2014 TEACHER Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

BASIC PROGRAM INFORMATION

Host Institution:	**University of Nebraska-Lincoln**

Program Title:	**STARTALK Chinese Teacher Institute**

Language(s):	**Mandarin Chinese**	**University Credit:**	☐ *Yes* ☐ _*No*_

Program Setting:	*Residential: **yes***	☐	*Non-Residential:*	☐	*Distance/Online Component: **yes*** ☐
	Other (Please specify):				

Duration:	*Weeks/Days:*	**11**	*Total Contact Hours:*	**107**	*Hours online:*	**6**	*Hours on onsite:*	**101**

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STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

Overview

In a paragraph, describe your target audience. Who will your participants be? How will you know what the needs of your participants will be? What do you hope that your participants will be able to do as a result of this program?

The STARTALK Chinese Teacher Institute will provide a 10 day residential professional development experience for 15 US teachers of Chinese focused on creating a learner/learning centered environment that reflects best practices in language learning and teaching. In order to better understand the needs of our participants, applicants submitted demographic information as well as a brief biographical essay in which they outlined their goals for this professional development opportunity. Our participants are high school teachers of Chinese who are largely native speakers of Mandarin. Participants identified three topics of pivotal interest to them during the Chinese Institute. These topics were tabulated (technology, motivation, learner engagement, culture, LinguaFolio, assessment) and provided the framework for the development of the Chinese Institute curriculum. Participants actively contribute to an online discussion based on the Chinese novel *To Live* that all will read prior to their arrival. This novel provides content and context for technological applications and the products the participants will create. This discussion allows the teaching staff to assess level of understanding, motivation and language proficiency of the participants.

The institute aims for participants to examine their beliefs about language learning and teaching and to regularly re-assess these during the course of the institute and beyond. Reflective teaching will be promoted through an online journal at the end of each day. This will ensure a critical review of activities from the point of view of both a learner and a teacher. First hand participation in research based language learning and teaching tasks will allow teacher participants to feel the impact of such tasks on motivation, achievement and self-efficacy. Focus is on communicative language learning embedded in a socio- cultural and constructivist philosophy that places the learner at the center of instruction. Task based instruction that underscores discovery learning, hands on activities, and problem solving tasks to actively involve learners cognitively and affectively will be demonstrated and experienced first hand by the participants.

Participants will develop and teach lessons that demonstrate their ability to translate theory into practice. Creativity and higher critical thinking will be promoted through the integration of technology, most especially Web 2.0 applications that allow participants to share their products. Points of focus include: instructional planning based on backward design; assessment that includes formative, summative and self-assessment; classroom management; integration of LinguaFolio; content based instruction; integration of culture using the 3P's (Practices, Perspectives and Products); and differentiated instruction.

The outcomes of this institute include a) the development of a research based pedagogy and examination of beliefs about language learning and teaching, b) skill development and integration of technology in language teaching, and c) creating a student centered learning environment that provides a language/culture rich learning experience

Program Goals

What do you hope participants will be able to do after the program ends? Use the *Teacher Effectiveness for Language Learning* (TELL) Framework (www.TELLproject.com) to guide the development of your program goals. Identify the TELL domains and supporting TELL criteria statements that capture the major concepts or topics identified in your program overview.

TELL DOMAINS	TELL CRITERIA STATEMENTS *Number the Criteria statements here and then transfer to Stage 2.*
Click here to enter text. *Example:* *PLANNING*	*Click here to enter text.* *Example:* *P1: I plan learning experiences based on my local curriculum and state and national standards.*
Environment	1. E2: I collaborate with my students to promote a safe and supportive learning environment.
Environment	2. E4: I create a classroom environment that is culture-rich and encourages the use of the target language.
Collaboration	3. C5: I connect with local and global communities to support and encourage language and culture learning.
The Learning Experience	4. LE2: I use the daily performance objectives to capture my students' energy and commitment.
The Learning Experience	5. LE4: I ensure that students receive comprehensible input.
The Learning Experience	6. LE5: I provide opportunities for my students to acquire language in meaningful contexts.
The Learning Experience	7. LE6: I provide opportunities for students to engage in cultural observation and analysis.
The Learning Experience	8. LE7: I provide opportunities for my students to become more effective communicators.
Learning Tools	9. LT1: I use a variety of learning tools to help learners access language, culture and content to meet performance objectives.
Learning Tools	10. LT2: I use a variety of learning tools to help learners produce language and interact with culture and content to meet performance objectives.

