

SEALC Project

Professional and Materials Development to Strengthen Southeast Asian Language Instruction

Institute for Regional and International Studies 608-262-0646 SEALC@intl.wisc.edu

SEALC Reading Materials Demonstration & Critique Workshop Agenda September 22~23, 2023 • University of California, Los Angeles

Point for Attention: Attendees are requested to arrive September 21 and depart September 24. Please do not schedule travel on the days of the workshop.

Workshop goals are defined using the following “Can Do” statements indicating knowledge and skills that participants will acquire or strengthen during the workshop:

- ❖ I can **demonstrate an appropriately scaffolded lesson** I and my team members have created through a repeated drafting process, based on principles elucidated at the earlier workshops.
 - ❖ I can engage with others to apply strategies for **critique and revision** to my own and others’ work, offering feedback that is kind, helpful, and specific.
-

Workshop overview

Day 1 • September 22, 2023

morning program – orientation, materials presentations 1~6, reflection and critique

08:30~08:45

- Opening: Dr. Juliana Wijaya, UCLA CSEAS - Indonesian Studies Program Coordinator
- Opening Remarks: Dr. Stephen Acabado, UCLA CSEAS Director
- Welcome Address: Ellen Rafferty, SEALC Project Director

08:45~09:30

- Icebreaker activities
- Principles for reflection and critique
- Workshop overview and orientation: introduction to presentation discussant system

09:30~10:30

- Presentations 1 through 3; discussant teams gather data

10:30~10:45

- Break and stretch

10:45~11:15

- Reflection and critique from discussants on presentations 1 through 3

11:15~12:15

- Presentations 4 through 6; discussant teams gather data

🍷 12:15~13:15 Lunch 🍷

afternoon program – materials presentations 7~11, reflection and critique

13:15~13:45

- Reflection and critique from discussants on presentations 4 through 6

13:45~14:25

- Presentations 7 and 8; discussant teams gather data

14:25~14:55

- Reflection and critique from discussants on presentations 7 and 8
- QuickTake: Focus on clarity in task writing and post-processing (sharing, feedback, reflection), including directions on when to do what, providing examples, etc.

14:55~15:25

- break and stretch

15:25~16:25

- Presentations 9 through 11; discussant teams gather data

16:25~17:15

- Reflection and critique from discussants on presentations 9 through 11
- Wrap-up Day 1

17:30

- Dinner

Day 2

morning program – materials presentations 12~16, reflection and critique

08:30~09:00

- Reflections on Day 1
- Discuss Web publication of model reading lessons for SEA languages

09:00~10:00

- Presentations 12 through 14; discussant teams gather data

10:00~10:30

- Reflection and critique from discussants on presentations 12 through 14

10:30~10:50

- Break and stretch

10:50~11:30

- Presentations 15 and 16; discussant teams gather data

11:30~12:00

- Reflection and critique from discussants on presentations 15 and 16

- QuickTake: Focus on task scaffolding strategies

🍷 12:00~13:00 Lunch 🍷

afternoon program – materials presentations 17~22, reflection and critique, wrap-up

13:00~14:00

- Presentations 17 through 19; discussant teams gather data

14:00~14:30

- Reflection and critique from discussants on presentations 17 through 19

14:30~14:50

- break and stretch

14:50~15:50

- Presentations 20 through 22; discussant teams gather data

15:50~16:20

- Reflection and critique from discussants on presentations 20 through 22

16:20~17:15

- Workshop summation and reflection
- Closing remarks
- Wrap-up and evaluation

17:30

- Dinner

Facilitator and Trainer Introductions

Stephen L. Tschudi: Stephen recently retired from the University of Hawai‘i, where he served on the faculty for 30 years. Prior to his role as Specialist in Technology for Language Education at the Center for Language & Technology (CLT), he taught Chinese language at UH. Earlier still, he worked as a translator and editor for the Chinese Literature Press in Beijing. He is a past recipient of an Excellence in Teaching Award from the Hawai‘i Association of Language Teachers (HALT), past board member of the Chinese Language Teachers Association, and published textbook author.

Stephen has designed and delivered teacher development courses and workshops focusing on various aspects of online teaching and learning. He has also designed numerous online courses in Chinese language, some of them designed for non native-speaking teachers of Chinese to maintain and sharpen their language skills. Recently, Stephen has made significant contributions to two national programs, particularly in relation to intercultural communication and project-based language learning: the National Foreign Language Resource Center, sponsored by the U.S. Department of Education, and the Language Flagship Technology Innovation Center, sponsored by the U.S. Department of Defense.

Dr. Erlin Barnard: Prior to coming to UW-Madison, Erlin Barnard worked both at the University of Hawaii-Manoa and the National University of Singapore in language instruction, program administration and teacher training. She is the Pedagogy Coordinator for Less Commonly Taught Languages at UW-Madison. She supervises instructors of the less commonly taught languages and oversees their pedagogy development. She has conducted workshops on foreign language pedagogy and materials development for various institutions in the U.S, Indonesia, Malaysia, the Netherlands, and Singapore. She has also participated in a number of program and curriculum reviews, and materials development projects for languages of Central Asia, South

Asia, East Asia, and Southeast Asia. Her work in professionalizing instruction in less commonly taught languages, closely linked to the priorities set by the US Department of Education, has helped raise the national profile of UW-Madison. In 2012, she was honored with The Chancellor's Award for Excellence in Service.