Course Title:

FLST 482, Section 1 - German and Technology

Northern Illinois University
Department of Foreign Languages and Literatures
Course Syllabus for FLST 482
Spring, 2003
Tuesdays 6:00-8:40 PM DuSable 152

Professor: Jessamine Cooke-Plagwitz
Office: Watson 102 (in the Language Learning Center)
Office Tel: 753-5077
Email: jpcooke@niu.edu
Office Hours: Tues - Fri 10 – 12; or by appointment;
Virtual Office: AIM, jessaminep

Jump to Course Schedule:

Week 1  Week 2  Week 3  Week 4  Week 5  Week 6  Week 7  Week 8  Week 9  Week 10  Week 11  Week 12  Week 13  Week 14  Week 15  Week 16

Course Description and Goals:

This course will acquaint students with aspects of contemporary German culture and thought, while at the same time, engage them in the use of new media and technologies as teaching and reporting tools. Specifically, we will examine ways in which technology can be used to support language learning and cultural awareness by establishing and following criteria for Internet-based research and developing technology-based tools and resources for the delivery of pertinent information. Only basic prior technical experience is required (i.e., email and World Wide Web).

Textbooks:

There is no required textbook for this course. Readings will consist predominantly of online materials. Journal articles and other readings that are not accessible online will be provided by the professor.
Course Objectives:

1. To establish criteria for effective and accurate Internet-based research
2. To explore a variety of topics pertaining to contemporary German culture as they are presented online
3. To examine the interface between technology and cultural understanding through discussion of articles and websites
4. To become acquainted with and use various technological tools (digital cameras, scanners, PowerPoint, etc.)
5. To develop technology-based tools and resources for the presentation of cultural realia.

Course Requirements:

Attendance and Participation:

Students are required to prepare for, attend, and participate in class meetings. Students will be asked to find, in addition to the “Sites for Discussion” provided in the syllabus, one or two websites illustrating a certain concept or cultural aspect for discussion in class. For each absence past two (unexcused), the final total course grade will be dropped by ½ a grade (e.g. an A to a B+, etc.) Class attendance and participation, including various in-class and outside of class assignments = 30% of your course grade.

Tests:

There will be one test written at approximately the mid-point of the semester. The test will constitute 15% of your course grade.

Papers:

Students will be required to write two essays during the semester of ca. 10 double-spaced pages each. Topics will be discussed ahead of time with the course instructor, but in the interest of continuity, paper topics should be related to the student’s final project topic. The papers will each constitute 10% (20% total) of the final course grade.

Final Project and In-Class Presentation:

There will be one class presentation to be given towards the end of the semester. Topics for presentations may be taken from any of the themes addressed in class during the semester. Start thinking about your presentation as early as possible, as you will be asked to provide a variety of illustrations using various media. The projects will be delivered in two ways: first, the projects will be presented to the class during the final class period, and second, the projects, including all accompanying media, will be burned onto a CD-ROM, one copy of which will be retained by the course instructor for her records and one which will become the property of the student.
Students will also be given the option of allowing their in-class presentation to be recorded, and to include the recorded video file on their CD. Students are strongly encouraged to choose this option, as recorded presentations are often highly valued as application materials by potential employers and/or graduate school officials. Presentations will count for 15% of your final course grade. The actual project constitutes 20% of your course grade.

**Grade Table:**

<table>
<thead>
<tr>
<th></th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance and Participation</strong></td>
<td></td>
</tr>
<tr>
<td>Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Test</td>
<td>15%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Final Course Grading/Percentage of Points Earned:**

- 91% - 100% = A [Outstanding Competence].
- 81% - 90% = B [Above Satisfactory]
- 70% - 80% = C [Satisfactory].
- 60% - 69% = D [Marginally Satisfactory].
- 59% or lower = F [Unsatisfactory].

**General Policy Statements:**

*The following policy statements represent official university policy. These statements can be read in their entirety in the Undergraduate Catalog.*

**Accommodations for Students with Disabilities:**

A student who believes that special accommodations with respect to course work or other academic requirements may be appropriate in consideration of a disability must 1) inform the faculty in charge of the academic activity either at the start of the course or as soon
as the student becomes aware of the activity or requirement in connection with which accommodation is sought, 2) provide the required verification of the disability to the Center for Access-Ability Resources, and 3) inform the latter office from which faculty member accommodations have been requested. If contacted by the faculty member. The staff of the Center for Access-Ability Resources will provide advice about accommodations that may be indicated in the particular case.

