



Technology Innovation Center

Inaugural Symposium

Starting the Conversation

November 5-6
Honolulu, Hawai'i



THE LANGUAGE FLAGSHIP

Creating Global Professionals



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About the Language Flagship

The Language Flagship is a national initiative to change the way Americans learn languages through a groundbreaking approach to language education for students from kindergarten through college.

Through a network of 27 Flagship Programs at 22 institutions of higher education across the U.S., The Language Flagship graduates students who will take their place among the next generation of global professionals, commanding a superior level of proficiency in one of ten languages critical to U.S. national security and economic competitiveness.

Students come from all regions of the nation and pursue a variety of academic and professional interests in addition to language study. Flagship Certified Professionals are highly motivated graduates who possess:

- Professional-level language proficiency in their Flagship language of choice;
- Advanced cultural skills and experience living and working abroad; and
- Intercultural insights for careers in federal government, global business, nongovernmental organizations, and other fields.



UNIVERSITY
of HAWAII®
MĀNOA

About the University of Hawai'i at Mānoa

Founded in 1907, the University of Hawai'i at Mānoa is the flagship campus of the University of Hawai'i System. A destination of choice, students and faculty come from across the nation and the world to take advantage of UH Mānoa's unique research opportunities, diverse community, nationally-ranked Division I athletics program, and beautiful landscape. Consistently ranked a "best value" among U.S. colleges and universities, our students get a great education and have a unique multicultural global experience in a Hawaiian place of learning—truly like no place else on earth.

UH Mānoa at a Glance

Founded: 1907
Location: Mānoa Valley, just outside downtown Honolulu, Hawai'i on the island of O'ahu
Campus size: 320 acres
System Motto: **Maluna a'e o nā lāhui a pau ke ola ke kanaka**
Above all nations is humanity

Students (Fall 2014)

Total: 19,507
Undergraduate: 14,126
Graduate: 5,381
In-state: 66 percent
Out-of-state: 28 percent
International: 6 percent
States represented: 50
Countries & Regions represented: over 126
Male/female ratio: 44:56

Research

One of only a handful of universities nationwide to hold the distinction of being a land-, sea-, and space-grant institution, UH Mānoa is ranked in the top 50 public universities in research expenditures by the National Science Foundation. The University of Hawai'i at Mānoa maintains a vibrant and active research program with more than \$300 million in new extramural funds for research in 2014. UH Mānoa's faculty includes members of the National Academy of Sciences, the National Academy of Engineering and the National Institute of Medicine.

Classified by the Carnegie Foundation as having "very high research activity," UH Mānoa is known for its pioneering research in such fields as oceanography, astronomy, Pacific Islands and Asian area studies, linguistics, cancer research, and genetics.



THE LANGUAGE FLAGSHIP

Technology Innovation Center

About the Center

The Language Flagship Technology Innovation Center (LFTIC) at the University of Hawai'i was established through a grant from the U.S. Department of Defense. The primary purpose of the LFTIC is to conceive, design, adapt, improve, deliver and test effective means to blend technology into existing Language Flagship Programs. In its first year, the The Language Flagship Technology Innovation Center will focus on strategic planning. The goal is to craft a short and long-term plan for technology use and innovation for The Language Flagship Program, which will also benefit the foreign language education profession at large. The LFTIC will convene expertise from relevant areas in academia (foreign language education, applied linguistics, computer-assisted language learning, educational technology, etc.) and from entities with stakes in foreign language education in both the public and private sectors.

As part of its strategic planning endeavors, the LFTIC will host three symposia, whose ultimate goal is to forge an agenda and discover pathways for language technology innovation with key partners in academia, government, and businesses. A core team of leading professionals in fields related to language technology will lead the discussions. In each symposium, we seek to involve thinkers and innovators in areas of relevance in order to engage in a progressive conversation that will help identify potential groundbreaking initiatives geared toward the improvement of language learning experiences through technology.



Dr. Madeline K. Spring is the Co-Director of the Language Flagship Technology Innovation Center, Professor of Chinese Language, and the Director of the Chinese Language Flagship Program at the University of Hawai'i at Mānoa. She earned her Ph.D. in Chinese Language and

Literature at the University of Washington. Her research interests are divided between medieval Chinese literature (especially Six Dynasties to Tang prose and rhetoric) and current issues in Teaching Chinese as a Foreign Language (TCFL).



