LLTI Highlights

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Welcome to "LLTI-Highlights." This column features a selection of important electronic discussions from the LLTI—Language Learning and Technology International—listserv. The discussions of this column were posted during the first half of the year 2004 and have been summarized and paraphrased by me. Otmar Foelsche, the moderator of the electronic discussion list, has assigned a reference number to each topic that appeared in the discussion list. This number can be used to search the LLTI archives. Instructions on searching the archives appear at the end of this column.

Macromedia's Contribute

In January, Carol Reitan launched the discussion on **Macromedia's Contribute** (#7387) with the following: "Are any of you familiar with Macromedia's Contribute as a way to help faculty maintain a web presence without having to do it all for them and without expecting them all to learn html?...." Tom Browne was the first one to reply: "We are just beginning to try Contribute. Our preliminary observations are that it works quite well for established web pages where all you have to do is change a word or two. It doesn't work as well for creating a new page or extensive changes to an old page...." Joseph Kautz agreed with Tom Browne's observations: "I think it is a great way to allow users to update their web pages without having to learn Dreamweaver. I have experimented with it myself with good results...." Francesco Scordato added: "We use Macromedia Contribute at Berry College and I find it a great solution for allowing basic updating and editing of existing Web pages. Adding a page or two is also fairly simple as long as you maintain the same template and folder structure...." Sharon Scinicariello reported a successful implementation of Contribute among their French faculty, and observed: "... Although it has some quirks, Contribute is such a useful tool that its use is spreading across the campus...." Susie Dever: "We are apparently going to begin using OmniUpdate soon here at El Camino. I am not sure how it compares with the MacroMedia product, but OU gets kudos from ... a number of other institutions. ...."

Laptops that don't project

During the month of February, a lively discussion ensued around the topic of **Laptops that don't project** (#7388). This thread was started by Carol Reitan with the following: "I have just learned that the Toshiba laptops we check out to faculty will not project video (from a DVD or web-based video). Apparently they are missing some kind of special software that will allow that. One of our instructors has a less expensive Computerland laptop that will project video just fine. Does anyone know the generic name of the software and/or a brand name that will help us track down what we need? ..." The first reply came from Bob Majors, who had several questions for troubleshooting the problem, followed by a list of various solutions: "...There are multiple possibilities: Was the laptop mirroring? Did they try turning it off? What was the resolution etc. of the laptop and projector? Sometimes changing these settings will allow the video to play. Sometimes it is a ...missing player, plug-in, or improper configuration of a helper application, such as QuickTime Player, Real Player, or (less likely) Windows Media Player...." Other suggestions came from John de Szendeffy: "...PC laptops have a function key and F key combination that toggles video mirroring on....Different PC manufacturers use different key commands. If DVD projection is the only problem, then the laptop might suffer insufficient video RAM, or the resolution of the projector might be incompatible with that supported by the laptop. Try using a lower resolution in the Display control panel (e.g. 800x600)." Peter Lafford agreed. He provided step-by-step instructions for changing the settings: "It may not be missing anything, but rather needs to have the desktop screen setting set to have the external monitor as the primary video display. In any windows (for Windows 98 and higher) 1. do a right-click on the desktop, 2.select properties, 3. select settings, 4. select advanced, 5.select display ...then identify the video display device which should have the video showing...." Similar advice came from Roberto Perez: "... Some laptops have a few restrictions, e.g., they only work with an LCD projector if the display is set at a certain resolution, or the 'dual display' (monitor and LCD) has to be manually changed in the 'Settings' options, or a combination of keys has to be pressed to switch from video/DVD to regular screen display, etc...Were these options checked already to rule them out as possible causes?" Tom Robb inquired: "...Are you pushing the correct F-key to initiate projection/mirroring mode? The key varies from machine to machine." Arjen Florijn mentioned a possible incompatibility between

