

Faculty Innovator Grant 2013
Center for Learning and Teaching

Final Report Form

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Project Title: (10 words or less)	iComPADability: The <i>Business</i> of Faculty Mentoring and International Language Education with iPads

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

To address the concerns of foreign language enrollments (a substantial decline), advanced-level language study ("*dramatic*" differences between enrollments in lower-level and upper-level courses), language proficiency (insufficient skills at the upper levels), and career choices for foreign languages (ODU students are often times unaware of these career choices and/or lack the necessary advanced/professional levels of ability required for employment), this project proposed the iComPADibility Initiative to create and foster mentoring projects using the latest technology. By developing and promoting the mentorship for foreign languages and international studies, students gained the practical experience of honing their writing and research skills for innovative projects and improved proficiency in the target language. Students had the unique opportunity to work closely with prominent ODU faculty members with proven records of scholarly research and language pedagogy.

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

See below.

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

To date, the iPad initiative has accomplished: (1) the faculty mentor to student mentee relationship in German and French languages, (2) fostered the student peer-peer mentorship with tutors for German in the Language Learning Center, (3) provided a means to improve German proficiency for the intermediate language students, and finally, (4) provided language specific applications for all level Japanese courses. This final point was unexpected and most appreciated as a participant in the initiative.

Plans for the initiative to continue in French include: Dr. Schulman's mentoring of a student researching French Jewish philosophy and a student (Alexi Melton) researching francophone Africa with plans to work for the non-governmental organizations (NGOs) after graduation in consultative status with the United Nations. These two projects are still in progress and will be considered as independent study for the spring semester 2014.

In addition, the project was of great service to our foreign language study abroad trips. Students studying Chinese were able to use the iPad minis on their study abroad trip to

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China in May 2013 and a faculty member was able to travel abroad to Spain with her students using the iPads.

4. Describe the learning outcomes attained by the project.

The objectives of the iComPADibility Initiative are: (1) to increase linguistic gains; (2) to significantly improve learner motivation and retention by providing faculty leadership and collegial support; (3) to provide hands-on experience with research, writing, publishing, and presenting scholarly/innovative work; (4) to support a more creative approach to teaching and learning; (5) to promote student-centered projects; (6) to uphold ACTFL's (the American Council on the Teaching of Foreign Languages) Standards for Foreign Language Learning (writing, listening, reading and speaking), including the 5-C's: communication, culture, connections, communities, comparisons; (7) to prepare foreign language students to be part of a workforce with market-relevant skills, (8) to continue to provide the latest technology for foreign language learning in order to meet the 21st century technology skills requirement for the State of Virginia; and (9) to give students a competitive edge for the workforce or graduate school.

Although the project has not yet produced the electronic materials for Business German and French courses offered in the Department of Foreign Languages, the plans are to explore this area further. The Business courses offered in the department are crucial to students' advanced language proficiency and the creation of authentic and relevant materials will certainly fill a gap for necessary learning materials that are inexpensive for students and more appropriate for faculty to use. As such, the project is contributing to the University's mission to support and promote undergraduate research

Because the Office of Academic Enhancement's Peer Educator Program has decided to reevaluate their services in the Student Success Center, they did not participate fully in the program. However, student workers hired as employees of the Language Learning Center are able to use their native language fluency and technology expertise to tutor students of Italian, Spanish, French, German, and Korean using the iPads. For example, LLC employee, Yvonne Kienast, enjoyed showing students of German how to use our latest online software application (Tell Me More) with the help of the iPad. Students were free to enjoy the mobility and technologies.

The International Studies component of the project in English, however, needs to be reevaluated to accommodate the higher level learning skills and graduate studies.

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5. Describe unexpected outcomes, if any.

There were several unexpected outcomes of the project, including: (1) the participation of additional colleagues interested in using the iPads for similar class projects (Japanese), (2) the study abroad trip to China in May 2013 using the iPads for mobility and easy travel, (3) the use of iPads for interviews with local German companies as part of a student-centered and faculty mentored project that is currently opening employment opportunities for participating students, (4) CLT support that included a docking station for 10 iPads with a lock box for security and the suggested Apple Support Center information about putting our App Redemption Codes into the Apple Configurator (<http://support.apple.com/kb/ht5188>), and (5) an Apple laptop from Jay Panchmatia, Arts and Letters Technical Support Person, to assist with the set up and maintenance of the entire project.

