Workshops Log

That Camp languages

September 5⁻6th, 2014
Wells Hall

During these two days, I was able to participate in a few sessions.
-   "CLEAR tools for Language Productivity" presented the benefits of these MSU resources such as the audio dropbox and the video dropbox: because students are not getting enough verbal practice within the classroom (in 50 min of class and when you have 20 students, the ratio is 2.5 min/student), those tools are a good way for them to practice the language whenever/wherever they want.

-   "Cartoon tools for the classroom" presented a few tools for teachers such as *toondoo*, bitstrips, *hcmc*, but also some websites for creating animations such as *powtown*, and *camtesia*.

-   "Using videos and films in the classroom" presented their benefits and some tools: how to download and create subtitles for example via *Jing* and how to use commercials (culturepub.fr) even for beginners.

-   "Music and Language learning" presented the benefits of using music in the classroom (on pronunciation and motivation), and ideas for activities (creating a rap video, gap text activity, arranging scrambled lyrics …).

-   "Using games in the classroom" described a few games used in the language classroom such as banana, apples to apples, computer gaming and their benefits (fun, challenging, motivating, engaging).

During these sessions, not only did I learn a lot of resources that I can use in my classrooms, I also learned their benefits which motivates me to integrate them in my class preparations.

Inside teaching lounge: Student Engagement in On-line Learning Spaces

November 13th, 2014
1420 Biomedical and Physical Sciences bldg.
Led by Melissa Mc Daniels, Donald Beringer and Beth Keller

This workshop started with a gallery walk, where participants were asked to answer questions on fears about online class and technologies used in classrooms. Then it continued with some tips given by Donald and Beth based on their best practices for

online and hybrid student engagement. Finally they presented us two online tools: *Zoom* and *ELI review*.

I learned to use these tools, that I later encountered (I used *Zoom* for a mock interview with my LLT 841 class teacher and heard about *ELI review* used in FRN 202). The presentation on practices also helped me to understand better the online and hybrid concepts that I did not know about until then. I am now teaching a hybrid class and I feel more confident with it, as I am following the tips that I have learned (giving quick answers to my students' emails, making use of youtube…).

Learn to research like an expert, save time and work smart (MSU Library)

November 14 th, 2014
Beaumont Instruction room, MSU Library
Led by Agnes H. Widder

The librarians presented the electronic resources of the library. They also talked about ways to find a material resource from the MSU library or another library (by Uborrow and Worldcat). They introduced the participants to databases such as JSTOR and Muse (for researching topics in literature). Lastly, they explained how to apply for grants and scholarships via the library.

I feel I learned a lot about the resources offered by the library which not only will help me with my own studies but also with my teaching. For instance, I currently use library resources to do research on language teaching for the portfolio I am doing to complete my Masters degree.

How to jiggle your cloud communications and stay sane

Wednesday, January 28th 2015
Lunch and Learn
CeLTA B135, led by Chris Howie -12:30 to 1:30 pm.

During this session, Chris Howie presented the benefits of IFTTT to the participants. He highlighted that managing different services could be confusing (such as Facebook, *Google drive*, *GroupMe*, *Slack*, *Google alerts*…). To mitigate this problem, IFTTT (https://ifttt.com/wtf) creates visibility of all the information we have access to. He showed some examples such as following a subject on Twitter by using hash tags and showed us how to create a database for research. While talking about IFTTT, he exposed us to some online tools that we were unfamiliar with.

For my part, I learned about *GroupMe* (to create a group and communicate by text or email with the members for free) and *Slack* (a platform for team communication). This

was possible because few participants were there and the meeting was informal. I enjoyed this point, because I felt comfortable asking questions.

I think that IFTTT may be useful later in my career, when I will have learned about so many tools for communicating with students and colleagues that it will begin to be difficult to handle them efficiently (maybe not so far from now!). Right now, however, I feel that I do not really need it, especially because I am afraid to get distracted from my goals if I subscribe to a lot of new technologies. I need to explore them little by little and filter what is really useful for me.

Teaching seminar: translating your teaching

Thursday, February 12th
2243 Engineering Bldg - 4:30 to 6:00 pm
Led by Julia McAnallen, Melissa McDaniels, Steven Thomas.

This seminar had for a goal first to understand how the work of a teaching assistant (and laboratory assistant, tutor, research mentor) translates into a set of broarder skills that will be appealing to employers regardless of industry. A small group activity helped me to list results and conclusions from some of my experiences that can be included into transferable skills (such as communication, time management, collaboration, planning and project management, leadership, evaluation, organization, training, critical thinking, etc.). Then, in a second activity, groups were invited to examine some job posting excerpts to argue, using behavioral examples from our teaching, why we have the qualifications to succeed in that position.

