

Creating simulation-based blended learning experiences

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2018 Blended Learning in the Liberal Arts Conference

Bryn Mawr College



The Context

The Process

Green Ideas, Inc.

Simulation blueprint

Participant experience

The Master & Margarita Talk

Simulation blueprint

Participant experience

Putting it all together

Defining Simulations

“...a simulation is reality of function in a simulated and structured environment”

Jones, K. (1984). *Simulations in language teaching*. Cambridge, UK: Cambridge University Press.

“Simulation is a technique, not a technology, to **replace** or **amplify** real experiences with guided experiences, often immersive in nature, that evoke or replicate substantial aspects of the real world in a fully interactive fashion”

Gaba, D. M. (2004). The future vision of simulation in health care. *BMJ Quality & Safety*, 13, i2–i10.

Why Use Simulations in Language Instruction

Simulations offer:

- A way to implement Blended Learning;
- Opportunities for highly contextualized language use;
- Opportunities to address interpersonal communication skills;
- Opportunities to address 21st Century Skills (e.g., problem-solving and decision-making skills, team-based competencies, etc.).

Green Ideas Inc.

Vignette



the language learning experience

Simulations have immense potential to engage learners in meaningful experiences. This vignette illustrates a virtual environment that immerses a language learner in situated, content-rich, and highly contextualized language learning experiences. The simulation described here takes advantage of existing resources in the Flagship community, such as tutors, who can play different roles in the experience, and can be adapted to any Flagship language.



The company website provides resources for learners to become acquainted with the philosophy of the company and its leadership.

Gabi, a sophomore student in international affairs, is an Intermediate High Chinese Language Flagship student. Gabi receives an e-mail in Chinese from her tutor inviting her to take a look at the website of an interesting organization, Green Ideas, Inc., which they will discuss during her next tutoring session. Green Ideas, Inc., is in fact a simulation of a global company with offices in China. The e-mail from the tutor includes a few questions about the organization and instructs Gabi to come to the tutoring session prepared to discuss these questions. One of the questions concerns which position she would apply for in that company, and why. During the tutoring session, the tutor asks Gabi which of the three positions she found most appealing. Gabi expresses interest in the PR position and her tutor encourages her to prepare a résumé and cover letter to apply. After sending in her application, Gabi receives an automated e-mail in Chinese confirming receipt. The following week, Gabi receives an e-mail from a PR office assistant to set up a time for a Skype interview. Gabi and her tutor work on preparing for the interview, researching Chinese websites that offer job interview tips. At the appointed time, two friendly company employees interview Gabi via Skype in the target language, asking questions typical of a job interview in a Chinese workplace.



Job Application Form



Skype interview during pilot in Spring 2016



Self-paced training in pilot

The self-paced trainings on the website are geared to workplace standards and practices drawn from the target community of practice. The global company Green Ideas, Inc. localizes business practices in each country in which it operates.

Welcome to Green Ideas, Inc.

A few days later, Gabi receives a congratulatory e-mail confirming her hire into a PR position in the company and a welcome letter with employment forms to fill out and return. Once the forms are returned, Gabi receives an e-mail requesting a time for a meeting with the PR manager, Ms. Liu. During a brief Skype meeting, Ms. Liu explains to Gabi that everyone in the PR group is very busy working on a project intended to bolster public confidence in the company. Gabi will be expected to contribute her ideas in a group forum to which only the PR Group has access.

When Gabi attempts to log on to the Green Ideas, Inc. intranet, she discovers two mandatory self-paced trainings required for workplace etiquette and communication basics that she needs to complete before she can gain access to the company intranet. The multimedia trainings explain the issues in the context of the company and culminate with a quiz, which employees need to pass as a precondition of employment.

Gabi passes her training assignments and gains access to the company intranet. She locates the forum and sees four messages from different PR Group employees waiting for her. The video messages welcome Gabi to the group and explain some of the challenges of the project they are all working on. One such challenge arises from the Finance and Accounting Department, which apparently does not get along with PR and has restricted the budget for the project.

Another challenge is that the Marketing Department has requested the PR Group to give them ideas for a possible TV commercial intended to restore the company's credibility after an unfortunate incident – and they need a fast turnaround. A group member sends Gabi a message with links for her to find out more about the incident. One is a recorded piece of news from the day of the incident, including interviews with the company CEO and people in the community. The other two are a newspaper article and a blog entry, one blaming the company for the incident and the other praising the company for its contributions to the community. The group asks Gabi to become familiar with the issue and to conference with one of the group members as soon as possible. Soon after Gabi accesses these materials, she receives a message from one of the PR Group employees, Song, requesting her availability to chat online about the project. When they chat, they agree on an idea and Song asks Gabi to be the one to share it with the whole group because he needs to prepare for a business trip. Gabi records a video message to the group explaining the idea and posts it in the forum. Most responses are favorable but some request revisions. The group manager asks Gabi to post a brief description in the forum incorporating the revisions. Soon after Gabi posts the description, a group member sends out a poll requesting that everyone vote. The idea is approved and forwarded to the Marketing Department.

