Planning for Basic Online Language Instruction

Date: Saturday, May 9, 2014, 9:00am-4:00pm
Location: Gordy Hall, Room 015
Conducted by: Kathryn Murphy-Judy, Marlene Johnshoy, Julio Rodriguez, Joe Terantino, and Bonnie Youngs

Workshop Goal:
At the end of this workshop, you will have gained knowledge and skills with which to begin an ADDIE-model based approach to online basic language instruction:

Analyze content, learners, context.
Design (i.e., backward design) a standards-based curriculum.
Develop the course with online tools and course materials.
Implement through teacher training, student orientation and training, and some helpful advice.
Evaluate the course/program as part of a feedback loop.

Participants will go home with:

- Views of online basic language learning in action (wide variety of examples)
- Worksheets of "questions to think about" for ADDIE based online language instruction
- Additional resources and bibliography
- Access to the BOLDD collaboratory and mentors

Agenda

9:00-9:10	**Introductions**
9:10-10:30	**ADDIE** (ADDIE model - *Worksheet 1*)
10:30-10:40	*Break*
10:40-11:40	Demonstrations/Examples of online courses
11:40-12:00	Overview of Tools Appropriate for Online
12:00-1:00	*Lunch break* - **Analyze** (*Worksheet 2*)
1:00-1:45	**Design and Develop** *(Worksheets 3-5)*
1:45-2:30	**Implement** *(Worksheets 6-7)*
2:30-2:45	*Break*
2:45-3:30	**Evaluate** *(Worksheet 8)*
3:30-4:00	Final Questions Wrap-up & Evaluation

Today's BOLDD Collaboratory Workshop Facilitators

Marlene Johnshoy (johnshoy@umn.edu**)** is the Technology Project Coordinator at the Center for Advanced Research on Language Acquisition (CARLA). After teaching Spanish for many years, Marlene now teaches a completely online course for language teachers on web applications and social media, and is developing a new STARTALK program for teaching online.

Kathryn Murphy-Judy (kmurphy@vcu.edu) is Associate Professor of French in the VCU School of World Studies. She has been teaching online since 1996. She has designed and has been delivering a fully online sequence of French 101-202 courses since 2011.

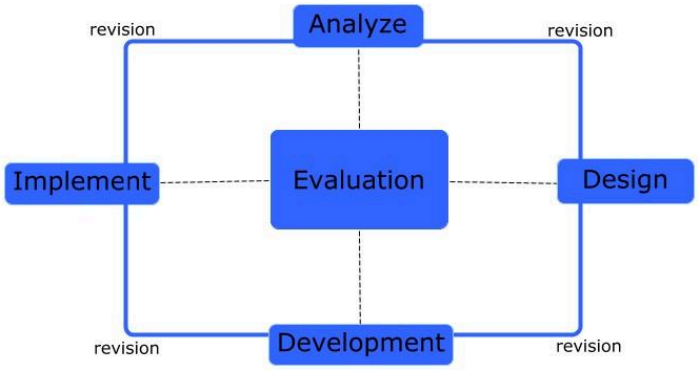
Julio Rodríguez (juliocr@hawaii.edu) is Director of the Center for Language & Technology in the College of Languages, Linguistics and Literature at the University of Hawai'i at Mānoa.

Joe Terantino (jteranti@kennesaw.edu) is Director of the FLRC and coordinator for online language learning at Kennesaw State University where he teaches in Spanish and Foreign Language Education. He has designed and implemented a variety of hybrid and online courses in Spanish and has supervised the design and delivery of online courses for other languages.

Bonnie Youngs (byoungs@cmu.edu**)** is Full Teaching Professor of French and Francophone Studies at Carnegie Mellon University. She has been writing about and teaching online since 1996. She has taught first and second semester Elementary French online.