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

Although we showcased French and German for this project, it certainly had an impact on other faculty members in the Department of Foreign Languages and Literatures. The iComPADibility Initiative was extremely successful in providing Professor Minori Marken with ideas on how best to integrate iPad technology into her beginning level and advanced level Japanese courses. She now insists that all her courses be held in the Language Learning Center for use with this innovative technology to promote advanced proficiency with the support of our trained student workers.

Colleagues in the Department of Foreign Languages and Literatures are actively exploring ways to integrate the iPad use into their language courses. They are considering similar approaches to the activities included in this grant project. In addition, for those colleagues who wish to participate in the project, but are not as familiar with the technology, our Language Learning Center staff is developing modules to assist in the operation of iPads with step-by-step instructions. Moreover, the staff is researching the best Apps to use for the needs of our students and faculty. The International Association for Language Learning Technology (IALLT) and the Computer Assisted Language Instruction Consortium (CALICO) are a great help in this regard.

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

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The iComPADibility Initiative provides a model across campus for collaborative activities that benefit students and faculty in the use of innovative technologies to support undergraduate research and second language acquisition. Although we decided to use a particular App for this project, it is clear that the value of its use is with the faculty member and students. What we have been able to accomplish may be replicated by the College of Education's teacher education candidates preparing for the profession by creating an electronic book of their teaching practicum experience. It may be shared as a tool in the upper level English courses for Teaching English as a Second Language (TESOL) or the English Language Center might begin a similar initiative to promote communicative skills in English as a Second Language for international students at ODU.

The ideas generated by the iComPADibility Initiative have promoted similar exchanges and shared resources for foreign language educators at area universities, colleges, and secondary school levels. In fact, discussions by ODU faculty members at the prestigious Virginia State wide foreign language conference (FLAVA) and at the Maryland Foreign Language Association (MFLA) annual conference have lead to future partnerships with colleagues wishing to begin such a project. They recognize the importance of using simple, yet cost effective (free) materials in/outside of class.

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

The iPad mini is the latest and most economical version that has been released. In addition to its smaller, tablet type size of 7.9", the iPad mini is thinner and light weight. This encourages its mobile use by students and faculty (Study abroad trip to China and Spain). The iPad mini is a much more economical choice as compared to the iPad 3 version (\$320/unit as compared to \$600/unit).

The free iBooks Author App allows students to create electronic textbooks/books for use and eventual publishing. The App features are also helpful in creating and adding graphics, sound, photos, etc. More importantly, the App promotes innovative student-centered projects that hone essential language learning skills (writing, listening, reading, and speaking).

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

Japanese is now using the iPads for class with specific apps that are purchased with the budget for the Language Learning Center, including The Kodansha Kanji Learner's

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Dictionary. Product development is mainly the student-centered projects that may be used to show-case what students are capable of accomplishing in the specific language. This is valuable for inclusion in e-portfolios and on job interviews to demonstrate language abilities.

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

With great enthusiasm, plans are now being considered to develop a French App for use in any level course, but used more specifically with the online and hybrid course offerings. This will be the next step to consider. Interestingly, students from this course were the ones to recommend the App based on a mid-semester survey. They felt it would provide a better means of vocabulary building with pronunciation. Similarly, the Chinese courses would also benefit from the development of a Chinese App that could be used to accompany all level courses. Chinese characters are particularly difficult for English speaking students to master. Such “in-house” App developments would (1) encourage students to study and (2) allow faculty to pin-point the need with the capability to follow student progress more closely. Ideally, students studying these languages would be able to take advantage of mobile resource materials to improve their language skills.

In the future, more emphasis will be placed on using the iPads in the Japanese and German classes over the next academic year and Spanish faculty will continue to take the iPads abroad with student and faculty trips.

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
iPad mini	10	\$3,290.00	\$2,632.00	\$358.00 1AL00), \$300.00 (1FL00)
Student worker	1	\$1,015.00	\$0.0	\$1,015.00 (1FL01)
Faculty Stipends	2	\$300.00	\$300.00	\$0.0
Travel to IALLT	1	\$1,225.00	\$0.0	\$1,225.00
		\$5,830.00	\$2,932.00	\$2,898.00