Dr. Julio C Rodríguez is the Co-Director of the Language Flagship Technology Innovation Center, Director of the Center for Language and Technology, and Director of the National Foreign Language Resource Center at the University of Hawai'i at Mānoa. He earned his Ph.D.

in Curriculum and Instructional Technology at Iowa State University. His work is situated at the intersection of language learning and technology. His areas of interest include the integration of technology into teacher and faculty development programs, project-based learning, materials development, online course design, and design-based research.

Starting the Conversation

The first symposium, entitled Starting the Conversation, has been organized around four key areas: adaptive technologies, mobile technologies, immersive technologies, and big data & smart partnerships. By the end of this first symposium, we will have explored the issues and possibilities in these key areas and we will have created viable strategies for successful collaboration among businesses, government, and academia that will be implemented in the second and third symposia, which will take place in San Francisco, CA, and Pittsburgh, PA, respectively. At the end of this process, we will have identified potential partnerships for technology-based projects that are likely to result in a significant impact on language acquisition. Once those partnerships are forged, the LFTIC will facilitate work on a next-steps plan that delineates goals, benchmarks, outcomes, and required resources. Such work may involve targeting potential funding sources, arranging focused meetings, or facilitating connections between partners in the public sector, in government, or in education.

Welcome



An internationally respected leader in information technology for higher education, Dr. David Lassner is the president of the 10-campus University of Hawai'i System—the chief executive officer of

the state's only public institution of higher education. He has worked at UH since 1977 in progressively responsible technical, management and executive positions and has served numerous community roles locally, nationally and internationally.



Dr. Michael Nugent is the director of the Defense Language and National Security Education Office (DLNSEO) and serves as director of the National Security Education Program (NSEP). In this role, Dr. Nugent advises

the Assistant Secretary of Defense (Readiness) on policy and programmatic matters regarding foreign language, culture and regional expertise for Department of Defense. Dr. Nugent serves as the Executive Director of both the Defense Language Steering Committee and the Secretary of Defense chaired National Security Education Board.

Day 1 at a Glance

Thursday, November 5, 2015

7:00 am	Registration / Check In
8:00 am	'Oli (Welcome) - Hanohano Mānoa Ua 'Ike 'Ia Welcome by U.H. President David Lassner NSEP Director Michael Nugent
8:30 am	The Context - Survey results overview (Dr. J.D. Brown, University of Hawai'i)
9:00 am	NMC Horizon Brief Update (Ms. Samantha Becker, New Media Consortium) Starting the Conversation for Collaboration: Ecocycle Planning - Part 1 Keynote Presentation (Mr. Bob Lenz, Buck Institute for Education)
10:30 am	Networking Break
11:00 am	Lens 1: Adapting as we go (Dr. Trude Heift, Simon Fraser University)
12:30 pm	Lunch
1:30 pm	Lens 2: Learning on the go (Dr. Steve Thorne, Portland State University)
3:00 pm	Networking Break
3:30 pm	Connections — Focusing Our Lenses: Ecocycle Planning - Part 2
4:30 pm	Adjourn
6:00 pm	Reception - Waikiki Beach Marriott Resort & Spa 2552 Kalakaua Avenue

Day 2 at a Glance

Friday, November 6, 2015

7:00 am	Registration / Check In
8:00 am	Welcome
	Lightening Reflections
8:30 am	Lens 3: Breaking the Mark (Dr. Julie Sykes, Oregon University)
10:00 am	Networking Break
10:30 am	Lens 4: Big Data & Smart Partnerships (Dr. Scott Payne, McGraw Hill Education)
12:00 pm	Lunch
1:00 pm	Identifying Promising Technologies, Practices, Infrastructure, and Partnerships
2:30 pm	Networking Break
3:00 pm	Bringing It All Together: Where Are Our Best Bets? What Are Our Outstanding Questions?
4:30 pm	Adjourn



Bob Lenz is the author of *Transforming Schools: Using Project-Based Learning, Performance Assessment and Common Core Standards*, recently published by Jossey-Bass Wiley. He is recognized nationally as a leader in high school redesign, Project Based Learning, 21st-century skills education, and performance assessment. The William and Flora Hewlett Foundation has recognized Bob as a Senior Deeper Learning Fellow.

Bob became Executive Director of the Buck Institute for Education (BIE) on June 1, 2015. Before taking the helm at BIE, he was the co-founder of Envision Education and served as its CEO and Chief of Innovation until 2015. Under Bob's leadership, Envision Education put into practice a highly successful redesign model that has opened a path to college and college retention for underserved urban students at Envision's three Bay Area arts and technology high schools.

