



CALICO

WORKSHOPS

Hands-On Online

May 26- June 4, 2020

Explore Games, Make Games and Game-Based Frameworks for Foreign Language Learning

8:00 am – 12:00 noon – first part

Saturday, May 30, 9:00am-11:00am – final part

Leaders: Jeremy Robinson Frederik Cornillie, Randall Sadler, and Phillip Cameron

As Jon Reinhardt's *Gameful Second and Foreign Language Teaching and Learning* explains, games, game-based learning, and gameful pedagogies are blossoming in world language classrooms. This workshop aims to introduce participants to these elements and will show them how to create their own game designs. This workshop is appropriate for all levels—no prior knowledge about game-based learning is needed.

- Day One will provide guided explorations of a variety of types and genres of games (e.g., interactive fiction, role-playing games, and video games), investigate elements of game design, and provide interactive training with Twine. Participants will then get started in designing their own game supported by a workshop mentor.
- Wednesday, Thursday, and Friday will give participants time to work on their own IF, with 2-4 hours of support available from their mentor.
- Day Two will include participant presentations of their game prototypes, what they learned from the process, and a discussion of how they might implement game-based learning in their own classrooms.

It's Not Just What You Say, It's How You Say It:

Using AmPitch for Improving L2 Intonation

9:00 am – 12:00 noon

Leaders: Robert Elliott and Connor Yiamkis

Attention to intonation can be critical for producing proficient speakers in an L2. The presenters will demonstrate two models of incorporating a free and openly available real time pitch-extraction program, AmPitch, that can facilitate improving intonation. They will model how they have used this tool with two very different languages, English and Achumawi (Pit River), an endangered tonal language of North America. Participants will discuss incorporating metacognitive strategies into teaching intonation, learn to use AmPitch on their own, brainstorm ideas of how they might use pitch extraction in their context, and develop activities to be reviewed by the group.

Tuesday, May 26

Using Post Reality to Introduce Augmented Reality into Language Learning

11:00 am – 2:00 pm

Leaders: Jacob Larsen, James Nemiroff and Alison Lovett

This workshop will focus on the use of the Post Reality augmented reality (AR) mobile application for classroom projects that support language learning while allowing students to express themselves creatively using various learning modalities. We will discuss potential classroom applications and practice creating content with the mobile application. Attendees will create their own posters and integrate image triggers for a full Post Reality experience. At the end of the workshop, attendees will be able to use Post Reality and allow students to express themselves in various modalities plus be prepared to teach these skills to colleagues at their home institutions

Audio Visual Stories as Mobile Games

1:00 pm – 4:00 pm

Leader: Mahmoud Amer

In this installment of the workshop for CALICO for this year, the presenter will share sample app development that showcases a harmonious relationship between audio-visual stories and mobile games. Using images and audio files, and the drag-and-drop functionality of mobile apps, attendees will utilize the power of images and audio with the ever-present feature of drag-and-drop to help engage students and to help them develop their listening comprehension. Android-enabled devices will work best to test the application.

Fundamentals of Online Language Teaching

2:00 pm – 5:00 pm

Leaders: Kathryn Murphy-Judy, Christopher Hromalik, Ruslan Suvorov, Victoria Russell, Jennifer Quinlan and Julio Rodriguez

Over the last decade, CALICO has offered online language teacher training. In this three-hour 'flipped' workshop, participants will work through what it takes to launch a fully online language program for first- or second-year language learners (novice to intermediate-low proficiency ACTFL scale, A1-B1 CEFR). Before the workshop, participants will receive a survey and links to a set of TED-Ed lessons on topics related to online language pedagogy. Then, based on surveyed needs and lesson choices, participants will engage in hands-on tasks that lead them through fundamental design thinking, development strategies and appropriate tools, and assessment and evaluation routines.

ANVILL-LTI: Build Meaningful Language Interactions Quickly and Joyfully

9:00 am – 12:00 noon

Leaders: Jeff Magoto, Alex Misbach, Anna Borovskaya-Ellis and Kelley Léon-Howarth

In this workshop, you will learn to use the latest version of the free and open-source software, ANVILL-LTI. This new version, rebuilt from the ground up, is optimized for pedagogical contexts that are fluid (F2F-hybrid-online) and for teachers who have very little time for authoring. One innovation is a seamless weaving of ANVILL's strengths as a media tool with the interactivity of H5P.org interactive apps. The combination means that speech or video are no longer stumbling blocks as input or output tasks, and that content of all types can co-exist easily on a page. Please bring your laptop and earbuds.