Worksheet 1

The ADDIE Model[1]:



2

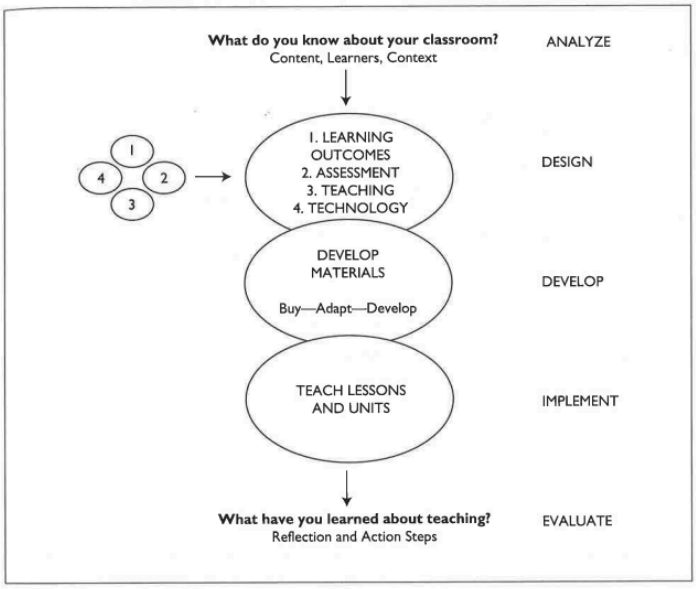
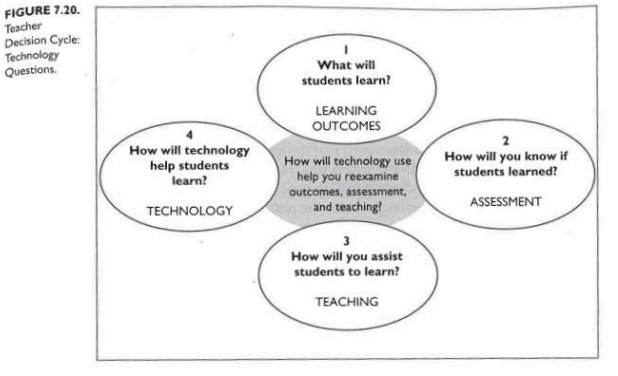


FIGURE 2.13. Instructional Design as Teacher Decision Making.



Shambaugh & Magliaro (2006, p. 43)

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[1] A fuller delineation of the ADDIE/ISD model in action Is here:http://www.nwlink.com/~donclark/history_isd/addie.jpg

[2] <http://upload.wikimedia.org/wikipedia/commons/0/05/ADDIE_Model.jpg>

Worksheet 2 - Analyze

Context:

- What are the institutional expectations and parameters? (part of regular curriculum, add-on, special education, developmental, multiple campuses, cohorts, independent study/self-paced, class size)
- What kinds and amount of institutional support will you have (top-down, bottom-up, funding, training, IT support, student support, etc.)? Who are your go-to people?
- How supportive are your colleagues/supervisors? Will you be expected to let others teach the course you have developed?
- Does your administration have realistic expectations for your course design and delivery? What are the professional benefits/rewards, if any?
- What is your timeline?
- What LMS (or other course delivery mode -- i.e., the "room") do you have access to? Blackboard, Moodle, Edmodo, MOOC shells, other?
- What technological resources (Web 2.0 tools, software, etc.) will you and your students have available? What do you already perceive as institutional limitations?
- Who is expected to design the course, who to teach it? What is expected of the teacher (number of students, number of classes, hours of student-teacher engagement, office hours, homework and hours of correcting/grading, contact with parents, etc.)?
- What is the length of the course (semester/term specific, longer course completion periods, perhaps as in some self-paced or special education models, rolling start dates)?
- Is mobile access to your course site or to selected materials from the course important?

Learners:

- Who will be your online students (age; access to technology and support; proficiency levels in languages, technology use, & learning autonomy)?
- How diverse will your online learners be? How differentiated will your teaching need to be to address their learning needs?
- Where & when will the learners engage in their learning (campus, off-campus, home; regular class hours, evening/weekend, their choice; semester-based, more flexible start/finish)?
- What learner needs should you anticipate? (technology access and support needs, ADA compliance and special needs)
- Why are students taking your course? (learner attitudes and motivations for online language learning, especially misconceptions about online learning - do they think they don't have to meet regularly or have due dates)?

Content:

- What content will be covered (i.e., Spanish, first year, semester 2--proficiency level)?
- Articulation: Will your course have to stay in sync with face-to-face courses such that learners can re-integrate into f-2-f courses on your campus? Will the online program keep its students segregated from 'regular' language courses?
- Will the selection of any materials (eg. textbooks, online resources) lie outside your control?
- Which materials have to be different for the online version of the course?
- How do you see integrating the four skills and culture? How will you integrate the 5 Cs?