**Academic Integrity:**

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.

**Diversity Statement:**

*(Adapted from Ohio State University Residence Life Guidelines)*

One of the most important components of your college education is learning to respect and appreciate the lifestyles, values, ideas, cultures, and backgrounds of others you encounter. As a student in this course, you are asked to be respectful of these differences:

- Do not joke about differences related to race, ethnicity, sexual orientation, gender, ability, socioeconomic background, etc.
- Do not use obscene words or gestures. Oftentimes these are unwelcome and offensive to students in your community.
- Actively challenge the stereotypes you have of others. Use your time to consider the new experiences you are having at Northern Illinois University, instead of relying upon the past evaluations you have had of others.
- When in doubt about the impact of your words or actions, simply ask.

**Foreign Language Learning Center Fee Statement:**

Students in FLST 482 are assessed a fee for the use of the Foreign Language Learning Center because a) Center materials and equipment are used throughout the course on a regular basis, and b) because a substantial portion of the course hours are held in the Center itself.
Course Calendar (Back to Course Outline)

→ Week 1 | January 14

Introduction (syllabus, projects, course outline, etc.)

Reference Site:

http://www.webopedia.com/
http://www.webmonkey.com

Technology Focus:

- Introduction to FTP
- Uploading to your personal directory

→ Week 2 | January 21

Website Evaluation


Technology Focus:

- Searching the Net
- Evaluating Websites
Week 3 | January 28

Deutsche Traditionen und deutsch-amerikanische Stereotypen

Site for discussion:

The *Homo Sapiens Americanus* and the *Homo Sapiens Germanus*
http://www.iei.uiuc.edu/class.pages/daad95/stereotypes.html

Technology Focus:

- Web Authoring: Basic Web design
- Introduction to Microsoft PowerPoint

Week 4 | February 4

Culture, *Landeskunde*, and the Web

Interkulturelles Lernen via Internet?
http://www.spz.tu-darmstadt.de/projekt_ejournal/jg_03_2/beitrag/richter1.htm

Site for discussion:

German Studies Web
http://www.dartmouth.edu/~wess/

Technology Focus:

- Digital scanning and Digital cameras
- More Web Work
Week 5 | February 11

Webquests and other technology-based activities


Internet search tools in other languages


Technology Focus:
- Webquest Design – Part I

Week 6 | February 18

German Culture through Computer-mediated Communication

Asynchronous Interaction: Email, Listservs, Newsgroups


Site for Discussion:

Kaleideskop: Alltag in Deutschland
http://www.goethe.de/z/50/alltag/

Technology Focus:
• Introduction to online Bulletin Boards, Discussion Groups
• Introduction to Chat Clients
• Using Chat for synchronous electronic discussion (NetMeeting, AOL IM, ICQ, etc.)

⇒ Week 7 | February 25

Synchronous Interaction: IRC, Web-based Chat, NetMeeting

The Good, the Bad, and the Ugly: German Web Culture

Site for discussion:

WebChat Deutschland
http://www.webchat.de/

Technology Focus:

• Web-based Chat Forums

⇒ Week 8 | March 4

Developing a Webquest
Webquest Design – Part II

Reference Pages:

Building Blocks of a Webquest
Webquest Template
Webquest Design Process

Copyright ©2004 Heinle, a part of the Thomson Corporation
Selecting a Webquest Project

➡ Week 9 | March 11

Spring Break – No Classes

➡ Week 10 | March 18

Virtual German – CMC and telecollaboration


Technology Focus:

• Videoconferencing, NetMeeting and Webcams

➡ Week 11 | March 25

Privacy and Security


Site for Discussion:

German Culture Pages Online
Technology Focus:

- Security & Privacy Issues

Week 12 | April 1

Wireless Technologies, PDAs and Other Innovations:


Site for Discussion:

http://www.avantgo.com

Week 13 | April 8

Nachrichten im Internet

Sites for Discussion:

www.tagesschau.de
www.spiegel.de
www.mopo.de
www.faz.de

Technology Focus
Week 14 | April 15

Deutsches Fernsehen im Internet


Sites for Discussion:

www.tagesschau.de
www.zdf.de

Technology Focus:

- Digitizing audio and video

Week 15 | April 22

Free time to work on final projects

Technology Focus:

- Digital Audio, Digital Video, MP3, etc.
- Burning CD-ROMs

Week 16 | April 29
In-class presentation of final projects/Course Wrap-up

This is maintained by Jessamine Cooke-Plagwitz | Last updated 26-Jan-2004 1:04 PM
Topics for Discussion/ Diskussionsthemen

What five illustrations does Richter use to show how the Internet is being used as a tool to teach intercultural competence? How valuable do you think these sites and approaches are for teaching cultural awareness? / Welche fünf Beispiele verwendet Richter, um zu zeigen, wie das Internet als Werkzeug zum Unterrichten von kultureller Kompetenz eingesetzt wird? Wie wertvoll sind Ihrer Meinung nach diese Websites und Lehrmethoden zum Unterrichten von kulturellem Bewusstsein?

