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## Using Technology to Teach Across the Curriculum: EDCI 588

April 8-9, 2022 ~ Butte, MT~ 1 Semester Credit

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### Required text:

*Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education* by Manuela Wagner, Fabiana Cardetti, Michael Byram (available at [https://isgweb.actfl.org/ISGWeb/Purchase/ProductDetail.aspx?Product\\_code=INTRCULTRL](https://isgweb.actfl.org/ISGWeb/Purchase/ProductDetail.aspx?Product_code=INTRCULTRL))

### Required Registration:

<https://bit.ly/3vQPMbV>

### Objective:

By the end of this course, participants will have used discussion and collaboration in order to become familiar with practical methods of implementing technology in the world language classroom to promote cross curricular learning.

### Outcomes:

- Students will be able to discuss the material *Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education* by Manuela Wagner, Fabiana Cardetti, Michael Byram and connect it to their practice. (INTASC Standards for FL Teachers Principle #4: Instructional Strategies)
- Students will be able to discuss the material presented by Catherine Ousselin at the MALT 2022 spring conference on technology use in the world language classroom and connect it to their practice. (INTASC Standards for FL Teachers Principle #4: Instructional Strategies)
- Students will be able to collaborate with colleagues in order to plan, implement, and be accountable for implementing up to date technology practices in order to promote cross curricular education in the WL classroom. (INTASC Standards for FL Teachers Principle #5: Learning environment)

- Students will be able to reflect upon and adjust their technology use and cross curricular teaching practices through discussion and collaboration with colleagues (INTASC Standards for FL Teachers Principle #9: Reflective Practice and Professional Development).

### Major topics:

- **Intercultural Citizenship Across the Curriculum**– participants will read and discuss how to utilize the world language classroom as a place to help students address complex world issues facing us today. Also how the world language classroom can be a place for students to make connections from other content areas and therefore deepen the practical use of the world language. They will come up with ideas and practical ideas/lessons for how to use this in their classrooms.
- **Technology use in the World Language classroom**– This part of the course will be lead by Catherine Ousselin, the presenter for our MALT Spring 2022 conference. Catherine will lead a workshop where she will share ideas for ways to utilize technology to assist in the three modes of communication. She will also discuss ways of using technology to promote global citizenship.

### Requirements:

- ★ **REGISTER:** Go to <https://bit.ly/3vQPMbV> and register, pay \$155 registration fee.
- ★ **READ** The book “*Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education*” by Manuela Wagner, Fabiana Cardetti, Michael Byram BEFORE the conference and take good notes! Be ready to discuss!
- ★ **ATTEND** the MALT 2022 Spring Conference in Butte, MT April 8–9! Full attendance both days of the conference and participation in the book club discussion Saturday from 9–10 AM is required in order to grant credit.
- ★ **PAIR UP AND MAKE A PLAN** EDCI 588 credit only: Saturday morning after the book club, all attendees seeking EDCI 588 credit will meet, find an accountability partner, and discuss with that person plans for implementing elements of Catherine Ousselin’s recommendations for technology use in the classroom, and how that will assist you with cross curricular teaching in your world language classroom. You will then rejoin the rest of the attendees.
- ★ **STAY IN TOUCH** with your partner and contact them (email, phone call, etc) at least one time before May 13 to talk about how things went with implementation: what will you keep doing? What will you change? (EDCI 588 ONLY)
- ★ **REFLECT** on your experience and growth by writing a 1–page (typed, double spaced, 12 pt Times New Roman font, 1” margins) paper including:
  - A reflection of your experience at the conference and how the information will apply to your professional work including:
    - Your original plan to adopt or adapt a cross curricular lesson or unit for your world language classroom based on what you learned at MALT 2022

- Reflection on the implementation of that plan
  - Documentation of your contact(s) with your accountability partner
- ★ **COMPLETE** the course by turning in your documentation by email to [blakeylh@gmail.com](mailto:blakeylh@gmail.com) by the course completion deadline, 11:59PM on May 22.
- ★ **GRADING:** Attendees will receive an email from MSU Academic Technology and Outreach with a receipt and instructions on how to access their grade and order transcripts.
- Your paper will be graded on a pass/fail basis.

### MALT Spring Conference Schedule:

#### Friday April 8th

8:30 to 9:00- Registration at MT Tech/ 1300 W Park St/ Butte, MT 59701

9:00 to 12:00- Conference with Catherine Ousselin

12:00 to 1:00- Lunch catered by Tech

1:00 to 5:00- Conference with Catherine Ousselin

5:30 to 7:00- Happy Hour with EF Tours (location TBA)

#### Saturday April 9th

9:00 to 10:00- Book Club Discussion led by Dana Pierre

10:00 to 11:00- MALT Members Meeting

11:00-1:00- Coursework and collaboration/Meet with Accountability Partner

### Grading:

**Pass/Fail-** In order to pass the course students must complete each of the following items

- Student read and participated in the discussion of The book “*Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education*” by Manuela Wagner, Fabiana Cardetti, Michael Byram.
- Student attended both days of the MALT spring conference with Catherine Ousselin, and actively participated in the book club discussion as well as the workshop led by Catherine.
- Student made a plan with their accountability partner for implementing technology in the classroom to help them with cross curricular teaching in the world language classroom.
- Student provided evidence that they checked in with their accountability partner after the conference.
- Student completed the reflection paper according to the course requirements.

**QUESTIONS?**

**CONTACT**

**BLAKELY HAY AT [BLAKELYLH@GMAIL.COM](mailto:BLAKELYLH@GMAIL.COM)**