

Twitter

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#psmla20techgarden

PSMLA 2020

Virtual Technology Garden

October 17, 2020



SILVINA ORSATTI, EDD

SPANISH AND FOREIGN LANGUAGE METHODS
UNIVERSITY OF PITTSBURGH-GREENSBURG

ACTFL Standards



ACTFL Standards



The three modes of Communication



Interpretive
one-way receptive
communication,
listening/reading/viewing



Presentational
one-way, drafted, edited,
productive communication
speaking/writing



The three P's of Culture

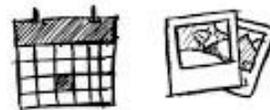


PRODUCTS



Tangible and intangible items required or justified by the underlying beliefs and values of that culture.

PRACTICES



Patterns of social interactions or behaviors accepted by a society including what to do, when and where.

PERSPECTIVES

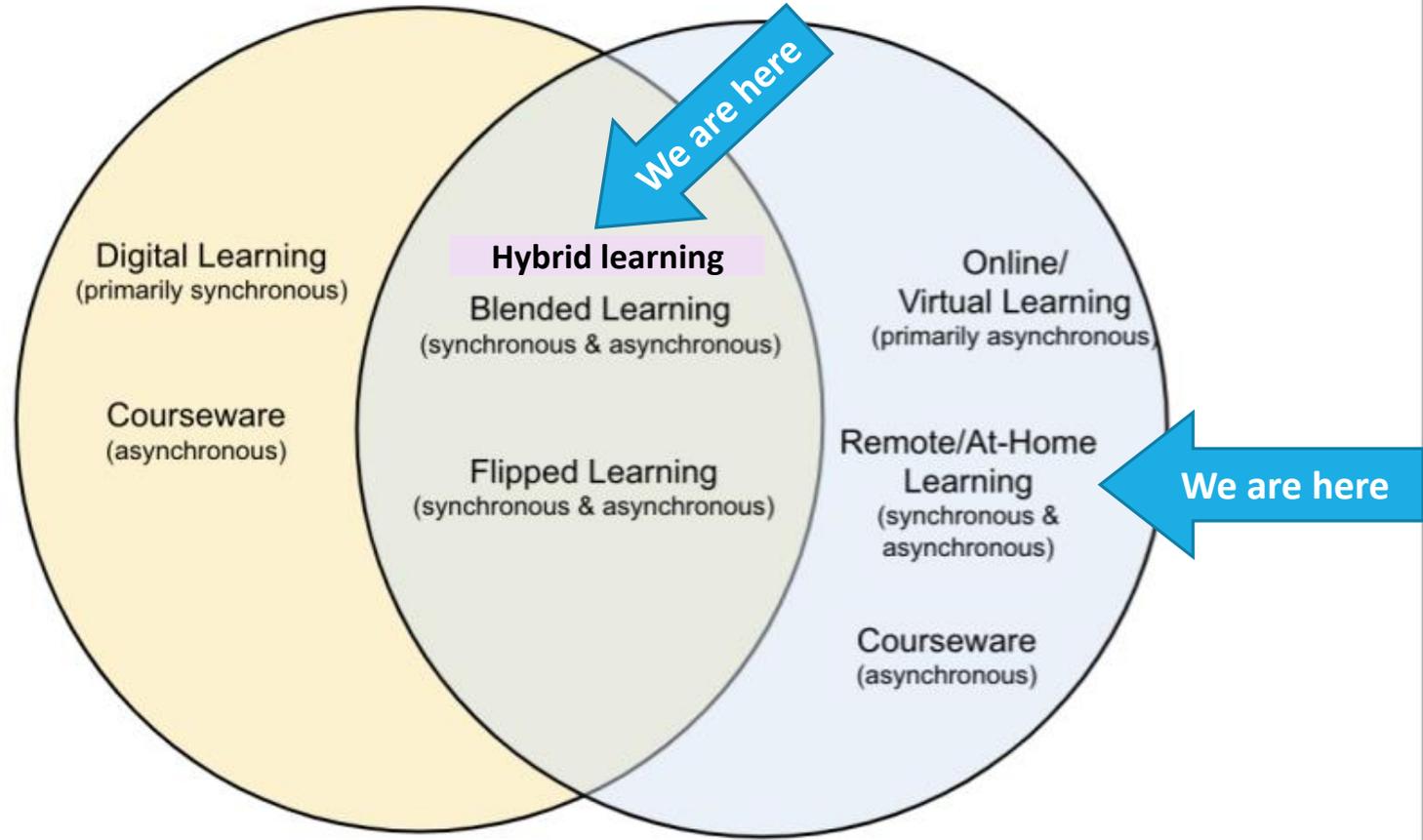


Representing that culture's view of the world, including meanings, attitudes, values, and ideas.

Models of Technology Use for Instruction

Teacher and Student
In Same Location

Teacher and Student in
Different Locations



Synchronous Learning is when the teacher and students participate in online learning activities at the same time.

Asynchronous Learning is when students and teachers are learning the same material but at different times.