Worksheet 3 - Design and Develop

Backward Design (refer back to ADDIE model)
1. What will learners be able to **do** by the end of the course/ lesson/unit (think Bloom's taxonomy which has been updated and 'translated' for e-learning)?
2. How will they demonstrate what they **can do** at the end of the course/lesson/unit?
3. With questions 1 & 2 clearly answered, plan, scaffold, sequence and assess (remediate/re-assess) the learning.
(See: Toni Theisen's Backward Design wiki)

- **How does this all translate into online teaching & learning?**
- **Which face-to-face strategies need to change for teaching delivery? Which must be dropped? What has to be invented or re-invented?**
- **What does communicative, ACTFL standards-based, novice/intermediate low teaching look like when delivered online?**
- **What are the possible modes of communicative interaction that we can employ?**
- ***Interaction types and modes***: Teacher-student, student-student, student-content, student-native speaker(s) /communities, synchronous, asynchronous, etc.

Interaction Types

Interaction Types	Synchronous	Asynchronous
Learner - Content	**Example**: Explain proofreading of a sentence by annotating and correcting the error **Technology:** Writing and drawing tools in the BBC, Ginger, Google Docs	**Example**: Synthesize module and reading as a written reflection **Technology:** wiki, blog, or forum to post the reflection
Learner - Instructor	**Example:** Schedule a meeting at the instructor office hours **Technology**: Online Calendar/Sign Up, Google Hangout, Blackboard Collaborate (BBC)	**Example**: Receive feedback of an assignment from the instructor **Technology**: Laulima (Sakai=LMS Grading with feedback provided
Learner - Learner	**Example**: A meeting to work on collaborative project **Technology**: Vyew, BBC + Google Docs	**Example**: Peer review of assignment **Technology**: VoiceThread, Laulima (Sakai=LMS) Forum
Community of Practice	**Example**: Bring in invited speakers to the class **Technology**:	**Example**: Join and participate in a forum or social network in the field **Technology**:

	Hālāwai (Adobe connect/Google Hangout), BBC	Edmodo, Facebook Group
Learner-self	Mid-course conference 1-1	Blog, etc.
Instructor-instructor		Video with co-instructor or TA or native speaker

Interaction Modes

***Activity Types and Possible Tools*:**
Synchronous oral - skype, google hangouts, Blackboard Collaborate
Synchronous written - “chat” within google, Facebook, “texting” etc.
Asynchronous oral - VoiceThread, Voki, Lingt, SpeakEverywhere, Voiceboards
Asynchronous written - blogs, disc. boards, wikis, social media (Facebook, Twitter)

Interaction Mode	**What is the instructional goal?**	**Use/not use?**	**When is it appropriate?**	**Who is involved in the activity?**
Synchronous oral				
Synchronous written				
Asynchronous oral				
Asynchronous written				
Combinations				

- What will online **assessments** (formative and summative) look like? What kinds of performance indicators will be used? How often will they happen?
- Will proficiency measures be used at placement, matriculation from a level or program?

Worksheet 4 - Design and Develop

Technology and Materials

What technologies are possible for you/your students to use?

LMS embedded tools, Wimba/other embedded VOIP/audio-recording options, Skype, Google hangouts, VoiceThread, Voxxer, etc.
NOVASTARTALK

What teaching materials/resources do you have access to?

- Textbook/publisher materials
    - Online Labs (Pearson MyLanguageLab, Vista SuperSite, etc.)
    - Carnegie Mellon OLI and UTx Français interactif
    - Rosetta Stone, Mango Languages, etc.
- Finding and using alternative materials
    - MERLOT and other OER - Open educational resources
    - CARLA, CLT, COERLL, NFLRC
    - Media outlets with language materials (BBC, Deutsche Welle, France 24, RFI)
    - National language schools/centers such as the Goethe Institut
    - iTunesU
- Developing your own materials (time and $ factors!)
    - Instreamia
    - Hot Potatoes
    - SoftChalk
    - Quia
- Language exchanges and teletandem
    - Mixxer
    - Google+
    - Busuu
    - italki
    - LingQ
    - Set up your own (see Laura Franklin NVCC with a vo-tech in Reims)
    - For-profits like LiveMocha (now Rosetta Stone) and TellMeMore)