What does Richter point out as some of the difficulties/problems inherent in using the Internet this way? / Auf welche Schwierigkeiten/Probleme bei der Verwendung des Internet auf diese Weise macht Richter aufmerksam?

What are the key differences between Hunfelds’ and Keller’s approaches to instruction? What is your own opinion on the subject? / Was sind die Hauptunterschiede zwischen den Ansätzen von Hunfeld und Keller? Was ist Ihre Meinung zu diesem Thema?

Surfing:

In pairs choose one of the topics in Lixl-Purcell’s Internet Chronik and evaluate the exercises provided. Consider each exercise in terms of the appropriateness of its level and its usefulness in teaching the skill or knowledge base it is intended to provide. Beware! Several of the links are no longer active! How would your change the exercises to make them more useful? Can you find appropriate sites to help replace the links that are broken on Lixl-Purcell’s pages?

Tech Hands-On

Scanners and Digital Cameras
Questions for Discussion

1. What was the key difficulty faced by Prof. Samuels in her new teaching environment, and how did she choose to resolve it? / Auf welche Schwierigkeiten ist Prof. Samuels in ihrer neuen Umgebung gestoßen und wie hat sie diese Schwierigkeiten bewältigt?

2. What were some of the advantages of having students work with CMC in their ESL classroom? / Welche Vorteile hat die Arbeit mit CMC im ESL-Kurs?

3. What did Prof. Samuels determine to be responsible for students’ increased motivation in her ESL class? / Auf welche Ursachen führt Prof. Samuels die höhere Motivation in ihrem ESL-Kurs zurück?

4. How was Prof. Samuels able to use CMC to increase the relevance of ESL study for her students? / Wie konnte Prof. Samuels CMC einsetzen, um das ESL-Studium für ihre Studenten wichtiger zu machen?

5. How can an instructor increase the satisfaction and comfort level of his or her students through use of CMC? / Wie kann ein Lehrer die Zufriedenheit und den Komfort der Studenten mit Hilfe von CMC erhöhen?

Examine the Kaleideskop Website. What is the site’s intent? What is your initial reaction to its structure and scope? Within your group, discuss the pros and cons of this site’s format for teaching about aspects of German culture. Do you feel that the site’s bulletin board feature is a useful learning tool?

Asynchronous Communication

To what extent do you use asynchronous computer mediated communication in your own daily life? What are some forms of asynchronous CMC? Have your professors incorporated CMC into your classes in the past? Did you like using the medium? Why (not)?

Post your answer to the following questions on the course blog:

What are the advantages to asynchronous CMC for learning about German culture? What form of asynchronous CMC would you find to be the most effective vehicle to this end, and why?
Discussion Topic

Brainstorm in your group some of the possible ways in which one could use:

a) a wireless laptop network to teach about German art in a regular classroom.
b) PDAs in a German language class
c) Tablet PCs in the classroom

Discuss the following concerns regarding the use of Handhelds in the classroom:

Learning Tool or Toy? (Education Week, September 26, 2001)

Handheld computing, once associated with only the most gadget-prone teachers and business people, is cropping up in classrooms all over the country, with iPAQs by Compaq Computer Corp., Palms by Palm Inc., and Visors by Handspring Inc. competing for the classroom turf. More and more school officials believe that the devices, which are relatively inexpensive compared with laptops or personal computers, are the best way to put a computer in the hands of each student.

But the devices have stirred debate in some schools. Administrators have banned their use, saying some students use the little computers to cheat on tests, play non-educational games, or e-mail friends inside or outside the school.

In Maryland, handhelds owned by students have been barred from campus since 1989, under a ban on pagers that defined them as "all portable communications devices." The legislature repealed that law last year, effective next month, putting the decision into the hands of local school boards. For nine of the state's 24 school systems, however, the legislature acceded to their request to keep the old state ban in place.

