

# Educational Technology Staff Development Plan

AY 2010-2011

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As the language technology specialist it is my responsibility to provide language faculty members with training to integrate technology in the classroom to increase their students ability to use the target language outside of the classroom as much as possible. In addition I will also need to provide a much more in depth training and support to the teaching associates who will be teaching their own conversation classes.

The educational technology staff development will take place through out the academic school year beginning in early September and ending in early May. During this period of time there will be monthly workshops lasting about one hour with multiple options through out the week to ensure that as many of the faculty members, staff, and teaching associates can attend.

In order to properly provide a proper staff training an assessment needs to be initially established to determine the needs of the college's instructional body. In order to determine the needs language instructors willing to participate in the staff development will be required to complete the online survey available at <http://www.edtechprofile.org/> This survey will also provide the faculty and teaching associates a clear understanding of where their current skill set is.

Following the assessment I will introduce the National Educational Technology Standards for students and teachers which is published by the International Society for Technology in Education (ISTE). I will particularly cover the section on "The NETS-S and the Five Cs," which is the most relevant part for my target audience since it specifically covers "Integrating Technology and [the] Foreign Language Standards." The Five Cs, the main components for foreign language instruction (Communication, Cultures, Connections, Comparisons, and Communities) are the main standards that Language Faculty will be familiar with and will find useful for their language instruction.



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NETS-Teachers <http://www.iste.org/standards/nets-for-teachers.aspx>  
NETS-Students <http://www.iste.org/standards/nets-for-teachers.aspx>

The actual training will be based on what the result of the assessment were as well as feedback provided from the participants during the introductory session to NETS and the Five Cs. Based off the feedback received two different groups/training sessions might be created based on the level to technological background and

comfort the participants have. During each session thereafter suggestions will be accepted from each group to help create topics for the subsequent training sessions. In addition to the group sessions I would provide individual training for those that would feel more comfortable working one on one.

Sample topics would include:

Introduction to computer use and possible errors that might be encountered

Basic photo editing

Using photos to enhance language learning and interest.

Integrating streaming video from countries where the target language is spoken

Using video to introduce the concept of dialectical differences

Creating videos and storyboarding for student created films

Digital story telling using Microsoft Photo Story

Collaborative Digital Story telling using Voicethread.

Alternatives to PowerPoint. i.e Prezi and Keynote

Creating newsletters using Apple Pages

Basic video editing using iMovie

Using Skype for tutoring and teaching a class while overseas at a conference

Podcasting

Using Collaborative word processors such as Google Docs or Office Live

Using Blogs as a means to publish student created works as well as creating international contacts and conversation

Using Flip cameras and digital voice recorders

Using iClickers in the classroom

Integrating Sakai further into the classroom curriculum

The Majority of the training would be lead by myself with support from our Instructional Technology Group (ITG) when covering topics that are part of their realm i.e. Sakai and blogging. These sessions would be co-lead since they would provide the technical details of these applications and I would provide the training pertaining to language instruction. Since most of my training covers both the realms of the Windows Operation system and the Apple Operating system I would be able to give training to faculty that use either operating system. I would also attempt to integrate our ITG in order to provide faculty members with a different perspective aside from my own.

After a few of the training sessions I would ask the faculty members to attempt to use some of the tools we have covered in the classroom and volunteering to be present in the classroom in case of a technological glitch. Part of the training sessions would also involve the faculty or teaching associates presenting to the rest

of the group what tools they used in the classroom as well as any feedback they would be willing to provide others as to it's effectiveness or difficulties they encountered.

These activities will help model to others things that they could try in the classroom as well as to help encourage others that aren't currently participating in the training sessions to participate. In order to have a successful program the teachers need to be happy with the new tools that they are learning to use because they are either finding them effective to help increase learning or are motivating students to learn. Faculty members will often tell others what they are trying in the classroom and the positive effects that it has. This in turn helps motivate others when they see that trying to implement new tools is effective.

After each training session an assessment will be provided for them to give feedback on the session. To determine it's effectiveness and what should be changed in the future. The actual assessment will consist of a small survey consisting of 4 questions either to be done online using Google docs or a paper version consisting of questions similar to the following:

Was the tool covered new to you?

Do you now feel proficient in using the tool in the classroom?

Was the instructor clear and knowledgeable on the topic?

Would you recommend this session to colleagues? Why or why not?

At the end of the academic year the participants will be asked to complete the initial assessment from the beginning of the year so that they and I will know whether they made progress and are more comfortable/knowledgeable on using technology in the classroom or in their personal lives.

During the year a wiki will be created on the university's wiki server to keep a list of the tools that were used as well as links and a short explanation of all the tools that have been covered for future reference.