

Faculty Innovator Grant 2006
Center for Learning Technologies

Final Report Form

Primary Faculty Name:	Betty Rose Facer
Department:	Foreign Languages & Literatures
Email Address:	bfacer@odu.edu
Office Phone Number:	683-4455
Project Title: (10 words or less)	iPods, Podcasting and Podagogy: The New Generation of Technology for Foreign Language Education

Other faculty:

Faculty Name:	Department	Email Address	Office Phone Number
Ms. Mieko Ishibashi	Foreign Languages & Literatures	mishibas@odu.edu	683-4567
Dr. Stephen Foster	Foreign Languages & Literatures	sfoster@odu.edu	683-3954
Dr. Angelica Huizar	Foreign Languages & Literatures	ahuizar@odu.edu	683-3973
Ms. Rosa Motta	Foreign Languages & Literatures	rmotta@odu.edu	683-3974
Dr. Roseann Runte	Foreign Languages & Literatures	rrunte@odu.edu	683-3159

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1. Describe the specific teaching and learning issues being addressed by the proposal.

The Department of Foreign Languages and Literatures integrated the academic use of ipods and podcasting into Italian, French, Spanish, and Japanese classes for the fall 2006 semester as: (1) a course content dissemination tool for faculty and students, (2) a classroom recording tool for student projects, and (3) a study support tool for student review. The Pilot Podcasting Project continues for the spring 2007 semester with Italian 102 and French 415/515.

To continue our tradition and commitment to the study of languages and cultures, the Language Learning Center encourages creative uses of the latest technology that focus on communicative competence, functional language use, and proficiency in the target language. Integrating the academic use of podcasting into foreign language classes creates a unique opportunity to address oral and aural skill development with an ever popular, practical and portable medium.

2. Describe the revised specific teaching and learning issues being addressed by the proposal (if applicable):

Not applicable

3. Describe the development activities involved addressing the learning or teaching issue.

Participating faculty members determine the appropriate academic podcasting projects best suited for their classes. Project ideas include:

1. Recording class lectures. Specific lectures by participating faculty members are recorded as podcasts and made available as MP3 files for download by students to their computers or iPods. Students in turn use these recordings as study tools or to listen to a missed lecture. These podcast files are linked to The LLC website or through Blackboard. To ensure that these podcast lectures are only available to registered students at the

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- University, User ID and Passwords are required to access information. The frequency and duration of each podcast is kept to an appropriate length (1 hour or less) so that student attention is not lost and they do not take up too much storage space on the server or bandwidth on the internet. Professors decide if the podcast episode is an audio podcast or a video podcast.
2. Student projects that allow for recordings of native speaker interviews, oral interviews/exams with instructor feedback, and peer group presentations. Presentations require students to upload audio recordings onto a computer, edit them, add music, and write and record an introduction in the target language.
 3. Providing supplementary material to students as a required/non-required component to the class. These include vocabulary lists and pronunciation tools.

4. Describe the learning outcomes attained by the project.

The objectives of the podcasting project are to extend oral and aural practice beyond the foreign language classroom by: (1) providing portable access to course sound and video files, (2) helping students sharpen vocabulary, writing, editing, and presentation skills, (3) disseminating student oral interviews with faculty commentary, (4) disseminating instructor tips on completing assignments or preparing for class activities, and (5) having students create their own podcasting projects, such as engaging in conversations with native speakers in real-life situations, completing oral activities or recording interviews. The use of academic podcasting is expected to enrich course delivery, rethink course design, and enhance course content. Language proficiency is expected to improve with this new learning tool also as will oral and aural skills.

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Initial Feedback and Results. Seventy-six students and four faculty members participated in this pilot study. Initial feedback from participating faculty identified the challenges and successes of podcasting and ways to use the technology. For example, Dr. Angelica Huizar conducted oral exam interviews of her Spanish conversation students and recorded them and later added her comments, corrections, and feedback. Each student interview with her commentary was then podcasted to all students for peer review and critique. The only challenges were minor technical problems with audio equipment.

Professor Mieko Ishibashi used podcasting with her Japanese course to review lessons before scheduled in-class exams. Specific classes were identified in advance for recording, editing, and podcasting. One surprising challenge was the low participation when recordings took place, due to student shyness. This was resolved by recording from the back of the room in order to blend into the class.

Students in the beginning Italian course found podcasting helpful for learning information aurally, reviewing, recording lectures, and portability. One student indicated that he “takes Italian while jogging.” Every class was recorded for the full time for the entire semester.

Dr. Roseann Runte had her French students from the “The Literature of Québec and French Canada” perform a skit as a “vodcast” that was posted to the LLC – French website along with vocabulary lists, cross-word puzzles and multiple choice exercises. Because this was the first experience with video and podcasting, the expertise of Jerry Harrell, Video Production Manager for Academic Television Services was required to create the vodcast. It should be noted that Dr. Runte's course was added in the summer 2006 after the initial FIG Award.

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5. Describe unexpected outcomes, if any.

(a) The podcasting report generated on December 1, 2006 by Steven Crawford in the Center for Learning Technologies summarizes the success of the pilot project with: general statistics, activity statistics, access statistics, visitors, and tracked files (see attachment).

(b) Students from the Beginning Italian I course requested that the podcasting for Italian continue for the next 102 level offered in the spring 2007.