Bob also launched Envision Learning Partners. Envision Learning Partners fulfills the original promise of charter schools to serve as demonstration sites for innovative educational practices to transform the broader public school system.

Keynote Presentation

Holonomy – What the heck is it and how can we use it to transform outcomes for learners?

What does transformative learning look like? How can students, teachers, leaders in academia and the private and public sector use the concept of Holonomy to courageously work together towards a shared vision of deeper learning outcomes? How can teachers design authentic projects for ALL subject areas, especially in World Language? Bob Lenz will share stories and lessons from his experience co-founding and leading Envision Education; as well as, how the Buck Institute for Education's Gold Standard for Project-based Design and Teaching, when applied using the concept of Holonomy, can lead to transformative results for learners.

LENS 1

Adapting As We Go

Thursday, November 5



Discussion Leader
Trude Heift
Simon Fraser University



Vincent Alevan
Carnegie Mellon University



Claudia Leacock
Consultant



Volker Hegelheimer
Iowa State University



Andrew Ross
Arizona State University

LENS 2

Learning on the Go

Thursday, November 5



Discussion Leader
Steve Thorne
Portland State University



Tom Cobb
Université du Québec à
Montreal



Chris Hoadley
National Science
Foundation
New York University

LENS 3

Breaking the Mark

Friday, November 6



Discussion Leader
Julie Sykes
University of Oregon



Marta González-Lloret
University of Hawai'i at
Mānoa



Bob Hemmer
Pearson Education



Carsten Roever
University of Melbourne

LENS 4

Big Data & Smart Partnerships

Friday, November 6



Discussion Leader
Scott Payne
McGraw-Hill Education



Lewis Johnson
Alelo, Inc.



Ken Petersen
American Councils for
International Education



Ali Abasi

Associate Director
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Ali Reza Abasi is an applied linguist and an associate of professor of Persian at the School of Languages, Literatures and Cultures, University of Maryland. His research interests include second language writing, curriculum design and materials development, and discourse analysis. He has taught Persian to speakers of other languages for over 20 years, and some of his recent publications have appeared in *Journal of Second Language Writing*, *International Journal of Applied Linguistics*, and *Journal of Language and Politics*. He is also the co-principle investigator and associate director of the Persian Flagship Program at the University of Maryland. Currently he is working on two research projects: one exploring the use of pragmatic markers by advanced-level learners of Persian, and the other investigating affect and task performance.

Aitor Arronte Alvarez
IT Specialist
Center for Language and Technology
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Aitor Arronte-Alvarez, Information Technology Specialist at the University of Hawaii Center for Language and Technology, holds M. Eng. in computer science from the School of Engineering at Universidad Rey Juan Carlos in Madrid and is currently finishing his doctoral dissertation. His work centers around innovative uses of digital media and technology for education and research. With over 10 years of experience in IT consulting and applied research in R&D projects, he has architected large scale enterprise and educational systems for national and international agencies as well as for institutions in the private sector in Europe. Prior to joining the Center for Language and Technology, he was IT Demand Manager at the world-renowned management institution IE Business School. His research interests span a wide variety of topics at the intersection of computation and social sciences, and the use of software for the development of new media installations.



Kaveri Advani
Program Manager
National Security Education Program

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Ms. Kaveri Advani is a Program Manager for The Language Flagship at the National Security Education Program (NSEP). She is primarily responsible for overseeing the Chinese, Hindi Urdu, Korean, Persian, Portuguese, Swahili, and Turkish Flagship Programs and the Language Flagship's assessment efforts. Prior to joining NSEP in 2009, Ms. Advani received a Boren Fellowship to study Arabic and conduct research in Yemen and Syria. Ms. Advani also previously interned with the United States' Department of State's International Visitors Program in New York, NY, supporting US Public diplomacy and exchange efforts by facilitating meetings for international delegations participating in the program. Ms. Advani also interned with the United Nations Information Center in New Delhi, India.

Ms. Advani received her Masters of Arts degree from New York University in comparative politics with a focus on the political economy of the Middle East and North Africa in 2009. Ms. Advani received her Bachelor of Arts degree in political science and a minor in Russian language from Loyola University, New Orleans in 2003. Ms. Advani received a Tcherepnine scholarship in 2002 to study Russian in St. Petersburg, Russia. Ms. Advani has travelled extensively throughout the Middle East, Asia, and Eastern Europe.



