

ITBE Adult Education SIG Newsletter

Spring 2008 • Volume 1 • Number 2

Welcome to our second newsletter!

To all those who contributed, I thank you so much. I apologize that the newsletter is later than planned. Now that it is finally here I hope you all enjoy reading it and learning from it.

Once again, please consider this newsletter your newsletter. It is a place for you to share your ideas, ask questions, discuss issues related to adult education and give each other support.

Due to a great suggestion from a reader, I have made this issue more printer-friendly by using less color. Please feel free to print it and make copies for anyone who might enjoy it.

Catherine Swanson
ITBE Adult Education SIG Chair
Newsletter Editor

If you have questions or comments about the ITBE Adult Education SIG newsletter, please forward them to me at: adultedcathy@gmail.com

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When you open the windows of your classroom to the possibilities of global collaboration, it's just like a box of chocolates, you never know what you're going to get! That is how the year started for us, with an open window and a box of chocolates. The window was the internet and the chocolates were the surprises yet to come!

Moline: I teach two classes of intermediate adult ESL students, one in the morning and one at night. Both classes are modified open registration-with intake every 3 weeks. Morning classes meet Monday through Friday for a total of 15 hours with about 3 hours of computer lab. Evening classes meet Monday through Thursday for a total of 10 hours with about 3 hours of computer lab as well. Both classes are the final or exit level of AE-ESL. About half of my students will continue on to our Academic ESL Program, the other half will either repeat my level or continue on to take a short career program such as welding. I need to prepare my students to transition to either possibility and teach an EL-Civics component to them at the same time. To tie together these many disparate pieces, I often use a theme and very often that theme comes in the form of a movie.

This term I decided to use the movie "Forrest Gump". I had used it about 12 years before with a different kind of intermediate class while I was still teaching in Chicago and it worked out well. I had developed my own workbook questions for the movie and over time added an internet movie script and notes that I planned to use with it one day. I visualized doing the total package with my class—and in the back of my mind this time as every time I have shown the movie was the thought that one day I would also finally be in a situation where I could also present the history of the movie, by the decade.

So that was the plan. But the plan quickly changed!

I subscribe to a literacy listserv and a few years back I connected with a site that facilitates Virtual Classroom Collaborations. And so each September for the past few years, I would scan the list of teacher/classes looking for a match for my class even though I have never listed my own information there. Last year for the first time, I found two possible matches: one in Germany and the other in California. Germany was the closer match. The teacher had used film in his classroom and was a virtual classroom veteran. We began to collaborate but unfortunately the plans fell through. Then I tried to connect with California, but nothing really got started there. I put the idea on a backburner and went on with my year.

This year as I scanned the list again I had no expectations of a match or a real collaboration. I was just curious to see what other classes were doing out there in the ether. I was surprised to see Germany again-so I e-mailed a hello, hope you have a good year message. I also said that I was planning to do the movie Forrest Gump with my class. I believe Mr. Seidensticker, the German colleague in question, said at that point that maybe our classes could do something together with Elvis. ("Elvis" appears in the early part of the movie.)

Germany: Well, Connie is right. I have been doing e-mail exchanges and virtual visits with quite a number of US-ESL classes since 1988 now and still like to use this activity to prop up my English lessons at a German evening college for further education preparing German school dropouts and professionals for the German university entrance examination or maturity certificate called Abitur. So when she contacted me again last fall and proposed to do a project on the excellent Hollywood movie Forrest Gump I immediately accepted that offer for collaboration. At that time I taught two classes appropriate for the project. *(continued on page 2)*



Fluency With Limericks

By Ruth Lambach

Singuistics restores my faith in using common sense in teaching language. Something I took for granted with regard to language learning, now has a scientific name and will henceforth be valid as a means of instruction. I thank Barbara Kanter for her article "Singuistics" in the first issue of the SIG Newsletter January 2008 for this description of what Singuistics can do for language learning students. Finally, there is a scientific explanation for what I have always thought to be the most natural thing to do – memorize poems, songs, verses, proverbs, memorable lines and anything that rhymes or strikes your fancy.

