March 21, 2018

To Whom It May Concern:

I am writing in support of Mr. Fabrizio Fornara for an Outstanding Graduate Student Award. Fabrizio is my doctoral advisee in the Instructional Systems & Learning Technologies Program at Florida State University. I have known him for six years, during which time he has been a student, a member of my research group, and a collaborator. He is due to defend his dissertation, which explores the use of an Instagram-based learning activity to support the development of intercultural awareness among foreign language students, in two weeks.

I know that Fabrizio has been active within CALICO, presenting at the conference and collaborating with other members such as Lara Lomicka and David Hattem. While I myself am not a member of the organization and do not do CALL research (my own research focuses on social media use in learning contexts), I have encouraged Fabrizio to explore, network, and disseminate his own work through organizations such as CALICO. Because I cannot comment directly on his contributions there, I will focus the remainder of this letter on my FSU experiences with Fabrizio. I’m confident that anyone who has encountered him through CALICO will have made many of the same observations about him and his work.

As a scholar, Fabrizio is bright and dedicated to his work. He has been active in pursuing his own research interests and also has helped many of his peers by providing assistance and feedback. Fabrizio’s research interests lie at the intersection of language learning and social media, and he seeks ways to effectively use the latter to engage students in active L2 practice outside the classroom. He has explored the use of different pedagogical techniques and strategies (e.g., instructor modeling, collaborative groups) in this learning context, and has taken his work to conferences in both modern languages and education and published in venues such as NeMLA Italian Studies Journal.

As an instructor, Fabrizio brings a lot of enthusiasm and energy to the classroom. He has taught for Modern Languages throughout his time at FSU, and is held in high regard there. He worked as a teaching assistant in my MOOC, and he did an excellent job of interacting with the learners. Whether face-to-face or online, he is a strong communicator, able to be kind yet firm with students. He has excellent instructional design skills, and is full of innovative ideas for instruction. He is a generous colleague, and shares his ideas and activities broadly with other instructors.

In terms of leadership, Fabrizio has also excelled during his time at FSU. He served a term as president of our students association, and set the bar very high for the person who succeeded him. Under Fabrizio’s leadership the association sponsored numerous professional development and social activities and, for the first time, collaborated closely with our alumni group. Fabrizio has also held leadership positions for other university groups, and has received a university-level leadership award as well as our department’s Ruby Diamond Future Professor Award, Outstanding International Student Award, and Outstanding Doctoral Student Award. Needless to
say, we think very highly of him.

In closing, Fabrizio is the kind of doctoral student we all dream of, not only performing strongly as a scholar but also building connections and community throughout the profession and serving his scholarly community as the opportunity arises. I give him my highest recommendation for this award.

Sincerely,

[Signature]

Vanessa P. Dennen
Professor
Instructional Systems Program
Florida State University
I. To the candidates
Once you have completed this award application, please forward it and a current CV to your mentor professor for finalization and emailing to CALICO. Fill out the personal information and respond to the five questions with a maximum of 200 words for EACH question.

<table>
<thead>
<tr>
<th>Name</th>
<th>Fabrizio Fornara</th>
</tr>
</thead>
<tbody>
<tr>
<td>University &amp; name of degree program</td>
<td>Florida State University, Instructional Systems and Learning Technologies (Ph.D.)</td>
</tr>
<tr>
<td>(Tentative) title of dissertation</td>
<td>Instagram for the Development of Foreign Language Students’ Intercultural Competence.</td>
</tr>
<tr>
<td>Organization memberships (include dates)</td>
<td>From February 2015 to the present.</td>
</tr>
</tbody>
</table>

1. Provide a description of your primary research in CALL with a short justification regarding its future significance to teaching and learning.

My primary field of research is social media in foreign language teaching and learning. Over the years, I designed and implemented in my Italian and Spanish language courses several social media-based activities that aim to promote the development of students’ communicative and intercultural competence. For example, I take advantage of the content shared by worldwide social media users to invite students to explore current and living representations of the target language and culture. Such activities provide students with the opportunity to use the foreign language in an authentic and meaningful setting and to develop their cultural and intercultural awareness and understanding. My goal is to motivate students to develop an understanding of diverse cultural perspectives and to empower them to become autonomous, life-long language learners who are able to navigate a culturally diverse world.