Vincent Alevén

Associate Professor
Carnegie Mellon University

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Vincent Alevén is an associate professor in the Human-Computer Interaction Institute at Carnegie Mellon University. He has over 20 years of experience in research and development of adaptive educational software based on cognitive theory and self-regulated learning theory, with a focus on intelligent tutoring systems for K-12 mathematics (e.g., Mathtutor, the Fractions Tutor, and Lynnette; <https://mathtutor.web.cs.cmu.edu>). He and his research group have created authoring tools for creating intelligent tutoring systems that have increased the cost effectiveness of tutor development 4-8 times (<http://ctat.pact.cs.cmu.edu>). They have also created tutors that support aspects of self-regulated learning, learning by guided invention, or collaborative learning. Alevén is a member of the executive committee of the Pittsburgh Science of Learning Center (<http://learnlab.org>) a 10-year NSF-sponsored research center. He has over 200 publications and 7 best paper awards at international conferences. He is the co-editor-in-chief of the International Journal on Artificial Intelligence in Education. He is/was PI on 8 major research grants and co-PI on 10 others. He is/was program co-chair of the 10th International Conference on Intelligent Tutoring Systems (ITS 2010), the 4th IEEE Conference on Digital Game and Intelligent Toy-Enhanced Learning (Digitel 2012) and Third Annual ACM Conference on Learning at Scale (L@S 2016).



Samantha A. Becker
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Samantha Adams Becker, Senior Director of Publications & Communications for the New Media Consortium (NMC), is the lead writer and researcher for the NMC Horizon Report series, which analyzes emerging technology uptake in various education sectors across the globe. The series garners an annual readership that is approaching five million people. She regularly travels the world presenting the findings of these publications in keynote addresses and one of her most humbling speaking engagements was presenting on a NASA panel. Samantha has expertise in digital communications, with a special interest in social media, e-publishing, and online learning. In 2013, she taught the first online course ever to exclusively take place in Facebook, which was geared towards training education professionals to integrate social media into their teaching practices. At the NMC, Samantha has managed or consulted on educational technology-focused projects for National Geographic, HP, Apple, and the Gates Foundation. Previous to the NMC, Samantha facilitated the digitization of books and periodicals for several of the world's largest publishers and was the managing editor of a lifestyle magazine. In her free time, she works on client projects for the creative consultancy she owns, writes poetry, and is pursuing a graduate professional certificate in nonprofit management at Harvard University.



Andrea Berez-Kroeker

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Andrea Berez-Kroeker specializes in endangered language documentation. She conducts fieldwork in Papua New Guinea, working with some of the last remaining speakers of the Kere language to record and preserve their language. She is interested in technology to support the documentation and conservation of “small” languages. She is the editor of the Technology section of the top-rated journal *Language Documentation & Conservation*, and is the director of Kaipuelohone, the University of Hawai'i Digital Language Archive. She currently serves as the president of the Digital Endangered Languages and Music Archiving Network, an international consortium of archives of data on the world's endangered languages. She teaches classes in technology for language documentation at the University of Hawai'i and, in the summers, at the University of Alberta to Canadian First Nations students.



Russel Cheng
Co-founder, Director
DevLeague

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Russel Cheng is co-founder of DevLeague, Hawai'i's first accelerated learning program for software development.

In 1995, he co-founded XM Asia, establishing Asia's first interactive agency that was acquired by advertising network WPP Group. As founder of Organic Inc's Asia operation, he was on the executive team that led a successful Nasdaq IPO in 2000. He has started a total of seven companies.

Russel has held executive management positions at Microsoft, Beacon Communications/Leo Burnett Japan, CS First Boston Japan and has worked with C-level customers at Philip Morris, P&G, Coke, GM, ESPN, Disney, Nokia, SingTel Mobile, Heineken, Visa, HSBC and many other Fortune 500 companies.

In 2005, Russel was awarded a US patent for identity and age verification on a mobile device and was awarded a Cannes Gold Lion, the advertising industry's top creative award, for his P&G mobile application.

Russel volunteers as a mentor at HiBEAM, as entrepreneur-in-residence at Punahou Schools, entrepreneur-in-residence at Chaminade University's Hogan Entrepreneurs Program and as virtual professional-in-residence at Shidler College of Business at University of Hawai'i, where he earned a Bachelor of Business Administration degree.