Hybrid or Remote Learning

SYNCHRONOUS

VERSUS

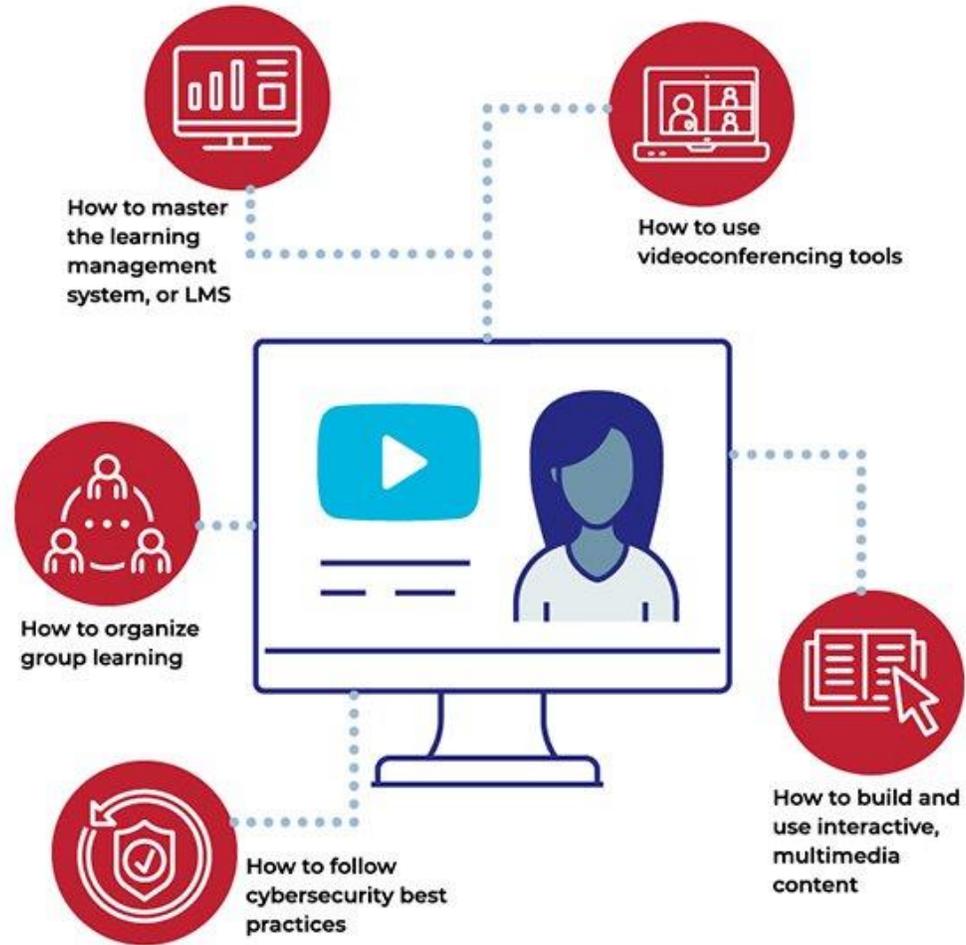
ASYNCHRONOUS

COMPARING 2 APPROACHES TO
REMOTE LEARNING

Students engage in course activities at a specific date/time, requiring that everyone be online for a scheduled event

Students engage in course activities at any time, contributing at their own pace

Remote Instruction Skills Educators Need



SOURCE: Education Week reporting

Online Class Etiquette

BE ON TIME

Be prepared.
Check your tech before class.



PRESENTATION



Check your surroundings.
Dress appropriately.

MUTE YOURSELF



Be sure to mute your microphone, when joining class.

HEADPHONES



Use headphones if you have them.

PARTICIPATION



Be focused.
Pay attention.
Be an active participant.

CHAT RESPONSIBLY



Ask/Post only class related questions and comments.



Technology tools for hybrid or remote learning



Tech tools for synchronous learning



Synchronous Interactions



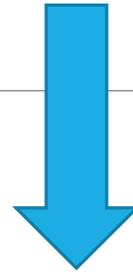
ZOOM		Microsoft TEAMS		Google MEET	
General room / Breakout rooms		Teams / Sub-teams		General room / Breakout rooms	
Voice / Video		Voice / Video		Voice / Video	
Participant permissions		Participant permissions		Unable to mute participants	
Chat		Chat		Chat	
Screen sharing (general room / breakout rooms)		Screen sharing (all teams)		Screen sharing	
• Websites	• Docs / Videos	• Websites	• Docs / Videos	• Websites	• Docs
• Whiteboard	• iPhone / iPad	• Whiteboard		• Jamboard	
Recordings General room ➤ Cloud recording (link) ➤ Computer (.mp4)	Breakout rooms ➤ Computer (.mp4)	Recordings (all teams) ➤ Stream • Play • Save		Recordings ➤ Email	
Polls		Polls		Polls	
Reactions		Reactions		Reactions (raise hand?)	
Security (waiting room, access code) Run reports		Security (waiting room)		Attendance => recording of student participation	