In St. Mary's public school, one of the 15 other districts, a new policy allows classroom teachers to decide if student-owned handhold is allowed in their class.

Even in schools that allow the use of handheld computers, educators have had to be vigilant in preventing mischievous students from using the devices as mere toys. In one West Virginia school, for example, students downloaded software from the Internet that enabled them to turn on the school's television sets with their handheld computers' wireless infrared-communications ports. Pranks were pulled for several days before a teacher caught on.

Some districts that have been skeptical of the educational value of handhelds, though, are running up against more teachers who believe the devices have a place in 21st-century schools.
Mark A. Evans, a district technology teacher in the 32,000-student Klein Independent School District near Houston, said he plans to survey school administrators next month to determine if they support reversing the district's ban on student electronic devices. "I want to make it allowable, so if students purchase [a handheld computer], they can use it on campus," he said.

Advocates like Mr. Evans point out that the devices are relatively cheap, with popular models priced between $250 and $550, depending on their memory and screen capabilities. That makes the goal of one computing device per student—what some education technology boosters say is the ideal ratio—almost within grasp.

Still, the growing buzz about handhelds is unsettling to some experienced educators and experts in the use of technology in schools.

Elliot Soloway, a cognitive scientist and education professor at the University of Michigan in Ann Arbor, said districts are making the mistake of just dropping the new devices into classrooms without making sure appropriate training and curriculum are in place.

"We're going to make the same mistakes again" that we made with the use of personal computers in education, predicted Mr. Soloway, who has developed educational software for handhelds at the University of Michigan's Center for Highly Interactive Computing in Education.

He’s worried that many districts are rushing handhelds into classrooms without adequate preparation. "They don't know what to do with them, or how to set them up," he said. "There's no curriculum."

**Work in the Language Center:**

The following sites are just some of the many sites where one can download eBooks and eBook readers – many at no cost. Review some of the sites and the materials they have available. How do you think having all of your textbooks in e-format would affect the way you study now? What (if anything) would you do differently if all of your German students had eTextbooks?

Aportis [http://www.aportis.com](http://www.aportis.com)
Bible Reader* [http://www.olivetree.com](http://www.olivetree.com)
Isilo [http://www.isilo.com](http://www.isilo.com)
MarkMyScriptures** [http://www.skimware.com](http://www.skimware.com)
Mobipocket Universal Reader [http://www.mobipocket.com](http://www.mobipocket.com)
Palm Reader [http://www.mindspring.com/~lior/download](http://www.mindspring.com/~lior/download)
Peanut Reader [http://www.peanutpress.com](http://www.peanutpress.com)
Quickword [http://www.cesinc.com/quickword](http://www.cesinc.com/quickword)
Qvadis Express Reader [http://www.qvadis.com](http://www.qvadis.com)
Mega-Sites (Books available in multiple formats)
Alex Catalog of e-Texts (free) http://sunsite.berkeley.edu/alex
eBookAd.com http://www.ebookad.com
ebooks.com http://www.ebooks.com

E-books (Download to your PC)
Bartleby.com http://www.bartleby.com
BiblioBytes http://www.bibliobytes.com
Fictionwise http://www.fictionwise.com
MetaText* http://www.metatext.com
MightyWords http://www.mightywords.com
The On-line Books Page (free) http://www.digital.library.upenn.edu/books
Project Gutenberg**(free) http://www.gutenberg.net
Xlibris.Com http://www1.xlibris.com
Abika http://www.abika.com
Adobe eBooks Central http://www.adobe.com/epaper/ebooks
Aportis http://www.aportis.com
Christian Classics Ethereal http://www.ccel.org
Library
eBooks.com http://www.ebooks.com
The Electric Book Company http://www.elecbook.com
Franklin E-Bookman http://www.franklin.com/ebookman
Internet Book Company** http://www.internetbookco.com
Internet Public Library (free) http://www.ipl.org/reading/books/index.html
Universal Publishers http://www.upublish.com
Zero Hour http://www.00h00.com/ang

*There is a free Adobe Acrobat PDF Reader for the Palm OS at the Adobe Acrobat homepage, or get a free PDF converter from Aportis. (PDF-to-Go is also available at Dataviz.com.)