For years I have justified the use of songs to my students by emphasizing that opera singers have no problem with pronunciation because singing helps them with fluency. Kanter refers to Molinsky and Bliss but I think we can go back, prior to the printing press, when learning was passed on largely through oral recitation and memorization and many laws as well as old chronicles were composed in verse form for ease of passing on. Being raised in a Hutterite Colony, I am a product of this kind of learning. We learned standard German in school by memorizing verses of songs that early Anabaptist martyrs had composed in jail. These were long sorrowful stories told in verse form. As young school children we did not know the meaning of many of the words but the phrases and sentences mostly rhymed at the end of line and had lots of repetitions and parallel structures which helped the memory process. According to Kanter: "While singing, we spontaneously apply melodic tone to lyrics thereby reproducing native-like sentence stress." When we memorized and sang those long German verses, the structure of the verses forced us to speak German fluently and helped us put the stress where it belonged. Singing or reciting poetry enables you to use the weak and contracted forms of language with ease. These weak and contracted forms according to Kanter may be few in number, but they are very high in frequency. I agree that "the devil is in the details". It is how these weak and contracted forms are used that spells the difference between being understood or being barely understood. Last week I substituted in an Adult Education class. At the end of the class, I was informed by the students that this had been the first time they had ever heard a middle aged Chinese man speak. He was quite convinced that no one understood him so he sat in the back and never said anything. His confidence grew as he participated in the choral responsive reading that I required as part of the story telling. By the end of the story, I demonstrated by erasing word by word, leaving a line where the word used to be, that they had all memorized the verse.

In a college class I used limericks in order to improve the speech of my Korean students. These were young Korean students quite resistant to such an old fashioned notion as memorizing a silly five line verse. Perhaps this assignment sounded a little too much like their grade school teacher. Perhaps it was the nonsense words or the fact that I asked them to beat out the
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Please consider submitting to the next newsletter, due to be sent out in August.

Submission deadline: Friday, July 20, 2008.

**Submissions can be emailed to:
adultedcathy@gmail.com**

Whatever you would like to contribute, as long as it is relevant to the Adult Ed SIG interest group, will be published.

Please include a title for your article and your name on any submissions you send.

(Our Virtual Project continued from page 1)

One was a group of 12 less experienced false beginners who I taught only two EFL-lessons a week together with another colleague of mine on a rather elementary training level on Monday evenings from 1730 to 1900 GMT+1. The other class was a group of about 13 intermediate to advanced false beginners who I taught 4 EFL-lessons on Tuesdays and Fridays from 1730 to 1900 GMT. So I asked the classes and they were enthused to do that activity, meaning to watch the movie, to read excerpts from the script in class and to evaluate the film in between, and finally to have some kind of exchange on that with our partners in Illinois. I also suggested to do an Elvis song in class and to record it as a podcast to present it our class website which I usually upload on my 1.4 Gigabyte private webspace with the German Strato corporation. They did not like to sing very much but finally agreed to do it all the same.

Moline: I hadn't planned on "Elvis", but since it was in the movie anyway and definitely a part of popular culture, I thought "Why not?" So I thought my class could do a cloze exercise to an Elvis song or two, a simple enough thing to do. Perhaps it sounded a bit too simple. When I started warming my class up to the idea of Elvis and asked them what they already knew about him, I was literally shocked that only one out of 26 my morning students and only 3 out of 18 evening students knew anything at all about him! So in order to keep the collaboration going on our side, I announced an Elvis song contest to my class. We would learn several Elvis songs and vote for our favorite song at the end. (The voting process was something I needed to cover for EL/Civics anyway.) Along the way we would do some readings on Elvis and the 50's.

Then it struck me! Elvis was part of 50's-60's pop culture and history. All of this would be much more meaningful within a cultural/historical framework. Since it had always been one of my dreams to do an American culture class using this movie, maybe I should do it now. And so the movie project went on hold for a while until I could set up student teams to make cultural/historical presentations to the class. It only seemed logical to follow the timeline of the movie and the sections of the workbook I had written before.

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Teacher Voices

"I would love to see the newsletter solicit ideas from folks for how they make optimal use of that time at the very beginning of a class, when only a few people have made it to class on time, and it's a given that the others will come -they're simply late each time."

-Lynn Kendall

She asked and you responded! The following two pages are teacher responses to the above request, which was submitted by a contributor to the last newsletter.

I teach an advanced level class at Truman College where class is supposed to start at 5:30pm, but people come in until 6:10 or so. One of the most successful activities has been to start the class by introducing commonly used idioms, and then have students work in groups in some kind of activity such as conversation practice: Did you have a green thumb? Explain. Many other interactive activities will work also, such as mixing up idioms and definitions and have students match them in groups. As latecomers enter, they join one of the existing groups and glean what they can.