the laptop and the projector: "...My laptop does not work with Sony projectors we use in our faculty. It works with the few Sharps that are available...." Jodi Samuels had a similar experience: "... I have had several laptops that project everything and anything except video, and they have all been SONY laptops (typically VAIOs). The general consensus is that the video card in Sony products won' t allow for projection on multiple monitors. So you can watch on your laptop, but if you try to switch to an external monitor, you will only get audio and a ... black rectangle where the video clip should be...." To this, Herb Martin replied: "My VAIO projects just fine ... One caveat: The projector or external video cable and device must be plugged in and turned on when the VAIO boots and the 'blue key' doesn't seem to be performing the 'switch'. Trick: If the machine is already booted when you turn on or connect the projector/monitor, you can 'hibernate/awake' in order to get the video to turn on—if you are using Windows XP, Win2000, or another windows platform that supports hibernation." Having tried several of the suggestions made during this discussion, Carol Reitan shared the following results: "...With your help the problem has been solved. It was a question of lots of people trying many different things, but not in the right order. Here is what worked on our Toshiba laptop (2430). 1. First project to the big screen only (the key command is 'Fn+F5' for our model), 2. open the WinDVD software first from the Start Menu and Programs list, 3. then start the DVD. For some reason, when people just clicked on the DVD drive icon in 'My Computer', it would not start. The software had to be opened first, and it only worked when accessed from the 'All Programs' area found in the 'Start' menu in XP."

Minimum Technology Skills for Educators

For the third time in a row, another lively discussion was launched by Carol Reitan, during the month of March. She inquired about **Minimum Technology Skills for Educators** (# 7459) with the following: "I am wondering if anyone has compiled or knows where to locate any set of standards describing the minimum technology skills needed by today' s instructors in higher education? (My own personal list of basic skills would be: using email, navigating the World Wide Web, using a word-processor....) Does your institution require informally or formally the acquisition of certain basic skills?" A helpful reference was submitted by Carolyn Fidelman: "A lot of the buzz these days is about the ISTE Standards for teachers. True, it fo-

cuses on K-12, but I think you will find that much of it applies regardless of the level. For more information, see <http://cnets.iste.org/teachers/t_stands.html>. The use of CMS (course management systems), such as Blackboard and WebCT, is one area that K-12 is weak in, since that has been mostly a higher education phenomenon up to now...." Edith Paillat asked for more clarification and provided additional resources: "Are the skills related to the skills you mention related to basic administrative tasks, such as marking, correspondence and material preparation, or to core teaching in a CALL environment or in distance learning? Useful sites (in French...) I would recommend are: <http://abc.ntic.org/thematique.php>, and <http://thot.cursus.edu>. In English, you will find the following useful as well (and they will direct you to a lot more other sites...): <http://cwx.prenhall.com/bookbind/pubbooks/smith2/chapter2/deluxe.html> (click on "Coin Professeur"), and the most comprehensive on the Internet (I feel) can be found at <http://www.ict4lt.org>. All the skills you mention are of course essential but, the difficulty lies in linking the skills to methodology (language course delivery and learner autonomy). For example, searching the web is one thing, but transferring this skill to a CALL environment is another. Do you want to teach your students to search the web in the target language? Do you want them to find relevant info on a specific website, or do you want to get them to create their own webpage? The same is true with using e-mails: 'For what purpose do you want the instructors to use e-mails in their class delivery? Is it for collaboration work between students, for the delivery of assignments only, or for discussions? ..." Marlene Johnshoy: "Oh, do I have resources for you!... Most of these are more than the "Can you push the right buttons?" type of checklists. You will want to take a look at ISTE' s NETS project – national educational technology standards for teachers, students, and administrators: <http://cnets.iste.org/teachers/index.shtml>. There was also a nice article written on the NETS for pre-service teachers...: Levin, Barbara B. "Using Portfolios to Fulfill ISTE/NCATE Technology Requirements for Pre-service Teacher Candidates." Journal of Computing in Teacher Education. Vol 12, No 3, pp. 13 - 20. The article includes a 3-level checklist of competencies. There are others you could look at, too: Graham Davies' "can do" lists for Foreign language teachers on the ICT4LT website, entitled "Intimae - Integrating New Technologies Into the Methods of Education". The article is available at

