

Technology in the Linguistics Classroom

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I. Technology in Large Classrooms

A. Presentation Applications:

- Traditional software programs on computers
 - PowerPoint – Microsoft’s presentation software. Current version allows recording slideshows with audio and broadcasting them using PowerPoint Broadcast Service.
 - Keynote – Apple’s take on presentation software. Allows recording of slideshows with audio (reading presentations) and saves them as QuickTime video files.
 - Open Office Impress – Free software from Apache. Has many of the bells and whistles of PowerPoint and Keynote, but also allows presentations to be saved in Flash format.
- Online and mobile presentation programs
 - Prezi – Nonlinear presentation tool. Allows live links and embedding of YouTube videos. Also viewable on mobile devices through Prezi Viewer. Educator account allows you to download your presentation rather than having it available only online.
 - Slide Rocket – Online presentation tool. Allows collaborative editing and includes social and audience feedback tools.
 - Haiku Deck – Free iPad app. Solves the “Death by PowerPoint” problem by focusing on visuals such as pictures or charts and limiting text in each slide. Also allows you to search for images in database by the words on the slide.

***** STUDENT PERSPECTIVE: *****

- Keep text short and at a font size easy to read from back of classroom.
- If instructor posts slides ahead of lecture, students can add notes to slides rather than focus on copying slides.
- If lecture capture is available and instructor posts video of lecture online, students can re-view lecture when studying for exams.
 - Incentives for attending classes where videos are available online include: attendance points, short pop quizzes, class work in pairs.

B. Tools for Immediate Feedback and Assessment

- Clickers
 - Technology used to promote active learning in large classrooms.
 - Allow instructors to pause at key points during a lecture and gauge students’ understanding of material before continuing.
 - Simple content-based questions
 - Case studies/data sets related to material covered

- Twitter feeds
 - In classrooms with Teaching Assistants, assign a hashtag (#) to the course so students can ask questions during lecture. TA's monitor Twitter feed and screen questions as needed. They can then either answer them in the feed or ask the instructor on the student's behalf.
 - Limits question to 140 characters
 - Allows TAs to answer questions that might otherwise be redundant.
 - For other uses of Twitter in the classroom, see:

STUDENT PERSPECTIVE:

- Make sure clicker technology is working adequately (test at the beginning of the semester).
- Clickers can be costly and can be lost easily – be able to use smart phones as clickers with apps.
- Twitter feed allows for less interruption from monopolizing students and encourages thoughtful comments and questions.
- Twitter also encourages the more timid students to ask questions.

C. Flipping the Classroom

- Instructor uploads pre-recorded short or long lectures and makes them available to students before class meeting.
 - Students watch/listen to lectures at home and prepare questions for class.
 - Instructor can prepare hands-on materials (case studies, data sets, etc.) to work on in small groups or pairs during class time.
 - Discussion following group work helps students see applicability of materials.

Technology in Small Classrooms

A. Social Media

- Facebook groups
 - Allows instructors to post reminders that automatically go to students' feeds.
 - Allows students to post links to online material related to course material.
 - Allows students to collaborate on group assignments.
 - Creates a sense of community.
- Twitter
 - Students can ask questions of other students (and the instructor).
 - Students can post language data they just heard immediately.

- ***STUDENT PERSPECTIVE:***

- With groups, students don't have to 'friend' the instructor or other students in the class.
- Students like that reminders show up in their news feeds.
- Students like being able to ask questions and getting immediate feedback from other students.
- Some students don't have social media accounts and worry about being penalized for it.

