

Marie-Thérèse Batardière

Marie-Thérèse Batardière is a lecturer in French at the University of Limerick. The co-founder of an Erasmus student exchange with her former university in Angers in 1989, she is a strong advocate for an interdisciplinary and multicultural approach in the classroom. She has been involved for many years in the field of education either tutoring student-teachers or delivering in-service training to secondary-school language teachers. Her main research interest in the area of CALL is the use of computer-mediated communication tools to support teacher training and promote intercultural collaboration. This leads her to participate in European projects on technologically enhanced language learning.

In her chapter “Examining Cognitive Presence in Students’ Asynchronous Online Discussions,” Batardière explores the role of online communities by investigating the interactions between Irish undergraduate students and native French speakers in a task-based asynchronous threaded discussion. Her qualitative analysis reveals that asynchronous online interactions afford both learners and native speakers the opportunity to develop their intercultural knowledge, practice critical thinking skills, and challenge their attitudes towards various social issues. Batardière emphasizes the fact that the success of online discussions hinges on carefully designed tasks and interesting topics that are capable of initiating a discussion and that can lead to a conclusion or resolution of the issue. In her analysis of advanced learners’ interactions with native speakers, she contends that instructor facilitation is more important at the design level rather than in the implementation phase where interaction begins.

Megan Case

Megan Case is a doctoral student in education at Örebro University, Sweden, and a member of the Research School in Technology-Mediated Knowledge Processes, a collaboration between Örebro University and Dalarna University, Sweden. A native of the United States, Megan holds an MA in the Social Sciences from the University of Chicago as well as MAs in European Political Sociology and English Linguistics from Dalarna University, Sweden. She taught English as a foreign language in numerous settings from preschool to large corporations in Russia and in Sweden. In addition to English, she speaks Russian and Swedish and is currently working on learning Esperanto and Hebrew.

In her article “Language Students’ Personal Learning Environments through an Activity Theory Lens,” Case underscores the potential and affordances of the internet for self-learning. She focuses on the agency of students to set their own goals for language learning and to apply technologies from their extracurricular lives to practice language and reach their objectives. While not ignoring the importance of structure and instructor feedback in formal language courses, she takes a bottom-up approach in her inquiry by asking beginning-level language students enrolled primarily in distance courses about their personal learning environments and their use of nonuniversity-provided tools. In her study, she notes the capabilities of even beginning language students to self-select technologies and engage in online activities that do not require the help of a teacher and go beyond traditional course requirements.

Carolyn Fuchs

Carolyn Fuchs, Ph.D., is Lecturer in the TESOL/Applied Linguistics Program at Teachers College, Columbia University. Prior to joining Teachers College, she conducted research and taught at UC Berkeley, Pennsylvania State University, University of Phoenix, and Middlebury Institute of International Studies at Monterey. Her research interests within technology-based language learning and teacher education include multiliteracies, language play, and Web 2.0 tools.

Edward Dixon

Edward Dixon, Ph.D., is Director for Technology of Penn Language Center and former president of the Northeast Association for Language Learning and Technology. He is active in a variety of areas related to classroom instruction, faculty support, and research. In 2010, he taught the first fully online language course for credit from the University of Pennsylvania and in 2011 received Penn's prestigious affiliated faculty teaching award for distinguished teaching in the College of Liberal and Professional Studies. He presents regularly at regional and national conferences.

In "Face-to-Face, Online, or MOOC: How the Format Impacts the Assessment," Dixon and Fuchs discuss how course assignments and assessments change based on the mode of delivery. Whether instructors teach F2F, online, or in a MOOC, the authors assert that the proficiency goals we set for our students need not change. What is different are the affordances of these different learning environments and the technologies we use to help students to achieve proficiency. This chapter explores both the similar and dissimilar pedagogical elements in F2F, online, and MOOC courses and examines to what extent these different learning formats influence the selection and development of both content and skills-based activities and their respective assessments.

Fernando Rubio

Fernando Rubio is Co-Director of the Second Language Teaching and Research Center and Associate Professor of Spanish Linguistics at the University of Utah. He works in the areas of Second Language Acquisition, Language Teaching Methodology and Technology-Assisted Language Learning. He serves on the ACTFL Board of Directors and is the Co-Chair of the AP Spanish Language and Culture Development Committee. In 2009, he was awarded the Utah System of Higher Education Exemplary Faculty Use of Technology Award and in 2012 he received the ACTFL Award for Excellence in Foreign Language Instruction Using Technology.