2. Describe your CALL research undertaken: projects (e.g. CALL development, pedagogical modules, innovations…) completed and/or currently in progress perhaps as preparation for your dissertation or with another researcher.

I used Twitter for several years in my foreign language classes. The first Twitter study that I conducted aimed to observe how the presence of an instructor who models specific linguistic features (i.e., vocabulary, verbal forms) influences students’ written production on Twitter. I published the study in the *NeMLA Italian Studies* journal (2018, volume 39). Currently, I am analyzing the data of a second project on how students influence each other written production on Twitter.

I just completed my doctoral dissertation, I am going to defend it in April 2018. The study aims to explore how an Instagram-based instructional unit helps students to develop intercultural competence (IC). The general conclusion of the study is that...
using Instagram for intercultural explorations and reflections can help students to acquire knowledge and develop skills for the development of IC.

I am currently in the data analysis phase of another study that explores how using Instagram helps to foster social presence in intermediate-level language classes. I am conducting the study in collaboration with Lara Lomicka and David Hattem.

3. Describe your experience in language teaching using CALL.

I have been teaching Italian and Spanish at the undergraduate level for more than 10 years; I taught for four years at IES Abroad in Barcelona, Spain, and for more than six years at the Modern Languages and Linguistics department at the Florida State University. In my classes, I use several technological tools to deliver content and to promote students’ interactions and reflections. For example, I use Twitter to give students the opportunity to practice the foreign language in an authentic and meaningful setting; I use Facebook to deliver content and to design activities that promote the development of students’ reading, listening, and writing abilities; I use WhatsApp to promote student-student interaction in a quasi-synchronous environment; I use Instagram to promote cultural and intercultural explorations and reflections; and I use Quizlet Live to promote vocabulary learning through an online matching game.

4. Describe up to three subjects on which you have written articles for peer reviewed journals (sole or contributing author).

I published a research article as a sole author on the *NeMLA Italian Studies* journal (2018, volume 39), “Micro-input: Effects of an Instructor Model on Foreign Language Student Production on Twitter”. The study examines whether the presence of an instructor model affects foreign language students’ written production in an online environment. Participants are 93 undergraduate students of Italian who used Twitter to post daily microblogging messages during 12 weeks. The findings of the study reveal that the instructor model influences student production throughout the semester, especially of recently learned verbal forms and previously learned vocabulary.

I have also published an article on the FLTMAG (2018, March issue) describing an Instagram-based instructional unit for the development of students’ intercultural competence (IC). Students used Instagram to explore posts shared by Italian users and to share with their classmates their cultural and intercultural observations. Moreover, students completed a set of individual reflective online assignments aimed at developing their knowledge and skills for the development of IC.

5. Describe your involvement with CALICO and your anticipated participation in its future.
I have been a member of the CALICO Graduate Student SIG since its creation at the CALICO 2015 conference. Besides being the co-editor of the SIG yearly newsletter for the last two years, I was elected co-chair of the SIG in May 2016 and I became its chair in May 2017. During these years, I have been working with my fellow SIG members and the CALICO board to increase graduate student recruitment and to organize conference activities geared specifically to graduate students. For example, this year we offer a graduate student poster session and a networking lunch with CALL scholars. Since May 2017, we increased the number of SIG members to 28 and we established a liaison with the EuroCALL Graduate Student SIG.

I plan to stay involved with CALICO in the future. Since my first participation at the 2015 conference, CALICO has become a regular and much looked forward event for me. In the future, I would like to get more involved with the activities of the Language Teaching and Learning Technologies SIG and to contribute to the best of my abilities to the growth of the organization, hopefully as a board member.