TELL DOMAINS	TELL CRITERIA STATEMENTS *Number the Criteria statements here and then transfer to Stage 2.*
Learning Tools	11. LT3: I use a variety of learning tools that facilitate an understanding of the perspectives behind cultural products and practices.
Performance & Feedback	12. PF2: I employ a variety of feedback strategies designed to assist the learner in growing toward the target.
Performance & Feedback	13. PF3: I provide my students with opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.
Planning	14. P1: I plan learning experiences based on my local curriculum and state and national standards.
Planning	15. P6: I use the backward-design process to plan lessons that lead students to meet the unit performance objectives.
Planning	16. P7: I plan lessons containing activities that are contextualized, connect to prior learning and require attention to meaning.
Planning	17. P8: I plan lessons that contain learning experiences designed to keep all students engaged all the time.
Professionalism	18. PR2: I maintain high levels of linguistic competence in both the target language and English.
Professionalism	19. PR3: I am a reflective practitioner.

You may add additional rows as necessary.

STAGE 2: How will participants demonstrate what they can do with what they know by the end of the program?

Performance Assessment

What evidence will participants produce to demonstrate their understanding of the TELL criteria?

TELL CRITERIA STATEMENTS *Number the Criteria statements here and then transfer to Stage 3.*	EVIDENCE/PRODUCT AND BRIEF DESCRIPTION

Click here to enter text.
Example:
   1. *P1: I plan learning experiences based on my local curriculum and state and national standards.*
	Click here to enter text.
	Example:
	   1. *Standards-Based Thematic Unit - In groups, participants will design a thematic unit. Each group member will design a sequential individual lesson plan within the unit.*

1. E2: I collaborate with my students to promote a safe and supportive learning environment.	1. Participants will identify strategies to establish a physical and affective learning environment. Participants will identify strategies to prevent bullying
2. E4: I create a classroom environment that is culture-rich and encourages the use of the target language.	2. Participants will create a graphic organizer that identifies techniques and strategies to create culture-rich lessons that promote target language use.
3. C5: I connect with local and global communities to support and encourage language and culture learning.	3. Participants participate in a jigsaw activity to provide them with background knowledge about the Omaha Henry Doorly Zoo, visit the zoo, and complete an activity while at the zoo that demonstrates how students can learn language in community settings.
4. LE2: I use the daily performance objectives to capture my students' energy and commitment.	4. Participants demonstrate during microteaching their ability to capture student attention by creating a well-scaffolded lesson that includes an engaging warm-up activity.
5. LE4: I ensure that students receive comprehensible input.	5. Participants will create a TPRS story in Chinese based on a scene from the novel *To Live*.
6. LE5: I provide opportunities for my students to acquire language in meaningful contexts.	6. Participants will be interviewed by Startalk students in Chinese about cultural topics of interest to the students and will also pose simple questions in Chinese for the students to answer about themselves.

TELL CRITERIA STATEMENTS *Number the Criteria statements here and then transfer to Stage 3.*	EVIDENCE/PRODUCT AND BRIEF DESCRIPTION
7. LE6: I provide opportunities for students to engage in cultural observation and analysis.	7. Participants will develop lessons about Chinese festivals for Startalk students based on authentic, first hand knowledge of the festivals in their native country.
8. LE7: I provide opportunities for my students to become more effective communicators.	8. Participants will demonstrate their knowledge of formative feedback techniques by incorporating them into microteaching lessons.
9. LT1: I use a variety of learning tools to help learners access language, culture and content to meet performance objectives.	9. Participants will use a variety of iPad applications to create products such as timelines & online comics that promote creativity and allow for individualization of assignments.
10. LT2: I use a variety of learning tools to help learners produce language and interact with culture and content to meet performance objectives.	10. Participants will participate actively in a lesson in which the teaching of culture is modeled and will be asked to recall vocabulary and plot sequences in German.
11. LT3: I use a variety of learning tools that facilitate an understanding of the perspectives behind cultural products and practices.	11. Participants will create a product using StoryKit to present their native culture to others.
12. PF2: I employ a variety of feedback strategies designed to assist the learner in growing toward the target.	12. Participants will use rubrics to provide peers with feedback on various Web 2.0 products and give and receive written and oral feedback on microteaching lessons.
13. PF3: I provide my students with opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.	13. Participants will create a sample student profile using the online LinguaFolio website.
14. P1: I plan learning experiences based on my local curriculum and state and national standards.	14. Participants will incorporate appropriate CanDo statements into their microteaching lesson. They will identify the modes of communication in a variety of hypothetical learning scenarios and include all three modes of communication in their microteaching lesson.
15. P6: I use the backward-design process to plan lessons that lead students to meet the unit performance objectives.	15. Participants will create a lesson plan based on the concepts of backward design, teach this lesson, which will be videotaped, and receive feedback from students, peers and instructors.
16. P7: I plan lessons containing activities that are contextualized, connect to prior learning and require attention to meaning.	16. Participants will create a timeline using the Web 2.0 application TimeToast to represent their understanding of the main events and their