B. Document Sharing

- In courses like Corpus Linguistics and Field Methods, where data and documents are shared with and among students, email and course management software (i.e. Blackboard) may limit document size. These programs allow for greater flexibility when sharing large files (like audio/video recordings) and a large number of files.
 - Dropbox – online storage of files that can be shared with others. This works especially well if students are working on dynamic documents (a corpus document that has been cleaned up, a table documenting verb inflections in a language documentation project).
 - Google Drive – for institutions using Google Apps for higher education, documents loaded into Google Drive can be shared and collaborated upon by multiple users.
 - iTunes U – Especially useful for uploading audio and video files (for transcription exercises and/or for language documentation). Also allows students to annotate video/audio files, once downloaded.
- ***STUDENT PERSPECTIVE:***
 - Document sharing sites are easier to access and download from than course management sites (especially in mobile versions).
 - No need to reinvent the wheel. There is a great sense of collaboration and willingness to help each other when it is easy to upload materials to the site.

Mobile Technology and mLearning – New Frontiers in Education

- Mobile devices such as smart phones and tablets have become more popular among students for everyday use. The field of mLearning looks at how to incorporate these emerging technologies into the classroom to improve student engagement and learning with access to materials anywhere anytime.
- **A. For Students**
 - Creating digital content
 - Student projects like portfolios, podcasts, and blogs can be created and edited on mobile devices and such devices allow students to add to and edit projects on the go and away from their computers.
 - In many cases, students have not yet had the opportunity to create content on their mobile devices. Instructors should allot time for explicit instruction about digital content creation when planning courses.
 - Accessing eContent
 - Many university libraries now offer free access to electronic materials, including journal articles and eBooks. Students can view these materials on their mobile devices and annotate them using different apps (i.e. Bluefire Reader, Overdrive, ebrary) available through the library.
 - Although students (as well as instructors) report a preference for paper readings, many students like the electronic searchability of eContent. They also report using the copy/paste function for citation purposes.
 - Assessment and feedback
 - Using mobile devices such as clickers for immediate feedback to instructors (as mentioned above in IB) enhances student engagement and reduces cost by allowing students to use devices they already own.

B. For Instructors

- Mobile console/whiteboard
 - The use of apps such as 2Screens and Doceri allows instructors to control their computers and project content from any location in the classroom, “untethering” them from behind the podium. On-screen writing also allows instructors to approach students to illustrate concepts to be viewed by everyone on the projection screen.
- Document sharing
 - Using document sharing sites gives instructors and students access to course-related materials on their mobile devices and on the go.
- Course management
 - Most course management websites now offer mobile versions of their software. These may not have all the functionality of the desktop version, but allow instructors access on mobile devices.
 - There are several attendance and grade-keeping apps that allow instructors to keep track right on their mobile devices.
- Developing course materials
 - eBook development – Instructors can create eBooks and other eContent using computer programs and share them with students in .pdf or ebook format. Students can then access the material on their mobile devices.
 - Flashcards – Using apps like StudyBlue, instructors can create flashcards for courses and upload them to a document sharing site. Students can then download the pre-made cards onto their mobile devices to study.

Website for applications/tools:

Open Office Impress: <http://www.openoffice.org/product/impress.html>

Prezi: <http://www.prezi.com/>

Slide Rocket: <http://www.sliderocket.com/>

Haiku Deck: <http://www.haikudeck.com/>

Dropbox: <https://www.dropbox.com>

iTunes U: <http://www.apple.com/education/itunes-u/>

2Screens: <https://itunes.apple.com/us/app/2screens-presentation-expert/id370913954?mt=8>

Doceri/Doceri Remote: <http://doceri.com/>

StudyBlue: <http://www.studyblue.com/>

Readings on technology in the classroom:

- Clickers in the Classroom: An Active Learning Approach by Margaret Martyn
www.educause.edu/ero/article/clickers-classroom-active-learning-approach
- How to use Twitter in the classroom by Nancy Messieh
<http://thenextweb.com/twitter/2011/06/23/how-to-use-twitter-in-the-classroom/>
- Study: Twitter Improves Student Learning in College Classrooms by Ryan Lytle
<http://www.usnews.com/education/best-colleges/articles/2012/10/29/study-twitter-improves-student-learning-in-college-classrooms>
- 7 Things You Should Know About the Flipped Classroom
<http://net.educause.edu/ir/library/pdf/eli7081.pdf>