Tools for synchronous interactions



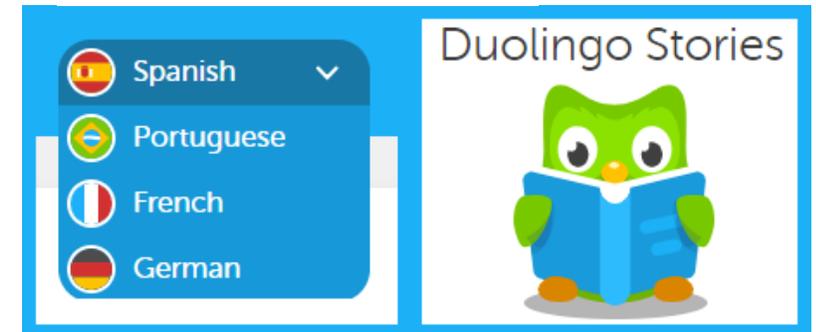
Google Meet



Google Expeditions



Google Street View



Tech tools for asynchronous learning

 schoolology®


canvas

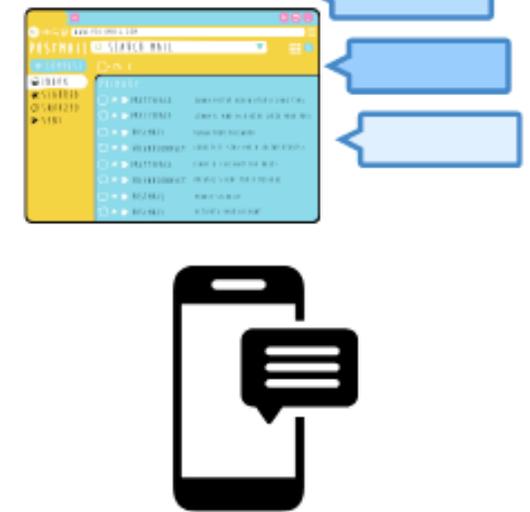

Google
Classroom

Asynchronous Interactions

Content



Social





- Account
- Dashboard
- Courses
- Calendar
- Inbox
- Commons
- Help

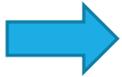
Fall Term 2020-2021

Home

Announcements

Syllabus

Modules



Pages

Assignments

Flipgrid

Rubrics

Grades

Discussions

Zoom

Panopto Video

Beacon Quick Alerts

LibGuides

▼ Clase - 17 de septiembre

PPT y Grabación de clase

Spa1_17 de septiembre.pptx

Grabación de clase_17 de septiembre

Actividades de clase

Spa1_17 de septiembre.pdf

Práctica de vocabulario

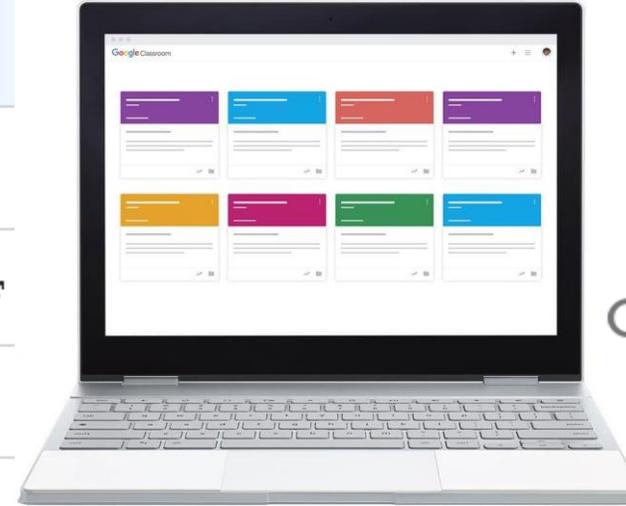
Quizlet

Tarea (requerida y bonus)

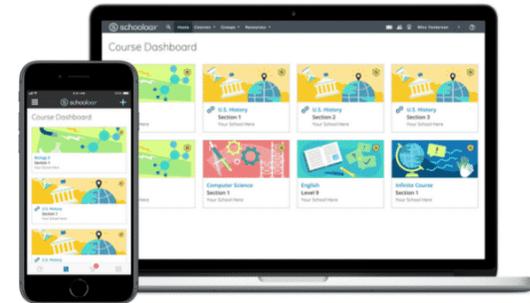
VHL Central

Hispanic Heritage Month

Duolingo



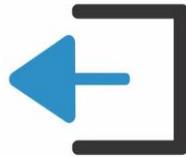
Google Classroom



Tools for asynchronous interactions



Flipgrid



BreakoutEDU



QUIZIZZ



Adobe Spark



playposit

lyricstraining

Learn languages online
with music videos and lyrics.