TELL CRITERIA STATEMENTS *Number the Criteria statements here and then transfer to Stage 3.*	EVIDENCE/PRODUCT AND BRIEF DESCRIPTION
	historical implications in the novel *To Live*.
17. P8: I plan lessons that contain learning experiences designed to keep all students engaged all the time.	17. Participants will experience how to use a variety of Web 2.0 applications that promote creativity and are motivating to students by creating products related to the text (*To Live*).
18. PR2: I maintain high levels of linguistic competence in both the target language and English.	18. Participants will read the Chinese novel *To Live* in Chinese, discuss the novel on an online discussion board in Chinese and create products based on the novel during the course of the Institute. They will regularly discuss topics related to language pedagogy in English in small and large groups.
19. PR3: I am a reflective practitioner.	19. Participants will reflect on their attitudes and beliefs about language teaching and learning in an online journal at the end of each day.

You may add additional rows as necessary.

STAGE 3: What will prepare participants to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences from the beginning through the end of your program. If your program has a component prior to the start of the program, include the major learning experiences for that portion of the program also. Complete the first column with the TELL criteria identified in Stage 1. In the second column, indicate the instructional topics that participants will need to know and the resources they will use in order to engage in the major learning experiences described in the third column. You may wish to consult the STELLA documents (on STARTALK website in early April 2014) for sample learning activities and resources.

TELL CRITERIA STATEMENTS *Participants can …*	INSTRUCTIONAL TOPICS & RESOURCES *Participants need to know …* *Participants will use…*		MAJOR LEARNING EXPERIENCES & EVIDENCE *Participants will experience & demonstrate …*
Copy the TELL Criteria directly from Stage 2, Column 1. Use one row for each statement.	List the key concepts that participants need to know to meet the TELL Criteria listed in the previous column. Identify the major resources participants will use to work with these concepts.		Describe the key learning experiences that allow participants to demonstrate that they can meet the stated TELL Criteria.
	Need to know….	Will use….	
Click here to enter text. *Example:* *P1: I plan learning experiences based on my local curriculum and state and national standards.*	*Click here to enter text.* *Example:* ▪ *National Standards* ▪ *State Standards*	*Click here to enter text.* *Example:* ▪ *Standards for Foreign Language Learning in the 21st Century*	*Click here to enter text.* *Example:* ▪ *Compare the ACTFL standards with their program state standards and develop a list of similarities)* ▪ *Develop a lesson plan incorporating at least 2 of the 5Cs*
1. E2: I collaborate with my students to promote a safe and supportive learning environment.	How to create a physical and affective learning environment	Research based practices (Wright (2007) *Classroom Management in Language Education*	• During classroom management sessions, experienced teachers will describe what bullying looks like in the classroom. • Discuss in small groups strategies to prevent bullying.

