

Teaching Hebrew With Technology

School of Hebrew
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Jared Matas, EdD
Email: jmatas@middlebury.edu
Phone: 617-797-0085

Course Overview

The purpose of this course is to explore the use of technology as a tool to enhance foreign language instruction. We will investigate the transformative impact of the digital revolution of the last two decades on education and the vast array of digital technologies that can now be used to support language acquisition. Students will develop technology skills and knowledge based on sound pedagogical principles that reflect research and theory in Second Language Acquisition and will apply this practical and theoretical knowledge to K-16 Hebrew Language instruction.



This course explores theories of technology integration, how theories inform practice and how Hebrew language educators can apply their TPACK (technological pedagogical-content knowledge). The approach is both very hands-on and reflective: students will learn about a number of technologies by using them and then examine ways in which the technologies can be used to support the development of language competence. The purpose is not simply to learn how to use specific tools, but rather to learn how to analyze any digital tools.

Learning Objectives:

Students will develop a conceptual framework for using educational technology, and analyze strategies for integrating technology into educational contexts, with a specific focus on foreign language instruction.

By the end of this course, students will be able to

- articulate reasons for using technology when teaching Hebrew language acquisition
- critically assess the educational value of specific digital technologies to determine which learning goals they could support when used in a classroom
- make informed choices about how to align technology with desired teaching goals
- generate innovative lesson plans and curriculum that integrate technology in support of teaching goals

- locate and evaluate current research on second language teaching with technology
- articulate a personal rationale for using technology in education based on findings from research and practice.
- use various technological tools in support of foreign language instruction.

Required Text:

- Blake, R. J. (2013). *Brave new digital classroom: Technology and foreign language learning*. Georgetown University Press.

All other readings are [posted online](#).

Technology:

In order to fully understand the educational potential of digital technology in the classroom, we need to experience it ourselves as students. We will be using as many of the technologies that we study as we can to access information, create content and share reflections. Some of these technologies include:

- a class webpage: on *Canvas*
- a backchannel: <https://todaysmeet.com/TeachingHebrew>
- GoogleVoice for daily reflections: www.google.com/voice
- Poll Everywhere: www.PollEv.com/middlebury
- QR Codes: <http://www.edudemic.com/qr-codes-for-language-learning/>

Course Structure:

This project-based course is taught through a combination of discussion, demonstration, hands-on practice and reflection.

- 1. The Digital Revolution: How are new technologies transforming society and impacting education?**
- 2. Technology and Foreign Language Acquisition:** from CALL (computer assisted language learning) to CMC (computer-mediated communication)
- 3. The Role of the Teacher:** [TPACK](#) (technological-pedagogical-content knowledge) and [SAMR](#) (substitution, augmentation, modification, redefinition)
- 4. Digital Technologies for Language Acquisition:** Multi-media content creation, computer programming, social media, video games, recording audio and video

Course Grade & Assignments:

Participation: (25% of grade) *Students are expected to actively participate in class discussions, group work and presentations, demonstrating knowledge of assigned readings.*

Digital Portfolio: (50% of grade) *Ongoing course work will be shared via student digital portfolios which are posted on the class website. Artifacts for the portfolios include:*

- **Technology Timeline:** Use an [online timeline creation tool](#) to create a timeline of key innovations in technology that impact education. Include ten dates, including two items from when you were a student that your students would not recognize. [Here](#) is an example.
- **Reading Responses:** Each day, after completing the readings, create a digital response to the readings, using [one of the programs listed](#) or find a new one to add to our list. The response should address the main question: SO WHAT? What did you learn in the reading that was relevant to your teaching practice?
- **What does the research say? Literature Review:** Explore research on a particular subject relevant to foreign language instructors, with reference to at least three peer-reviewed journal articles.
- **Three evaluations of current digital technology**, analyzing their usefulness in a language instruction classroom, including recommendations of how they might be used, ideas of how they could transform your teaching, and drawbacks or potential challenges of using the technology
- **Daily reflection 'exit card'** recorded on [GoogleVoice](#) at the end of each class. After recording five reflections, listen to the recording and write a reflection on the first half of the course. What have you learned? What surprised you? How is this course influencing your TPACK?

Final Assignment: (25% of grade) *Design a Hebrew language instruction unit for students of a particular language proficiency level and context (ie: elementary school, high school, supplementary school, university, or other) that integrates technology in a meaningful way. Write an essay that explains the pedagogical reasoning for the choices about teaching with technology that were made in developing the curriculum, and how those choices are supported by current research. In this paper you will demonstrate application of your TPACK.*

The unit plan should include:

- Specific learning goals that are appropriate to the intended audience articulated in the form of Enduring Understandings and Essential Questions.
- At least three complete lesson plans.
- Innovative use of technology in support of the learning goal.
- An assessment that addresses the learning objectives of the unit.