Worksheet 5 - Design and Develop

Additional Considerations

- Don’t reinvent the wheel if you don’t have to, find & adapt resources whenever possible
- Target language use
- Developing autonomy in online learners
- Encourage partnerships (for example, (a)synchronous learner-to-learner chats)
- Setting up peer assistant or teaching assistant responsibilities
- Training native speaker assistants
- Up-to-date second language acquisition/cognitive psychology research
- Digital literacy as a desired outcome
- Importance of intercultural competence
- Risk taking
- Motivating learners and yourself/your teachers
- Engagement
- Service Learning
- Global and local communities (see below, too)
- Plagiarism, cheating, identity validation, testing
- Other burning questions?

Worksheet 6 - Implement

A. Teacher Preparation and Development

- Have you ever taken an online course? (We all should!!)
- What are the competencies needed to teach online?
- For which aspects of course development will you and/or your colleagues be responsible? Are fellow colleagues part of a team?
    - who needs to learn instructional design or will there be an ID?
    - who needs to learn how to program quizzes, etc., in the LMS, or will there be a programmer?
- How will you get/deliver teacher training?
- Which topics will need to be included in teacher training?
- When will you/your colleagues seek/offer the training? (which topics? when? before-during-ongoing?)
- Will training be required before one is allowed to teach online?
- Will there be a certification of some sort when the training is completed? How long will the certification last?
- Do you have a graduated training so that teachers who come with some experience don't have to start at the beginning again?
- Will there be mentors for new teachers?
- How do you manage your time to not let the course frustrate or overload you?

B. Student Orientation and Preparation

- Online or face-to-face orientation sessions?
- Pre-class readiness check, learning readiness check or PLN (https://sites.google.com/a/hawaii.edu/clt-learner-orientation/)
- Convincing learners that reading is the *sine qua non*!
- LMS orientation ("treasure hunt")
- Syllabus quiz
- Course contract - expectations
- Technology requirements (do they need a mic, speakers, camera, keyboard configurations?)
- Instructions for tech tools for student use
- Fostering increasing learner autonomy
- Time management for learners (and setting limits regarding instructor time/contact)

Worksheet 7 - Implement

Best practices in online teaching

Teaching online is a learned skill

- Design with a consistent, repetitive pattern to the syllabus and activities.
- Have the course structure fully delineated *before* the course starts.
- Make clear & explicit from the beginning how learning will be assessed
- Create a very detailed, crystal clear guidance system, including checklists.
- Provide clear, intuitive, consistent navigation (eg., match labels across all materials).
- Publish a clear, coherent syllabus.
- Provide instruction sheets for each activity.
- Consider online teaching as a different ‘animal’ from traditional classroom teaching, although the same goals apply (learning outcomes).
- Know that redundancy is good!
    - Offer multiple delivery formats for information and directions.
    - Give multiple locations/hyperlinks for information.
    - Find the balance between redundancy and confusion (checklists help).
- Try out new class components online with colleagues (archive/screen-lecture capture and review/reflect if possible).
- Try out materials in different environments (connection speed, browser, mobile).
- Online is anytime convenience - plan synchronous sessions ahead of time and consistently.
- For synchronous sessions, provide students with clear information about what will be discussed ahead of time.
- Build community.
- Monitor, monitor, monitor!
- Provide prompt and informative feedback.
- Communicate clearly, be human, but be careful with humor and ‘shorthands’.

Worksheet 8 - Assess & Evaluate

Student Assessment
To set up proctoring or not, that is a big question for student assessments!
The other questions of assessments are built in from the beginning with the backward design model (see Worksheet 3).
Use video as much as you can to actually see your students.

Course Assessment
Building in constant formative course feedback (caveat: a radical direction change in mid-course is not advised).
Summative evaluation of each course provides direction for revisions and updates and is a constant feature of the ADDIE model.