After several weeks of this, I play a version of the game Taboo later in the class when everyone's present. Those who were there at the beginning of class will usually be the most competitive. I write the names of each of the idioms on different cards and mix them up in an envelope. Students draw a card and try to get their team to guess what's on the card by describing the idiom in less than a minute (I use a small hourglass timer from a board game at home, but any timer will do). Team members can shout out as many possible answers until they get it right. If they guess quickly, the same team member can draw another card and continue to have the team guess. When their time is up, or if they accidentally say a word or form of a word in the idiom, they must pass the envelope on to the other team (the person on their right). Students are seated in a circle, numbered off by two's. So in the circle, each person is seated with members of the opposite team on either side.

I usually assign a timekeeper and a scorekeeper. The class always has a great time when we play this game-- just be aware that students can get quite competitive!

Contributed by Kim Hitchcock



This is not my original idea but I once knew a teacher, a very successful teacher no longer here. (He died of AIDS in 1990.) He would start his classes out by doing Math problems on the board.

As students came in they could participate by solving the problems and learning the words such as addition, subtraction, division and multiplication. Students appreciated learning how to say those functions and having various students at the board, gave them a sense that they had not wasted their time by coming to class. Other teachers have started out their classes by asking students to talk about a new word they'd heard.

Contributed by Ruth Lambach

Some more ideas collected at:

The ITBE 34th Convention

February 29 to March 1, 2008 in Naperville

- Post pictures around the Room and have students walk around and describe them.
- Do speaking practice with questions that students can ask each other.
- Show fun videos like "Mr. Bean"
- Play games like Bingo or Jeopardy
- Have students practice grammar with sentence strips
- Learn songs
- Let students practice with flashcards



More Teacher Voices...

The First 15 Minutes: A Golden Opportunity for Learning

By R.F. Derick Bonewitz

Often in life, what seems like an unwelcome burden actually conceals a golden opportunity. So it is in the ESL classroom when the appointed hour has come and gone and students are still straggling in.

Our normal tendency is toward frustration (“Why can’t these people get to class on time?”) and perhaps confusion (“Now what am I going to do?”).

It’s time for a fresh look at how to spend that time at the start of class when you know more students will be coming in late. And while we’re at it, what can we do for those eager beavers who get to class early?

Here are four activities to consider:

Idioms – Post a number of idioms on the blackboard together with a sentence or two to illustrate how each idiom is used in English. Ask students, preferably in pairs, to think about what one of the idioms might mean, discuss it with their partner then write their definition next to the idiom on the blackboard. Then, move on to the other idioms and also read the meanings that other students have posted.

“Make” or “do”? (and similar classification tasks) – Give students, again preferably in pairs, an envelope with slips of paper containing words and phrases such as “dinner,” “the laundry” and “a good job” and ask them to decide whether they go with “make” or “do.” Include a sheet of paper with columns labeled “make” and “do” under which the phrases can be classified. There is an almost endless variety of classification schemes that could work here. Choose something that supports your overall objectives for the day’s lesson.

Scrambled sentences – At each of several stations in the classroom, set out cards or slips of paper each of which has one word of a sentence. (For a greater challenge, put punctuation marks on their own cards.) Ask students to make a sentence using all of the words. Offer sentences in a sequence of increasing difficulty so students, and you, can discover where they need more help.

Picture gallery – Around the room, post pictures of people with evocative expressions on their faces and in their body language (sad, angry, happy, tired, sick, etc.) Elsewhere, post or lay out cards with quotations that these people might say (for example, “My dog died.”) Ask students to study the faces and think about how the people feel and what they might say. Then ask students to find a quotation that could go with the picture and post it next to the picture. Ask students to look at the matches other students have made and whether they agree. Could some quotes go with more than one picture? For a simpler task, match descriptions of the expressions – sad, happy – rather than quotations. To extend the activity, ask students to make up their own quotes for each picture.

What do these activities have in common? First, they can be done by students individually or in small groups. I prefer to have students work in pairs or small groups whenever possible. (If the students in the class have already formed a strong sense of community, working together will happen with little or no effort.) Students working together pool their knowledge and intuition, reinforcing each others’ learning.

Second, these activities require little or no teaching beforehand. Be sure the tasks are appropriate for the level of the class. Unless you are certain it’s not necessary, model the task for students, then check for their understanding and monitor their progress. What teaching may be required to get students started with an activity will be directed only to those early-arriving students so it can be a more personalized interaction.

Third, these are activities that the early-arriving students can teach to the later-arriving ones. This has a world of benefits: it gives the early students a sense of responsibility and accomplishment in the work of the classroom while it reinforces their own learning. And it doesn’t isolate students who arrive late; rather, it provides a way for them to easily slip into the flow of the day’s work.