II. To the mentor professor
A. Please answer the following questions regarding the graduate student candidate.

1. Is the candidate in good academic standing?  
   YES  NO

2. Has the candidate begun dissertation research/data collection?  
   YES  NO

3. Is the candidate’s dissertation primarily focused on CALL?  
   YES  NO

Vanessa P. Dennen, Ph.D.
Professor
Educational Psychology & Learning System, College of Education
Florida State University

Address: 1114 West Call Street, Stone Building 3205H, Tallahassee, Florida 32306-1540
e-mail: vdennen@fsu.edu
Phone: (850) 644-8783

Vanessa P. Dennen

B. Please provide a letter of recommendation focusing on the elements in section I of the application and speak to why this graduate student is deserving of the CALICO Outstanding Graduate Student Award.
Fabrizio Fornara  
March 20, 2018

Institutional Address:  
Department of Educational Psychology and Learning Systems  
1114 West Call Street, Stone Building 3212  
Tallahassee, Florida, 32306

Home Address:  
3422 Lakeshore Dr.  
Tallahassee, Florida, 32312

Phone: (850) 570-3090  
E-mail address: ff11@my.fsu.edu

EDUCATION

2018  
Ph.D., Instructional Systems and Learning Technologies  
Expected  
Educational Psychology and Learning Systems  
Florida State University  
Thesis Title: Instagram for the Development of Foreign Language Students’ Intercultural Competence  
Thesis Advisor: Vanessa P. Dennen, Ph.D.

2007  
M.A., Spanish as a Foreign Language  
Spanish Philology  
University of Barcelona, Spain

2006  
Teaching Certification  
University of Barcelona, Spain

2005  
B.A., Spanish Language and Literature  
Modern Languages  
University of Milan, Italy

AWARDS, HONORS AND FELLOWSHIPS

2017  
Outstanding Doctoral Student Award, Instructional Systems and Learning Technologies, Florida State University

2015  
Academic Leadership Award, College of Education, Florida State University

2015  
Outstanding International Student Award, Instructional Systems and Learning Technologies, Florida State University

2015  
Outstanding Service Award, Instructional Systems and Learning Technologies, Florida State University

2014  
Future Faculty Award, Instructional Systems and Learning Technologies, Florida State University

2008  
Grundtvig Fellowship, European Commission's Lifelong Learning Program
PUBLICATIONS

Refereed Articles


Invited Book Chapters


Refereed Book Chapters


Refereed Proceedings


INVITED TALKS

2017 Reiser, R.A., Zhao, W., & Fornara, F. (June, 2017). *Ten Trends/Innovations Affecting the Field of Instructional Design and Technology: Opportunities and Challenges.* Hong Kong Association for Educational Communications and Technology (AECT) Summer International Research Symposium, Hong Kong, China. (International)


**CONFERENCE ACTIVITY**

**Conference Organization**

2017  *Terra Incognita – 2nd Annual Modern Languages and Linguistics Interdisciplinary Graduate Student Conference* (2017, April), Florida State University, Tallahassee, FL. (Local)

**Panels Organized**


**Papers Presented**


Communications and Technology (AECT) International Convention, Jacksonville, FL. (International)


2016 Zhao, W., Fornara, F., & Reiser, R. (2016, October). *An online database to support tracking trends in instructional design technology*. Association for Educational Communications and Technology (AECT) International Convention, Las Vegas, NV. (International)


2016 Fornara, F. (2016, January). *Boost Your Chances to Get Hired: The Interdisciplinary Expertise*. Graduate Student Caucus of the 131st Modern Languages Association (MLA) Annual Convention, Austin, TX. (International)