Books in PDA-downloadable format
Allstory.com http://www.allstory.com
Baen.com (sci-fi) http://www.baen.com
Bookbooters.com http://www.bookbooters.com
Bookmice Publishing http://www.bookmicepublishingco.com
Bookrags* http://www.bookrags.com/pda
CyberRead http://www.cyberread.com
E-Book Library (free!) http://etext.lib.virginia.edu/ebooks
Editio Books http://www.editio-books.com
HandHeldCrime** http://www.handheldcrime.com
Mary Jo’s E-Texts http://www.dogpatch.org/etext.html

Copyright ©2004 Heinle, a part of the Thomson Corporation.
MemoWare*** http://www.memoware.com
Night Kitchen http://www.nightkitchen.com
Olive Tree Bible Software http://www.olivetree.com
Online Originals http://www.onlineoriginals.com
PDA Bookstore http://www.pdabookstore.com
Peanut Press http://www.peanutpress.com
Pocket Manager http://www.pocketmanager.com/index.jsp
Qvadis http://www.qvadis.com
Sitescooper (news) http://www.sitescooper.org
WordPop.com http://www.netbooks.com

*Requires Avantgo.
**HandHeldCrime also delivers texts via Avantgo.
***MemoWare has an extensive list of Document Conversion Tools and Utilities.

PDA Sites:

Active Buyer’s Guide http://www5.pdas.activebuyersguide.com
eBook Connections http://www.ebookconnections.com
Happy Palm http://www.palmstation.com
Mark’s Palm Place (M500) http://users.nac.net/mgc/palPLACE.html
Palm Infocenter http://www.palminfocenter.com
Palm Tipsheet http://www.palmtipsheet.com
Palm Station http://www.palmstation.com
PDA Geek Newsletter http://www.geek.com/pdageek/pdamain.htm
PDA Street http://www.pdastreet.com
The Gadgeteer http://www.the-gadgeteer.com
Woody’s Palm Watch http://www.woodyswatch.com/palm

Avantgo.com

Review the list of German-language materials available through Avantgo.com. Design an assignment for your German students using one of these resources (you will have to visit the actual website of the publications in question in order to get an idea of the materials they have available). Hand in the assignment at the end of tonight’s class.
Deutsches Fernsehen im Internet

Discussion Points

Bob Godwin-Jones notes some of the more obvious benefits of the availability of authentic language materials online. Can you add anything to that list? How could streaming video be incorporated into an intermediate-level course on German culture? What would you do to incorporate a news segment from Tagesschau into a beginning-level German language class?

What are some of the disadvantages of using streaming audio and video in the language classroom? How could one work around these problems?

Language Learning Center

From the German and Technology syllabus page, open one of the links to online German programming. Working with a partner, choose a short clip to “didaktisieren”. You will design an exercise for a beginning to intermediate German learner based upon the clip you’ve chosen.

Points to Consider:

1. What information do you want your students to gain from the clip?
   a) specific information
   b) grammar point or language usage
   c) listening and/or speaking skill practice

2. What kind of clip are you using?
   a) Wetterbericht
   b) Nachrichten
   c) Clip aus einer anderen Fernsehsendung

3. What should your students produce and how can you evaluate their performance?
   a) Lückentext
   b) Diktat
   c) mündliche Wiederholung
   d) mündliche oder schriftliche Zusammenfassung
   e) anderes

Check the BLOG for important scheduling reminders
Here are a few useful sites for developing presentations. In addition, I have a great Jeopardy! PowerPoint template which can be adapted for any subject area. If you would like me to send you a copy, please send me an email.

http://school.discovery.com/clipart/index.html - Clipart from the Discovery School
http://www.pics4learning.com/ - Pics for Learning
http://www.brainybetty.com/index1.htm - PowerPoint Templates

posted by Jessamine at 4:34 PM

Hopefully you all learned a little bit from my powerpoint sermon. Here are those great links- useful for teaching and research.

Kurs im PowerPoint:
http://www.kreidestriche.de/onmerz/werkstatt/schreiben/7_power2.html?menu=0

Deutsch im Netz-----Interactive Web Exercises:
http://www.cas.usf.edu/german/Presentations/

Drei Unterrichtsprojekte mit PowerPoint:
http://www.karstenbach.de/Projekte.htm

Hip Website that teaches PowerPoint to teachers and to students:
http://www.actden.com/pp/

Looking forward to seeing what you came up with for vocab slides-

posted by jes at 8:18 PM
Reminders:

