Faculty Lecture Series 2016:
Non-traditional media in teaching and research

Engaging students inside and outside of the classroom with iPads

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iPads in the Spanish language classroom

- Pedagogy
- Preparation
- Sample activities
- Benefits
- Challenges
Pedagogical considerations

- Relevance to teaching and learning
  - Excerpt from syllabus (slide 5)

- In-class, out-of-class use or both?
  - My goal: To increase out-of-class exposure to authentic input and opportunities for interaction (output)

- Type of use: Major assessments, daily participation/homework
Syllabus:

Your professor will promote the use of technology both in and out of the classroom in such a way that it supports pedagogy but does not take it over. Any use of technology in this course will be seen as a medium in communicative activities and tasks and will follow language-learning principles that are research-based from the field of instructed Second Language Acquisition (SLA).

This semester, RLSP 101 students will be permitted to borrow an iPad from Williams College Office of Information Technology for course-related assignments and activities. There are several key reasons for the implementation of this tool into the course:

- to help students make connections between the classroom and real life issues.
- to increase learner exposure to authentic, meaningful input in the target language.
- to increase opportunities for production-oriented practice.
- to foster collective participation in discussions around documents, images, videos, etc.
- to allow for student and professor creation of interactive multimedia presentations.
- to record, store, and share speech.
- to benefit from the increased efficiency and flexibility the iPad can provide.
- to increase teacher and learner mobility in classroom (no longer tied to computer station/no overhead projector needed).
Preparation

- iPad usage agreement
- Arrangement for Tech support, Language learning lab
iPad usage agreement – RLSP 101
Fall ___

In order to loan the iPad this semester, you must agree to the following terms:

- The iPad must be turned in by December 11th to the Equipment Loan Center.

- Always bring your iPad to class.

- You are fully responsible for your iPad in the event it is lost, stolen or damaged. This will also be stated on the iPad usage policy that you will sign when you pick up the iPad from the Equipment Loan Center located at Dodd Annex between 8:30-5:00pm (weekdays only).

- If you drop the course, you must return the iPad to the Equipment Loan Center.

Care/tech support:

- Please do not leave unattended in public areas (library, dining halls, etc.)
- Avoid exposing to extreme temperatures (do not leave the iPad in your vehicle).
- Send an email to your professor if you have any technical concerns or to:

Mika Hirai
Instructional Technology Specialist
Office for Information Technology
413-597-4328
mika.hirai@williams.edu

Name: __________________________
Date: ________________
Adobe voice: Description

Create visual stories with text and voice
Use touch recording
Use any images
Share anywhere
Trabaja con tu grupo para contar una breve historia sobre las 4 imágenes que ves.

- Para cada foto, hay que escribir 2-3 frases (ni menos, ni más).
- Para cada foto, hay que utilizar 2 verbos pronominales (ni menos, ni más).
- En total, hay que incorporar 1 uso de ‘se’ pasivo (ni menos, ni más).

(Usad una variedad de usos de ‘se’ y no repitáis verbos)

Es necesario añadir texto y voz para cada imagen. Cada persona en el grupo tiene que narrar una de las fotos (4 fotos, 4 narradores diferentes).

Busca un lugar libre de ruido (en Hollander) para trabajar y hacer la grabación.

Cuando termine tu grupo, regresad al laboratorio.

<table>
<thead>
<tr>
<th>Repertorio de verbos pronominales</th>
<th>Verbs pronominales reflexivos ‘reflexivos verdaderos’</th>
<th>Verbs pronominales obligatorios ‘falsos’</th>
<th>Verbs reflexivos que cambian de significado</th>
<th>Verbs reflexivos que cambian de significado (cambio de estado)</th>
<th>Verbs pronominales enfáticos</th>
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<tbody>
<tr>
<td>ver(se)</td>
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<td>despedir(se)</td>
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OJO - Muchos verbos pueden pertenecer a más de una categoría dependiendo de su significado.

Por ejemplo:
Ponerse – to become (cambio de estado)
Ponerse – to put on (reflexivo verdadero)
Adobe voice: Student sample work

https://www.youtube.com/playlist?list=PLVEStSuXlgA3ffccY2Zjd229Pqtf4S2fX
Voicethread

Enables my students and I to (collectively) participate in discussions around documents, images, videos, etc.

After creating a VT presentation, anyone can talk, type, or draw in their comments.

Encourages interaction in the target language outside the classroom.
Benefits

• Ability to record, store, share
• Measure learner acquisition / comprehension
• Effective critique of student work / Accurate, helpful feedback
• Increased opportunities for interaction in the target language outside the classroom
• Authentic materials (The Clark)
• Transportability
Challenges

• Anticipate and plan for possible tech issues
• Implementing/selecting technology to best meet learning and teaching objectives
Thank-you

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