A native of Honolulu, Russel worked 16 years in Asia building companies in Japan, Singapore and San Francisco.



Matthew Christensen
Director
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Matthew B. Christensen is a professor of Chinese in the Department of Asian & Near Eastern Languages at Brigham Young University, where he has been teaching for the past 20 years. He is also Director of BYU's Chinese Flagship Center and has worked with that program since its inception in 2002. He has been involved with teacher training for many years, co-founding and teaching at a graduate level Chinese teacher training program at The Ohio State University, and directing seven StarTalk teacher training programs at Brigham Young University. His research interests include teacher training, Chinese language pedagogy, materials development, discourse analysis, cultural literacy, Chinese culinary culture, and Chinese poetry. He received a B.A. in Chinese from Brigham Young University and M.A. and Ph.D. degrees in Chinese linguistics from The Ohio State University.



Hui-Ya Chuang

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Hui-Ya Chuang is a Language Technology Specialist in the Center for Language and Technology at University of Hawai'i (UH) at Mānoa. She works closely with language faculty in online course design and provides professional development workshops. She also works with the National Foreign Language Center (NFLRC). Prior to UH, she was the Coordinator of Curriculum and Instructional Design in the Center for Distance Learning at SUNY Empire State College. In that capacity she worked closely with content experts, Humanities faculty, technology specialists and support staff to develop online courses and provide instructional design guidelines. In addition she taught online courses in Mandarin. In 2010, she received her PhD in Educational Technology from University of Northern Colorado. She has an MA in Interactive Multimedia Art from Long Island University and a BA in German Language from Wenzao Ursuline College of Language, Kaohsiung, Taiwan. Her research interests include how to motivate students in an online learning environment through the use of different multimedia elements, the use of Open Educational Resources in online course design and Universal Design/Accessibility in online environment.



Thomas Cobb
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Thomas Cobb began his career in English literature and the history of ideas but gradually trended toward first and then second language teaching and pedagogy, with particular emphasis on the ways that computation can solve problems in these, eventually attaining a PhD in educational technology at Concordia University in Montreal in 1996. His dissertation arose from a multiyear project at Qaboos University in Oman in which dedicated lexical computing was deployed first to discover and then to remedy a dramatic mismatch between the vocabulary competence of succeeding cohorts of learners and the imported tests which they were required to pass before entering academic studies. Tom went on to work with Paul Nation in New Zealand, Chris Greaves in Hong Kong, and Paul Meara in the UK, gradually building up the software developed for his dissertation into the suite of vocabulary tests, tools, concordancers, and related learner-adapted tools gathered together into the Compleat Lexical Tutor website (www.lextutor.ca) that is now widely used throughout the applied linguistics universe. He was area editor in language and technology for the Wiley Encyclopedia of Applied Linguistics (2013) and has published widely on topics in computer assisted language learning (CALL). His current projects include an extended effect-oriented meta-analysis of the 'data-driven learning' concept as a formative idea in CALL with Alex Boulton at l'Université de Lorraine, and a recently funded three-year project to develop a pedagogically oriented Welsh National Corpus that will involve collaborating with Lawrence Antony of Waseda University, Japan.



Meaghan Dolan
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Meaghan Dolan is a program officer for The Language Flagship at the Institute of International Education (IIE). Prior to joining IIE in the fall of 2008, Meaghan was the project coordinator for a congressionally-mandated report on the future of U.S. public diplomacy under the direction of Dr. Kristin Lord. Meaghan previously worked for the Elliott School of International Affairs at The George Washington University in graduate student career development. She received her MA in International Affairs from the Elliott School in 2006, focusing on conflict resolution and the Middle East. Her BA is in International Studies from the University of Wisconsin-Madison, received in 2004. Meaghan studied abroad in Spain and Cyprus and has traveled extensively.



Sam Eisen

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Sam Eisen is the director of The Language Flagship at the Defense Language and National Security Education Office (DLNSEO). The Language Flagship provides undergraduate students the opportunity to pursue professional-level language proficiency in a critical language through partnerships with U.S. universities and colleges combined with Flagship Overseas Centers. Before joining the federal government, Dr. Eisen taught Russian language, literature, and culture as Assistant Professor of Russian Studies at American University in Washington, DC. He served at the U.S. Department of State (1999-2007) in the Office of the Coordinator of U.S. Assistance to Europe and Eurasia and coordinated the FREEDOM Support Act which funded academic and professional exchange programs with the former Soviet Union. Before coming to DLNSEO, Dr. Eisen served as the Director of the Advanced Training and Research Group in International and Foreign Language Education at the U.S. Department of Education (2007-2011), where he provided oversight for Title VI and Fulbright Hays programming designed to develop and maintain national capacity in foreign language and international and area studies.