(c) In addition, Professor Joe Joyner requested a visit to ODU's Foreign Languages and Literatures Department to determine how best to incorporate podcasting technology into the Mathematics Department at Tidewater Community College. He will join me in the Italian class this spring to observe the use of wireless microphones, Apple Computer and GarageBand software.

6. Describe the impact of the completed project on your colleagues, department, college, or community.

Faculty members are requesting participation to continue the academic podcasting study. For example, the proposed study for the NEH-DHI will focus on two of the most commonly taught languages and two less commonly taught languages with growing student enrollment at ODU and nationally. These will include two beginning language courses, one intermediate course, and three literature courses. Participating faculty members and the specific courses selected for this project are outlined in Table 1. The total estimated student enrollment over the two semesters is 250 based on the College's prior course enrollment data.

	Courses		Student Enrollment*
	Fall (Phase II)	Spring (Phase III)	
1. Arabic (Abdous)	Beg. Arabic I (111)	Beg. Arabic II (112)	40

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2. German (Lubich)	German Lit (380)	---	10
3. Italian (Motta)	Beg. Italian I (101)	Beg. Italian II (102)	40
4. Spanish (Marra)	Spanish for CJ/PS (295)	Spanish for HS (296)	35
5. Spanish (Daas)	Spanish Lit 331	Spanish Lit 332	50
6. Literature (Slater)	Foreign Lit. in English Translation (FLET 100)	Foreign Lit. in English Translation (FLET 100)	75
TOTAL	6 courses	5 courses	250

*Enrollment estimates based on average enrollment in spring semester 2006 semester for these courses.

7. Describe how the project can be a model, template, or prototype for use by other instructors.

The Podcasting Project will be successful for any language offered in the Department of Foreign Languages and Literatures and at any level of foreign language study. The obvious benefits to aural and oral skills development in foreign language teaching and learning are considerable. After using podcasting software, attending presentations and workshops specific to podcasting, I am more proficient in its use and, therefore, in a better position to assist faculty members with the basics of incorporating such a new medium into their language class. Future projects will be ideally suited to podcasting, for example, it is entirely possible that the current digital online textbook audio and video content now being used (www.odu.edu/al/lc) will be distributed via podcasts in the future with the collaboration of textbook publishing companies.

The Pilot Podcasting Project will certainly serve as model for possible use by other Colleges at Old Dominion University as well as universities in the area. Pending a decision from Apple's "iTunes U" to accept Old Dominion University as a participant in their iPod initiative, this Project has the potential to highlight the University's commitment to incorporate technology in and beyond the classroom. This may be ready as early as fall 2007.

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8. Describe the technology used to help address the issues described in the proposal.

This Pilot Podcasting Project utilized several applications of technology, including: (1) An Apple computer with GarageBand software, (2) MP3 Players such as the ipod Nano 4GB and the ipod 30GB for video, (3) Logitech USB Desktop Microphone, a low-cost but effective microphone for recording, and (4) the Sony wireless microphone for more freedom of movement by the instructors. This produced the best results for the project.

9. Describe products, if any, that are a result of the project.

Hours of the Italian, French, Japanese and Spanish podcasts are available for downloading from the Language Learning Center website (www.odu.edu/al/lc) according to each language link.

10. Describe the future plans for this project, if any.

The next phase of the project will continue to provide evidence that podcasting has measurable instructional benefits. This will be used in subsequent studies that will *scale up* the use of new instructional practices to other courses and languages that proved to be most successful for academic podcasting in the foreign language classroom. An instructional handbook will be developed during this phase that will help spread the use of podcasting technology within the Department of Foreign Languages and Literatures and other Humanities departments, including: Linguistics, English, Political Science, Communications and Music. Collaboration with other Humanities departments at Hampton Roads area colleges and universities will also be considered.

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Support for Subsequent Phases. Because of its success, grant applications were submitted to obtain support to extend the pilot podcasting project. A 2006-2007 Multidisciplinary Seed Funding proposal for \$100,000.00 was submitted to the Office of Research at Old Dominion University to explore “The Pedagogical Effectiveness of Podcasting Across Disciplines” on October 2, 2006. In addition, a proposal for funding was submitted on November 15, 2006 to The National Endowment for the Humanities - Digital Humanities Initiative to study, “The Impact of Academic Podcasting: Emerging Technologies in the Foreign Language Classroom.” Funding is also being sought from the State of Virginia’s Department of Education’s Enhancing Education Through Technology (Ed Tech) State Program; the U.S. Department of Education Title VI International Research and Studies Program; and the Goldman Sachs Foundation Prizes for Excellence in International Education, Media/Technology Prize.

11. Attach a financial report with updated Budget Plan Matrix.

Final Budget Matrix

Budget Item (equipment, personnel, software, etc.)	Qty	Total Cost	Source of Funds	
			Amount from FIG	Amount from Other Source
MP3 Players	5	\$1,245.00	\$1,245.00	
Logitech USB Desktop Microphone	1	\$29.99	\$29.99	
CALICO Registration & workshop	1	\$245.00		\$245.00/1FL01
Roundtrip Airfare	1	\$819.41		\$819.41/1FL01
Conference Lodging, M&IE	1	\$615.00		\$615.00/1FL01
Sony wireless microphone	1	\$110.00		\$110.00/1FL01
		\$3,064.40	\$1,275.00	\$1,789.41