwork</b>	Our Puppet Pal Show was creative, and our team worked extremely well together.	Our Puppet Pal Show was completed, and our team worked well together.	Our Puppet Pal Show was close to be completed, and our team somewhat worked together.	We need to work on our Puppet Pal Show and teamwork!
<b>Language Accuracy</b>	<ul style="list-style-type: none"> <li>We introduced our puppets with name, age, likes and dislikes.</li> <li>We used <u>more than</u> required Chinese sentences. We didn't need the sentence paper.</li> </ul>	<ul style="list-style-type: none"> <li>We introduced our puppets with name.</li> <li>We used all of the required Chinese sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Some of us introduced our puppets.</li> <li>We used most of our required Chinese sentences.</li> </ul>	We need to practice more!!
<b>Tone Accuracy &amp; Fluency</b>	Even the principals from China can understand us, we recorded fluently.	My teacher and classmates can understand us. We recorded fluently.	My teacher and classmates can somewhat understand us, but some of us hesitated when we recorded.	We need to work on Chinese tones and fluency!
<b>Score</b>	Fraction:	Percentage:		

# Technology in the Secondary Classroom

## Usage:

- Technology as an assessment tool
- As a resource
- As review/games
- As part of integrated performance assessments



# Automatic Assessment, Review and Games

- Thatquiz.org- can add pictures, multiple choice, essay etc. grades multiple choice and fill in answers.
- **quizlet.com** vocab games, flashcards, self quiz and test, review
  - <https://quizlet.com/77545017/tema-4-la-vida-contemporanea-flash-cards/>
- **Kahoots!** vocab games and quizzes audience participation tool.
  - [https://play.kahoot.it/#/?quizId=ba0d29ff-87f8-11e2-ac18-12313c03a233&\\_ga=1.208883280.398920204.1438973473](https://play.kahoot.it/#/?quizId=ba0d29ff-87f8-11e2-ac18-12313c03a233&_ga=1.208883280.398920204.1438973473)
- Socrative.com web based and app based assessment tool. Students go to the website, answer questions on their phones and you will get information real time and get a spreadsheet of their progress.
  - <http://www.socrative.com/>
- **Google Forms**
  - The survey, quick way to collect information.
  - Choose your own story sample: [goo.gl/pJnW68](http://goo.gl/pJnW68)
    - <https://docs.google.com/document/d/1G7xUe2IQNALsoqZe7uKofyPRu7O2liggoVckjRNpOa4/edit?hl=en&forcehl=1>

# Alternative to Language Lab

- **VOCAROO** - voice recorder
- **CELL PHONE VOICE RECORDER**- Students record their voice and email you the file.
- **GOOGLE VOICE**- you have a Google Voice number and students can call. They have up to 3 minutes to answer questions, conversations, leave messages, complete proficiency checks
- **POWERPOINT** By using the voice recorder students can use it as a simple storytelling tool or as an assessment
  - <https://elkeenespanol.wikispaces.com/Notas+y+Presentaciones>



# Performance Assessment

1. Use as a tool to get the students to achieve a certain language goal.
2. Use of phones, websites
3. Creating movies and videos
4. Use for cultural exploration
5. Skype
6. Online discussion boards
7. Live real time editing and immediate feedback

# RUBRIC FOR THE LEYENDA PROJECT

CATEGORY	4	3	2	1
Use of Time	Used time well during each class period (as shown by observation by teacher, with no adult reminders.	Used time well during most class periods (as shown by observation by teacher, with no adult reminders.	Used time well (as shown by observation by teacher and but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher in spite of several adult reminders to do so.
Spelling & Grammar	No spelling or grammatical mistakes on a storyboard with lots of text.	No spelling or grammatical mistakes on a storyboard with little text.	One spelling or grammatical error on the storyboard.	Several spelling and/or grammatical errors on the storyboard.
Content	All content is in the students' own words and is accurate, engaging and fluid storyline and original.	Almost all content is in the students' own words and is accurate, a fluid storyline and original.	At least half of the content is in the students' own words and is accurate, the storyline can be followed. Elements of the story are borrowed from other stories.	Less than half of the content is in the students' own words or ideas and/or the story does not make sense
Spanish Language	Vocabulary Choice is varied using different tenses and Spanish is used throughout	Vocabulary Choice are basic but accurate and Spanish is used throughout	Vocabulary choice is limited and there is presence of another language	Story has more than a few interferences from another language and
Preparation	Completed and revised story at least twice	Completed and revised story at least once	Did not hand in any revisions	Did not complete a rough draft.
Verbal Storytelling	The sage storyteller embodied his or her role and was able to appease their people with their legend. The language was fluent and read with emotion and drama. Story was completely memorized. There were less than two errors in pronunciation.	The storyteller was able to tell a convincing story by speaking with fluency and emotion. Story was mostly memorized just needed cueing. There were few errors in pronunciation.	The storyteller read their story or had it partly memorized, emotion and fluency were inconsistent and sporadic. There were many errors in pronunciation that did not affect comprehension.	Student read their story to the class, there were many mistakes in pronunciation and little fluency and or emotion.
Use of Technology	Used the technology tools to enhance and professionally present and reflect their legend in a manner that engages the reader/listener and helps illustrate and move the story along. Presentation is smooth, correct and esthetically pleasing.	Used the technology tools to reflect their story in a professional manner with few errors. Presentation accurately reflects the story.	Uses technology tools in a manner that at times accurately represents the story to an extent. It has multiple errors and is not very professional.	Did not use the appropriate technology tools available. The target language is not used exclusively. The illustrations and or presentation is distracting and/or do not accurately represent the story.

# Try, Try, Try

- Try one at a time.
- Create a rubric to go with your project.
- The more you try, the less time it will take in the next project for you and the students.
- Use it as a tool!

# Other Resources

- **Appsmashing:**
  - <http://kulowiectech.blogspot.com/2013/11/app-smashing-app-pack-x-thinglink.html>
- **Digital Storytelling Pinterest:**
  - <https://www.pinterest.com/dkapuler/digital-storytelling-apps-sites/>
- **Comic Strips and storytelling**
  - <http://www.powtoon.com/>
- **Instagram:**
  - Post photos, have people reply to comments, post videos and do speaking task.
- **Pinterest:**
  - For Grammar and vocabulary Have students post relevant images for the words or grammar tasks. Can be used for thematic units.
- **Twitter:**
  - Storytelling, One person begins the task and then others co tell stories using hashtags and sharing.
- **Apps**
  - ComicBook, Green Screen, Thinglink, Explain Everything

[https://www.surveymonkey.com/  
r/J38X6MZ](https://www.surveymonkey.com/r/J38X6MZ)

Please help me to become a better presenter by taking the survey, thank you.