Two days later, the group receives a note from the Marketing Manager approving the proposal and asking them to storyboard the commercial and create a "video draft" to share with Marketing Professionals. The group votes for Gabi to be the one to create the draft. They share a link with her with instructions to create a storyboard and suggestions for technology tools to use.

Gabi records a 30-second video mockup of the commercial and shares it with the Marketing group, using a collaboration tool that allows the group members to give feedback. The group gives Gabi positive feedback and also asks questions about the video. The group agrees that she deserves recognition for her efforts, so they let her know they have requested her manager to give her due recognition. Soon after, Gabi receives a congratulatory e-mail message from her manager.

Reflecting on the Experience

The next time Gabi meets with her tutor, who has seen the video draft she produced, they discuss her experience in the simulation. The tutor agrees to issue the badge recommended by the group, but only after Gabi writes a reflection on the experience. Gabi emerges from the simulation experience with boosted confidence, experiences that will support her in her eventual in-country internship, and a badge that serves as evidence of her learning.

This is an example of a possible project embedded in the simulation. A learner who applied for a different position would get a project that, like Gabi's, would be aligned with his or her content preference.

Gabi's access to the materials generates a system e-mail to an assigned tutor (posing as Song) with instructions to arrange for an online chat with her.

The group manager role could be played by the same tutor.

The poll can be generated by the system automatically.

Existing collaboration tools provide this functionality.

The setup for the environment described here does not require highly specialized technical expertise, since its most complex elements are a front-end website and a secured environment with a discussion forum. This type of environment provides a useful stepping stone to build more sophisticated systems.



Green Ideas, Inc

SIMULATION BLUEPRINT

Expected Outcomes (Language & Behavior)

What are the expected outcomes? What standards do they address?

Advanced Level Proficiency Benchmark: **I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.**

Advanced Low Performance Indicator: **I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.**

Learners can successfully apply for, and land, a job in the target language environment by using stylistically appropriate language, acknowledging relevant cultural perspectives, and embodying acceptable cultural practices.

Focus Tasks & Learner Products

What are the main tasks? What are the learner products? What proficiency benchmarks do tasks and products address? What main language register(s) will be used (e.g., academic Spanish, business Chinese, etc.)?

Fill out job application form

Write cover letter for specific job

- Product: Cover letter (Job Application Register)

Create a résumé

- Product: Résumé (Job Application Register)

Participate in an interview (Professional Language Register)

Sign a contract (Legal Register)

Participants, Activities & Roles

Who are the main participants and what do they do?

Learners (go through the job application process as themselves)

Instructor (provides support, impersonates manager)

Community member (native speaker) (interviews learners, impersonates company's hiring manager)

Instructor's colleagues (interview learners, impersonate hiring staff)

Materials & Communication Tools

What materials are needed to create the simulated experience? What tools will be used?

Materials

Company Website (Google Template) with onboarding materials

Job application form (Google Forms, Survey Monkey)

Résumé writing guidelines (class website)

Communication Tools

WeChat

Company email accounts

Rules & Implementation Strategies

What rules will be followed (e.g., deadlines)? What strategies will be used to keep it real? (e.g., add element of surprise to create a problem, involve native speaker unknown to learner, etc.)

Rules

Learner can apply only once for only one job.

Applications are not accepted past the application deadline.

Incomplete applications are not accepted.

Applicants who do not perform to stipulated minimum are accepted as interns.

Learner must complete onboarding tasks before work starts.

Company observes professional norms of communication.

Implementation Strategies

Community member will participate in interview.

Feedback to applicants is routed through instructor.

Why do L2 learners care?

This section should also help you focus the debriefing after the simulation.

Learners will be experiencing the same process in their upcoming Capstone year.

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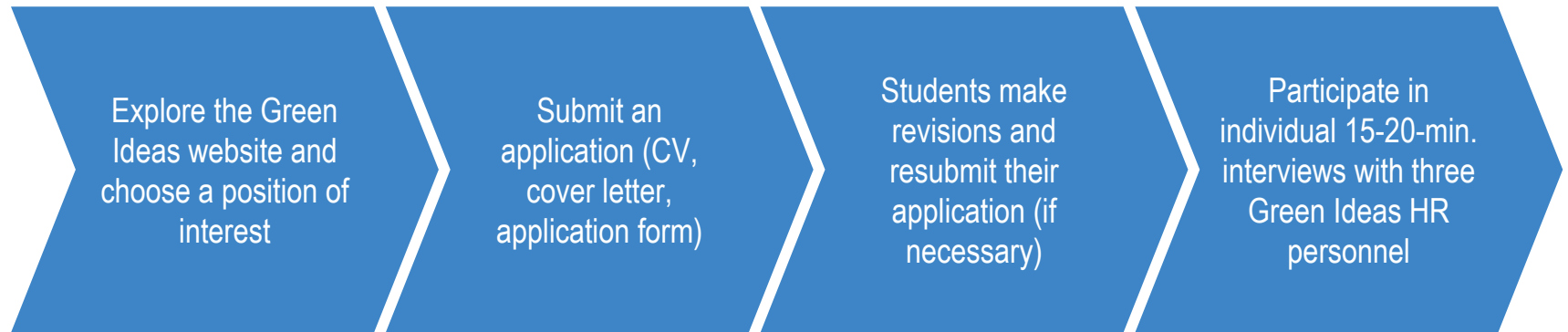
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Green Ideas Inc.: Participant Experience