Paper 2 is due on Tuesday, April 22
In-class presentations will take place in class on April 29
All outstanding assignments (webquests included) must be turned in to me by Tuesday,
May 6 in order to be graded

posted by Jessamine at 4:22 PM

Tuesday, April 08, 2003

Some useful information:

http://www.black.ch/TEXT/TOOLBOX/PLG-/INDEX.HTM

posted by Jessamine at 4:57 PM

I thought of a place where the wireless technology would be VERY helpful: in the library. If there
was wireless technology available (handhelds, PDAs, whatever) that was hooked in to the library's
catalogue, then we would be able to simply walk in, search for whatever we want, and go find it.
There would be no more having to remember the call number until you get to the stacks because
you didn't bring a pen to write it down with. The call number would be right there in the PDA or
handheld computer. I think this would be very useful.

posted by Jennifer at 10:04 AM

Tuesday, April 01, 2003

URLs to information and resources for handhelds and other mobile devices for use in the classroom:

http://user.pa.net/~ankney/
http://www.remc11.k12.mi.us/bcisd/classres/mobile.htm

The second site is particularly useful.

posted by Jessamine at 7:50 PM

Tuesday, March 18, 2003

The webquest, I chose for evaluation, was titled "The Search for Absurdity." It focused on
understanding as well as searching for absurdity and its cultural and historical sources. This would
lead to a better usage of absurd things as a philosophical and creative force. The students are
required to keep an Absurd Journal and also have an Absurd product, which is essentially a paper
that needs to be handed in along with a comic strip, poem etc. The layout of the webquest was very
simple and did not contain much flashy stuff. Instead, it focused more on the content. Most of the
German and Technology

links are still working, therefore the webquest is still fully intact. Links lead to websites, which really are absurd, and are divided into four different sub-groups. These are Modern Absurdity, Mythic Absurdity, Absurd Websites and Absurd News. All of this is targeted to an "adult audience" (students 14+). I think that this webquest can be considered useless but, in my opinion, it can help a student to find creativity and his/her own style. All in all, it was a good webquest. I have scored it as a 42 out of 50, however that was only due to its simplistic and non-flashy look.

posted by Nino at 4:13 PM

The webquest I evaluated was targeted for undergraduate students. The webquest focused on the Israeli Palestinian Conflict. The objective for the students is to explore a just and peaceful resolution to end the historic and perpetual violence and unrest in the region. The overall aesthetics of the website display mastery of graphic design with all elements thematically linking. Furthermore the introduction enriches the subject matter with animated elements and sound, engaging the learner in the relevance and immediacy of the problem. Navigating through the massive amount of content within the webquest is seamless. An enormous amount of background information and rote data is offered, but the task requires a creative synthesis from the learner. The process is intricately laid out for the learner through seven clear steps of progression. The learners form groups representative of different countries belonging to the United Nations. The groups engage in a real-life simulation as researchers, problem-solvers, and leaders, in committees of the UN. The multitudes of links to resources range from transcripts of lectures and articles from political journals to actual United Nation policy. Amazingly enough, all of the links remain active. The qualitative and quantitative evaluation is crystal clear for the learner. Within the process, the learner is reminded to check the evaluation rubric. This webquest actually has five different rubrics for evaluation, including self-evaluation, peer assessment, oral presentation, on their peace proposal, and on their journal. With the complexity of the task, the scope of time for the assignment is likely a semester long. After completing the task, the learners are rewarded with real-life application for their efforts. An extensive list is given of the e-mails and addresses of world leaders and encouragement to the learner to send their final peace proposal to Bush, Sharon, Arafat, Anan, and others. Without a doubt, this webquest earns a perfect score of 50, lacking nothing from the rubric criteria.

posted by jes at 12:14 PM

I looked at a webquest about quilts. The objective was for students to study the quilting traditions of the African people, teh Amish people, and the Native American people. Then they had to create a quilt block that incorporated elements of all three styles. It was under the grade 3-5 Social Studies category. The authors did a good job of including sites that would help students do their work in the process section of the webquest. The activity of creating a quilt block was a great idea. They created theirs on a piece of cardboard with whatever supplies the students felt appropriate. That would help the teacher avoid having to get supplies for them. They could bring their own from home. The biggest problem I had was in the rubric for evaluation. Several of the criteria included phrases like "fair amount" or "great deal". Who decides what a fair amount and a great deal are? If the teacher decides, how is the student to know? If the student decides, how is the teacher to know? The criteria should have been explained with less vague wording. Other than that, it was a very good webquest. I give it a 45 of 50 score.