padlet



Google Tour Creator



StoryboardThat



conjuguemos

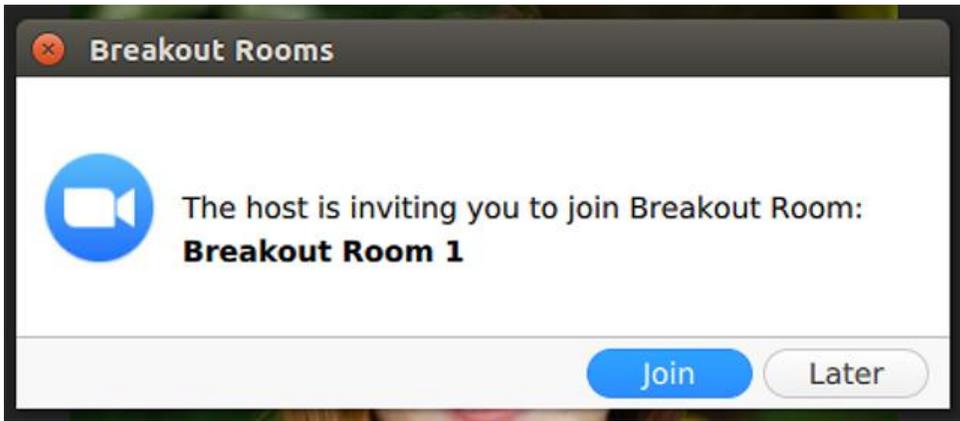
Examples of communicative activities



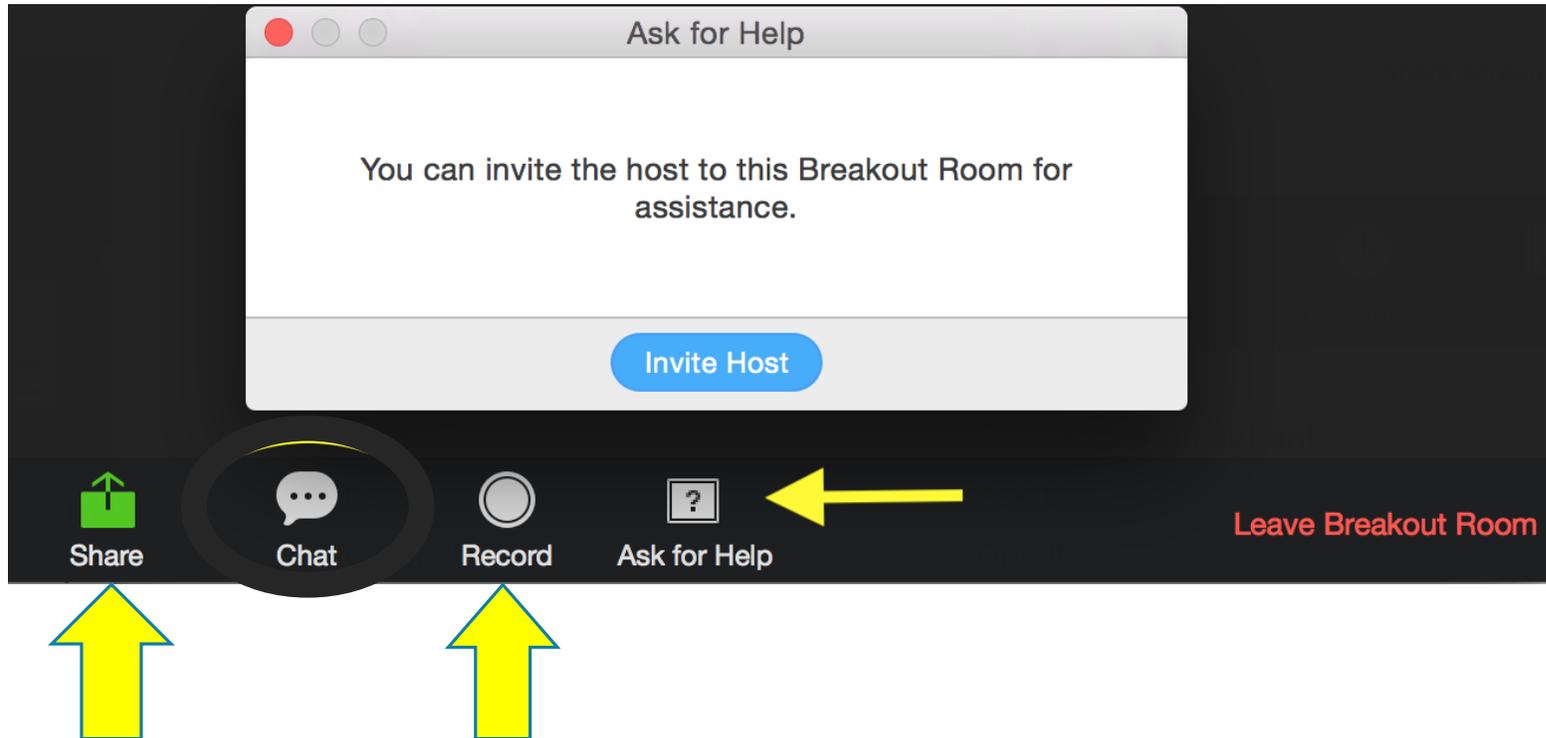


Presentational writing
(Asynchronous)
+
Interpersonal speaking
(Synchronous)