He holds a Ph.D. and M.A. in Russian Language and Literature from Stanford University and a B.A. in Russian from Amherst College.



Marta González-Lloret
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Marta Gonzalez-Lloret is an associate professor at the University of Hawai'i at Manoa. Her main areas of research are the intersections of technology and Task-based Language Teaching (TBLT); technology and L2 pragmatics; Conversation Analysis for L2 interaction; teacher training; and assessment. She is currently one of the associate editors of the Wiley Encyclopedia of Applied Linguistics (Carol Chapelle, general editor) and coeditor of the NFLRC's Pragmatics & Language Learning book series. She is a board member of the CALICO organization and the International Consortium of TBLT. She is also a board member for the CALICO Journal, Language Learning & Technology, Journal of Multilingual Pragmatics, and GREAT Journal (Spain). She has been invited to present her research nationally and internationally to conferences and universities in Brazil, Peru, Mexico, Japan, Vietnam, and Spain. Her most recent publications are a co-edited volume with Lourdes Ortega for John Benjamins (2014) *Technology-mediated TBLT: Researching Technology and Tasks*; a Georgetown University Press monograph *A practical guide to integrating technology into task-based language teaching* (In press, 2015); and an invited review article, *Conversation analysis in Computer-assisted Language Learning*, for CALICO journal's latest issue (2015). She is a faculty advisor to the Center for Language and Technology and works closely with the center in the implementation of grants. Originally from Spain, she loves to travel and spend time in the ocean with her dogs.



Amy Heaton
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Amy Heaton is Managing Director of Linchpin International, a Woman Owned Small Business with expertise in foreign language and cultural training for government clients. At Linchpin, Amy is currently leading a project on technology use in the DoD language enterprise for the Defense Language and National Security Education Office (DLNSEO). Before founding Linchpin International in 2013, Amy worked for other clients in the Office of the Undersecretary of Defense for Personnel and Readiness (OUSD P&R), developing and managing language and cultural training programs for civilians deploying to Afghanistan. Her initial work in the DoD language enterprise was as Director of the Foreign Language Division at a Defense Language Institute Washington (DLI-W) school. Before coming to the Washington D.C. Metro area, Amy was an Assistant Professor at Furman University, where she managed a TESOL M.A. Program and taught courses in Education, Sociolinguistics, and Language Education. Amy has also taught at Clemson University and the University of Georgia. She received her doctorate in 2008 from the University of Georgia under the direction of Betsy Rymes and Mariana Souto-Manning.



Volker Hegelheimer
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Volker Hegelheimer, (M.A., Ph.D., University of Illinois at Urbana-Champaign), Professor, researches applications of emerging technologies in language learning and language testing. His publications have appeared in journals such as *Language Learning & Technology*, *Language Testing*, *System*, *Computer-Assisted Language Learning*, *ReCALL*, *CALICO Journal*, and he contributed to several edited volumes on *Computer-Assisted Language Learning (CALL)* and was a co-author of the initial *TESOL Technology Standards for ESL teachers and learners monograph (2007-2009)*. He is the co-editor for the spring 2016 *CALICO Journal* special issue on automated writing evaluation. He has presented his research and held academic workshops at numerous national and international conferences and has secured over \$1.5 million in funds from external funding agencies such as Pearson, Educational Testing Service, the National Science Foundation, and a \$1.2 million grant for materials development and training from the U.S. Department of State (2011-2013). He teaches courses on technology in language teaching and research, language assessment, and research methodology.