Webquest: A Stitch in Time
http://oncampus.richmond.edu/academics/as/education/projects/webquests/quilts/

posted by Jennifer at 10:15 AM

Saturday, March 15, 2003

http://forlangs.niu.edu/%7Eplagwitz/blogger.html (3 of 6) [7/21/2003 3:56:35 PM]
German and Technology

I went to a webquest about taking a trip to France. The objective of the webquest was for students to take a pretend-trip to France, take pictures (by printing) and get some info, and then return "home" and make a scrapbook. The students have to travel with a "family", and each member has different interests. This means that they have to find information that would apply to each member of the family. This was under the grade 6-8 Foreign Language category, and I thought that was very appropriate. It seems like a good project to get students interested or at least informed about many aspects of France. Most sites were available in French or English, which is pretty much necessary for middle school FL students. Unfortunately there were a few sites that were only available in French (at least as far as I could tell), but the students could still use them for pictures. The author of the webquest did a good job of categorizing the sites and putting brief notes about what the sites contained. All in all, I thought this was a creative project that middle-schoolers would enjoy. It could actually be adapted for higher levels if the students had to complete it in the target language. I used the rubric provided on the blog, and I came up with a score of 43 out of 50 for this webquest. I thought it was well-done, but 8 out of 26 links were dead. I also thought the author should have provided a rubric for scoring rather than just an explanation.

Webquest: Our Trip to France
http://oncampus.richmond.edu/academics/as/education/projects/webquests/france/france.html

posted by Frau Rothlisberger at 9:19 AM

Wednesday, March 05, 2003

Webquest Assignment

As you continue working with your webquest projects (due after the break), here is a brief exercise to help you with your work.

Go to the following URL: http://webquest.sdsu.edu/matrix.html and choose a webquest to evaluate. Using the rubric available here as a reference: http://webquest.sdsu.edu/webquestrubric.html, evaluate your chosen webquest and post a short paragraph here on the blog outlining its positive and negative aspects, and whether you feel it is a useful teaching tool. Please have your posts up by our Tuesday, March 18 meeting.

posted by Jessamine at 10:06 AM

Tuesday, March 04, 2003

Oops, I just got your invitation. Never mind!

posted by Frau Rothlisberger at 4:41 PM

Jes, what is your blog?

posted by Frau Rothlisberger at 4:38 PM

So as I was about to invite you all to check out the blog I just set up, I noticed that my comment never posted from way back--a shame. I'll try here again:Advantages to asynchronous CMC are numerous. By allowing learners to transcend geographical borders and cultural barriers independently, motivation rises in the pursuit of the exchange. Learning "happens" as the student is engaged in the activity. An exchange of German and American students as keypals seems the most effective vehicle to share cultural knowledge and experience. The genuine first-reports of a native peer can provide the scope of interest to spark a foreign language student's interest.
The advantages are that is is not as rapid as chatting and you have more time to respond. Not to mention the interchange is authentic and not some bad textbook Maerchen!

Students would like to use their knowledge of German in "real life" as opposed to in the artificial classroom environment. They could realize how much they know and therefore they would be motivated to learn more, success begets success. Fun!

The advantages to asynchronous CMC include learning about a culture outside your borders (like Gemany or Korea) without having to travel there. All the websites we are looking at are good, but they can't really compare with someone actually telling you what they have experienced themselves. E-mail is the obvious answer to the most effective form. I could see problems with it however. If your epal is also an American student learning German, then you could both write in German. But, if your e-pal is German, which language are you going to write in? Will you write in German or English? They will want to improve their English skills and you want to improve your German skills. So which language will you use? The only possibility I can think of is to take turns. One time you write in English and they reply in English. Then you write in German and they reply in German.

Ich finde den asynchronische Kommunikationsweg fuer Schueler aller Altersstufen sehr geeignet. You have up to date information about German cultre and tradition, as well as immediate feedback. I think the best way to communicate is by e-mail. This way you have feedback from a native speaker, who could be your age. But you also have enough time to think about what you write and you do not feel pressured into fast writing which could happen in a chatroom.