The screenshot displays the Zoom interface for managing breakout rooms. On the left, the 'Participants (2)' list shows the host 'silvy' and a 'Participant'. A context menu is open over the participant, with 'Allow Record' highlighted in blue. Below this, the 'Create Breakout Rooms' dialog is shown with '1' room and '0 participants per room' set. The 'Create Rooms' button is circled in red. On the right, the 'Breakout Rooms - Not Started' panel shows two rooms: 'Breakout Room 1' with participant 'Henrik' and 'Breakout Room 2' with participant 'Kari'. The 'Open All Rooms' button at the bottom right is also circled in red. A large orange 'Teacher' label is positioned to the right of the breakout room panel. A settings pop-up is visible in the center, containing options such as 'Move all participants into breakout rooms automatically', 'Allow participants to return to the main session at any time', 'Breakout rooms close automatically after: 30 minutes', 'Notify me when the time is up', and 'Countdown after closing breakout room'.



Student



Spanish 2: De compras

(poster and dialogue)



padlet



Interpersonal writing (poster)

(Asynchronous)



A) You are a fashion designer getting ready to put out a catalog with your latest clothing line.

Your job is to create a catalog with a detailed description of each item to entice your audience to buy your new clothing line.

You may choose to design clothing relevant to YOU (your style, your favorite celebrity, etc.), YOUR community (Pitt-Greensburg, Steelers, Pirates, Penguins, United States, etc.), OR a Spanish-speaking country (leather clothes in Argentina, alpaca clothing in Peru, etc.)

1) Include the name of your store, the type of clothing/shoes/accessories, and website (optional)

2) Include the name, picture, brand, price, material, sizes, and colors of ten items

3) Optional expressions

50% de descuento, en rebaja, etc.

Interpersonal speaking (dialogue)

(Synchronous)



B) With a partner, role-play a conversation between a customer and a salesperson in a clothing/shoes/accessories store.

Cliente/a	Vendedor/a
Say good afternoon	-> Greet the customer and ask what he/she would like
Explain that you are looking for a particular item of clothing	-> Show him/her some items and ask what he/she prefers
Discuss colors and sizes	-> Discuss colors and sizes
Ask for the fitting rooms	-> Say 'of course'
Say that the item is too long/short/small/big or that the color is not good	-> Discuss another item
Approve the item and ask for the price	-> Tell him/her the price (maybe it is on sale?)
Ask form of payment	-> Respond to form of payment
Say goodbye	-> Say goodbye and thank you

DE COMPRAS

VOCABULARIO



¿En qué puedo ayudarle?

Quiero una camisa azul de manga larga
Quería una falda a rayas
Quisiera una bufanda de lunares

¿Qué desea?

¿De qué color?
¿De qué talla?
¿De qué número?
¿De qué precio?
¿De qué tamaño?

De color rojo
De la talla 40/ De la 40
Del número 39/ Del 39
Caro/barato
Grande/mediano/pequeño



¿Qué talla/número tiene/s/ usa/s?

La talla 40/ la 40/el 40

Preguntar por el probador

¿Dónde puedo probarme?
¿Dónde están los probadores?
¿Puedo probarme la blusa?



padlet

Allison

Botica Baile

Ropa y zapatos de baile

REMAKE SHARE

Camiseta

Tillas de pequeño a grade
Colores: azul, rojo, blanco, amarillo y rosado
Precio: 35.00 dólares



Pantalones

Tillas de pequeño a grade
Colores: Negro
Es de seda
Precio: 30.00 dólares



Traje

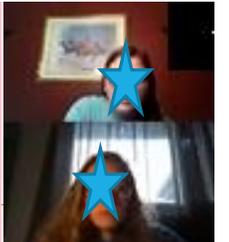
Tillas de pequeño a grade
colores: gris, rojo, negro, y morado
Es de seda
Precio: 46.00 dólares



Zapatos

Tillas de cinco a once
colores negro, gris, y marrón
Es de cuero
Precio: 42.00 dólares



