Workshops

Date: Sunday, July 11, 2021
Time: 9:00am – 12:00pm
Price: $25
Atlanta Marriott Marquis

Workshops enroll 8-21 people to promote interactivity.
You must be registered for conference to attend a workshop.
All workshops are given at the same time; please register for one only!

Our workshops are organized into 3 topical areas:

I. Social Justice/Diversity/Solutionary

1. Exploring Afro-Latinos Interactive Panel
   Jenniffer Whyte - The Donoho School, Anniston, AL
   Meet several Afro-Latinos from different professions and fields. Join as they discuss their successes, struggles, and personal stories. Explore your personal biases in this interactive workshop. Receive resources on how to navigate sensitive issues and to understand your students with topics such as racism and colorism.

2. Social Justice Issues in Online Language Education: The Student Perspective
   Jeff Longwell - New Mexico State University, Las Cruces, NM
   With the increased necessity of adapting all levels of language education to the online environment, language educators must keep in mind social justice issues in education as they plan and deliver their courses and programs to students. Educators have their own ideas of what these social justice issues may be, but what do students say they are? This workshop will discuss recent research that asked students exactly which social justice issues are important to them in online education. This workshop will also address ways to overcome these issues in online courses.

3. “El mundo se convierte en lo que enseñamos”: Developing Solutionary Skills in the Language Classroom
   Stacy Hoult Saros – Valparaiso University, Valparaiso, IN
   Do you believe that a relevant, solution-focused education holds the key to building a more just, humane, and sustainable world? This workshop offers a roadmap for guiding students to think critically about and develop solutions to the world’s most pressing problems. Bringing a solutionary practice to your language teaching will enable your students to:
   • Identify and grapple with issues that concern them
   • Develop empathy
   • Become more proficient researchers and critical thinkers
   • Develop a sense of purpose by experiencing real-world accomplishments

4. Using Project-based Learning Activities to Teach Culture, Diversity, Global Citizenship, Social Justice and More
   Linda Villadoniga - Retired, Maria Villadoniga, Inc, Educational Consultant, St. Augustine, FL
Participants will learn how to create a basic IPA, from which to develop a Project Based Learning Activity that can be used for all levels from Novice to Advanced, simply by changing the expectations for each level. These PBL’s will ignite the students’ imagination and expand their knowledge of the diversity of Hispanic culture, social justice, and global citizenship. Participants will be asked to develop an IPA for another cultural topic which they will send to the presenter for feedback. This is a VERY interactive session. Come prepared to LEARN! Join Us!

II. Teaching with Technology

5. **Step into the 21st Century: Podcasting in the World Language classroom!**  
   Krista Chambless – The University of Alabama at Birmingham, Birmingham, AL  
   Sandrine Hope – The University of Alabama at Birmingham, Birmingham, AL  
   Have you discovered podcasts? They are fun, engaging and educational. What a great authentic resource for the WL class! If you want to learn about incorporating podcasts in your classes, join co-hosts of the “Step Into Mondays” podcast for a live episode where you will learn and create activities that develop communication skills in all modes! Bring 21st century skills to your students and watch them explore cultural topics as well as social justice issues taking language beyond the classroom.

6. **Fostering Digital Literacy: Hands-on Practice with Effective Apps for 21st-century, In-person or Remote Second Language Teaching and Learning**  
   Holly Nibert – The Ohio State University, Columbus, OH  
   Richard Henricksen – The Ohio State University, Columbus, OH  
   Anthony Palmiscno – The Ohio State University, Columbus, OH  
   Leila Vieira – The Ohio State University, Columbus, OH  
   Recently our university embarked on a digital initiative to increase student engagement and digital literacy through active learning, whether in person or remotely. In our workshop, made even more relevant and urgent by the pandemic, we will share our experiences electing and leveraging various productivity apps for the Spanish language curriculum. At least 4 apps will be presented, along with sample activities for each one, an analysis of the new possibilities facilitated, and hands-on practice to prepare attendees to experiment with apps in their own teaching.

7. **Can You Escape in Time? Using Escape Rooms as Language Learning Tools in the Classroom**  
   Alyssia Miller – The University of Tampa, Tampa, FL  
   This workshop will demonstrate how to use escape rooms as an adaptable tool for language learning for different types of instruction including online, remote, hybrid, and face-to-face. Participants will be able to apply theoretical backgrounds to their own activities, participate in a hands-on demonstration, co-create their own examples for use in the classroom, and use different technologies to aid in their escape room creations.

8. **Coding with Motion Sensors in Spanish**  
   Tiffany Freda – St. George’s School, Middletown, RI  
   Participants will learn about an open-source platform that will allow students to code their own interactive learning games that correspond to motion sensors.
III. Dual Language Instruction (DLI)

9. **Components of a Sustainable and Replicable DLI Program**  
   Raul Martin – Canyons School District, Salt Lake City, UT  
   Diego Benites – South Summit School District, Salt Lake City, UT  
   Natziely Torres – Salt Lake City School, Salt Lake City, UT  
   As the rapidly growing demands of a global economy become apparent, communities turn to  
   the promises of DLI programs, to meet the academic rigor, linguistic flexibility and  
   intercultural competencies needed to prepare a competitive global workforce. This session  
   will address the foundational pillars of DLI programs and the infrastructures of support  
   needed to ensure program quality and sustainability. The Utah DLI Program will be used to  
   illustrate these foundational pillars and infrastructures through guided analysis and group  
   discussions.

10. **Negotiating Rigor and Academic Development in Secondary Immersion**  
    Ofelia Wade – USBE/Canyons School District, Salt Lake City, UT  
    Leo Valladares – USBE/ Tooele School District, Salt Lake City, UT  
    As DLI programs progress into secondary, an urgent need emerges to examine program  
    design, curriculum, and pedagogy to address the specific needs of the DLI learner and  
    program outcomes. Utah Spanish DLI has adapted and articulated curriculum and pedagogy  
    for the instruction of rigorous content in the immersion language that is highly aligned to the  
    academic and language proficiency outcomes of the program. Participants will interact with  
    pedagogical tools in order to understand how to engage students in academically and  
    linguistically challenging courses.