Application Module



Teamwork Module



Green Ideas Inc.: Participant Experience

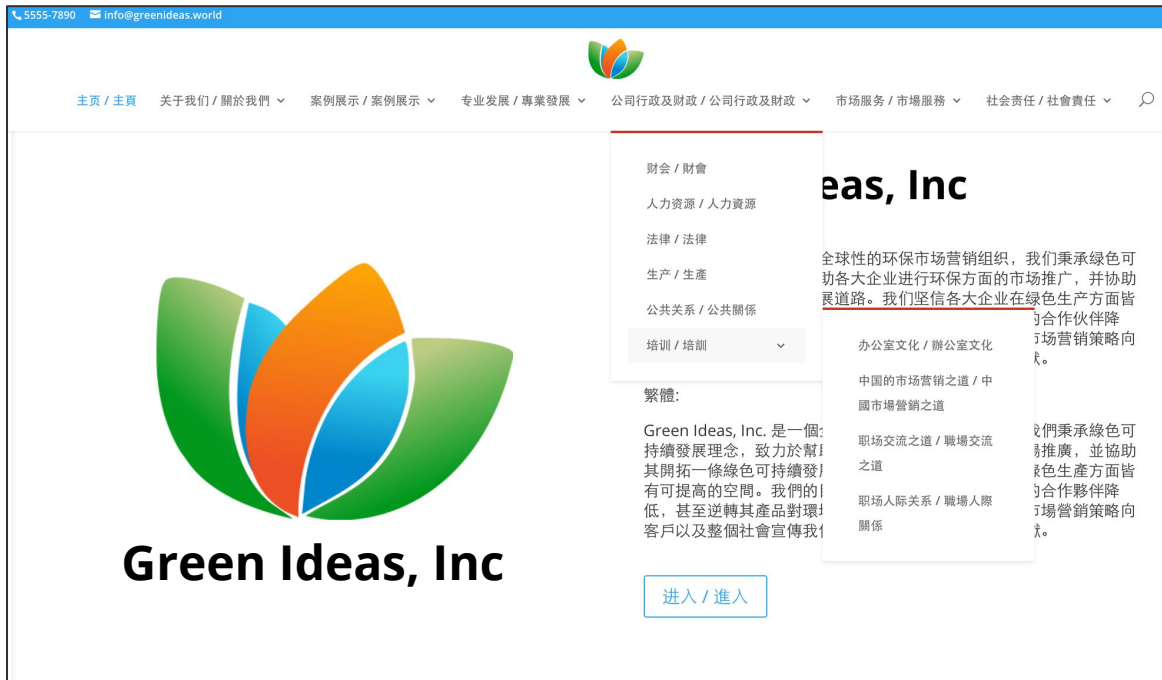
Application Module

Explore the Green Ideas website and choose a position of interest

Submit an application (CV, cover letter, application form)

Students make revisions and resubmit their application (if necessary)

Participate in individual 15-20-min. interviews with three Green Ideas HR personnel



The screenshot displays the Green Ideas Inc. website interface. At the top, there is a navigation menu with links for Home (主页 / 主頁), About Us (关于我们 / 關於我們), Case Studies (案例展示 / 案例展示), Professional Development (专业发展 / 專業發展), Administration and Finance (公司行政及财政 / 公司行政及财政), Market Services (市场服务 / 市場服務), and Social Responsibility (社会责任 / 社會責任). The main content area features the Green Ideas logo, a large heading "Green Ideas, Inc", and a list of job categories including Finance (财会 / 財會), HR (人力资源 / 人力資源), Law (法律 / 法律), Production (生产 / 生產), Public Relations (公共关系 / 公共關係), and Training (培训 / 培訓). A dropdown menu is open, showing a list of job titles such as Office Culture (办公室文化 / 辦公室文化), Chinese Marketing之道 (中国的市场营销之道 / 中國市場營銷之道), Workplace Communication (职场交流之道 / 職場交流之道), and Workplace Relationships (职场人际关系 / 職場人際關係). The text below the dropdown describes the company's commitment to sustainable development and environmental friendliness. A button labeled "进入 / 進入" (Enter / Enter) is visible at the bottom of the dropdown menu.

Green Ideas Inc.: Participant Experience

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CHN 486 Virtual Work Experience: Résumé and Cover Letter Rubric

