Portuguese Flagship Program  
Curriculum Development Workshop  
June 14-15, 2012  
Room # 268 (conference room) Special Collections Library  
University of Georgia  

Co-sponsored by:  
The Center for Advanced Language Proficiency Education and Research,  
Penn State University  

Thursday, June 14  

9:00 Coffee  
9:30 Introductions  
10:00a.m.-noon Session I Dr. Victoria Hasko, College of Education, UGA  

Pathways to Advanced Proficiency  

Dr. Hasko will discuss pathways to and components of advanced proficiency based on the recent cognitive research on Second Language Acquisition. The discussion will include the analysis of how advanced proficiency is defined by ACTFL and which aspects are assessed by the most common assessment tool, the Oral Proficiency Interview (OPI) Test. Dr. Hasko will offer a set of instructional strategies that language teachers can use to prepare students to successfully perform on the test. During the second half of the workshop, she will focus on how the development of advanced-level oral skills can be fostered through innovative pedagogical practices such as telecollaboration. In analyzing telecollaboration as a teaching-learning activity, she will describe how it can be used to promote the development not only of interactional oral skills but also narrative and presentational discourse-level oral skills that students in Flagship programs often need but lack.  

Noon-2:00p.m. Lunch at LACSI  
2:00-4:00p.m. Session II Dr. Michael Orey, College of Education, UGA  

Preparing and Showcasing ePortfolios  

In this session we will discuss the many different ways of assembling a portfolio, building a portfolio and making artifacts be an authentic part of the learning process. We will use the ACTFL standards to structure the ePortfolios into Communicating in Portuguese, Connecting with Other Disciplines and Acquiring Information, Developing Insight into the Nature of Language and Culture, and Participating in Multilingual Communities At Home and Around the World. Within each of these sections, students will create and maintain artifacts that are produced as they engage in learning experiences in improving their skills in the Portuguese language. We will explore tools such as Pintrest, Pearl Trees, Google Docs, Google sites, YouTube, FaceBook, Blogs, Wikis, PodCasting, and others. These tools can be used to both
create artifacts as well as to organize the artifacts. Finally, we will examine the role of "reflection" in a portfolio. This important element must be a part of the portfolio and standards should be established for these reflective documents.

4:00-4:15 p.m. Break
4:15-5:00 p.m. Reflection

Friday, June 15

9:30 a.m. Coffee

10:00 a.m.-noon Session III Dr. Solange Aranha and Dr. Joao Telles, UNESP

The Teletandem Brasil Project: A few results and the state of the art

In the first part of this workshop, Dr. Telles will provide an insight into the results and the state of the art of the Teletandem Brasil Project conducted by UNESP – Sao Paulo State University, in Brazil. His presentation will provide a few guidelines for implementing online tele-collaboration between institutions from the perspective of tandem learning theory. Dr. Aranha will continue the presentation by introducing the genres that emerge from Teletandem interactions, some characteristics that improve or impair the length of partnerships, and the concepts of sociorhetoric in genres. In the second hour of the workshop, small groups of participants will have access to a few teletandem recordings in order to find (a) language related characteristics and (b) culture related characteristics of teletandem interactions. A general discussion panel will close the workshop activities.

Noon-2:00 p.m. Lunch at LACSI

2:00-3:30 p.m. Discussion with Portuguese instructors, Cobb Co. School District

3:30-3:45 Break

3:45-4:30 p.m. Moving Forward

Portuguese Flagship Program
The Portuguese Flagship Program at University of Georgia, Athens is an undergraduate program designed for Portuguese language learners who seek to achieve ACTFL Superior Level proficiency while pursuing degrees in the academic major of their choice. This multi-year curriculum is designed to produce graduates with dual strengths in professional-level Portuguese language proficiency and their chosen career domains.

The Center for Advanced Language Proficiency Education and Research at Penn State University
The Center for Advanced Language Proficiency Education and Research (CALPER) at the Pennsylvania State University is one of fifteen Title VI Language Resource Centers (LRCs) in the United States which are funded by the U.S. Department of Education. CALPER’s particular focus is to improve the environment of advanced-level foreign language teaching and learning, and assessment.