Fourth, these activities are kinetic, tactile, visual and, to the extent they require spoken collaboration with a partner, auditory as well. Simultaneously engaging all of these modes furthers student learning.

There’s one more important benefit from these activities: you make clear your intention to start class on time without penalizing students who do arrive a bit late. This is important for the cultural dimension of teaching ESL in the United States. We value and expect punctuality in our culture, especially in the workplace, for doctor appointments and the like. By starting class on time and providing activities that give students an incentive to be on time, you reinforce this important cultural norm.

RESOURCES FOR STUDENTS AND TEACHERS

Online Educational Comics Helping Students Write, Read and Tell Stories in English, Other Languages

You can help your ESL students practice their language skills by encouraging them to create their own comic strips at <http://www.makebeliefscomix.com>. There children and adults can select from 15 fun characters with different moods -- happy, sad, angry, worried -- and write words for blank talk and thought balloons to make their characters talk and think. There also are story ideas and prompts to help users create graphic stories. This encourages writing, reading and storytelling skills.

This site can be used by educators to teach language, reading and writing skills, and also for students in ESL programs to facilitate self-expression and storytelling, as well as computer literacy. It is now being used in 160 countries by educators. Some educational therapists use it with deaf and autistic people to help them understand concepts and communicate. Parents and children can create stories together, print them to create comic books or email them to friends and family. Others will find the site a resource to be creative, calm down and have fun.

Because so many Spanish-speaking users asked us for the ability to write their cartoons in Spanish as well as in English, the site has been upgraded to accept words written in Spanish, including appropriate accent marks. This can be a useful tool for someone who is learning Spanish as well as someone whose first language is Spanish. This feature is being expanded to other languages, such as French, Italian, German and Latin.

Contributed by Bill Zimmerman

Incorporating Workplace Trends and Resources in the ESL Classroom

By Karen Parillo and Cindy Larson

Many ESL students want to improve their ESL skills in order to get or advance in a job. The good news is that the labor and the skills of ESL students are needed and wanted in the workforce. The immigrant population was 90% of the net growth in the labor force through the 1990's and this trend has continued. But to succeed in the workforce, immigrants need more than developing language skills. Educating students about job search and workplace culture and facilitating in longer term career planning in the classroom can be accomplished while teaching language skills.

Work related topics for ESL lessons include 1) job search, 2) job application, 3) job interview and 4) on the job skills. It is recommended to take work-related material in a class text or handouts, and expand and personalize it to include EVERY member of your class. This can be done by students understanding their different roles as employees, homemaker, parent, student, and/or volunteer include work related skills (i.e. filling out forms, calling in late/sick, asking/answering questions).

Listed are some websites that can provide resources and ideas for use in the classroom.

<http://www.umbc.edu/alrc/eslscworkplace.pdf>

www.ides.state.il.us (job information and career planning, videos on jobs)

www.thebeehive.org (resume, interest survey, in Spanish also, for advance beginner-intermediate ESL)

<http://www.thewclc.ca/edge>

<http://slincs.coe.utk.edu/grelab> - lesson plans for workforce classroom

<http://literacy.kent.edu/illinois/wkplace.htm>. Using online job videos and curriculum development bibliography in workplace literacy

Adult Educators who wish to review or discover new methods of instruction about pronunciation, or reread about older, more conventional theories can find this information in the following books. But, much more is included within the pages of these titles. Some of the other topics are about spelling, articulation, sounds, rhythm, word stress, intonation, connected speech, as well as lists of classroom activities.

Teaching American English Pronunciation by Peter Avery and Susan Ehrlich
Oxford University Press

Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages

by Marianne Celce-Murcia, Donna M. Brinton, and Janet M. Goodwin
Cambridge University Press

Oxford Basics: Simple Speaking Activities by Jill Hadfield and Charles Hadfield
Oxford University Press

How to Teach Pronunciation w/CD by Gerald Kelly
Pearson Education Limited

Pronunciation by Clement Laroy
Oxford University Press



Contributed by Ina Wise, Library Coordinator, Adult Education Program, Daley

(Limericks continued from page 2)

fixed rhythm and rhyme patterns or that I found the limericks on the internet at www.gigglepoetry.com. On this site Bruce Lansky methodically, over three pages, instructs children how to write a limerick. The following example is illustrative of how he proceeds:

