

CLLC Technology Certificate

Winter 2019

Mission:

The role of technology in education is at the forefront of academic discourse. Universities around the world are seeking instructors who are at ease with technology resources, and who can inform and instruct other faculty on appropriate and effective multimedia and open source resources. Instructors who use technology in their teaching enable students to use the same or similar technologies in their learning. The Technology Certificate is a valuable tool for any graduate student who will soon be looking to academia for positions in the areas of language, linguistics, literature, culture and comparative studies.

Description/Purpose of Program:

The purpose of the CLLC Technology Certificate is to provide graduate students with a solid introduction to the instructional technology tools necessary to bring authentic language, literature and culture to their students and to understand their role. Using multimedia and open source software, CLLC Technology Certificate students integrate current events and examples of cultural authenticity into their lesson plans and courses for a more enriching in-class and/or out-of-class experience for their students. They develop new software skills addressing web site design basics, audio, video, and image editing techniques. In addition, the students are introduced to the principles of instructional design necessary for the integration of multimedia technology. Professional development workshops and software tutorials enhance students' learning experience. The CLLC technology certificate thus enables the graduate students to teach effectively, encourage their students to learn communicatively, and help them integrate seamlessly into an age digital media and global networking.

Certificate Eligibility:

MA or PhD candidates are eligible for the certificate program (after at least one semester of studies). Written permission of academic advisor is required.

Certificate Requirements and Activities:

1. Literature Review

Students will produce a critical annotated bibliography (20 works) assessing their readings and evaluating the technologies and techniques they encounter. A suggested Reading List is provided for reference.

2. Digital Progress Journal

Students will submit an ongoing Digital Progress Journal via email to program instructors. One entry must be submitted after each requirement is completed (200-300 words each).

3. Web Portfolio

The student will create an online site (portfolio) of completed requirements including:

- a. Home page
- b. CV (.pdf format)
- c. General Teaching Philosophy (initial) and Philosophy of Teaching with Technology (by certificate completion)
- d. Literature Review (Annotated Bibliography – 20 works)
- e. Course Project / Lesson Plans / Activities:
 - i. Rationale (4 pages): including communicative goal(s), outline, procedure, activities and technologies proposed, as well as justifications (research-based) for the use of these technologies
 - ii. Theme-based lesson plans including effective multimedia techniques of integration including at least:
 1. One video (with activities)
 - iii. Course description and quarter syllabus with detailed daily lessons integrating technology in language, literature and culture courses, reading list, and multimedia activities.
- f. Research Paper: (10-12 pages) on a topic to be determined after final course project is outlined. Research paper should be a theoretical analysis with current sources within a framework and/or history of technology in the classroom as it applies to your research.

4. Software Skills*

- a. Digital image editing, creation, manipulation, integration, and formatting
- b. Basic web site creation using open source software (includes blogs, wikis, slideshows, YouTube, Skype, online collaboration tools, etc.)
- c. Video embedding techniques and site integration

5. Instructional Design Skills

- a. Evaluation of technology incorporation into teaching and purpose for its use.
- b. Effective pedagogy techniques for the integration of target language song, video, or other media into the classroom
- c. Best practices of appropriate image selection criteria using principles of media literacy

6. CLLC Technology Forums (Please refer to current schedule of forums in the CLLC and across the university – choose at least three)

7. Electives: Workshops on technology incorporation offered by: (at least one from any area below required for certificate)*

- a. Office of Extended Education
- b. UCAT
- c. OCIO
- d. Digital Union

Certificate Assessment

All Progress Journals and Feedback to students are done in English. Instructors will provide constructive feedback via email as Digital Progress Journal entries are received. Students will begin their Journal with their 300-400-word Philosophy of Teaching.

After successful completion of all requirements, the student will update their Philosophy of Teaching for final review by the Instructors (adding a technology component and uploading it to their site). This should include personal reflections as to how their own teaching with technology has evolved through applied readings and practical applications.

If the CLLC student is not a native speaker of the target language, he/she will be required to have a native speaker proof his/her work.

Instructors will review all submitted materials and the CLLC Technology Certificate will be awarded, upon successful review within three weeks of the completion date.

***Note**

The CLLC Certificate program requires self-directed instruction on any software you choose to use. The staff is here to guide you and offer advice on your plan and goals for the certificate, and to evaluate your requirements and final course project.

Reading List

- Binkley, Susan & Jennifer Hall. "Sound Pedagogical Practice on the Web." *French Review*, Vol 76 #3 (Feb 2003) 564-579.
- Bonk, Curtis J. *The World is Open: How Web Technology is Revolutionizing Education*. Somerset: Jossey-Bass, 2009.
- Canning-Wilson, Christine. "Visuals & Learning Language: Is there a Connection?". Feb 2001. March 2, 2002.
- Carlson, Scott. "The Net Generation goes to College." *The Chronicle of Higher Education*. 7 October 2005.
- Cleveland-Innis, M.F., and and D.R. Garrison, eds. *An Introduction to Distance Education. Understanding Teaching and Learning in a New Era*. New York: Routledge, 2010.
- Collins, Allan and Richard Halverson. *Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America*. New York: Teachers College Press, 2009.
- Cooley, Nancy and Michelle A. Johnson. "Toward More Effective Instructional Uses of Technology: The Shift to Virtual Learning." [The Technology Source](#), Nov-Dec 2001.
- Debray, Régis. "What is Medialogy?" Trans. Martin Irvine. *Le Monde Diplomatique*. (Aug 1999): pp 32-XX. print.
- Holmes, David. *Communication Theory: Media, Technology and Society*. London: Sage Publications Ltd., 2005.
- Lear, Darcy. "Using Technology to Cross Cultural and Linguistic Borders in Spanish Language Classrooms." *Hispania*. Vol 83 #3 (Sept 2003) 541-551.
- Mirzoeff, Nicholas. *The Visual Culture Reader*. Routledge, 2002. Introductions/Provocations pages 3-27 (Language: English ISBN: 0415252229)
- Prensky, Mark. "Digital Natives, Digital Immigrants." *On the Horizon*. Vol.9 #5, Oct 2001. [Read the complete article](#) [PDF]
- Richardson, Will. *Blogs, Wikis, Podcasts, and Other Powerful Tools for Classrooms*. Thousand Oaks: Corwin Press, 2010.
- Salaberry, M. Rafael. "The use of technology for second language learning and teaching: a retrospective." *The Modern Language Journal*. 85,1 (Spring 2001) 39-56.
- Spodark, Edwina. "The changing role of the teacher: a technology-enhanced, student-centered lesson on French fashion." *Foreign Language Annals*. 34.1 (Jan./Feb. 2001) 46-51.
- Stepp-Greany, Jonita. "Student Perceptions on Language Learning in a Technological Environment: Implications for the new Millennium." *Language Learning and Technology*. 6.1 (2002) 165-180.

Thomas, Michael. Deconstructing Digital Natives: Young People, Technology and the New Literacies. London: Routledge, 2011.

Van Weert, Tom J. *Education and The Knowledge Society: Information Technology Supporting Human Development*. New York: International Federation for Information Processing, 2005.

Warschauer, Mark. "A Developmental Perspective on Technology in Language Education." *TESOL Quarterly*, 36.3 (2002) 453-475.

Wood, Robert E. "Teaching in a Smart Classroom: Data from One Instructor's Experience." Jan 2001. Available online on the [Camden-Rutgers Web site](#) [DOC].