Student Name: _____ Résumé: _____/20 Cover Letter: _____/ 16

Résumé & Cover Letter Rubric

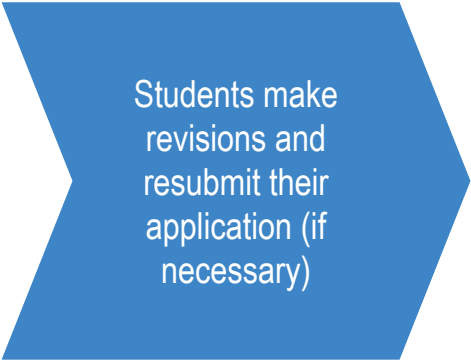
Résumé	Excellent - 4 pts	Good - 3 pts	Fair - 2 pts	Poor - 1 pt
Content _____pts	Lists all the required components : personal information, experience, education, skills, honors. Descriptions of work experience and education background highlight applicant's strengths while matching the job qualifications .	Lists most of the required components. Descriptions of work experience and education background are somewhat vague and insufficient, and not clearly targeted to the position.	Some of the required components missing. Descriptions of work experience and education background are vague and insufficient. Résumé is generic and not tailored to the position.	Most of the required components missing. Descriptions of work experience and education background are minimal and irrelevant to the position.
Organization _____pts	The most important items listed on the top half of résumé. Items listed in reverse chronological order . Very easy to identify key ideas and skills.	Listing important items in reverse chronological order is inconsistent. Relatively easy to identify key ideas and skills.	Several sections or items are not in reverse chronological order. Difficult to identify key ideas and skills.	Sections and items are not well-organized (in random order). Key skills and ideas are very difficult to find.
Vocabulary & Grammar _____pts	Uses formal (academic, specialized) vocabulary to describe work experience and education background precisely and concisely. Strong action verbs are used.	Uses mostly formal (academic, specialized) vocabulary to describe work experience and education background. Occasional use of colloquial vocabulary remains. Some strong action verbs are used, but some are generic.	Frequent use of informal and generic vocabulary. Some word usages correspond to applicant's first language.	Frequent inaccuracy in word use or selection. Word usages mostly correspond to applicant's first language. Only informal vocabulary is used.
Grammar _____pts	Minimal (1-3) grammatical errors, punctuation errors, and typos.	4-6 grammatical errors, punctuation errors, and typos.	7-10 grammatical errors, punctuation errors, and typos. Some sentence structures correspond to applicant's first language.	Sentence structures mostly correspond to applicant's first language. Over 10 grammatical errors, punctuation errors, and typos.

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面试评审委员姓名 Interview Panel Member Name: _____

中文486求职面试评分表 CHN 486 Interview Scoring Rubric

Interview Rubric

应聘者姓名 Applicant's Name						
申请职位 Job Position						
评分标准 Scoring Criteria	5-Excellent	4-Very Good	3-Good	2-OK	1-Insufficient	Comments
1. 礼仪、仪表 Presentation Dresses professionally, makes eye contact, uses appropriate body language when necessary.						
2. 面试准备 Interview Preparation Knowledgeable of the Green Ideas Inc (e.g., company history/mission), understands job expectations, prepared examples for commonly asked interview questions and pertinent questions for the interviewers, overall demonstrates preparedness for the job.						
3. 回答内容 Content of Answers Understands interview questions and provides relevant information with supporting details at paragraph level, relates job expectations to personal work experience/educational backgrounds/skills, persuasive and passionate when presenting ideas, presents ideas logically and succinctly.						
4. 词汇和语法 Vocabulary & Grammar Uses appropriate academic/specialized vocabulary, uses complex/varied sentence structures. Errors generally do not obscure comprehension. Discourse connectors (e.g., 另一方面, 从X方面来说, 总之) are used to make the transitions of ideas smoothly. Uses appropriate vocabulary and grammar (e.g., 假使我是……, 倘若发生这样的情况我将会……, 即使如此……) to answer questions about hypothetical situations.						

The Master and Margarita Talk

30 апреля 2018 года

14:30 по Восточному летнему времени (EDT)

в колледже Брин Мар, Dalton 300,

а также онлайн через сервис [Zoom](#)

Рукописи не горят!

Но не все верят в это.

У Вас есть уникальная возможность
доказать, что великий роман жив.

[Подробнее](#)

При поддержке

The Russian Language Flagship Program at Bryn Mawr College

The Language Flagship Technology Innovation Center

The Master and Margarita Talk

Vignette

Oscar is a junior dual-majoring in Russian and travel industry management at a public university on the East Coast. He is enrolled in an upper-level course, "Academic Russian," that is designed to be adaptive to students' majors and interests as they look ahead toward possibly using Russian in a professional context.

Oscar receives an email in Russian from his professor inviting him to propose a presentation for a **TEDx Event**. The conference is inviting presentations on "*current issues in local travel markets*." The email message includes a link to a **web page** with basic information about the conference and a proposal submission form. Meanwhile, other students in the class have received similar emails inviting them to make proposals for conferences related to their majors or to Russian language and literature. The general guidelines for submitting proposals are identical among the various conferences.

In a subsequent class, the instructor explains that all of these events are part of a simulation designed to practice Russian, which entails developing and submitting conference presentation proposals and, if accepted, follow through by developing and delivering the actual presentation in an event that will be open to the public. The instructor will be working with a committee of fellow faculty at several universities to process the students' proposals.

Over the next several weeks of class, Oscar learns about language conventions common to academic conference proposals, as well as strategies for increasing the likelihood of proposal acceptance and to prepare a **Pecha Kucha** style presentation. The instructor also shares typical guidelines used by proposal reviewers. Oscar's proposal about promoting New York's lively food scene among social media users in Russia and Kazakhstan is accepted. Working with fellow students in a "critique group," he develops his 10-minute presentation over several class sessions and successfully presents at the culminating public event, which features student presentations from all the virtual conferences in the simulation.