<mhttp://www.intime.uni.edu/model/technology/tech.html>. Then, there are Doug Johnson's Code 77 Rubrics for Self-Evaluation, which are available at <http://www.doug-johnson.com/dougwri/rubrics2002.html>. Further, there are the "California Technology Assessment Profile" (CTAP2) rubrics at <http://ctap2.iassessment.org/>. You can go in as guest to take a look .... Milken Exchange of education technology has a "Continuum" with three stages of adaptation. It can be accessed at <http://www.mff.org/publications/publications.taf?page=159>...." Michael Coghlan referenced more links at <http://users.chariot.net.au/~michaelc/olfac.html>. Roberto Perez provided examples from Florida State University, where: "... students in the College of Education have to complete an Introduction to Educational Technology. The College has been reviewed and certified by NCATE as meeting current technology standards in the formation of future teachers. The College of Communications offers Communication and the Internet and Desktop Publishing to its undergraduate students. The first class deals with Internet technologies (email, search engines, etc.), while the other covers more...advanced authoring programs (Photoshop, Pagemaker, Dreamweaver) ...."

Recommendation for Headphones

During April and the beginning of May, the most widely discussed issue was again a technical one. Yolanda Lugo Troshko initiated the exchanges dealing with a **Recommendation for Headphones** (#7490) with this message: "We are looking into buying headphones for our language lab (we have iMacs).Does anybody have any suggestions as to what kind we should get?" Sonia Bascur sent in the first reply with the following: "... we are currently using PHILLIPS HP 250 with large speakers for excellent sound. This includes a volume control....We have gone through different brands and types, and these are the ones that seem to last longer." Another recommendation came from David Flores: "We have had good luck with KOSS SB-40 headphones. You can find them for about $25.00 a piece, and they fully enclose the ear, which should be helpful in isolating students in a lab and reducing outside noise (i.e. other students in the lab). Here is a place that sells them: <http://www.techdepot.com/product.asp?productid=310130&affid=10000485>." Jack Burston cautioned: "I agree that that the Koss SB 40 is a comfortable headphone-microphone combination, but if all

you are after is the headphones you would be looking at the Koss UR 20.Regarding the SB 40: before purchasing them in any number, you need to check out how well the microphone works with your computers. The microphone output from the SB40 is quite low, even with the optional line amplifier that is available for it. As much as I liked the SB 40, I had to opt for the less comfortable, but sturdier, CALIFONE 3066AV to get acceptable recording levels." Derek Roff agreed with Jack Burston's choice: "If you don't need a microphone, I suggest looking at the Califone 3068 AV. They are sturdy, easy to clean, and have a couple of nice features. A stereo-mono switch gives sound in both ears regardless of the source. Independent volume controls for left and right channels can be useful on poorly mastered materials. They come with adapters for 1/4" or 1/8" jacks. Although they are not as dramatically ugly as some Califone products, they look sufficiently institutional to discourage theft by our style-conscious students. Buying ten or more at a time from Troxell, we paid around $9 each. They have outlasted most of the other headphones that we have tried." Olaf Bohlke: "I want to second Jack' recommendation. However, the Califone 3066AV does not work with iMacs, according to this website: <http://www.schooloutfitters.com/catalog/product_info/cPath/MAN9%20/pfam_id/PFAM602/products_id/PRO3757>. We ordered 40 Califone 3066AV in the fall of 2003.... The microphone audio is the best I have heard from any microphone headset combo.... The microphones look sturdy, and I am very hopeful that they won' t break as easily as the KOSS SB30, which were in use since 1997.... Anyway, the audio recording is so good that we don't have to use any extra $10 desktop microphones...to get a decent recording." Derek Roff had some specific suggestions for the iMac: "...Since the iMac has a built-in microphone, there isn't a separate microphone input jack/port. This means that no analog microphone will connect directly to an iMac, which is unfortunate in a lab situation. A solution for using an external microphone is to get a USB microphone or input device....When necessary, we use the $35 Griffin iMic, which will accept any 1/8" microphone or line level input.... It is annoying and expensive to equip a lab with iMics just to be able to plug in a microphone, but I don't know of a cheaper, simpler way. The Califone 3066AV plus iMic should work fine with an iMac." John de Szendeffy added: ".... Beginning with the eMac, most Mac models lost the analog in. We use the Plantronics DSP 500 USB

headset with uni-directional microphone for recording. We have about 50 of them and they perform very well...."