TELL CRITERIA STATEMENTS *Participants can …*	INSTRUCTIONAL TOPICS & RESOURCES *Participants need to know …* *Participants will use…*		MAJOR LEARNING EXPERIENCES & EVIDENCE *Participants will experience & demonstrate …*
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	Need to know….	Will use….	
2. E4: I create a classroom environment that is culture-rich and encourages the use of the target language.	3P's for teaching culture	Moeller & Dema (2012) Teaching Culture in the 21st Century Classroom Moeller & Roberts , (2013) Keeping it in the Target Language	• View Annenberg videos of immersion classrooms • Discuss techniques and strategies used by the teachers in the videos to create culture-rich lessons that promote target language use.
3. C5: I connect with local and global communities to support and encourage language and culture learning.	Media and technology tools to connect with native speakers and authentic texts	Keypals, online resources Pedagogical strategies for integration of community resources	• Discuss ways to incorporate community resources into language instruction • Complete jigsaw activity about Henry Doorly Zoo • Visit the zoo • Complete worksheet that demonstrates how students can learn language in community settings. • Create personal website (ePortfolio) that provides multiple resources for connecting classroom to native culture and speakers
4. LE2: I use the daily performance objectives to capture my students' energy and commitment.	Can do statements	NCSSFL/ACTFL Can do statements Goodwin, (2011) *Simply Better Doing what matters most so change the odds for student success*	• Learn how to prepare a carefully scaffolded lesson plan guided by performance objectives that represent what students can do versus what they know.

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	Need to know….	Will use….	
			• Discuss ways to motivate students by incorporating engaging start-up activities at the beginning of the lesson. • Create a microteaching lesson that includes all phases of a well-scaffolded lesson, including warm-up, input, guided practice, independent practice and closure. During microteaching, participants will demonstrate their ability to capture student attention using an effective start-up activity.
5. LE4: I ensure that students receive comprehensible input.	Strategies for providing Comprehensible Input	STARTALK video Annenberg video Demonstrations	• Experience first hand what it feels like to be placed in an immersion setting during a TPRS lesson in French • Apply what was learned about comprehensible input by creating a TPRS story in Chinese based on a scene from the novel *To Live*. • Share the story with a partner.
6. LE5: I provide opportunities for my students to acquire language	Role or content/context in lesson planning	AP College Board Language and Culture model (six themes)	• Create lesson plan driven by essential questions and embedded in theme/content • Teachers interview STARTALK

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	Need to know….	Will use….	
in meaningful contexts.			students regarding cultural topics of interest to the students • Teach a lesson that demonstrates integration of essential question and that is embedded in a theme/content
7. LE6: I provide opportunities for students to engage in cultural observation and analysis.	Intercultural Communicative Competency	Moeller & Nugent (2014) Building Intercultural Competence in the Language Classroom. *Unlock the Gateway to Communication*	• Startalk students will compare and contrast Chinese major festivals, how they are celebrated and typical practices associated with these festivals as well as compare them to US festivals. • Startalk teachers will develop lessons about these festivals for the Startalk students based on authentic, first hand knowledge of the festivals in their native country. • Teachers will teach the lessons to a small group of Startalk students
8. LE7: I provide opportunities for my students to become more effective communicators.	Self assessment, peer feedback, instructor feedback	Moeller, et al: Roadmap to Assessment. Wiki website. Primer on Assessment in the Foreign Language Classroom https://sites.google.com/site/roadmaptoassessment/home Feedback and Self-Regulated Learning: A Theoretical	• Learn about, experience first hand, and practice various forms of formative feedback, including use of white boards, thumbs up/down, actions, drawings and other non-verbals, as ways for

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	Need to know….	Will use….	
		Synthesis Author(s): Deborah L. Butler and Philip H. Winne	students to demonstrate comprehension that ultimately improve their communication skills. • Incorporate formative feedback strategies into microteaching.
9. LT1: I use a variety of learning tools to help learners access language, culture and content to meet performance objectives.	Technology applications	Moeller, Aleidine J. & Megan van Alstine. (2012). The Convergence of Technology, Pedagogy and Critical Thinking. *Learning Languages Journal*, *17* (1). 8-14 Bustamante, C, Hurlbut, S, Moeller, A. (2012). Web 2.0 and Language Learners: Moving from Consumers to Creators. *Touch the World.* Central States Conference Report. Pp. 109-131. Tatiana Sildus, Editor. Eau Claire, WI: Crown Prints	• Use a variety of iPad applications to create products such as timelines & online comics • Discuss how the use of technology can promote creativity and allow for individualization of assignments.
10. LT2: I use a variety of learning tools to help learners produce language and interact with culture and content to meet performance objectives.	Communicative Language Teaching & task based learning	Brandl: *Making Communicative Language Teaching Happen*	• Participate actively in a lesson in which the teaching of culture is modeled. • Using a non-Chinese language, participants will be placed in the role of the learner and immersed in a literature based lesson taught exclusively in German to provide them with a first hand experience of how culture can be taught using L2 only. • Participants will be asked to recall vocabulary and plot