View [TEDx Examples](#)

The Tech Center would create the webpage.

In a **Pecha Kucha** presentation, 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total).

SIMULATION BLUEPRINT

Expected Outcomes (Language & Behavior)

What are the expected outcomes? What standards do they address?

Learners will be able to successfully produce a written academic abstract for an oral presentation in Russian.

Learners will be able to successfully produce both extemporaneous and planned oral speech, such as narrating and answering questions, across various time frames in the presentational and interpersonal modes of communication.

ACTFL's World-Readiness Standards for Learning Languages: Presentational Communication, Relating Cultural Practices and Products to Perspectives, Making Connections, Acquiring Information and Diverse Perspectives, School and Global Communities, and Lifelong Learning.

Focus Tasks & Learner Products

What are the main tasks? What are the learner products?

What main language register(s) will be used?

- Write an **abstract** for an oral presentation at a conference-like event *The Master & Margarita Talk* in academic language register (Product: abstract)
- Complete an online **mini-course** consisting of 4 lessons (Product: completed lesson tasks)
- Deliver a 15-minute oral **presentation** at *The M&M Talk* using academic language register (Product: oral presentation)

Participants & Their Roles

Who are the main participants and what do they do?

Learners: go through the application process for an online conference event and deliver an oral presentation

Instructor: provide support throughout the entire blended learning experience, organize the event

Community members: give a plenary talk at the event, ask questions during the event (Flagship audience)

Tech Center: impersonate the organizing committee of *The M&M Talk*, create the website and mini-course, assist with the event organization and management

Materials & Communication Tools

What materials are needed to create the simulated experience? What tools will be used?

Materials

- Website for *The M&M Talk* (WordPress)
- Abstract submission form (Google Forms)
- A online mini-course (H5P and Extempore)

Communication Tools

- Zoom (a web-conferencing platform)
- Email

Rules & Implementation Strategies

What rules will be followed (e.g., deadlines)? What strategies will be used to keep the experience real?

Rules

- Learners have to apply to present at *The M&M Talk*
- Learners have to meet the deadlines and complete a mini-course to prepare for their presentations
- Attendees have to register for the event

Implementation Strategies

- Instructor and the event OC provide feedback
- Event attendees can participate onsite or online

The Master and Margarita Talk

Simulation Blueprint

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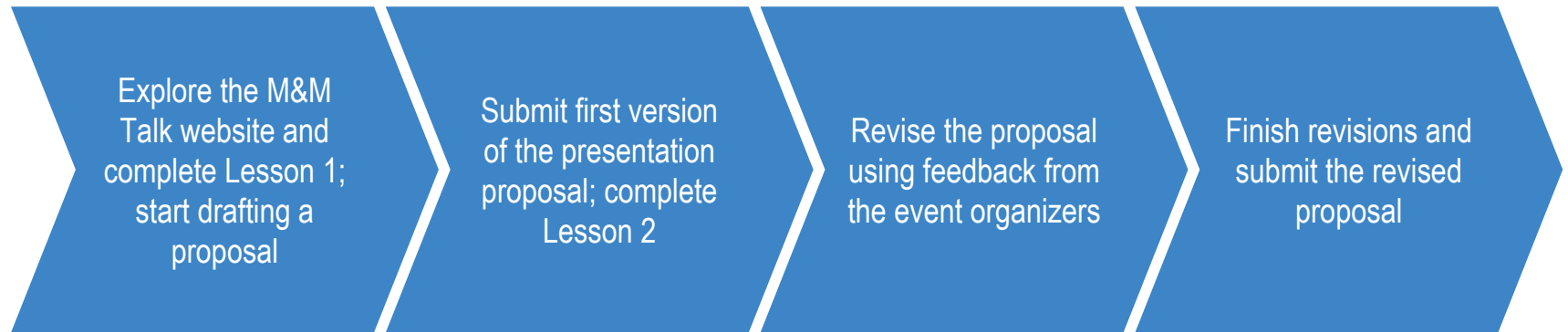
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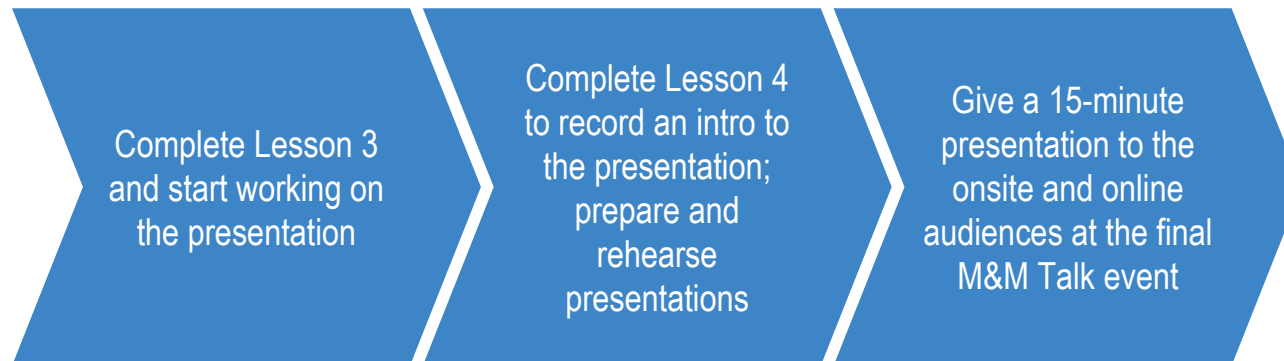
The Master and Margarita Talk