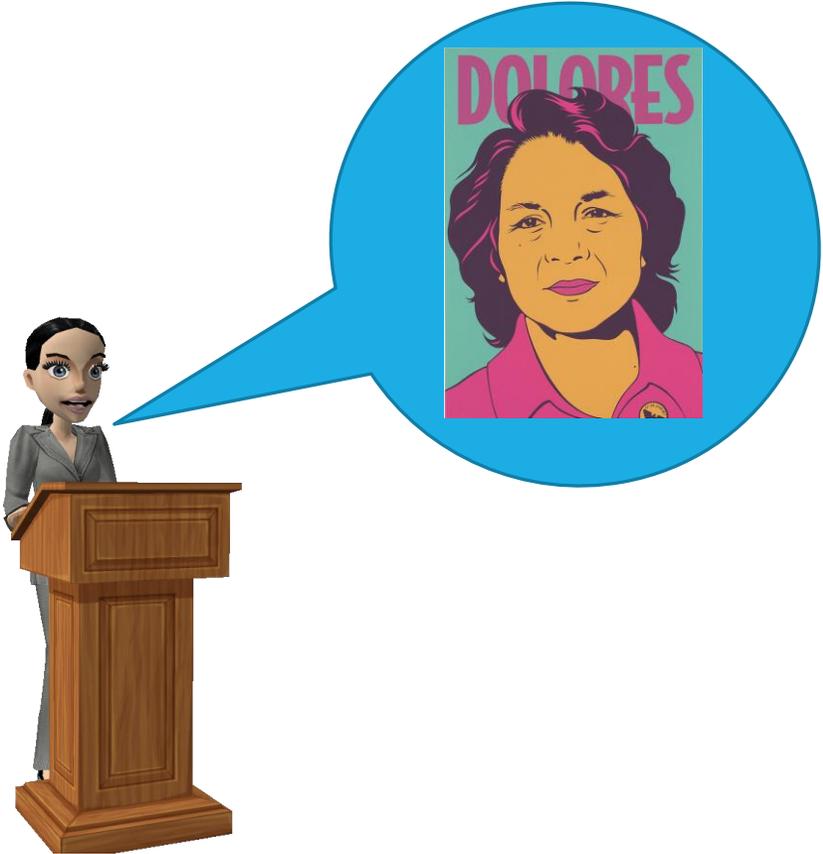
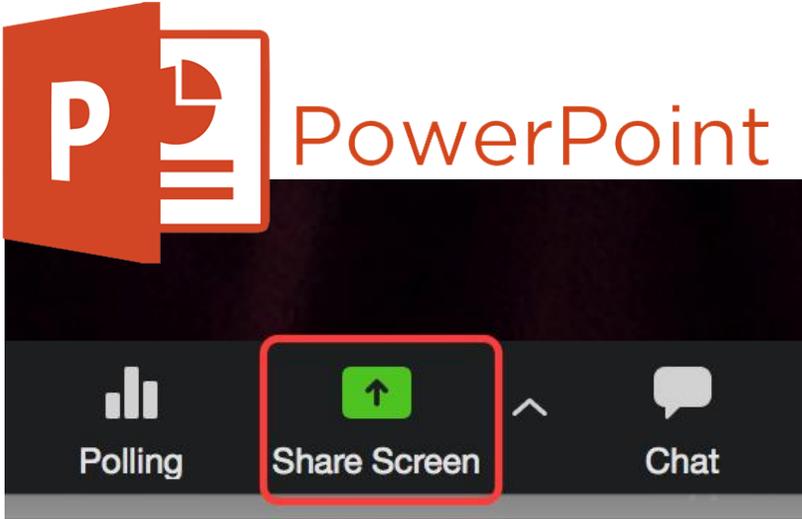


The students record their video (.mp4) and they upload it to Canvas

Presentational Speaking

(Synchronous)

Latinos in the US:
Mi latino/a favorito/a





PowerPoint => Visuals

Element of Speech	
INTRODUCTION	DELIVERY/OTHER SPEECH ELEMENTS
Has an interesting attention-getting opening that made the audience want to listen	Consistently employs eye contact and posture, not reading the speech
States clearly who they are and that they are going to share their life story with the audience	Consistently speaks with appropriate volume, tone, and articulation
BODY	Effective vocal pauses, not rushing through the speech
Follows a clear organizational outline pattern	Effective, natural gestures and body language that are similar to the actual person's gestures; all gestures are appropriate
<ul style="list-style-type: none">• Childhood• Family/Love life• Obstacles and Successes• Historical events that influenced him/her• Positive contributions to the world• Other significant/interesting facts• Speaking style/information• Quote from or about Speaker	Very few interrupters (um, like, you know, etc.); consistently uses standard grammar; avoids expletives
Gives true and interesting facts about their person, sharing the right amount of information to inform the audience	Speaks in first person, as if the presenter were the famous person, consistently through the speech
CONCLUSION	Effective use of PowerPoint, concise headlines and relevant, appropriate pictures
Give an indication of when the speech will end	The presentation is a fair depiction of the person, not making fun of them or being inappropriate in any way about the person or material presented
Ends with a memorable quote from/about the person	Time limit for speech (4-5 minutes) is adhered to:

Presentational Writing

(Asynchronous)



Spanish 1:
Mi familia y yo

Comic Strip

A) Bosquejo (draft)

⇒ *First, write about yourself ('yo' form):*

- What is your name? How old are you? What is your nationality?
- What do you look like? (2 adjectives) What are your personality traits? (2 adjectives)
- Where do you study? What is your major?
- What do you wish to be/do in the future? (e.g., a profession or a job)
- Which two activities do you usually do on-campus (e.g., study, chat, read, write, etc.)?
- Which two activities do you usually do off-campus (e.g., watch TV, shop, walk, travel, etc.)?

⇒ *Next, talk about your parents ("él, ella, ellos" forms):*

- What are their names? How old are they? Where are they from?
- What do they look like? (2 adjectives) What are their personality traits? (2 adjectives)
- Which two activities do they usually do, individually and together? (e.g., rest, listen to music, read, shop, etc.)