There was an old man from Peru
Da DUM da da DUM da da DUM
Who dreamed he was eating his shoe.
Da DUM da da DUM da da DUM
He awoke in the night
Da DUM da da DUM
With a terrible fright,
Da da DUM da da DUM
And found that it was quite true.
Da DUM da da DUM da da DUM

I insisted that this was a serious assignment and gave the students several pages of limericks from which to choose. Those students who memorized and presented their verse in class were able to repeat the lines with precision. Korean prosodic disappeared. I was surprised and tempted to insist that they memorize a new verse each day but given their resistance, decided not to. Instead, I asked them to create an original limerick. The challenge was they needed a larger vocabulary and greater fluency with word forms. Whenever I ask students to do something, I try it myself as well. So, when I asked middle aged Russian students to memorize *Stopping by Woods on a Snowy Evening*, I certainly had to prove to them that I had committed it to memory. What follows is my attempt to write a limerick:

There was new teacher named Ruth
Who usually spoke the truth.
She walked about town
With a sizable frown
And finally tried to cut loose.

(Our Virtual Project continued from page 2)

Also, I would need to approach grammar and EL/Civics differently in order to maximize my class time. Grammar lessons would go on, of course; I would supplement them with exercises based on summaries of sections of the movie. And I was surprised to find many situation in the movie that related to EL/Civics.

And so that was the new plan, the Elvis song contest, the history teams, and an Elvis/collaboration with Germany. While the first teams {a.m. and p.m.} were busy planning 1947-1955, we began our Elvis marathon of songs.

Germany: Well, we just watched the movie, read the script, conversed about the characters, and did two recording sessions in our classroom. These activities were done in addition to our usual and quite demanding effort of coaching, teaching, learning and testing EFL to reach the target of the A2 level of the Common Framework of the European Community scheduled for the end of the course. For the recording activity, I used my electrical guitar, a small Orange amplifier and my notebook equipped with a rather user-friendly sound editing software and two microphones and one evening just cut the Elvis song "Wooden Heart" which is a cover version of "Muss I denn, muss I denn zum Staedele hinaus", a very old traditional folk tune from the South of Germany. First, the students were not too pleased, probably saw the activity as a childish form of exhibiting themselves, but had fun after a while and even agreed to publish their not too sophisticated performance on the net as a dedication to our American friends and partners. As our college as a school for professional German adults going to class after a normal 8 hour working day in the evening has no face-to-face exchange program going, this form of virtual exchange or visit is the only activity directly promoting authentic cross-cultural learning at our school. So I told them about that significance and they saw it more and more after a while and raved about it. Indirectly the whole thing also was a good introduction into the myth of the American Dream which we have to teach in our courses for our advanced students in more advanced semesters.

Moline: Somewhere in this mix my German colleague mentioned something about exchanging e-mails. He also said that his class would do something with the Elvis song "Wooden Heart" and put it on mp3 or You Tube or Teacher Tube. Hmmm! I had heard about a few video sites such as You Tube, but I had never heard about Teacher Tube. Digital video became a new challenge to contend with. I needed to do some homework quickly! But what could WE do in response.... Perhaps we could sing along to the Elvis song winner. That might work. Or perhaps we could do a sing-a-long to "Blowin in the Wind", also in the movie.

Germany: Well, to finish the activity I introduced the technique of writing a film review, assigned my students to write the reviews of *Forrest Gump*, corrected their texts and sent them over to Connie to publish them. We also introduced ourselves to Connie's class and got and even read Connie's students' responses, introductions and comments. I also especially liked the feedback of teacher Bob who made us laugh heartily about his version of our texts sent over to us in a kind of feedback to our activity. Especially the elementary training group really had to work hard to understand all the texts and to jot down readable film reviews, but they did it, although they normally would never even have thought about such a thing under normal circumstances. So all in all, my aim to prop up my classes of EFL-English was reached again. We even have

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(Our Virtual Project continued from page 6)

found a lasting exchange partner I hope and really appreciate Connie's production of her president's greeting address to us. We will respond in a similar way soon and I am proud to say that I have promoted the German-American friendship and partnership again and pushed cross-cultural understanding using progressive methods and media in our age of electronic information. Hey, it would have cost us 2000 Euros to fly to Illinois and have a face-to-face exchange. Personally, I learned a lot about Germans in the US and about native Americans. I did not know the tragic life and death of Black Hawk and his people before and now have even a wider horizon and insight into the quality of Indian white relationships in the course of US history and can take advantage of that to do even more sophisticated lessons on that subject. All in all an amazing activity, quite lively, motivating and really empowering myself and my students. I especially liked its didactically raw and spontaneous form, but would also agree to repeat it in a more settled and pre-planned way. But hey, planning is not so vital for those rather communicative e-learning activities. The willingness and ability of the two teachers involved to communicate openly and to cooperate together with didactic imagination is the main thing. In this respect, our exchanges were outstandingly successful. Let us do it again; da capo!