Participants' Experience

Weeks 1-4



Weeks 5-7



The Master and Margarita Talk

Participants' Experience

Week 1

Explore the M&M Talk website and complete Lesson 1; start drafting a proposal

О событии | Стать участником | Программа | Контакты

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[Подробнее](#)

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Урок 1. Аннотация

by techadmin | Mar 15, 2018 | Uncategorized |

Структура аннотации.

Аннотация включает в себя следующие элементы:

1. **Тема доклада.** Напишите тему Вашего доклада.
2. **Цель работы.** Сформулируйте главную цель доклада, что Вы хотите сказать аудитории.
3. **О чём доклад?** Конкретизируйте материал, который будет представлен в докладе (какой отрывок из романа, какие герои, какие ситуации будут представлены).
4. **Какова ключевая идея вашего доклада?** Какой вывод Вы делаете на основе представленного материала.
5. **Из каких частей состоит ваш доклад?** Доклад должен состоять из вступления, основной части и заключения (выводов). Основная часть может включать следующие элементы: формулировка и представление подтемы, пример, пояснение к примеру и некоторые другие.
6. **Чем этот доклад будет интересен и полезен аудитории?** Кратко опишите, чем Вы планируете заинтересовать слушателей.
7. **Список ключевых слов.** Напишите от 5 до 10 ключевых слов, которые наиболее полно отражают Ваш доклад.

The Master and Margarita Talk

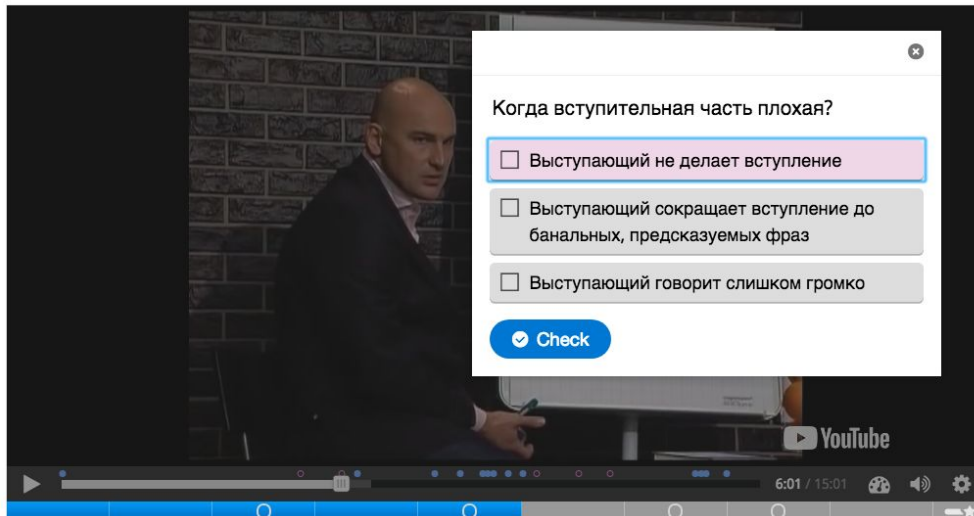
Participants' Experience

Week 2

Submit first version
of the presentation
proposal; complete
Lesson 2

Урок 2. Структура выступления

by techadmin | Mar 23, 2018 | Uncategorized |



Заявка на выступление

Заполните данную форму для участия в мероприятии The Master and Margarita Talk в качестве докладчика. Вы можете сначала составить аннотацию Вашего выступления в отдельном документе, а потом скопировать её в эту форму.

* Required

Имя *

Your answer

Фамилия *

Your answer

Адрес электронной почты *

Your answer

Название выступления *

The Master and Margarita Talk

Participants' Experience

Week 3

Revise the proposal using feedback from the event organizers

Аннотация (200-300 слов)

Тема моего доклада является историей романа «Мастер и Маргарита». Главная цель – продемонстрировать как настоящие люди и события повлияли на романа, особенно Сталинская политика и репрессии 1930 годов. Мой доклад состоит из несколько частей. В первой части, буду говорить о жизни Булгакова до того, как он начал писать роман. Во второй части, буду говорить о первой рукописи романа, осуждении Булгакова и отношении между Булгаковым и Сталиным. После этого, буду рассказывать историю второй рукописи и Сталинских репрессией. В четвёртой и последней части доклада буду говорить о публикации романа.

Ключевая идея моего доклада – настоящие, исторические события очень сильно повлияли на роман. Я считаю, что легче понимать сюжет и мысли романа в контексте 1930 годов. Читатель должен знать о том, как роман был написан, чтобы правильно видеть всё интересно в нём. Для меня, очень интересно было узнать о том, как Сталин отнёс к Булгакову. В произведениях Булгакова Советское правительство часто видно в нехорошем свете. Несмотря на этого Сталину очень понравилось то, что Булгаков написал. Бал Воланда основан был вдохновлен на настоящую вечеринку. Булгаков сжёг первую рукопись романа, как Мастер сжег свой роман. Чтобы понимать отсылки к 1930 годам нужно знать что особенного произошло. Иметь исторический контекст помогает читателю понимать роман.