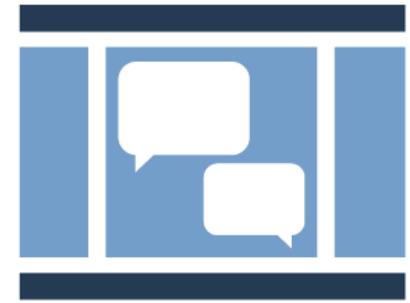
⇒ *Lastly, select another person from your family (brother, sister, cousin, etc.) and describe him / her in as much detail as you can ("él, ella, nosotros" forms):*

- What is his / her relationship to you? How old is he / she? Where is he / she from?
- What does he / she look like? (2 adjectives) What are his / her personality traits? (2 adjectives)
- Which two activities does he / she usually do, individually and with you? (e.g., chat, watch TV, shop, walk, travel, etc.)?

B) Tira cómica (comic strip)

Use paper or a website to create your comic strip. Incorporate a simple layout of no more than 6 panels. Include 4 characters, as required, and appropriate backgrounds/props.

- (preferred website) Storyboard That @ <https://www.storyboardthat.com/> (up to 6 panels for free)

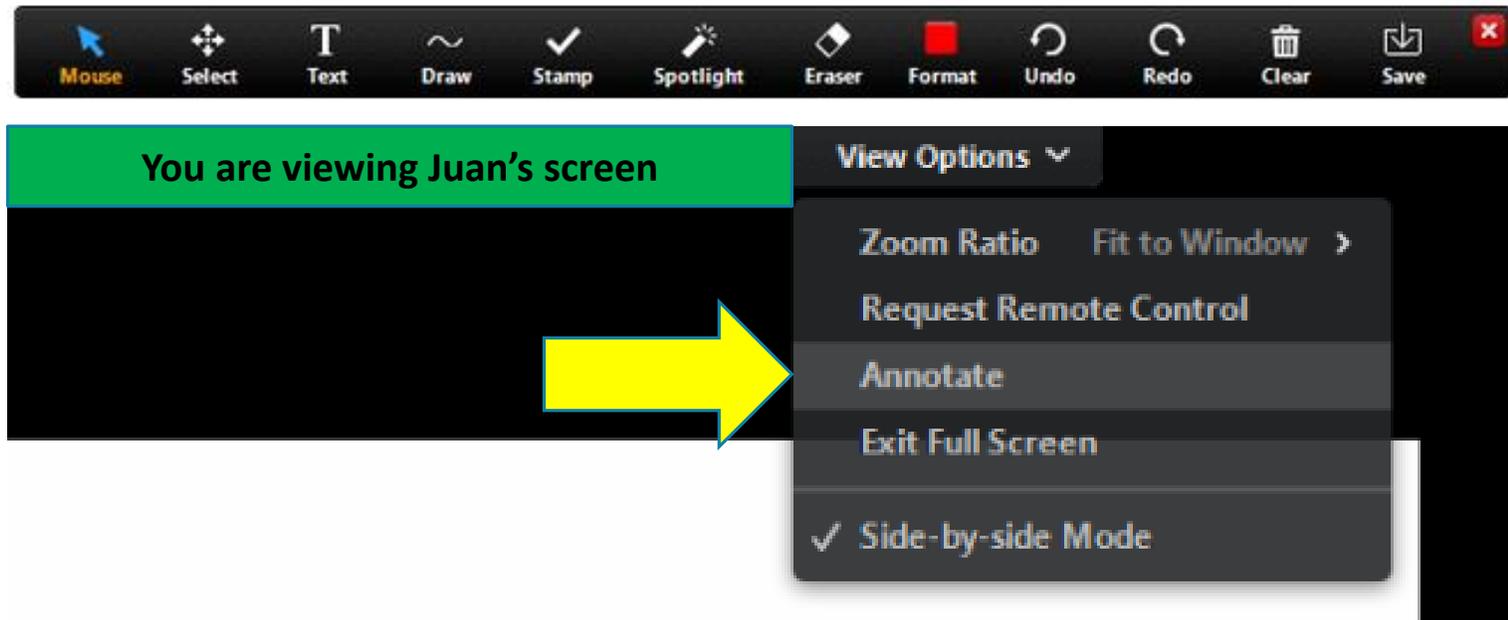
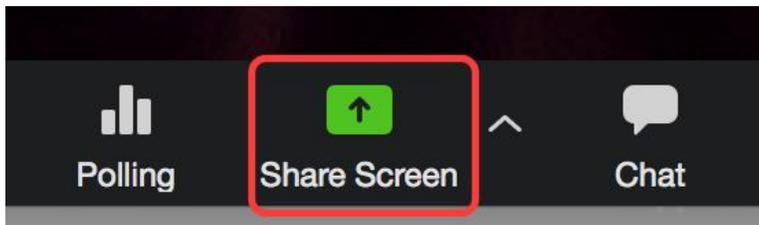
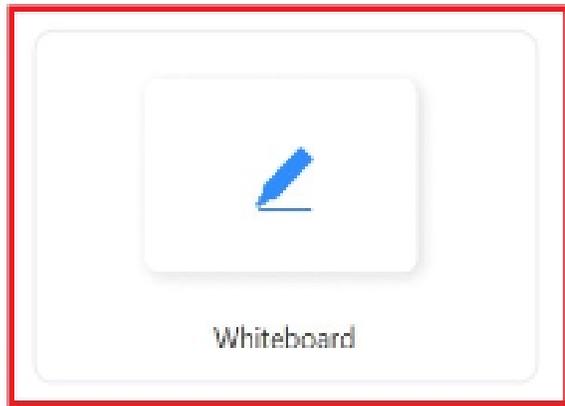
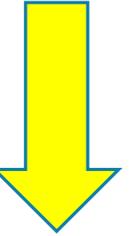