In his article "The Role of Interaction in MOOCs and Traditional Technology-Enhanced Language Courses," Rubio discusses the relationship of the new affordances of Web 2.0 technologies to interaction in three types of technology-enhanced courses (blended, online, and MOOC). He evaluates in each of these different learning environments three forms of basic interaction: student-to-student, student-to-instructor, and student-to-content. After analyzing student data from blended, online and MOOC courses, Rubio provides valuable insights into the ways different technology-enhanced learning environments support interaction and affect learning behaviors differently. His findings

are particularly insightful and practical for improving and evaluating the design and delivery of technology-enhanced courses.

Michael Thomas

Michael Thomas is an Associate Professor in Digital Education and Learning at the University of Central Lancashire. He has taught at universities in the UK, Germany, and Japan. His research interests are in task-based learning and CALL and distance and online learning. He is founding and lead series editor of two book series, Digital Education and Learning and Advances in Digital Learning and Teaching. Among his recent publications are *Contemporary Task-based Language Teaching in Asia* (2015), *Contemporary Computer-Assisted Language Learning* (2013), *Online Learning* (2011), and *Task-Based Language Learning & Teaching with Technologies* (2010).

In “Researching Machinima in Project-Based Language Learning: Learner-Generated Content in the CAMELOT Project,” Thomas describes a research approach arising from a two-year European Union funded project on the use of digital video in immersive digital games and virtual environments. The use of in-world recorded video productions (or machinima) can be used to stimulate task-based learning, learner motivation, and engagement in authentic contexts. Machinima is a portmanteau word that combines ‘cinema’ and ‘machine’ and refers to filming actions, role plays, and dialogues between 3D virtual characters or avatars. Learners and instructors engage in a variety of creative preparation and planning tasks such as rehearsing, scripting, and storyboarding. Users can then edit and re-film where appropriate to construct a complex and sophisticated video narrative that is potentially of immense value in a variety of fields, equipping users with a variety of technical and digital literacy skills as well as presenting opportunities for language practice. While there is a growing body of research literature on virtual worlds and digital gaming, little research has specifically addressed synergies between it and machinima in language learning contexts. The project indicates that machinima has significant potential for underpinning a learner-centered approach, emphasizing the importance of harnessing learner creativity, user-generated content, task-based language teaching, and repositories of digital content in contemporary language learning environments mediated by technology. In conclusion the chapter calls for more innovative research approaches to investigate the complex and creative technology-mediated environments in which contemporary learners collaborate and interact in foreign languages.

Anu Vedantham

Anu Vedantham manages the Weigle Information Commons and Education Commons at Penn Libraries. She has leadership experience in K-12, higher education, non-profit and government sectors. She writes, speaks and conducts research on digital literacy, gender and identity in multimedia production, integration of technology in teaching and learning and climate change. She holds a doctorate in Higher Education Management from Penn's Graduate School of Education and also has degrees in Public Policy, Electrical Engineering and Computer Science.

Vickie Marre Karasic

Vickie Marre Karasic is the Digital Projects Fellow for the Weigle Information Commons and Education Commons at the University of Pennsylvania Libraries. At Penn Libraries, she supports teaching and learning across both Commons, working with faculty and students to incorporate technology into coursework. Her research interests include digital humanities studies, active learning methods, and learning spaces in academic libraries. Vickie completed a Masters in Library and Information Science at Drexel University, a Masters in English and Comparative Literature at Columbia University, and a Bachelors in Comparative Literature and French at Cornell University.

In their article “Video Creation Tools for Language Learning: Lessons Learned,” Vedantham and Karasic explore the increasing significance of video in teaching and learning since the rise of Web 2.0 technologies. They examine the increasing status of video in the context of flipped and blended learning in particular. Based on data arising from course observations, interviews and questionnaires with faculty and students, the research identifies the importance of a range of factors including what video tools are currently available, faculty and learner perceptions of digital tools and their usefulness, and the role attributed to the library in aiding technology support, course development and integration.