

Faculty Innovator Grant 2009
Center for Learning Technologies

Final Report Form

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Project Title: (10 words or less)	Broadcast to Podcast, Video to Vodcast: Authentic Materials as Portable Foreign Language Content

Other faculty:

Faculty Name:	Department	Email Address	Office Phone Number
Peter Schulman	Foreign Languages and Literatures	pschulma@odu.edu	683-3323
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1. Describe the specific teaching and learning issues being addressed by the proposal.

First, the purchase of authentic materials directly from foreign countries for use in U.S. classrooms is expensive. The advantages in using authentic materials for language learning are numerous: (1) a positive effect on student motivation; (2) giving authentic cultural information; (3) exposing students to real language; (4) relating more closely to students' needs; and (5) supporting a more creative approach to teaching.

Secondly, although a plethora of authentic material (SCOLA, FL&L podcasts) is now available online for the ODU community, portability remains an issue surrounding its use. Students in the Department of Foreign Languages and Literatures would like to use the SCOLA service as downloads to their ipods rather than be forced to view it on a computer. This reinforces the acceptance of ipods and other MP3 players as multipurpose teaching and learning tools.

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

N/A

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

The development activities involved in this project included:

- (1) Creating a public space to upload the SCOLA podcasts according to language. This would allow the entire ODU community and Foreign Language Alumni interested in the authentic listening activities to access the materials.
- (2) Interviewing, filming, and editing authentic Spanish videos for use by students and Alumni in the Department of Foreign Languages and Literatures.
- (3) Uploading the podcasts from Dr. Alajandro Salgado Losada's film class at the Universidad Pontificia de Salamanca in Spain for use in our Spanish courses at ODU.

4. Describe the learning outcomes attained by the project.

Students are able to access podcasts as part of ODU on iTunes U. This public space now offers access to all students and the ODU community instead of being restricted to the

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specific language course within Blackboard. With the assistance from the Center for Learning Technologies, a public space on iTunes U is now easily accessible for students and faculty.



The objectives of the project were twofold:

First, SCOLA podcasts and Spanish vodcasts: (1) provide authentic materials for foreign language education; (2) increase linguistic gains; (3) focus on cultural competencies and international affairs; (4) have a positive effect on student motivation; (5) expose students to real language situations; (6) relate more closely to students' needs; (7) support a more creative approach to teaching and learning; (8) provide the latest portable technology for foreign language learning; (9) encourage high school students to continue language education at the post secondary level; and (10) support the Less Commonly Taught Languages (LCTL) in the Department of Foreign Languages and Literatures.

Secondly, the project (1) promotes the collaboration of ODU faculty members with colleagues abroad in order to contribute to and expand our collection of authentic materials as portable language content; and (2) promotes collaboration with area high school teachers.

5. Describe unexpected outcomes, if any.

Several unexpected outcomes have contributed to the overall success of the project and include:

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- Ms. Paloma Sánchez Ibáñez was a major contributor to the development of more than thirty short film clips for students studying Spanish. Over the past year, her creative talents included: interviewing, film production, and film editing. The short film clips are available as part of the LLC online resource collection for use by ODU students and faculty. Her expertise in innovative film production in digital media made her participation as a collaborator on the project invaluable. Her involvement included Spanish interviews with area merchants, the Director and Assistant Director from the Office of Study Abroad, the Faculty Advisor to the Spanish Club, and the Director of Latin American Studies. She continues her studies in Film at the University of Florida as a graduate student.
- Dr. Peter Lafford was able to contribute his expertise using SCOLA podcasts for authentic portable content for students. He will also contribute to our upcoming publication on podcasting.
- Collaborative efforts with faculty from the Office of Intercultural Relations and Women's Studies were developed thanks to the innovative use of portable that facilitated their summer 2009 trip to South Africa and Rwanda.
- Lastly, the learning/teaching issues, technology employed, and expertise in podcasting have assisted in the creation of a Beginning French Online course that was offered this fall 2009 semester.

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

See response to question #5 above.

In addition, the project continues to promote the use of authentic materials as portable language content for the foreign language acquisition as well as to encourage students' cultural competencies and world views. The SCOLA "broadcasts to podcasts" and the "Spanish videos to vodcasts" provide a model for foreign language educators at area universities and colleges as well at the secondary school level who recognize the importance of using cost effective authentic materials in and outside of class. Collaboration in the Norfolk Public School district and local and area colleges continues to date.