Trude Heift
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Trude Heift is Professor of Linguistics at Simon Fraser University, Canada. Her primary research interests are Computer-Assisted Language Learning, Applied and Computational Linguistics. Her current projects include the design and evaluation of linguistic and pedagogical aspects of language learning environments that make use of Natural Language Processing and techniques of Artificial Intelligence. She is the author of E-Tutor (www.e-tutor.org), an adaptive, online system for learners of German that is used in regular classroom instruction. Her work has attracted significant national funding and appeared in journals such as *Modern Language Journal*, *Language Learning & Technology*, *System*, *Computer Assisted Language Learning*, *ReCALL* and *CALICO*. Together with her colleague M. Schulze, she also published a monograph entitled *Errors and Intelligence in Computer-Assisted Language Learning: Parsers and Pedagogues* (Routledge, ISBN 0415361915, 2007). In 2007, she received the Dean's Medal for academic excellence in research, teaching, and service and she is currently the co-editor of *Language Learning & Technology*.



Bob Hemmer
Editor in Chief, World Languages
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Bob Hemmer has dedicated his career to learners and to learning. He received his Ph.D. from Georgetown University, where he taught all levels of language classes. Prior to beginning his publishing career and association with Pearson's World Languages group, he taught at St. John's University and the College of St. Benedict in Minnesota and at Marquette University in Wisconsin, where he also served as the Spanish coordinator. Currently, as Editor in Chief for World Languages at Pearson, he leads all aspects of content creation and product development as the learning field accelerates its print-to-digital transformation.



Michele Heryford

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Ms. Michele Ferrier Heryford has been a member of the Asian Studies Center at the University of Pittsburgh since 1996. Ms. Heryford has been responsible for corporate, public, and external educational projects for the Asian Studies Center as Assistant Director and Project Manager and developed two web and CD-ROM curriculum projects for post-secondary education. The first, *Contemporary Chinese Societies: Continuity and Change* (Columbia University Press, 2001 and second edition, 2006) won the Franklin M. Buchanan Prize for outstanding curriculum development from the Association for Asian Studies. The second, *Japan: Places, Images, Times and Transformations*, will be released in December of 2015. In 2005, Ms. Heryford co-directed and participated in a six-week Fulbright-Hayes field study to Mongolia with 12 university faculty members from around the United States. The result of that endeavor was the Contemporary Mongolia Project, an online curriculum module intended to expand college-level courses on Mongolia.

In addition to an M.A. in East Asian Studies and a graduate-level teaching certification, Ms. Heryford is currently finishing her Ph.D. in Social and Comparative Analysis of Education at the University of Pittsburgh with a focus on multidisciplinary international partnerships, and adult non-formal learning modalities. Her scholarly interests are in higher education in China, and ethnographic and feminist studies on the intersection of women, society, and leadership.



Christopher Hoadley

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Chris Hoadley is associate professor in the Educational Communication and Technology Program, the Program in Digital Media Design for Learning, and the Program on Games for Learning. He has over 35 years experience designing and building educational technology, and has researched connections between technology, learning, and collaboration for 25 years. His research focuses on collaborative technologies, computer support for cooperative learning (CSCL), and design-based research methods, a term he coined in the late 1990s. Hoadley is the director of dolcelab, the Laboratory for Design Of Learning, Collaboration & Experience. He has been an affiliate scholar for the National Academy of Engineering's Center for the Advancement of Scholarship in Engineering Education (CASEE) and was awarded a Fulbright in the South Asia Regional program to study educational technologies for sustainability and empowerment through cross-cultural exchange in rural Himalayan villages. From 2011-2013, he was program director of the Educational Technology programs and founding program director of the Games for Learning program, and served on the founding faculty presidium of MAGNET, the Media And Games Network. Since December 2013, he has been on loan to the National Science Foundation as the program director in charge of the Cyberlearning and Future Learning Technologies funding program.



Lewis Johnson
President and CEO
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W. Lewis Johnson co-founded Alelo in 2005 as a spinout of the University of Southern California. Under his leadership Alelo has developed into a major producer of innovative learning products focusing on communication skills. Alelo has developed courses for use in a number of countries around the world, all using the Virtual Role-Play method.

Dr. Johnson holds a B.A. in linguistics from Princeton University and a Ph.D. in computer science from Yale University. He is an internationally recognized leader in innovation for education and training. In 2012 he was keynote speaker at the International Symposium on Automated Detection of Errors in Pronunciation Training in Stockholm. In 2013 he was keynote speaker at the IASTED Technology Enhanced Learning Conference and was co-chair of the Industry and Innovation Track of the AIED 2013 conference. In 2014 he was keynote speaker at the International Conference on Intelligent Tutoring Systems, and was Distinguished Lecturer at the National Science Foundation. In 2015 he was keynote speaker at the ACT Insight Analytics and Emerging Technologies Symposium. When not engaged in developing disruptive learning products Lewis and his wife Kim produce Kona coffee in Hawai'i.



