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Apply: Approach for Classroom Implementation (Answer Key)

Training Resource for Veteran Teachers



Apply: Approach for Classroom Implementation (Answer Key)

[Subtitle]

This document provides answers to the questions posed to veteran teachers under “Apply: Create an approach for the implementation of Pulsar”.

1. What is the minimum number of times that Stephanie should use Pulsar during the course?

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| Feedback: Research shows that consistency matters with language learning portfolios. We recommend planning for students to upload evidence and reflect on their performance at least four times to see improved self-directed learning, task value, and intrinsic motivation from students. See [Ziegler and Moeller, 2012](https://casls-vm1.uoregon.edu/lfonetwork/wp-content/uploads/sites/5/2018/05/Ziegler-Moeller-2012.pdf) for more information. |

2. When should Stephanie communicate each day’s learning targets (Can-Do Statements) to her students?

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| Feedback: Communicating learning targets (Can-Do Statements) to students throughout the learning process helps them to focus, establishes the saliency of classroom tasks, and teaches students about goal setting. |

3.Think about Stephanie’s curriculum in your context. Would you use mobile devices to capture and upload evidence? Computers? A combination of both?

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| Feedback: Any answer works provided that it is realistic given the technology infrastructure at your institution. When using a combination of tools, it is ideal to plan ahead so that you don’t over-complicate a session devoted to learner reflection and evidence upload by having students use both mobile devices and the lab during that one session. |

4. If you were Stephanie, when would you plan to have your learners upload evidence for each learning target?

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| Feedback: Any answer that has learners using Pulsar at least four times over the course of your program is a good answer! Stephanie may have filled out Step 2 of the Implementation Template like this:   |  |  |  |  | | --- | --- | --- | --- | | Program Can-Do Statement | Day/Date | Reflection/Goal Setting Activity | Approach to Upload | | I can have introductory conversations with people I just meet in culturally appropriate ways. | Day 5 | Peer evaluation using handout to guide reflection. | Audio file captured and uploaded with Pulsar app. Students upload individually. | | I can present introductory information about my family in culturally appropriate ways. | Day 10 | Self-evaluation using handout to guide reflection. | Video file captured by teacher and uploaded in computer lab. Students will rotate in and out of the lab in groups of five to minimize bandwidth issues. | | I can state which region I want to visit and why. | Day 15 | Peer evaluation using handout to guide reflection. | Video file captured by the teacher and uploaded in computer lab. Students may upload the same file for more than one applicable Can-Do Statement.  Students will rotate in and out of the lab in groups of five to minimize bandwidth issues. | | I can present my travel plan to my friends. | Day 15 | Peer evaluation using handout to guide reflection. | Video file captured by the teacher and uploaded in computer lab. Students may upload the same file for more than one applicable Can-Do Statement. Students will rotate in and out of the lab in groups of five to minimize bandwidth issues. | | I can ask and answer questions about what I need to take on my trip. | Day 15 | Peer evaluation using handout to guide reflection. | Video file captured by the teacher and uploaded in computer lab. Students may upload the same file for more than one applicable Can-Do Statement. Students will rotate in and out of the lab in groups of five to minimize bandwidth issues. | | I can ask for help when shopping. | Day 20 | Self-evaluation using handout to guide reflection. | Audio file and/or image captured and uploaded with Pulsar app. Students will upload individually. | |

5. What resources, in addition to the Pulsar app and the computer lab, does Stephanie need?

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| Feedback: Answers will vary. It is likely that Stephanie will need 1) a device (phone, video camera) to capture video of the class and 2) a method of transferring those files to students (a thumb drive that is shared in the lab, a shared Google Drive folder, or a DropBox account). If you decide to share files with students in one of these ways, be sure to establish a file naming convention so that files can be easily located. |

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