Small TLEF Project – Final Report

Report Completion Date: (YYYY/MM/DD)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	IT Tools for Language Teaching at UBC		
Principal Investigator:	Florian Gassner		
Report Submitted By:	Florian Gassner		
Project Initiation Date:	01/05/2017	Project Completion Date:	31/05/2018

1.2. Project Summary

This project was the beginning of a larger initiative to support language instructors at UBC looking to integrate information technology into their teaching. The basic premise: While many workshops and online tutorials are available to faculty at UBC, they usually target colleagues with advanced or high IT proficiency. "IT Tools for Language Teaching," in contrast, reaches out to those colleagues who have not been familiarized with or who actively mistrust technology in the classroom. The result of this pilot project was a series of video tutorials (19 in total) introducing teachers to the uses of two platforms in their language classrooms: The 'Collaborative Learning and Annotation System' developed by Arts ISIT at UBC and Microsoft's 'OneNote' program. The final product of this effort is the website languageteachingtools.sites.olt.ubc.ca. While I have yet to put the finishing touches on this webpage and publish the rest of our videos, it already gives a good impression of the final product that will go live on August 1st. At that time, we will start a marketing campaign that targets all UBC faculty (Vancouver & Okanagan) involved in language teaching.

1.3. Team Members – *(Please fill in the following table and include __students__, undergraduate or graduate, who participated in your project).*

Name	Title/Affiliation	Responsibilities/Roles
Reed Garvin	Media Designer	Design and Crate Video Tutorials
Josella Tan	Media Designer	Design and Crate Video Tutorials

1.4. Courses Reached – *Please fill in the following table with __past__, __current__, and __future__ courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).*

It is difficult to project which specific courses will benefit from this platform, as this depends on the readiness of my fellow instructors at UBC to engage with the materials. That said, if our marketing initiative proves successful, "IT Tools for Language Teaching at UBC" has the potential to impact most lower-level courses with the codes FREN, ITAL, SPAN, PORT, CHIN, JAPN, KORN, GERM, SWED, DANI, POLS, RUSS and FNEL.

2. OUTPUTS AND/OR PRODUCTS

2.1. *Please __list__ project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.*

Product(s)/Achievement(s):	Location:
Website featuring video tutorials	http://languageteachingtools.sites.olt.ubc.ca/

2.2. Item(s) Not Met – *Please list intended project outputs and/or products that were not attained and the reason(s) for this.*

Item(s) Not Met:	Reason:

3. PROJECT IMPACT

3.1. What were you hoping to change or where were you hoping to see an impact with this project? – *Please list the intended __benefits of the project__ for students, TAs, instructors and/or community members.*

My main objective for this project was to reach out to colleagues who stay away from technology in the classroom because they think it is 'not for them.' Oftentimes, this attitude is a response to professional development opportunities that presuppose intermediate or advanced familiarity with IT tools. Unfortunately, this may indeed act as a deterrent to colleagues whose classes might benefit a lot from these resources.

The argument for this innovation is not that using a computer automatically makes you a better teacher. Rather, with constantly increasing class sizes and more and more administrative duties for instructors, programs such as OneNote and the Collaborative Learning and Annotation System greatly relieve the instructor, allowing for additional time & creativity directed towards teaching. In other words: The intention is to give back time to the instructors, time they desperately need for innovative teaching.

3.2. Were these changes/impacts achieved? How do you know they occurred? – *To what extent were intended benefits achieved or not achieved? What evaluation strategies were used? How was data collected and analyzed? You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

We will measure the future impact of this initiative quantitatively and qualitatively. For the former, we will rely on Google Analytics to inform us about the traffic on the website and on what information visitors are seeking out. For the latter, I will keep a log about interactions with colleagues from the language programs at UBC. After our marketing initiative in August, I expect to be approached by fellow instructors interested in adopting the IT tools we present on our website for their courses. As I have offered workshops on these materials before, there is an open line of communication that I'm certain my colleagues will use.

3.3. Dissemination – *Please provide a list of **past** and **upcoming** scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project.*

Past

I prepared a poster presentation for the 2018 TLEF Showcase that took place on May 3rd at UBC's Earth Science Building, and I attended the event to solicit feedback and answer questions from my colleagues.

Upcoming

I will be leading two workshops on this project at the 2018 conference of the BC Association of Teachers of Modern Languages on October 19th in Richmond. The intention of this workshop is to raise awareness for "IT Tools for Language Teaching" at secondary schools in the Lower Mainland. I anticipate that information about this resource will spread via word of mouth when the colleagues return from the conference to their respective schools and share their experiences with their fellow teachers.

4. **TEACHING PRACTICES** – *Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?*

This project was an opportunity for me, too, to further explore the possible uses of OneNote and CLAS for my teaching, and I have come to integrate these tools more and more into my lessons. In their evaluations of my teaching, students often comment favorably, and never negatively on this innovation, encouraging me to continue along this path.

5. **PROJECT SUSTAINMENT** – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

The website is hosted free of charge by UBC's Arts ISIT office, so the site will be available indefinitely. If the response of colleagues is as positive as I expect, I will continue to produce and upload videos. Over the course

of the past year, we have become very familiar with the process of creating these tutorials, making it possible to storyboard and produce a video within a day. Therefore, in the future I could even produce videos on demand for colleagues approaching me with a specific question or a specific problem.

In the long run, the idea is to move beyond the two programs presently showcased on the website (CLAS and OneNote) and to present a diverse selection of IT Tools that benefit not only language teaching, but other fields in the humanities as well.