Overall, the information was presented with a PowerPoint and a Word document synthesizing what we said after each group discussion. I learned that I need to "sell" myself, arguing for my competencies based on my own experiences. Even though the job that was proposed was quite different from teaching, I possess some skills that could be necessary and desirable.

This seminar will be useful to me for when I will need to find a position somewhere, and I will keep these transferable skills in mind when applying.

EndNote X6 and EndNote Web

Friday, February 13th
MSU main Library, Beaumont Instruction room - 2:00 to 4:00 pm
Led by Andrea Kepsel and Susan Kendall.

This seminar was led by two specialists of *EndNote* at the Library, an *Endnote* coordinator and an *EndNote* instructor. Participants were invited to reproduce the steps described by the librarians and shown on a screen by projection. Each of us also received a handbook to help us remember how to use the software and the web application.

In particular, I learned how to import references from MSU's online catalog and article databases, how to format citations and bibliographies in a Word document and how to use *Endnote Web* to create groups and share references with other users. This will help me to reference my readings and to be more efficient while writing for my different classes.

Because *EndNote* is not free (it is recommended to purchase it through the MSU computer center which offers discounts), I am starting with *EndNote Web*, which is more basic but good as a backup, as it is accessible from everywhere (wherever a computer and an Internet connection are available). Depending on my use of it this semester, I may make the decision to buy the software for next semester.

Language Learning apps

Wednesday, March 25th
Lunch and Learn
CeLTA B135, led by Jeff Maloney -12:30 to 1:30 pm.

During this session, Jeff presented a few apps to the participants. He used a projector to show how to use it, while navigating on his tablet. He highlighted that a lot of apps are focused on learning language (1000s), with communication, grammar, listening, vocabulary/memorization, translation and writing practice as components. Some of them are *Busuu*, *Duolingo*, *Memrise* (free apps) and *Rosetta*, *Babbel*, *Mango* (for which you need to pay).

I benefitted from this workshop by learning about those apps. Up until that point, I only had a chance to look at *Babbel*. I know now that others exist and are as valuable as this one. Moreover, I learned that for *Duolingo*, students have the possibility of sending progress reports to their instructor *via* the app. Teachers can thus give homework based on this app and verify that it has been done.

It is useful for me as a language learner and I may consider using some of them casually. As a teacher, it is useful to know about them to advise students who may want to get more opportunities to learn on a lifelong basis. I will use the information I received today in this way.

Inside Teaching Lounge: Crawling out of time suck

Friday, April 17th
3540 Engineering Building (seminar room) – 12:00-1:30
Led by Heather Turner and Matt Gomes

Unlike most of the participants who came from a science background, I was the only one from Arts and Letters. The seminar was not at all what I expected. I thought it would be technology-oriented but it was not. The two PhD students who were in charge of the seminar used a PowerPoint and participants had to reflect on their teaching and participate in a discussion about grading, evaluation and feedback. After the self-assessment (we were asked to think about the major projects we assign and how we offer responses to students), we expressed our concerns and explored some solutions.

I did not really learn anything new, except that I need to break up comments when I give feedback to my students about their writing activities. We discussed peer reviewing, something that I already use for this type of activity. One other solution proposed was to choose not grading students until the end of the semester. But this idea was about a lab project, and I know that it would not be accepted in my department.

Overall, this seminar was not very useful for my immediate goals. At least, however, I had the opportunity to think about my teaching and to know more about what was expected from TA's in other colleges. Also, this information may be useful when I will have to create my own syllabus and organize activities over time (they recommend scheduling the assignments so that we don't lead more than one project that requires individual feedback at a time).

Resources for foreign language film clips/ TV channels online

Wednesday, April 22nd
Lunch and Learn
CeLTA B135, led by Adam Gacs -12:30 to 1:30 pm.

For this Lunch and Learn, Adam used a computer and projector (on a TV) to present us with a few resources. First, he showed how the BLC website works, which is a tagged, structured collection of around 15,000 clips from 15 foreign languages. One needs to order them beforehand after which the link becomes available for 2 weeks for students. Users contribute by adding comments, transcripts and annotations. The second resource that Adam showed us is the SCOLA website, which encompasses 175 native languages. The non-profit organization enables downloading and streaming videos and news, for the most part. Finally, he presented a cloud-based recorder, "online TV recorder" by which one can schedule and download TV programs.

I did not know any about those, so I learned a lot. I think the information can be useful. With this websites, I can select a few clips in order to work on certain features of the language or to promote a film fitting with the current learning goals. Recording French news could also be interesting if we are working on a news topic.