Exercises making use of extracts from long literary works

Deanne Cobb started a discussion on **Exercises making use of extracts from long literary works** (#7556) during the month of June with the following: "I am currently working on developing some exercises using Hot Potatoes (<www.halfbakedsoftware.com>) with a French instructor here at the University of Regina. Some of these exercises make use of extracts from long literary works and ask students to judge whether or not the author would have used passé composé or imparfait for the verbs in the text. Students fill in the blanks....Can anyone tell me whether or not exercises like these would be allowable under copyright? I believe that it would be because a) it is documented, b) it is only an excerpt of a larger literary text, c) we are doing something creative with it that adds a different purpose than what is intended by the author/publisher and, therefore, we are not simply stealing profits by re-producing replicas, d) it is for educational purposes and e) it is not for profit (since we are a public institution).Am I correct in this judgment? Am I missing anything potentially conflicting or arguable? Since the use of Hot Potatoes requires that these exercises are posted to the Internet, we want to be sure that we are not infringing on copyright before proceeding." Jack Burston cautioned: "I think that it is important that you add to your list of 'fair use' the fact, that only students enrolled in the course(s) for which the material is intended will have access to it (i.e., via login/password). If this is not the case, you won't benefit from the conditions of the TEACH act." Karen Tusack agreed: "You should password protect your exercises, so that only your students can use them. That is what we do when any copyrighted materials are used in online exercises." Margo Burns gave the following recommendation: "You really need to investigate the copyright status of the works you want to use. Pre-1923 works, by U.S. Copyright law, are in the public domain, so you don't have to worry about copyright with them. Many other works after that (but not all, and certainly not recent ones!) have fallen out of copyright, and are in the public domain. The trick is figuring out their status, but there may be someone in your library, who can help you.... My advice: stick with literary works that...are in the public domain. See <http://www.unc.edu/~unclng/public-d.htm> for more information on determining, when works go into the public domain...." Vito Brondolo: "I just want to re-

mind everybody on the list that Hot Potatoes has its terms of use. I am quoting from its web site at <http://www.halfbakedsoftware.com/hot_pot_licence_terms.php>: '....you need to purchase a license under any of the following conditions: a. You are not working for a state-funded educational institution. b. You are in business for yourself. c. You charge money for access to the material you make with Hot Potatoes. d. You do not make the material freely available through the WWW.' This means that if you want to password protect your exercises made with Hot Potatoes, you need to buy a license." Alexander Waid shared the same advice: Unfortunately, if you want to password protect exercises created with Hot Potatoes, you need to pay a licensing fee...."

The discussions of the Language Learning and Technology International (LLTI) list server have been archived and posted on the web. These LLTI archives can be accessed from the IALLT Home page, which is located at http://www.iall.net/. A link to the LLTI list server appears at the top level of the IALLT Home page. The LLTI list server page gives instructions on how to subscribe or unsubscribe to the list server. In addition, there is a link to the LLTI archives. These archives can also be accessed at <http://listserv.dartmouth.edu/archives/llti.html>.

To search the archives, type the subject in the first search field. The search engine will match the subject with the subject headings of the archived messages. You may also type a key word or words in the second search field. This search will look for the key words in the body text of all messages. It the reference number that has been assigned to a discussion topic is entered in this field, the search will bring up a complete list of all discussions dealing with the topic. You may also want to restrict search by limiting it to a specific author or by entering beginning and ending dates. Such a restriction is particularly useful for searches on frequently occurring topics. Any questions or comments related to the LLTI list server may be addressed to Otmar Foelsche, the moderator of the LLTI discussion list. Otmar can be contacted at otmar.foelsche@dartmouth.edu. ◆

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