StoryboardThat

In Canvas, students upload the URL of the comic strip

Presentational Writing

(Synchronous)



Anuncios En parejas, lean el anuncio

Ahora preparen su propio (*own*) anuncio usando expresiones indefinidas y negativas.

¿Buscas algún producto especial?



¡Siempre hay algo para todos en las tiendas García!

Affirmative		Negative	
algo	something, anything	nada	nothing
alguien	someone, anyone	nadie	nobody, no one
algún alguno(a) algunos(as)	} any, some	ningún ninguno(a)	} none, not any; no one, nobody
siempre	always	nunca	} never
alguna vez algunas veces, a veces	ever sometimes	jamás	
también o... o	also, too either . . . or	tampoco ni... ni	neither neither . . . nor

Posibles artículos:

- Pasta de dientes
- Cepillo de dientes
- Crema de afeitar
- Afeitadora
- Cepillo de pelo
- Toallas
- Pantuflos

Spanish 2: Anuncio comercial

EJEMPLO

Tu barba siempre un desastre?

Tu necesitas Gillette para tu cara!

Nuestras afeitadoras y crema de afeitar son el mejor.

Shaq usa Gillette y Brad Pitt tambien. _____

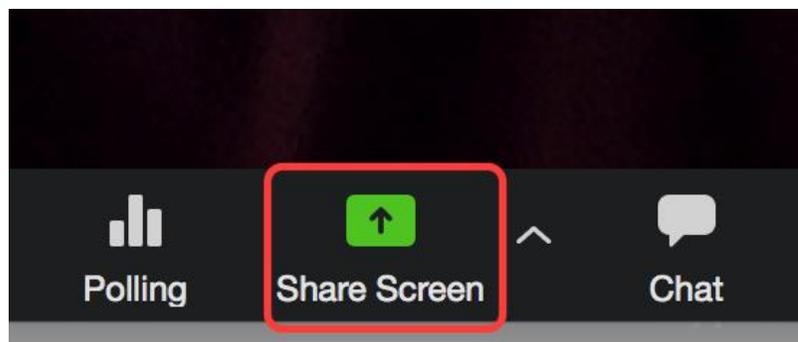
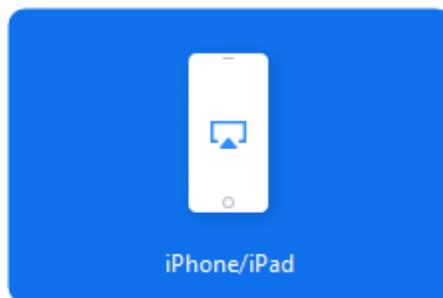
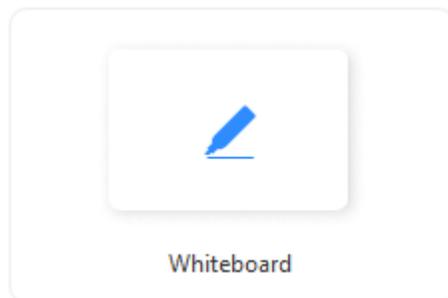
Los precios para afeitadoras comienzan a \$17 estadounidenses.



Interpretive Viewing/Reading Cultural Products

+

Cultural Connections (Art) (Synchronous)



On your iPhone or iPad:

1. Connect to Wi-Fi network

2. Tap  **Screen Mirroring**

How to find it: swipe down from the top right corner of the screen
On iOS 11 or earlier, swipe up from the bottom of the screen

3. Choose **Zoom-SMO39**

Don't see it? Restart your device



La vida y el arte de Frida Kahlo (parte 1)



Museo Dolores Olmedo, Google Ar...
VR · 10 escenas

Ver

Ver en RV



Guía

La Casa Azul: el patio

A finales de los años treinta, Kahlo y Rivera construyeron un patio en la Casa Azul. La pareja usaba este espacio cerrado, que incluía una pirámide, varios jardines y numerosas estatuas y artefactos, como lugar privado para crear obras de arte, relajarse y recibir a familiares y amigos.

Beginner: ¿Por qué Kahlo y Rivera construyeron una pirámide en el patio?



Google Expeditions



The Paintings of Frida Kahlo

Museo Dolores Olmedo, Google Ar...
AR - 7 escenas

Ver en RA

Guía



Google Expeditions

¿Quién es *Frida* en la pintura?





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[@sorsatti](#)



