



Candace Skibba
 Assistant Teaching Professor
 Department of Modern Languages
 skibba@andrew.cmu.edu



Blended Learning: Can technology solve the age-old question of seamlessly blending language and content?

Goals of PROJECT:

- * To facilitate the integration of language and content in 300 level language courses
- * To explore interactive media and acquisition at the 300 level

Project Design

Project why?:
 * Challenge of transition between the intermediate and advanced levels.
 * Text to meet the challenge

How is this text going to bridge the gap and facilitate learning?:

- Engaging and relevant visual materials
- Mobility of platform
- Connectivity – authentic contexts and interactions
- Collaborative learning

Theory / Established Research

Robert Blake – “The language profession needs to take advantage of technology when its application proves consistent with best teaching practices and SLA theories” (*What Language Professionals Need to Know About Technology*):

4 myths about the role of technology-

- * technology is all good or all bad
- * technology itself is the answer to methodological conundrums
 “Technology, per se, has no stake in any particular theoretical model or teaching methodology. The technology is theoretically and methodologically neutral” (95).
- * technology won't change
- * technology will replace language teachers
 “A rational response to this question might be that technology won't replace teachers in the future, but that teachers who use technology will probably replace teachers who do not” (96).

Difference between adaptation of former classroom or computer-based contents to the mobile platform and creating the 'text' on and for the mobile platform.

Project Evaluation

Informal metrics - Survey for 342 Ibook:

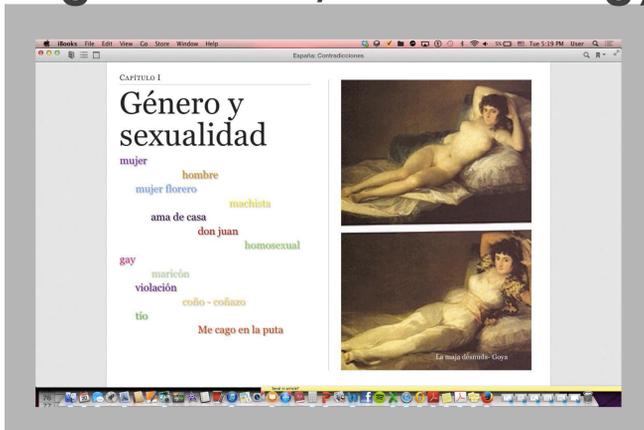
1. Did you find the information presented in the ibook to be useful and engaging?
2. Did the interactive nature of the text engage you more than the traditional book?
3. Would you be interested in having an epub for the primary text?
4. Do you have any suggestions or critique for the ibook?

Results:
 100% students said that the information was useful and engaging.
 40% said that the interactive nature of the text engaged more than traditional text
 100% would be interested in epub for primary text.

Lessons Learned / What's Next

- * Make better use of the technology
 - * Exercises using the camera function
 - * Podcasts
- * Incorporate formal language acquisition evaluation
- * Implement assessment tools
- * 3 More chapters
- * Further analysis:
 - * Use in the classroom
 - * Template
 - * Platform

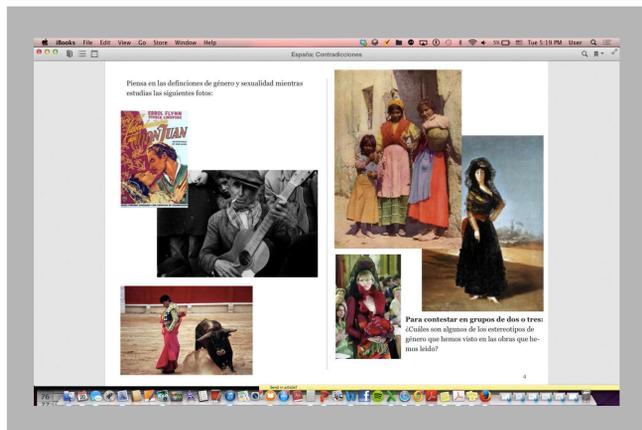
Organization / Methodology



Each Chapter:
 Introduction / historical background
 Title page: images and words to brainstorm

SECTION I LANGUAGE :

- Para considerar (To consider – open-ended questions)
- Diccionario – definitions
- Use the lexicon to contemplate images / answer questions in groups
- Video (history)



SECTION II CONTEXT:

- Para considerar (To consider – open-ended questions)

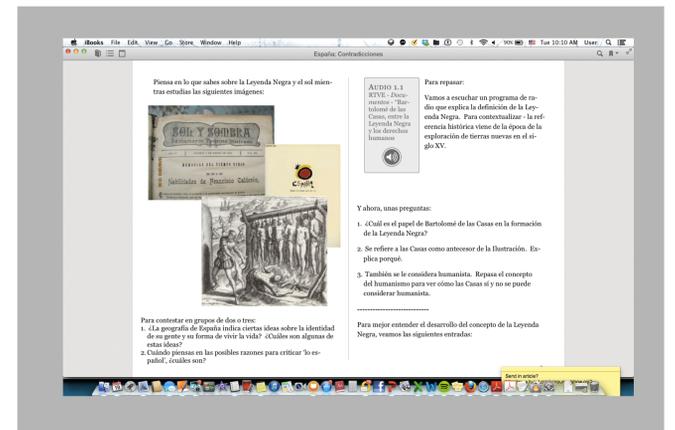
Reading I – newspaper article, short story, letter, historical document
 - Comprehension questions / Interpretation questions
 - Grammar in context: Highlight grammar / Grammar explanation / Grammar quiz

Reading II – song / or anthem / poem

- Comprehension questions (focusing on: 1) language, and 2) structures) / Interpretation questions
- Language/Structures in context: Highlight / Explain / Assess
- Formation/Use of the language and structural element

FILM –with a clip for concentrated analysis

- Comprehension questions (focusing on: 1) language, and 2) structures) / Interpretation questions
- Language/Structures in context: Highlight / Explain / Assess
- Formation/Use of the language and structural element



SECTION III – SYNTHESIS:

- Review language and content
- Implement, integrate, practice and assess 4 skills
- Authentic production/application