Quality Matters Rubric - Higher Ed
http://www.moodlerooms.com/sites/default/files/slideshow/slides/kari_walters_qm_rubric.pdf
http://www.drexel.edu/~/media/Files/inspire/pdf/Quality_Matters_Rubric_Standards_2011-2013.ashx

- Which of the topics in these rubrics/checklists have you already considered?
- Which are new to you?
- What do we need to add to these rubrics/checklists specifically for online *language* courses?

UMUC ‘can-do’ statements

Additional Resources

Instructional Design

Dick, W., Carey, L., & Carey, J. (2011), *The systematic design of instruction* (7th ed.). Boston: Pearson. http://www.amazon.com/Systematic-Design-Instruction-Walter-Dick/dp/0205585566
"This classic book simply and clearly introduces readers to the fundamentals of instructional design and helps them learn the concepts and procedures for designing, developing, and evaluating instruction for all delivery formats."

Clark, Donald. *A Framework for Designing Learning Environments* . Retrieved 5/17/13 from http://www.nwlink.com/~donclark/hrd/learning_environment_framework.html.

--. *Bloom's Taxonomy of Learning Domains.* Retrieved 5/17/13 from http://www.nwlink.com/~donclark/hrd/bloom.html

Shambaugh, N. & Magliaro, S. (2005). *Instructional design: A systematic approach for reflective practice*. Boston: Pearson.
http://www.amazon.com/Instructional-Design-Neal-N-Shambaugh/dp/020538966X
"This book guides students through the Instructional Design process using a systematic approach to developing instruction through a cycle of teaching questions familiar to teachers. This text is meant for pre-service and in-service teachers and presents Instructional Design as a systematic tool to help teachers make clear teaching decisions, in terms of learning outcomes, assessment, teaching, and technology, and to reflect on these decisions."

Thiesen, Toni (2011), LARC: Backward Design: Learning with a Purpose. Retrieved 5/16/13), from LARC STARTALK wiki on Backward Design. http://larcstartalk.wikispaces.com/ .

WCET, ITC and UT TeleCampus (2009). Best Practice Strategies to Promote Academic Integrity in Online Education, Version 2.0, June 2009, is based on "Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education," produced by the Western Cooperative for Educational Telecommunication's (WCET) Study Group on Academic Integrity and Student Authentication. Later, the Instructional Technology Council (ITC) surveyed its membership to invite feedback and additional strategies to enhance the WCET work. This June 2009 document reflects the combined contributions of WCET, the UT TeleCampus of the University of Texas System, and ITC. It is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United State license.

Online Course Design

Hockly, N. (2010) Te.aching Online: Tools and Techniques, Options and Opportunities
" The authors share their wealth of experience in a fundamental area of interest to **language teaching professionals** today. It deals comprehensively with: - ways you should approach both online and blended courses - tools you should know about - techniques you should use for successful online teaching *Teaching Online* contains three distinctive parts which focus in turn on theory, practice and development: Part A gets you started and building your own online course. It is accompanied by a wide-ranging list of tools for teaching, from blogs to word clouds. Part B provides a bank of practical activities that cover the four skills, language work and evaluation, with special sections for activities to begin and finish an online course. Part C investigates avenues for your further online development, both professional and personal, with references to Web 2.0 tools that connect you with the worldwide professional community of teachers and introduces the PLN (Personal Learning Network) for your individual development.

Vai, M., & Sosulski, K. (2011). *Essentials of online course design*: A standards-based guide. New York: Routledge.
http://www.amazon.com/Essentials-Online-Course-Design-Standards-Based/dp/0415873002
"Essentials of Online Course Design takes a fresh, thoughtfully designed, step-by-step approach to online course development. At its core is a set of standards that are based on best practices in the field of online learning and teaching. Pedagogical, organizational and visual design principles are presented and modeled throughout the book and users will quickly learn from the guide's hands-on approach. The course design process begins with the elements of a classroom syllabus which, after a series of guided steps, easily evolve into an online course outline."

Meskill, C. & Anthony, N. (2010). Teaching languages online. Great Britain: Multilingual Matters.
http://www.amazon.com/Teaching-Languages-Online-MM-Textbooks/dp/1847692710
"The text introduces aspects and considerations involved in teaching fully online and blended courses. Mechanics and challenges are presented using illustrations of actual online teaching practices, practices that are continually linked to contemporary foundations of language pedagogy."