<table>
<thead>
<tr>
<th>Year</th>
<th>Fornara, F.</th>
<th>Title</th>
<th>Conference/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>(2015, March)</td>
<td>Exploring the intercomprehension approach: The case of a multilevel Italian course</td>
<td>The American Association for Italian Studies (AAIS) XXXV Annual Conference, Boulder, CO. (International)</td>
</tr>
<tr>
<td>2015</td>
<td>(2015, March)</td>
<td>Practicing Italian on Twitter: Rationale, benefits, and issues</td>
<td>The American Association for Italian Studies (AAIS) XXXV Annual Conference, Boulder, CO. (International)</td>
</tr>
<tr>
<td>2014</td>
<td>(2014, April)</td>
<td>Pull your students to the target language: Facebook for language learning</td>
<td>Northeast Modern Language Association’s (NeMLA) 45th Annual Convention, Harrisburg, PA. (National)</td>
</tr>
<tr>
<td>2013</td>
<td>Dennen, V. P., &amp; Fornara, F.</td>
<td>Modeling #Twitter use: Do students notice?</td>
<td>10th International Conference on Computer Supported Collaborative Learning (CSCL), Madison, WI. (International)</td>
</tr>
<tr>
<td>2010</td>
<td>Fornara, F.</td>
<td>Microtextos ubicuos: Twitter y la práctica constante de la L2</td>
<td>XXI Congreso Internacional de ASELE, Salamanca, Spain. (International)</td>
</tr>
<tr>
<td>2009</td>
<td>Fornara, F.</td>
<td>Aprovechamiento didáctico de Twitter en la clase de E/LE</td>
<td>XVIII Encuentro Práctico de Profesores de ELE, Barcelona, Spain. (National)</td>
</tr>
<tr>
<td>2009</td>
<td>Fornara, F.</td>
<td>Twitter en la clase de E/LE: una actividad didáctica</td>
<td>Jornada DIM Universitat Autònoma Barcelona, Barcelona, Spain. (Local)</td>
</tr>
<tr>
<td>2006</td>
<td>Torres, A., García, M. A., &amp; Fornara, F.</td>
<td>Aspectos metodológicos del equipo de PRESEEA Barcelona</td>
<td>XXXVI Congreso de la SEL, Madrid, Spain. (National)</td>
</tr>
</tbody>
</table>
Posters


2014 Fornara, F. (2014, April). Integrating Facebook in face-to-face foreign language instruction. ISD@FSU 2014 Alumni Conference and Reunion, Tallahassee, FL. (Local)


Showcases


2012 Fornara, F., & Harris, L. (2012, March). Tweet Italian anytime, everywhere. FSU DigiTech 2012: A showcase of student innovation with technology, Florida State University, Tallahassee, FL. (Local)

TEACHING EXPERIENCE

2011– Present Instructor of Record
Modern Languages and Linguistics, Florida State University

Courses taught:
Elementary Italian 1 (Fall 2011, Spring 2012, Fall 2017)
Elementary Italian 2 (Spring 2012, Spring 2015)
Reading and Conversation (Summer 2012, Fall 2012, Summer 2013, Summer 2014, Fall 2015, Spring 2016, Summer 2016, Fall 2016, Spring 2017, Fall 2017)
Elementary Spanish 1 (Fall 2014, Spring 2015)
Elementary Spanish 2 (Fall 2013)
Intermediate Spanish 1 (Spring 2014, Fall 2014)
Italian for Spanish Speakers 1 (Fall 2012, Spring 2013, Fall 2013, Spring 2014)
Italian for Spanish Speakers 2 (Spring 2013)

2016–Present
Assistant Instructor
Office of Distance Learning, Florida State University

Courses taught:
Development of Computer Courseware (Spring 2016)
Introduction to Systematic Instructional Design (Fall 2016)
Introduction to Instructional Systems (Spring 2017)

2007–2011
Instructor
IES Abroad, Barcelona, Spain.

Courses taught:
Elementary Spanish in Context 1 and 2
Intermediate Spanish in Context 1 and 2
Advanced Spanish for Liberal Arts
Advanced Grammar and Usage 1 and 2

2007–2009
Instructor
Italian Institute of Culture, Barcelona, Spain

Courses taught:
Elementary Italian 1, 2 and 3
Advanced Italian Conversation

2007
Visiting Instructor
University of El Salvador, San Miguel, El Salvador

Courses taught:
Spanish as a Foreign Language for Specific Purposes
Latin American Varieties of Spanish

2006
Adjunct Instructor
Teaching Certification, University of Milan, Milan, Italy

Courses taught:
Stylistic and Linguistic Analysis of Texts
Introduction to Pragmatics
OTHER ACADEMIC EXPERIENCE

2017–present  Graduate Assistant  
Center for the Advancement of Teaching, Florida State University
Assist the director of the Center in the establishment and development of the Center. Assist faculty to improve course design and teaching practices.