Moline: My students did 8 song cloze exercises. Then they learned the words (without a listening exercise) to "Wooden Heart". By that time I knew that one of the German classes was doing the song as a sing a long with their teacher and dedicating it to us via an mp3 recording. The Germans were already Elvis fans and Bielefeld has an Elvis nightclub so they tell me.

Teacher Bob and Teacher Shannon's classes, local ESL colleagues, listened and sang along to the same songs with/without the exercises as time permitted. So after a total of 9 songs, my morning and evening students (along with the other classes) voted for their favorite. We had ballots and a ballot box, and did the count. It was very official. "Can't Help Falling in Love" was the winner. Teacher Shannon had her actor friends come to classes and perform "Hound Dog" which was in the movie and our winning song karaoke style. We videoed, You Tubed and dedicated the performance to Germany in response to their dedication of "Wooden Heart" to us.

And so, as the project unfolded, there was indeed an mp3 of "Wooden Heart" from Germany, and there were e-mails neatly collected, edited and sent in batches. I decided that you tube was the way to go for our recordings of Elvis, Dylan, and later in a student project, Lennon (also in the movie). Germany sent us their movie reviews and we posted our history projects on you tube again via a program "Muvee" which made our photos into video slide shows.

Teacher Bob joined us in viewing the movie and later read and commented on the German movie reviews for us. Professor Tigerman (Academic-Accounting) brought her guitar to my evening class and led the "Blowin in the Wind" sing-a-long. This of course followed the 60's history team presentation and preceded viewing the same song in the movies.

The E-mails, however, presented a different type of challenge. All along I needed to have written student permissions to post photos on the internet. Now I would need to find a way to post their names while protecting their privacy and the privacy of their e-mail addresses. Some students, of course, were more willing to forego their privacy, so much so that it appeared I would need to think of the privacy of the German students involved, as well. It took a long time to find a solution, but I finally did it with student postings on blogs.

All along, my German colleague Hans-Dieter Seidensticker had been placing multiple postings on his class websites linking our classes and our institutions together. When I brought this to our president, Dr. Miller's attention, he was happy to add a video greeting in return to our virtual partners. I recorded it myself on my handy inexpensive mini digital video recorder. And then I you tubed him, too! The last entry for this project was posted by my colleague (as coauthor) in a Christmas greeting on our project blog.

Looking back at it all now, we accomplished a lot. But we could have accomplished even more if only we had known what we would be doing (and how to do it) from the onset! I had dreamed of the movie with decades of Gump history and popular culture-and we did it! Students on both sides of the collaboration viewed, enjoyed and appreciated the movie. My students benefited from their history mixed with popular culture presentations and everybody liked (or learned to like) Elvis and Bob Dylan!

I had hoped for a virtual collaboration of ideas and classes and that materialized in a different form than expected. Our collaboration pushed both of us in directions that we would not have gone and had us modify the way we led our classes. Our classes knew that they were partnered and I believe that knowing this sparked an interest and a curiosity that would not have otherwise existed. I only wish that I had been able to follow my veteran colleague's suggestion to have student interactions. I would have liked the students to use the classroom movie experience as a springboard for conversation. However, by the time I could figure out how to ensure student privacy with e-mail addresses, the semester was almost over. Even so, I think we accomplished a lot together. And next time, we'll do even better.

Germany: Maybe we should even use Wikis like those on wikispaces.com. School administrators over here in Germany quite often block YouTube due to irregular student activities connected with it.

Moline: If I were to do this again, I would focus on the movie and the student interactions and probably try using a new tool "voice thread" to promote interaction. I would still use blogs and have teams from both sides ask each other questions. I used you tube for the first time and I liked it! I would definitely do that again and I would probably keep some projects for students not interested in interacting or for students who registered late into the semester but I would keep the projects on a much simpler level.

We used the following resources for this project:

Flickr, You Tube, Muvee

Google Video, Wikipedia, an Orange amplifier
guitars, notebooks

My colleague's Strato 1.4 Gigabyte webspace

Blogger (US) [<http://ourvirtualproject.blogspot.com>] blog.de (Germany)

And many helpful and supportive students and colleagues