The project also promotes: (1) the faculty in the Department of Foreign Languages and Literatures, (2) colleagues across campus, (3) as well as community entrepreneurs from the ODU village. These video interviews are an excellent example of creating

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technologically innovative material for use in-/outside of class. Other disciplines and colleges across campus may use similar techniques for providing current online materials as portable media content.

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

The project promotes the use of portable course content in order to accommodate the latest technology needs of students. Other disciplines and colleges across campus may use similar techniques for providing current online materials as portable media content. For example, the annual Literary Festival requested the expertise of podcasting technology to make their event available to the community. Future festivals will consider the use of podcasting technology to accomplish this task.

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

The technology employed was relatively simple thanks to the expertise of film student, Ms. Paloma Sánchez Ibáñez. She was able to interview, edit, and produce Spanish film segments with ease. The short film clips are available as part of the LLC online resource collection for use by ODU students and faculty. Her expertise in innovative film production in digital media made her participation as a collaborator on the project invaluable.

Less complicated filming technology will need to be reviewed for future use. Faculty and students not versed in the use of sophisticated cameras and editing software will not embrace this project. Simple cameras, such as the Flip Video Camera will allow for easy filming that does not interfere with the intended lesson and objective.

In addition, problems in uploading the podcasts files to a public space still need to be addressed. Access to this public space needs to be created.

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

The podcasts continue to be added to our growing collection of lectures made available as part of the public ODU on iTunes U site. These foreign language and English guest lecture series were a request by foreign language alumni to maintain and improve their language skills after graduation. The site will continue to be developed for the ODU community to access.

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TABLE 1: FL&L Podcasting Courses	
<p>Fall 2008</p> <ol style="list-style-type: none"> 1. FRE 102: Beginning French II 2. FRE 201: Intermediate French I 3. FRE 366: Business French (Lang & Cult) 4. FRE 437: 19th Century French Lit. 5. FRE 795/895: Dangerous Liaisons: French-American Relations 1776-2008 6. JAPN 311: Adv Japanese Lang & Cult I 7. JAPN 395: Adv Japanese Lang & Cult III 	<p>Spring 2009</p> <ol style="list-style-type: none"> 1. FRE 102: Beginning French II 2. FRE 312: Writing & Reading 3. FRE 332: French Literary Forms: Theatre 4. FRE 415/515: Applied Phonetics 5. SPAN 366: Business Spanish- Lang & Cult 6. SPAN 334: Intro Mod Latin-Amer Lit 7. SPAN 473/573: Contemporary Latin Lit
<p>Fall 2009</p> <ol style="list-style-type: none"> 1. CHIN 111: Beginning Chinese 2. CHIN 311: Advanced Chinese 3. FRE 320: Contemporary France Thru Media 4. FRE 331: French Literary Forms: Prose 5. GER 321: Ger Civ: Middle Ages to WW 6. GER 408: Conversation and Composition 7. GER 508: Conversation and Composition 8. SPAN 321: Latin American Culture & Civ 9. SPAN 333: Intro to Early Latin Amer Lit 	<p>Spring 2010</p> <ol style="list-style-type: none"> 1. CHIN 212: Intermediate Chinese 2. CHIN 312: Advanced Chinese Lang/Cult II 3. FRE 428: 18th Century French Literature 4. FRE 528: 18th Century French Literature 5. GER 350/450: Mod Swiss/Ger Lit-Multi-culture 6. GER 520 Masterpieces of German Poetry 7. SPAN 366: Business Spanish-Language & Cult

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

The Department of Foreign Languages and Literatures plans to continue podcasting efforts and to expand authentic content that will include more student-centered video production. Although this project was able to benefit from the expertise of a film student, easier filming methods will need to be developed.

Additional courses and languages taught within the Department will be added to the podcasts, including Chinese. This will also make our Federal Grant applications more competitive.

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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
Faculty stipends (Schulman, Slater, Marra, Sugg, Losada)	5	1,500.00	1,500.00	0
LLC student worker	1	2,030.00	0	2,030.00 (1FL01)
Travel stipend to attend and present at IALLT 2009 in Atlanta, GA	1	1,971.00	400.00	760.00 (1AL00); 811.00 (1FL01)
TOTAL		\$5,501.00	\$2,150.00	\$3,601.00