Online Teacher Professional Development

Palloff, R., & Pratt, K. (2011). The Excellent online instructor: Strategies for professional development. San Fransisco: Jossey-Bass.
http://www.amazon.com/Excellent-Online-Instructor-Professional-Development/dp/0470635231
"The hiring, training, and evaluation of good online instructors is a high priority for online institutions. This book shows what it takes to develop a new instructor in order to promote excellent online teaching and describes the qualities of a good online instructor and reveals how to evaluate good teaching online."

ION - Online Education Resources
http://www.ion.uillinois.edu/resources/
See especially: **Articles & Tutorials** (A selected list of our articles and tutorials dealing with various aspects of online education, technology, and the online environment in general) and **Online Education Activities (**ION is cataloging and compiling a wide range of instructional activities and best practices for use in the online classroom).

Old Dominion University, Center for Teaching and Learning
Preparing and Teaching Online Courses - http://clt.odu.edu/ofo/online.php

Maryland Faculty Online - Training Modules
http://www.mdfaconline.org/index.html

DOTS - Developing Online Teaching Skills (DOTS) - for language teachers
http://dots.ecml.at/

LANguage Learning with CErtified Live Online Teachers (LANCELOT) -
http://lancelotlearning.pbworks.com/

VCU CTE Online Teaching and Learning Resources
http://www.vcu.edu/cte/resources/OTLRG/07_05_AddlWebsites.html

Guidelines and Checklists for Quality Online Courses & Teaching

Quality Matters Rubric
http://www.moodlerooms.com/sites/default/files/slideshow/slides/kari_walters_qm_rubric.pdf
http://www.drexel.edu/~/media/Files/inspire/pdf/Quality_Matters_Rubric_Standards_2011-2013.ashx

Illinois Online - QOCI Rubric
http://www.ion.uillinois.edu/initiatives/qoci/index.asp

iNACOL - National Standards for Quality Online Teaching, and Quality Online Courses
http://www.inacol.org/resources/publications/national-quality-standards/

SREB - Online Teaching Evaluation for State Virtual Schools
http://publications.sreb.org/2006/06T02_Standards_Online_Teaching.pdf

California State University, Chico - Rubric for Online Instruction
http://www.csuchico.edu/roi/the_rubric.shtml

Connect Thinking Checklist
http://www.elearningacademy.com.au/blog/wp-content/uploads/2013/05/ELearning_quality_checklist_ConnectThinking2013.pdf

eLearning Industry Compact Checklist
http://elearningindustry.com/a-compact-instructional-design-review-checklist
Also includes links to 12 other checklists at the bottom

Notes on Synchronous Online Learning:
http://campustechnology.com/articles/2013/05/08/the-dos-and-donts-of-synchronous-online-learning.aspx?=CT21

Online Teacher Competencies, Readiness Surveys

Collection of teacher readiness to teach online surveys
https://groups.diigo.com/group/learning-to-teach-online

Compton, L. K. L. (2009). Preparing language teachers to teach language online: A look at skills, roles, and responsibilities. *Computer Assisted Language Learning, 22*(1), 73.

Hampel, R. (2009). Training teachers for the multimedia age: Developing teacher expertise to enhance online learner interaction and collaboration. *Innovation in Language Learning and Teaching, 3*(1), 35-50.

Smith, T. (2005). Fifty-one competencies for online instruction. *The Journal of Educators Online, 2*(2).

Penn State teacher profiler https://weblearning.psu.edu/FacultySelfAssessment/

SUNY personal review of online teacher readiness & style http://sln.suny.edu/teachingsurvey/

Journals, Monographs & other sites of interest

CALICO
Monograph Series, Vol 8 (2009) - *The Next Generation: Social Networking and Online Collaboration in Foreign Language Learning*

Monograph Series, Vol 7 (2008) - *Opening Doors through Distance Language Education: Principles, Perspectives, and Practices*

Monograph Series, Vol 6 (2007) - *Preparing and Developing Technology-proficient L2 Teachers*

Monograph Series, Vol 5, 2nd Edition (2011) - *Present and Future Promises of CALL*