Список ключевых слов: Сталинские репрессии, рукопись, влияние, сжечь, событие

	1=не соответствует критериям	2=требует доработки	3=соответствует критериям
Оригинальность темы: тема раскрывает важный аспект романа Булгакова "Мастер и Маргарита"		X	
Последовательность в подаче материала: аннотация должна представлять собой связный текст	X		
Грамматика и правописание: аннотация должна быть понятна читателю, не имеющему опыта общения со студентами, изучающими русский язык как иностранный		X	
Соответствие требованиям оформления: длина от 200 до 300 слов			X
Общая оценка		X	

Ruslan Suvorov 9:05 AM Apr 5 Resolve

Тема доклада слишком абстрактная. Тему следует описать более конкретно.

Ruslan Suvorov 9:07 AM Apr 5 Resolve

Это предложение очень похоже на второе предложение в первом параграфе. Избегайте тавтологии!

Ruslan Suvorov 9:09 AM Apr 5 Resolve

В аннотации лучше избегать личную позицию или мнение.

Ruslan Suvorov 9:12 AM Apr 5 Resolve

Какова цель последней части аннотации? Эти предложения не представляют собой связный текст.

Ruslan Suvorov 9:45 AM Apr 5 Resolve


Я рекомендую добавить краткое описание того, чем этот доклад будет интересен и полезен аудитории.

The Master and Margarita Talk

Participants' Experience

Week 4


Finish revisions and
submit the revised
proposal

 [О событии](#) [Стать участником](#) [Программа](#) [Контакты](#)

Программа

Мероприятие состоится 30 апреля 2018 года в 14:30 по Восточному летнему времени (EDT) в колледже Брин Мар с прямой трансляцией через сервис Zoom.

Пленарный доклад



Профессор Кэрен Эванс-Ромейн

Кэрен Эванс-Ромейн
директор Флагманской программы русского языка Висконсинского университета в Мэдисоне

Глядя на роман «Мастер и Маргарита»
Михаил Булгаков в течение всей карьеры занимался не только литературной, но и театральной деятельностью. Сцены из романа «Мастер и Маргарита» отражают и выражают его театральность. В этом докладе мы посмотрим на театральность инсценировок, визуальность романа и взгляды между персонажами. «А вы загляните к нему внутрь — что он там думает... Вы ахнете!»

Выступления

- > Лайла Брукс
- > Лиззи Кулл
- > Сидни Миллар
- > Кристиан Моравек
- > Джастин Химстра
- > Исабелла Чейны

The Master and Margarita Talk

Participants' Experience

Week 5

Complete Lesson 3
and start working on
the presentation



Ruslan Suvorov



The Master and Margarita Talk > Ваши вопросы к лекции Д. Быкова > Задание 1

Задание 1

Вы прослушали отрывок лекции Дмитрия Быкова. В данном отрывке Вы узнали краткую историю публикации и создания романа "Мастер и Маргарита". Задайте вопрос автору лекции по теме отрывка, используя 1 из 4 образцов, приведенных ниже:

1. В Вашем выступлении вы упомянули <...>. Вы говорите, что <...>. Меня интересует следующее/ другое. (Мой вопрос).
2. Спасибо, Вы подняли очень интересную тему <...>. В связи с <...> у меня возник вопрос. (Мой вопрос).
3. Когда Вы говорили о <...>, я полностью согласен (-сна) с Вашим мнением. Но у меня есть следующий вопрос: (Мой вопрос)
4. Мне было очень интересно услышать Ваше мнение о <...>. Но для меня остался неясным следующий момент: (Мой вопрос).

Пример вопроса:

Answer

ON AIR

00 : 16

STOP RECORDING

The Master and Margarita Talk

Participants' Experience

Week 6

Complete Lesson 4
to record an intro to
the presentation;
prepare and
rehearse
presentations



The Master and Margarita Talk > Вступление к Вашей презентации > Вступление к презентации

Вступление к презентации

Выберите тип вступления. Используя одну из фраз, которая относится к выбранному Вами типу, запишите вступление к Вашей презентации длительностью не более одной минуты.

Тип 1. Эмоциональная реакция на события или факты

Используйте одну из следующих фраз:

- Я был потрясен(-а), когда узнал(-а), что (факт или событие, которое так Вас потрясло)
- Я очень обрадовался (-лась), когда узнал(-а), что (факт или событие, которое Вас обрадовало)

Тип 2. Интересный факт, который связан с темой Вашего доклада

Используйте одну из следующих фраз:

- Я недавно узнал, что (интересный факт)
- А часто Вы думаете о том, что (интересный факт)?
- Вы можете представить себе, что (интересный факт)!?

