

<h1 style="margin: 0;">NEALLT</h1> <p style="margin: 0;"><i>northeast association for language learning technologies</i></p>	<p>President: Nelleke Van Deusen-Scholl Vice President: Ed Dixon Treasurer: Mary Beth Barth Webmaster: Michael Jones Newsletter: Mary Toulouse</p> <p>Past Presidents: Michael Heller Claire Bradin Siskin Cindy Evans</p>
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Fall 2009 Newsletter

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	Note from the editor
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Our spring 2009 meeting was hosted by Lafayette College; the focus was on assessment. This was a good fit for us at Lafayette, my home institution, since we have been working on using portfolios as a means to evaluate learning. Hosting a NEALLT conference allowed us to vet and exchange our ideas with colleagues with similar interests. I would encourage other colleges to sponsor this kind of open forum. Fall or spring 2010?

The conference began Friday with a workshop on using the software program Revolution. It was offered by Claire Bradin Siskin (University of Pittsburg) and Mark Siskin(Carnegie Mellon) and, understandably, filled to capacity. Claire and Mark are always willing to share their newest “finds” with others; in this case, they provided us with a “hands-on” demo and included a CD with helpful scripts for future “revolutionaries”. If any of you have old hypercard programs that you would like to recondition, the Siskins recommend Revolution, which works on both Mac’s and PC’s.

Saturday was presentation day with lots of opportunities to exchange ideas and ask questions of fellow conference-goers, presenters and vendors. Please see the conference nuggets listed below. During the lunch hour, we had a technology walk-about, showcasing a number of interesting programs, faculty and student work.

Sunday morning began with a “hands-on” presentation by Cindy Evans (Skidmore), who shared a number of “must-see” web sites that every NEALLT member should try at least once:

- <http://tagcrowd.com>
- <http://www.wordle.net>
- worldmapper***
- gapminder.org***
- dreamlines

The second part of the morning was a panel/group discussion of best practices in promoting language centers with Mike Jones (Swarthmore), Cindy Evans (Skidmore) and MaryBeth Barth (Hamilton). Suggestions included:

- Collect data about your resource center activities and use it in marketing materials.
- Use a flat panel display to market lab resources (“Films to See”, “Why Learn a Language Commercials”, satellite programming, student projects, interviews with students who studied abroad, faculty readings or interviews).
- Include language tutoring.
- Have a Facebook group page—even alums can participate.
- Make the resource center an international Room with maps, study guides for less commonly taught languages, films and books.
- Decorate in such a way as to make it comfortable, a place to hang-out and study.

The upcoming NEALLT conference will be held at Yale at the end of the month. This will be a joint conference with NERALLT and will focus on distance learning. We hope you will be able to attend.

Cordially,
Mary Toulouse

Mark your calendars! October 30-31

Joint NEALLT-NERALLT at Yale

April 9-11, 2010 at Skidmore

“E-portfolios for Communication Skills and Intercultural Competence”

Darren Cambridge, New Century College at George Mason University

Darren Cambridge is Associate Director of the Inter/National Coalition for Electronic Portfolio Research, and his current work focuses on the impact of national differences in lifelong learning policy on the experiences of portfolio authors around the globe. As a technologist, he develops open interoperability specifications with the IMS Global



Learning Consortium and software with the Open Source Portfolio Initiative.

According to Prof. Cambridge, the main benefit of a portfolio is that it offers an ethnographic rather than a quantitative assessment of learning, the latter, also known as a “TEST”, is really quite limited. He asked emphatically, “How can we develop a test of ‘motivation’ or ‘empathy’?”

Evidence of learning, as it is found in an ePortfolio, is authentic and diverse. The portfolio allows the reviewer to look at actual behaviors; it provides consistency and evidence of performance in multiple contexts over time. The portfolio also provides a means of supporting self-reflection. Through social and multimedia reflection, learners are documenting their skills and cultivating relationships that support their personal and intellectual development with increasing fluency. The portfolio also offers the learner an opportunity to articulate commitment and future aspirations. Moreover from the point of view of the educator, it helps us better scaffold the learning process.

During the second half of his presentation, Professor Cambridge reviewed a number of language-centered portfolios, some of which have taken on surprising forms:

- The European Portfolio, which includes a biography, passport, dossier.
- The ACE (American Council of Education): an assessment that uses both an eportfolio and a survey.
- Stanford Learning Careers Project where students use C-maps to outline learning in lieu of full portfolios.
- Laguardia Community College portfolios which strongly support its immigrant population
- Quebec’s ePearl project, based on three phases of self-regulation: goal-setting, performance and self-reflection.
- The Kapi’olani Community College in Hawaii is developing “Matrix-thinking” portfolios.

For more information, Dr. Cambridge’s PowerPoint may be found at <http://ncepr.org/darren/presentations.html>

Conference Nuggets

The following is a list of the topics from the 2009 program. PowerPoint presentations for many of the papers may be found on the NEALLT (www.neallt.org) website.

Digital Storytelling

--**Michael Jones**, Swarthmore College

Portfolio Assessment

--**Ghassan Husseinali**, Yale University

Panel: Social Networking: Language Learning for a new Age of Learners

--**Ed Dixon, Helen McFie-Simone, Fulvia Serra, Chantal**, University of Pennsylvania

RefWorks: An online tool for managing research projects and generating

--**Rebecca Metzger**, Lafayette College

Multimedia Testing on a Blackboard Site: Pitfalls and Promises

--**Eduardo Lage-Otero**, Trinity College

Teaching French Culture with Technology

-- **Duane Kight**, Haverford College

Blogs as e-Portfolios

--**Grit Matthias & Gunhild Lischke**, Cornell University

Distance learning for the Less Commonly Taught Languages: A pilot Project Nelleke Van -- Deusen-Scholl, John Graves, Yale University

Visualize World...Commerce: A Task-Based Computer-Mediated Approach to

--**Michelle Geoffrion-Vinci**, Lafayette College

Brave New e-World?: The Lafayette College World Languages Portfolio Initiative

--**Michelle Geoffrion-Vinci, Mary Toulouse**, Lafayette College

Technology Showcase: Take it for a drive.

--**S. Donnell, V. Sajez, R. Lalande, M Lamb-Faffelberger, D. Galarza-Sepulveda, R. Lalande, G. Rosa, K. Venuto (Lafayette College), U. Atkinson, and C. Burger (Rutgers University).**

Challenges and development of Oral proficiency Tests

--**Matuku N. Ngame**, Yale University

Using WordPressMu as an effective e-portfolio system

--**Courtney Bentley**, Lafayette College

Longitudinal Perceptions of Efficacy and Value in the French Language Requirement

--**Heather Mills**, University of Pennsylvania

The Guest on the Screen: Bridging Institutional and International Boundaries

--**Margarete Lamb-Faffelberger** (Lafayette College)

Please note: Dr. Lamb-Faffelberger was awarded the 2009 joint ACTFL-IALLT award for her life-long use of technology to enhance her teaching. She has presented at the last two out of three NEALLT conferences. Please see the ACTFL site to read more about this.

Looking our best!

Many thanks to Margarete Lamb-Faffelberger for these pictures: I left and lost my camera with ALL my pictures at the restaurant.





NEALLT would like to extend a special thanks to **Owl Testing Software** and **Chester Technologies Solutions** for their support of this conference.