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	Need to know….	Will use….	
			sequences in German.
11. LT3: I use a variety of learning tools that facilitate an understanding of the perspectives behind cultural products and practices.	Perspectives, Practices and Products Integration of digital media Theoretical frameworks (Byrum, Deardorff)	ACTFL Standards for teaching culture Web 2.0 Applications, web based resources Theoretical Models of ICC	• Participate in an activity based on the 4th of July that demonstrates best practices in the teaching of intercultural communicative competence • Discuss the role of attitudes, knowledge and skills • Create a product using StoryKit to present their native culture to others.
12. PF2: I employ a variety of feedback strategies designed to assist the learner in growing toward the target.	Formative and summative assessment Types of Feedback	Stiggins et al *Classroom Assessment for Student Learning* Hughes *Testing for Language Teachers*	• Discuss the various types or and uses for rubrics as vehicles for student feedback. • Use a rubric to provide peer feedback on Web 2.0 products • Give written and oral feedback during microteaching sessions.
13. PF3: I provide my students with opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed	Goal Setting Self assessment Self regularion	Moeller, Aleidine J., Theiler, Janine & Wu, Chaorong. (2012) Goal setting and student achievement: a longitudinal study. *Modern Language Journal*, 96 (2). 153-169 LinguaFolio	• Read an article about goal setting • Attend a demonstration of the online LinguaFolio (including the passport section where students record information about intercultural competence)

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	Need to know….	Will use….	
course proficiency targets.			• Create a sample student profile using the online LinguaFolio website.
14. P1: I plan learning experiences based on my local curriculum and state and national standards.	State Language Frameworks

Standards for Foreign Language Learning in the 21st Century | Respective State Frameworks

Standards for Foreign Language Learning in the 21st Century

NCSSFL/ACTFL Can Do Statements | • Review the NCSSFL/ACTFL CanDo statements
• Learn about the three modes of communication
• In a numbered heads together activity, identify the modes of communication in a variety of hypothetical learning scenarios.
• Microteaching lessons must include appropriate CanDo statements and all three modes of communication. |
| 15. P6: I use the backward-design process to plan lessons that lead students to meet the unit performance objectives. | Backward Design Lesson Planning | Couet, et al: *Understanding Articulation,*

Designing for Performance: A Guide for Action

in Planning Language Programs

Stiggins et. al: *Classroom Assessment for Student Learning* | • Create a lesson plan based on the concepts of backward design
• Teach this lesson to a small group of Startalk students
• Videotape the lesson
• Provide feedback to peers
• Receive feedback from students, peers and instructors. |
| 16. P7: I plan lessons containing activities that are contextualized, connect to prior learning and require | Task based instruction, second language acquisition | Marzano, et. al *Classroom Instruction that works (Research based Strategies for Increasing Student Achievement)*

Brandl: *Making Communicative Language Teaching Happen* | • Sequentially order actual events from Chinese history,
• Match episodes from the novel |

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attention to meaning.	theory, best practices in language pedagogy	Norris: *Task-Based Teaching and Testing* in *The Handbook of Language Teaching* (Long & Doughty)	*To Live* with those events • Create a timeline using the Web 2.0 application TimeToast to represent the story
17. P8: I plan lessons that contain learning experiences designed to keep all students engaged all the time.	Integration of motivational strategies, technology applications and creativity	Jensen et.al *The Essentials of World Languages Grades K-12) Effective Curriculum, Instruction & Assessments* Moeller, Aleidine J. & Megan van Alstine. (2012). The Convergence of Technology, Pedagogy and Critical Thinking. *Learning Languages Journal*, *17* (1). 8-14 Bustamante, C, Hurlbut, S, Moeller, A. (2012). Web 2.0 and Language Learners: Moving from Consumers to Creators. *Touch the World.* Central States Conference Report. Pp. 109-131. Tatiana Sildus, Editor. Eau Claire, WI: Crown Prints	• Learn how to use a variety of Web 2.0 applications that promote creativity and are motivating to students, • Practice with these applications while creating products related to the text (*To Live*) • Demonstrate their final products by uploading them into their ePortfolios.
18. PR2: I maintain high levels of linguistic competence in both the target language and English.	Professional Development opportunities	Websites, listserves (ACTFL, AAT's), professional journals	• Before the Institute, read the Chinese novel *To Live* in Chinese, • Discuss the novel on an online discussion board in Chinese • Create a series of products based on the novel during the course of the Institute. • Practice discussing topics related to language pedagogy in English to develop / improve confidence and vocabulary in this area.