Тип 3. Вопрос, который заинтересует Вашу аудиторию

Answer

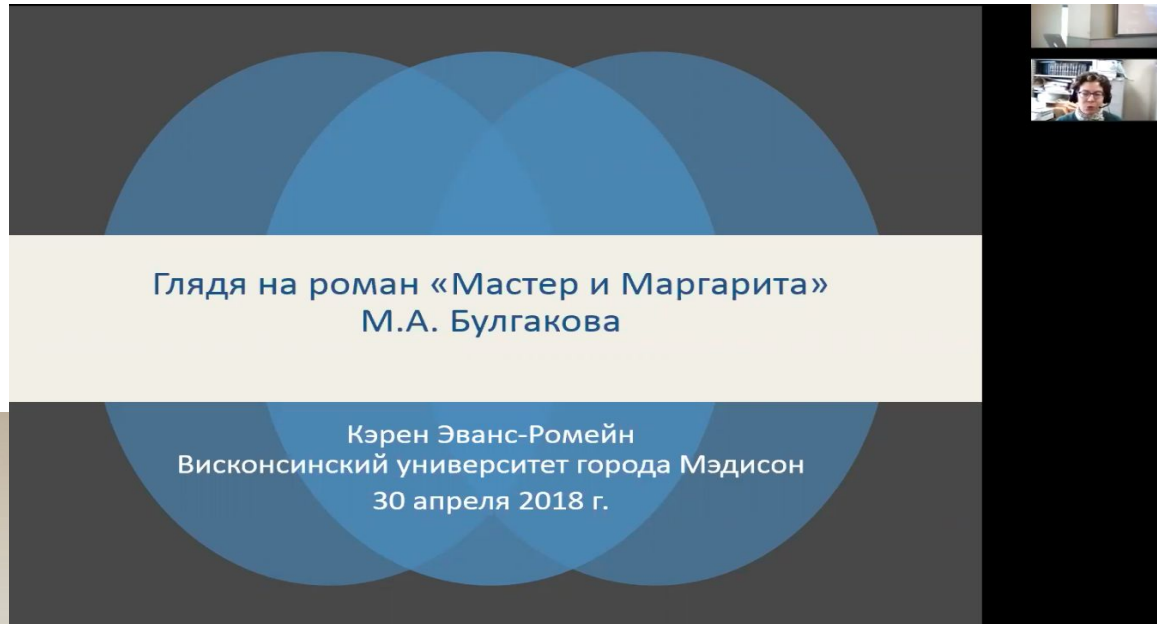
START AN AUDIO ATTEMPT

The Master and Margarita Talk

Participants' Experience

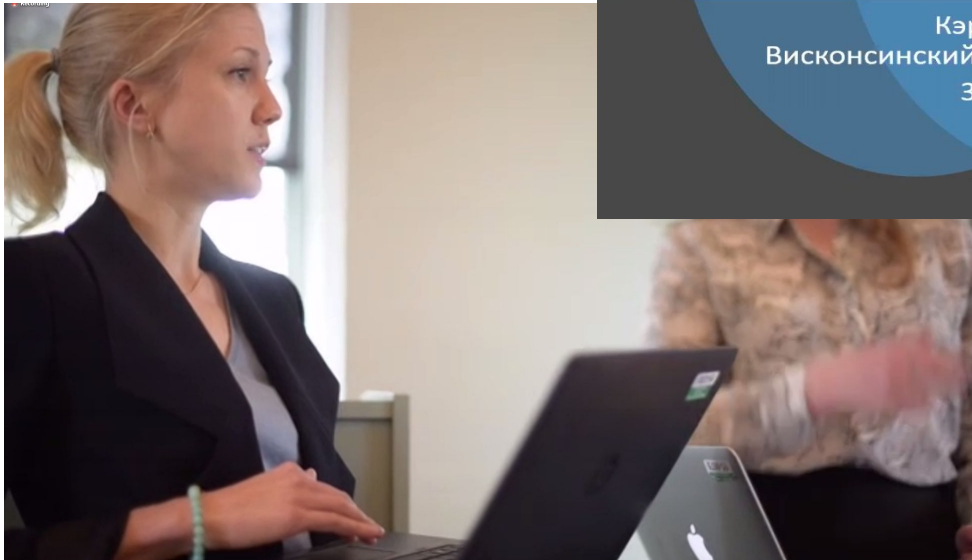
Week 7

Give a 15-minute presentation to the onsite and online audiences at the final M&M Talk event



Глядя на роман «Мастер и Маргарита»
М.А. Булгакова

Кэрен Эванс-Ромейн
Висконсинский университет города Мэдисон
30 апреля 2018 г.



The Master and Margarita Talk

Participants' Experience

Benefits for instructor:

1. Project tightly integrated in the syllabus
2. No time spent in class on preparation for the conference
3. Professional development

Benefits for students:

1. Enhanced students' presentation skills and formal writing skills
2. Expanded students' comfort zone
3. Provided students with a real-life experience

Concern for all parties involved:

Number of hours in a day

Future directions:

Expanding the project to other Russian Flagship programs

Challenges

Keeping It Real

Washback issues

(teaching to the tasks)

The role of the materials

(website vs. instructional support)

Managing learner behavior and attitudes

(opportunities for soft skills)

Thank you! Спасибо!

Questions? Comments?

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