CALICO Journal, 23(3) (2006) - Theme: *What does it take to teach online?*

Language Learning & Technology Relevant *Emerging Technology* columns in LL&T:
- Challenging Hegemonies in Online Learning, June, 2012
  http://llt.msu.edu/issues/june2012/emerging.pdf
- Autonomous Language Learning, October, 2011
  http://llt.msu.edu/issues/october2011/emerging.pdf
- Mobile Apps for Language Learning, June, 2011
  http://llt.msu.edu/issues/june2011/emerging.pdf
- The Technological Imperative in Teaching and LCTLs, Feb, 2013
  http://llt.msu.edu/issues/february2013/emerging.pdf
- Integrating Intercultural Competence into Language Learning through Technology, June 2013
  http://llt.msu.edu/issues/june2013/emerging.pdf

Teaching Languages Online bibliography -
http://www.carla.umn.edu/technology/tlo/bib_search.html

CARLA Technology Diigo group - using technology for language teaching (classroom or teaching online) - https://groups.diigo.com/group/carlatech

The BOLDD Collaboratory wiki: https://sites.google.com/site/bolddcollaboratory/

Joe's links:

1. Animoto
http://animoto.com/play/035GSc6bUUAmLNABgnazSw
http://www.boxoftricks.net/2008/10/using-animoto-to-promote-speaking-in-the-foreign-language/

2. Avatars
voki.com
http://www.voki.com/pickup.php?scid=4617508&height=400&width=300
http://www.voki.com/pickup.php?scid=4202432&height=400&width=300

GoAnimate.com

http://goanimate.com/videos/0QAg5orpP4uc?utm_source=linkshare&utm_medium=linkshare& utm_campaign=usercontent
http://goanimate.com/videos/0iHjDxjQAzZ4

3. Blogs & Wikis
http://pbworks.com/
http://wikispaces.com/
http://www.blogger.com/home
http://wordpress.com/
http://foreignlanguagefun.com/
http://freelanguage.org/

4. Edmodo
http://www.edmodo.com/home

5. Facebook & Twitter
http://www.facebook.com

6. Glogster
http://misscolbert.edu.glogster.com/spanish-1-vocab-review/
http://misscolbert.edu.glogster.com/spanish-ar-verbs/
http://misscolbert.edu.glogster.com/spanish-preterite-tense/
http://ebuckner08.edu.glogster.com/fles-french-glogster/
http://lolaprof.glogster.com/visite-au-zoo/

7. Google docs
https://docs.google.com/

8. PowerPoint Games
http://jc-schools.net/tutorials/ppt-games/ http://people.uncw.edu/ertzbergerj/ppt_games.html

9. Prezi
http://prezi.com/d3jbgar4ativ/spanish/ http://prezi.com/dc_pjz_f7lw1/profession
http://prezi.com/y4o5iozdset_/french-family-tree/
Great Obama example: http://prezi.com/-3m3b7palqy2/election-results-prezi/

10. Videoconferencing: Skype, etc.
http://www.google.com/+/learnmore/hangouts/onair.html
http://www.teachingdegree.org/2009/06/30/50-awesome-ways-to-use-skype-in-the-classroom/
http://www.youtube.com/watch?v=lFm4WIMc4QY
http://mylanguageexchange.com/
http://www.language-exchanges.org/ http://www.youtube.com/watch?v=f1WhpCPFDsY

11. Virtual Field Trips
http://www.thechinaguide.com/badaling/index.html
http://www.stockholm360.net/list.php?id=louvre
http://www.airpano.com/360Degree-VirtualTour.php?3D=Machu-Picchu-Peru

12. VoiceThread
http://www.mvweb.org/content/voice-thread-spanish-classroom
http://mfl-digitalstories.wikispaces.com/Voicethread+-+French
http://voicethread.com/about/library/Language_learners_use_V oiceThread_to_practice_speaking/

https://voicethread.com/share/697612/
http://voicethread.com/about/library/HigherEd_Studying_Abroad_in_Ecuador_David_Thompson/
https://voicethread.com/share/324925/
http://voicethread.com/about/library/10th_grade_Chinese_language_practice_from_Lilia_Hurteau/
https://voicethread.com/share/1071700/

13. WebQuests
http://webquest.org/index.php
http://www.zunal.com/index-matrix.php?Curriculum=104&Grade=105&page=1