Creating Interactive Video Lessons with Playposit

9:00 am – 12:00 noon

Leader: Philomena Meechan

Join us to explore the many features that PlayPosit offers for creating interactive video lessons. The built-in online editing tool allows you to easily select excerpts from a single video as well as combine videos from multiple sources. Boasting a variety of question types, the audio prompts and responses, threaded discussion and branching are particularly useful. Broadcast and audience response provide a platform for engaging students during class. A strong analytics package integrates with several LMS. We will illustrate with various examples and participants will create and discuss their lessons with the group.

There Should Be an App for That: Improving CALL with Design Thinking

12:00 pm – 3:00 pm

Leaders: James Slaton, Thor Sawin, and Gabriel Guillen

Think you have the next great idea for a language learning app? Ever wondered how to make it a reality? Before hiring programmers, the first step is determining if your idea is even viable. This workshop will help you systematically validate your idea through an introduction to Design Thinking, a human-centered design framework for creative problem solving. Through collaborative, hands-on activities, participants will learn how to identify unmet needs and generate truly unique solutions to some of language learning's most wicked problems. Participants will leave equipped to apply the framework to classroom, academic, or personal projects.

Computational Approaches to Studies in Human Language & Technology

Using Python and NLTK

11:00 am – 2:00 pm

Leaders: Richard Medina and Aitor Alvarez

In this hands-on workshop participants will learn to apply techniques and best practices for utilizing the Natural Language Toolkit (NLTK) Python package to support studies in Human Language & Technology. The workshop will begin with an introduction to common patterns and idioms for working with data structures in Python. The second portion of the workshop will introduce NLTK through examples. The remainder of the session will focus on 1 or 2 illustrative use cases for data driven language scholarship utilizing existing corpora and the NLTK. The goal of the workshop is to provide participants experience and guidance with integrating computational approaches in their work. Prior exposure to Python will be useful but not necessary.

Learning Analytics in the Language Classroom: Tips & Tools

10:00 am – 1:00 pm

Leaders: Maria Diez Ortega and Phung Huy

Using learning analytics in a classroom can help teachers and researchers learn about student engagement, performance, and learning progress in a time-efficient way. This workshop will share how several tools (e.g. H5P, Edpuzzle, Quizizz) can be applied in the classroom not just for learning but also to gather, store, process, and use information about the learners, their learning, as well as ones' teaching. From a language analytic perspective, we will discuss and demonstrate how to collect and process linguistic and nonlinguistic data (engagement, time on task, metacognition, feedback), with these tools, followed by a hands-on activity for attendees to experiment using learning analytics.

Collaborative Learning with CLNotes: Connecting People, Language, Culture, and Learning in an Ever-Changing World

2:00 pm – 5:00 pm

Leader: Adam Sheard

In this hands-on workshop, participants will learn about how they can create and deliver student-centered and multimodal language learning resources, activities and assessment tools using the software Collaborative Learning Notes. As a takeaway, participants will learn how to utilize the potential for modern technological approaches to language learning to automate activity, resource and summative assessment tasks, engage in real-time formative assessment, and customize all course materials to each student at just a click of a button. All of this is designed to allow teachers to teach more efficiently, and learners to learn more effectively.

Final Part: Explore Games, Make Games and Game-Based Frameworks for Foreign Language Learning

9:00 am – 11:00 am

(Beginning session of workshop on Tuesday, May 26)

Leaders: Phillip Cameron, Jeremy Robinson, Frederik Cornillie, and Randall Sadler.

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Make Your Own Language Adventure:

Learner-developed Interactive Fiction Games with Twine

3:00 pm – 6:00 pm

Leaders: Kathrin Kaiser and Ben Foley

Interactive fiction and story-based language games offer great potential to engage learners in learning experiences that imitate real-world settings and provide opportunities for interaction in culturally meaningful contexts. Utilizing open-source software, the game development process itself can become a compelling project-based learning tool that directly involves learners as writers, designers, and even developers. This workshop introduces participants to Twine, an open-source software tool for the development of story-based games. Participants will examine how to leverage the tool's affordances for language learning, and implement their own designs within a guided process that introduces Twine's basic functionalities step by step during a hands-on prototype development session.

Thursday, June 4

Fundamentals of Online Language Teaching

1:30pm – 4:30pm

Leaders: Kathryn Murphy-Judy, Christopher Hromalik, Ruslan Suvorov, Victoria Russell, Jennifer Quinlan and Julio Rodriguez

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