



2020 Innovation Is Our New Reality

Fall Virtual Conference

September 19, 2020

Session Title	Presenters	Description
Sticky Is Better	Madeleine Sexton, Sara-Elizabeth Cottrell	It has been said that the concept of forgetting has never been proven; we only know that some things don't come to mind when we want them to. So, how do we plan "sticky" curriculum levels, units, and lessons to maximize the chances our learners can call to mind what they need, when they need it? Join the presenters for a research-based look at using the strategies known as interleaving and retrieval practice to "make it stick," with a continual focus on what content is worth remembering. Examples will span synchronous and asynchronous learning.
Don't just TELL me, Show me	Thomas Sauer	There is much talk about teacher effectiveness, best practices, engagement strategies, etc. Wouldn't it be nice if there was one place that shows teachers what a real classroom looks like? See how educators can connect with others to engage in meaningful collaboration while at the same time receive feedback on their own practices. Participants will explore the role of intentional reflection and professional growth and get access to multiple professional learning modules that include exemplar videos. These modules will allow educators to explore high leverage teaching practices come alive, so that they may apply them in their own setting.
Make Language Learning Real and Fun through Authentic Videos	Yan Wang, Jingjiao Chai	Selecting age and level appropriate authentic videos has been a challenging task for world language teachers. In this session, presenters will share how to record and edit authentic videos using multimedia, how to utilize the videos to develop communicative skills. Participants will experience the strategies to make the learning real and fun through interactive activities. These strategies can be used in hybrid learning.
Pronouns Matter For Full Inclusiveness	Michael Kluemper	Participants will be led through a reflection of their own use of pronouns for LGBTQ students and be introduced to strategies for personalizing student learning. Other inclusion strategies will be presented, as well as examples of pronouns preferred by youth in the languages of various target cultures derived through an international survey.



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Achieving Global Competence Outside of the Classroom	Alaina Post	Global competence is normally taught in the classroom through experiences planned and executed by the instructor. However, over the course of five years of trial and error, I have found that students can develop global competence through experiences at home. I have created a virtual choice board of acceptable activities, such as cooking and dance tutorials. The list is growing every year as students bring their own ideas to share. In this session, participants will view sample work from students and be able to brainstorm and collaborate to make their own Global Competence Choice Board.
Developing Culturally Responsive Teaching for Distance Learning	Alfonso De Torres Nuñez	It only took one virus to clearly expose the deep inequities within education: access to technology, communication failures, lack of knowledge regarding instructional tools, support for exceptional children..., and the list can go on. So, as World Languages teachers, what can we do to close this gap and provide our students with tools to help them be independent learners?
Choice Grids: Instructional Equity to Save Your Sanity	Sarah Loveless, Lydia Kohler	In this session, presenters will show teachers how to incorporate choice grids into their NTI curriculum with activities that not only offer student choice, but also allow equity among students with and without internet at home. The suggestions offered in this session will help educators by offering sanity-saving, instructional activities by allowing students to continue their language studies through distance learning. Teachers will be able to implement choice grids into their virtual classroom days after attending this session.
Interpersonal activities in blended environments	Jennifer Hoban	Interpersonal activities can be tricky to make happen in any setting. Finding time to have meaningful back and forth conversations through speaking or writing is a complicated task if you are in a classroom or learning from a distance. Time constraints, student confidence and anxiety, and shared spaces or lack there of, cause many students and teachers to miss out on building one on one relationships in the target language. In this session we will look at some ways to have personalized interpersonal conversations with students whether you are in the classroom or not.
Get in the Right Frame of "Mindset" to Teach Grammar Inductively	Michelle Olah, Carolyn Taylor	Change the way you think and you'll change the way you teach. A growth mindset is essential in the shift to teaching grammar inductively. Participants will engage in a demo of an inductive grammar lesson and review steps to creating these types of grammar lessons for their own classes.



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Google Translate and Co.: Friend or Foe?	Tracy Rucker, Linda Froehlich	Electronic resources contribute to learning experiences in a multitude of ways. Resources like Google Translate, Word Tools, electronic dictionaries, and grammar sources provide students with tools that contribute to personalized learning, confidence, and vocabulary and grammatical acquisition. The tool helps students write within their means. In this session, presenters will discuss ideas on incorporating digital tools that help first year students as they begin to develop skills as well as intermediate students who are beginning to push the proficiency needle. Tools provide scaffolding for language learners at all levels. We aim to discuss possible pathways that allow us to move away from penalizing the use of tools towards embracing them as effective learning tools in our in-person or blending learning environments. The session involves both presentation and an open discussion and feedback.
History in the Target Language	Elena Kamenetzky	We all know that history can be a wild area of study, and it's full of topics that students find engaging: Romance! Violence! Betrayals! Incredible Coincidences! But it's difficult to teach history in a world language classroom while staying mostly in the target language, especially with novice learners. How can we as teachers introduce simplified history lessons with novice-friendly input in the target language? This presentations will discuss strategies for doing just that, and demonstrate by teaching a history lesson in Japanese in such a way that anybody will be able to follow along.