TELL CRITERIA STATEMENTS *Participants can …*	INSTRUCTIONAL TOPICS & RESOURCES *Participants need to know …* *Participants will use…*		MAJOR LEARNING EXPERIENCES & EVIDENCE *Participants will experience & demonstrate …*
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	Need to know….	Will use….	
19. PR3: I am a reflective practitioner.	Journaling, Reflection in action and Reflection on Action	1. Moeller, Aleidine J. (1996) "Journaling: A Path to Reflective Teacher Development." *Foreign Language Teacher Education*. University of America Press. pp. 59-73.	• Reflect on attitudes and beliefs about language teaching and learning by writing in an online journal for 30 minutes at the end of each day. • There will be a prompt provided by the instructor based on the content of the lesson that day.

You may add additional rows as necessary.

Micro-teaching/Practicum

Will the participants engage in a micro-teaching or practicum experience? If yes, describe the teaching experience that your participants will complete.

After significant time spent learning about topics related to instructional planning, such as backward design, comprehensible input, intercultural competence and student-centered classrooms, each participant will prepare a detailed lesson plan for a 30-minute lesson using our lesson plan template. Institute instructors will be available to help participants during the lesson planning process. Once the lesson plan templates are complete, participants will peer review one another's plans and provide feedback.
Participants will then teach their lesson to a small group of STARTALK students. These students will be at the Novice Low level for Chinese.
After all of the microteaching sessions are concluded, participants and Institute staff will discuss the experience together. Microteaching sessions will be videotaped and Institute staff will provide oral feedback and suggestions for improvement.

Program Outline and Schedule

Will participants be expected to do anything prior to the start of the onsite program? If yes, explain what they will do. How will the those learning experiences support the onsite experiences?

Participants must read the novel *To Live* by Yu Hua, which will serve as a context for the activities during the institute. Prior to the start of the program, participants will participate in an online Blackboard discussion forum related to the book for the purposes of building a professional learning community and developing a baseline understanding of the book's content. The discussion will last three weeks and participants will be required to post a mini-biography of themselves and also post answers to three different sets of questions related to the novel. In addition, they will be required to read and comment on the postings of their colleagues.

What is the agenda for any days prior to the start of the program? What is the agenda each day during the program?

TIMELINE	INSTRUCTIONAL TOPICS
3 weeks prior	Online discussion board about *To Live* (see above)
Day 1	Beliefs about Chinese teaching and learning Create ePortfolios using Google Sites Creating community using online posters- Glogster Role of reflection and journaling
Day 2	Using online posters in instruction: Glogster gallery walk Goal setting using NCSSFL/ACTFL CanDo Statements Instructional Planning / Backward Design
Day 3	Classroom Management Using content to teach language in an immersion setting Comprehensible input Introduction to iPad basics / Basic iPad teaching tools
Day 4	Student-centered instruction Strategies for teaching vocabulary in context iPad applications for Chinese teaching and learning

TIMELINE	INSTRUCTIONAL TOPICS
	Using Google Docs: Interactive forms
Day 5	Jigsaw cooperative learning
	Using community resources to enhance language instruction (trip to zoo)
Day 6	Intercultural communicative competence
	Creating stories with narrated PowerPoint
Day 7	Language Assessment / LinguaFolio
	Creating timelines/chronologies using Web 2.0 applications
	Cooperative learning / Incorporating literature into language instruction
Day 8	Lesson plan preparation
	TPRS
Day 9	Keeping it in the target language
	Lesson plan preparation
Day 10	Microteaching
	Feedback on microteaching
	Swap shop: Sharing favorite language teaching techniques/strategies/activities with colleagues
	Graduation
Day 11	Evaluation
	Survey
	Wrap up activity

You may add additional rows as necessary.

What will participants do to extend their learning after the program ends?

Participants will continue to have access to our Blackboard website for the entire 2014-15 academic year. The discussion forum will remain active and the site will contain links to Chinese teaching and learning resources. Participants will also be connected to one another via our very active Facebook site. This site was created several years ago by UNL for Chinese teachers and it serves as a resource for professional development and networking information.