Incorporating Student Oral Assignments in Languages

The Center for Instructional Technology (CIT) is offering a semester-long Faculty Fellowship program to provide support for language faculty interested in collaboratively creating a set of best practices for developing and assessing student oral assignments.

Oral or audio production by students is a key pedagogical technique particularly in language teaching. Faculty are able to use technology to increase student oral production, with the goal of improving student learning. However, the quantity and type of these assignments, as well as their effectiveness, can be limited by faculty ability to provide feedback.

This Fellowship will examine technological and pedagogical approaches to incorporating student oral production into a course in ways which will allow increased numbers of such assignments, while keeping the course manageable for instructors.

Available to:

- Full time language faculty teaching courses using oral/audio assignments for students; applicants are ideally also course directors.
- Graduate Teaching Assistants working on courses in conjunction with the faculty applicant.

Fellowship resources (what will the Fellowship provide?):

- $500 paid to a Duke discretionary/research account at the end of the Fellowship [$250 for graduate student participants].
- Consulting assistance and training for planning and implementing new course activities and technologies related to oral assignments.
- Opportunities to share teaching experiences and ideas with a cohort of Duke faculty colleagues.
- Hands-on experience and opportunities to innovate in meaningful ways with learning technologies.
- Recognition on the CIT’s web site and other venues.

Fellows are required to:

- Attend the Fellowship kick-off session during the December 2009 exam week (exact dates/times to be determined based on participating Fellows’ schedules; session will be 6–8 hours overall) and actively participate in the group discussion.
- Implement an oral assignment and assessment approach in a Spring 2010 course.
- Attend two informal meetings during the Spring 2010 semester.
- Participate in assessment activities as planned by the Fellowship group, focused on determining the effectiveness of the assessment approaches attempted in the course.
- Participate in program evaluation activities including an end–of–session focus group, focused on determining the effectiveness of the Fellowship program itself.
- Share experiences through participation in the CIT’s annual Instructional Technology Showcase, other CIT sponsored event, and/or on the CIT blog.

Other details:

- Faculty participants must have full time status during the year of the Fellowship (faculty on sabbatical may not participate).
- Each faculty and graduate student participant must have access to a Duke account into which the stipend can be paid.
- Participants will be asked to create and implement an individual project plan for the Fellowship.

Application deadlines:

Application forms are due by 5 pm Monday November 9, 2009. Applicants will be notified of their status by Friday November 20, 2009 and need to confirm their participation by Wednesday November 25, 2009.
- Impact on teaching and learning in the school or department, or involvement and leadership of courses or programs that impact a significant number of Duke students.
- Proposed project description and exploration plans.
- Endorsement from academic dean or department chair.
- Commitment to participate in all activities that are a part of the program.

Examples of recent Fellowships:

**Flexible Learning Spaces Fellows**
A CIT–designed Faculty Fellows program that concentrated on developing and evaluating innovative teaching approaches that take advantage of flexible teaching and learning spaces at Duke, such as the Link.

**Student Video Fellows**
A Faculty Fellows program to support faculty interested in developing and evaluating approaches to using video for student course activities.

Please contact CIT if you have questions.

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