2017–present  Graduate Assistant  
Modern Languages and Linguistics, Florida State University
Assist the director of the Italian Basic Language Program with the initial exploration and the outlining of preliminary steps for the transition of the basic Italian courses from a face-to-face to a hybrid format.

2013–present  Research Assistant  
Robert A. Reiser, Ph.D., Educational Psychology and Learning Systems, Florida State University
Monitor and analyse the trends in instructional design and technology.

2014  Graduate Assistant  
Office of Distance Learning, Florida State University.
Served as an instructional design consultant for course design and development. Applied evidence-based instructional principles and strategies to course design and development.

2007–2011  Faculty Advisor  
IES Abroad, Barcelona, Spain.
Supervised and coordinated a team of 15 instructors. Collaborated with faculty and the assistant dean in the design and development of the Spanish language curriculum. Advised students (70 per semester).

DESIGN AND DEVELOPMENT EXPERIENCE

2017  *Elementary Italian 1 (ITA1120)*, Florida State University, face-to-face course.
Designed the syllabus of the course and supervised the implementation of a new textbook and online platform.

2012  
*Italian for Spanish Speakers (FOL3930)*, Florida State University, face-to-face course.
Designed and developed a course that became a permanent part of the curriculum of the Modern Languages and Linguistics department.

2010  
*Advanced Spanish for Liberal Arts (SPN300)*, IES Abroad, face-to-face course.
Designed and developed one course that became permanent part of the IES Abroad Barcelona curriculum.

**SERVICE TO PROFESSION**

**Refereed Journal Reviewer**

The Internet and Higher Education, 2014-Present
TechTrends, 2016

**Book Reviewer**


**Service to Professional Associations**

Chair, Graduate Student SIG, Computer Assisted Learning and Instruction Consortium (CALICO), 2017-Present
Conference Reviewer, Association for Educational Communications and Technology (AECT) International Convention, 2013-2017
Chair, conference presentations: Association for Educational Communications and Technology (AECT) International Convention, 2014, 2015; Computer Assisted Learning and Instruction Consortium (CALICO) Annual Conference, 2015, 2016, 2017; 10th International Conference on Computer Supported Collaborative Learning (CSCL), 2013

**UNIVERSITY SERVICE**

**University**

Graduate Student Vice President, Phi Kappa Phi Honor Society, Florida State University Chapter, 2013-2015
Member, Academic Honor Policy Panel, Florida State University, 2013
Volunteer, Global Ambassadors Program, Florida State University, 2011-2014
College
Member, Student Leadership Council, College of Education, Florida State University, 2015-2016

Program
President, Instructional Systems Student Association (ISSA), Florida State University, 2015
Member, Alumni Recruitment Committee, Instructional Systems and Learning Technologies, Florida State University, 2015-Present
Volunteer: ISD@FSU 2014 Alumni Conference and Reunion, 2014; ISLT AAC Meeting and Mini-Simulation, 2015; Alumni Student Knowledge Exchange (ASKe), 2016, 2017

LANGUAGES
English: Bilingual proficiency
Spanish: Bilingual proficiency
Italian: Native proficiency

PROFESSIONAL MEMBERSHIPS
American Association of Teachers of Italian (AATI), 2016-Present
American Council on the Teaching of Foreign Languages (ACTFL), 2014-Present
Association for Educational Communication & Technology (AECT), 2013-Present
Computer-Assisted Language Instruction Consortium (CALICO), 2014-Present

REFERENCES
Robert A. Reiser, Ph.D.
Associate Dean for Research, Distinguished Teaching Professor and Robert M. Morgan
Professor of Instructional Systems
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Florida State University
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Vanessa P. Dennen, Ph.D.
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Florida State University
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Irene Zanini-Cordi, Ph.D.
Associate Professor of Italian, Italian Program Coordinator
Modern Languages and Linguistics
Florida State University
Address: 625 University Way, Diffenbaugh Building 303A, Tallahassee, Florida 32306-1540
email: izaninicordi@fsu.edu
Phone: (850) 644-8183