With this type of learning you have immediate and authentic feedback. You get an idea of what German culture is really like, not the textbook version. I think that would be very helpful to students. Email is probably the best way to accomplish this since so many students use it anyway. It is something that they can take their time with, and it's cool to say they have German epals.
Bitte denken Sie daran, ein Foto von sich selbst heute abend in den Unterricht mitzubringen.

posted by Jessamine at 4:30 PM

Wednesday, January 29, 2003

hallo. was ist gestern abend passiert? wegen des schneesturms bin ich zu hause geblieben.

posted by jes at 7:40 PM

Wednesday, January 22, 2003


posted by ninja at 2:12 PM

Tuesday, January 21, 2003

The advantages of asynchronous CMC are definitely to be found in the use of discussion groups, such as German usenet groups or foreign language (German) chat-rooms, so that the students can come in contact with other German-speaking peers or even natives, in order to fine-tune their language skills. This kind of use of asynchronous CMC will help to rekindle the interest of students within their learning process.

posted by Nino at 7:38 PM
Celebrate!

An Internet WebQuest On Holidays and Holiday Customs in the United States and Germany

A WebQuest for the Middle School Grades

Created by Jennifer Garden

hisvoice@inwave.com

Last updated 29April 2003
Help!!!
Senator Killjoy from the State of Boredom has introduced a measure into the International Congress which would outlaw all holidays. He says they are a useless waste of time and money. Your job is to prove him wrong.
YOUR TASK

You will be divided into teams. Each team will be given a pair of holidays to research: one American and one German.

Each team must:

1. Write a chapter, in German, for a report to be sent to the International Congress to convince them that holidays are important.

2. Create an oral report in German, to be given in class, summarizing what you have learned for the class.

After our report has been sent to the International Congress, we will place a copy in our own school library.
Let’s get started!

1. First you’ll be assigned to teams and given your two holidays to research.

2. Divide and conquer!

   The research will get done much quicker if you divide your task up among you. Half your team could focus on one holiday, while the other half researches the other holiday. Or you could work on one holiday together and then study the other holiday.

3. Answer the 5W’s and 1H.

   WHO celebrates this holiday? Certain ethnic groups? Certain religions? Only specific ages? Everyone?

   WHAT is it about? This question could have the same answer as why. Is the holiday historical? Religious? Government related?

   WHEN is it celebrated? On a specific date? At a specific time of year? At a particular time of day?

   WHERE is it celebrated? In the whole country or just in certain areas?

   WHY is it celebrated? When/where did it originate? What was the significance of the holiday originally? Now?

   HOW is it celebrated? With parties? In church? Noisily or quietly? With just a few people? With lots of people?
SEARCH!!!!

There are websites provided for you on each of your pages. You may use other resources as well, but the internet will provide the most up-to-date information.

Tag der Deutschen Einheit & Independence Day

Reformationstag & Halloween

St. Nicholaus Tag & St. Patrick’s Day

Weihnachten & Christmas

Silvester & New Year’s

Karneval & Mardi Gras

Ostern & Easter

Tag der Arbeit/Maifeiertag & Labor Day
Tag der Deutschen Einheit
Independence Day

German customs

Vocabulary

Kalender mit Information

Holidays

Histories

More information

Feiertage
Weihnachten
Christmas

German customs

Vocabulary

Deutschen Rituale (candle)

Kalender mit Information

Holidays

Histories

More information

Feiertage

German in America

Christkindlmarket in Chicago
Silvester
New Year’s

German customs

Vocabulary

Deutschen Rituale (fireworks)

Kalender mit Information

More information

Histories
Tag der Arbeit/Maifeiertag

Labor Day

German customs

Vocabulary

Kalender mit Information

Histories

More information

Feiertage
<table>
<thead>
<tr>
<th></th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Very little research done and barely documented.</td>
<td>Some research done. Research is poorly documented.</td>
<td>Research is well done. Research is documented.</td>
<td>Research is exceptionally well done and well documented.</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td>Very little persuasion in chapter. Chapter is badly organized.</td>
<td>Some persuasion in chapter. Chapter is not well organized.</td>
<td>Persuasive, organized chapter.</td>
<td>Very persuasive, well organized chapter.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Presentation contains very little information and is poorly organized.</td>
<td>Presentation contains some information and is not well organized.</td>
<td>Presentation is organized and well presented.</td>
<td>Presentation is very well organized and given.</td>
<td></td>
</tr>
</tbody>
</table>
HOORAY!!!!

Thanks to your hard work and perseverance, Senator Killjoy’s bill has been voted down by the Congress. Our holidays are saved! That’s worth celebrating.

Now don’t forget to share your new knowledge with other people. We wouldn’t want another person to introduce a similar bill.
CREDITS

All images from Broderbund ClickArt 300,000 Image Pak.

Thank you to Ninja Nagel and Karen Rothlisberger who helped me figure out which holidays to include.