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Claudia Leacock has been working on using NLP in educational applications for over 25 years, focusing on automated writing evaluation (AWE) and grammatical error detection. As a Senior Research Scientist at McGraw-Hill Education, Distinguished Member of Technical Staff at Pearson Knowledge Technologies, and a Principal Development Scientist at Educational Testing Service, she pioneered the development of tools for grammatical error detection, automated assessment of short-response content-based questions and the quality of writing in essays. As a consultant for Microsoft Research, she collaborated on the development of ESL Assistant, a web-based prototype tool for detecting and correcting grammatical errors of English language learners. Dr. Leacock received a B.A. in English from NYU, a Ph.D. in Linguistics from the City University of New York, Graduate Center and was a post-doctoral fellow at IBM, T.J. Watson Research Center. Between 2003 and 2015, she has been a co-chair for ten Workshops on Innovative Use of NLP for Building Educational Applications.



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Jason Leigh is the Director of LAVA: the Laboratory for Advanced Visualization & applications, and Professor of Information & Computer Sciences at the University of Hawai'i at Mānoa.

He is also Director Emeritus of the Electronic Visualization Lab at the University of Illinois at Chicago, where he maintains appointments in the Computer Science and Communications departments. He has also held research appointments at Argonne National Laboratory and the National Center for Supercomputing Applications.

His research expertise includes data visualization, virtual reality, high performance networking, and video game design. Two of his language-related projects include the development of an approach to automatically translate natural language queries into visualizations and the development of an online Sāmoan/English dictionary in collaboration with the Department of Indo-Pacific Languages and Literature at University of Hawai'i at Mānoa.

He is also co-inventor of the CAVE2 Hybrid Reality Environment, and SAGE: Scalable Adaptive Graphics Environment software system, which have been licensed to Mechdyne Corporation and used by almost 200 research sites around the world, respectively.

His research has also received numerous press from News media including: the AP News, New York Times, Popular Science's Future Of, Nova ScienceNow, NSF Science Now, PBS, and Forbes.



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Deborah Lemon is a tenured faculty member, Tech Chair, and the Esports/Renegade Gaming Advisor at Ohlone College. She teaches Spanish in tiered hybrid/blended/online classes, and courses on Social Media and computer applications. She designs and organizes trans-disciplinary transmedia projects. Deborah has taught using social media platforms since 2005, and hybrid & cloud-based formats since 2000. She runs Building Online Community with Social Media for the California @One project. Deborah has been interviewed regarding her work with AR & VR learning environments, “paradigm-dodging”, gaming, and (by the World Academy of Art and Science) the future of Online and Higher Education. She runs workshops and webinars on Hybridization, Gamification, social media tools, and methodology. She has been invited to speak at conferences, including She’s Geeky, Augmented World Expo, FLA-NC, Online Teaching Conference, and RMMLA. The NSF invited and sponsored her to speak at the 2013 Radical Innovation Summit in Washington, D.C. Deborah founded and authored (1999) the Spanish Grammar reference site, drlemon.com, and authored distance education courses for UNC-CH (1996). Prior to teaching, Deborah worked in the defense industry in HR/PR and Systems Administration. In her free time, she tinkers with stuff, volunteers, tests Betas, and hangs out with her German Shepherd.



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Paul McKimmy, Ed.D., is a faculty member in the University of Hawai'i-Manoa department of Learning Design & Technology. He serves as Director of Technology and Distance Programs for the College of Education where he herds the cats in instructional support, technical services, and distance learning design teams. Paul leads the College's Distance Course Design and Consulting group, a self-supported team of instructional design, visual design, and technical professionals who create custom learning tools on contract (dcdgroup.org). Professionally, he gets excited about learning technical skills, leveraging open-source software, creating student success, and maintaining a mild caffeine buzz. Personally, he dabbles in DIY, kayaking, hiking, stand-up paddling, gaming, and fitness. He is passionate about his 7-year old daughter and hopes that his professional endeavors will positively impact her educational experiences as she grows up.



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Dianna Murphy (PhD, Slavic Linguistics, Ohio State University) is founding associate director of the Language Institute and Russian Flagship Program at the University of Wisconsin-Madison. She is also core member of the interdisciplinary Doctoral Program in Second Language Acquisition. Murphy's current research examines the alignment of national and local frameworks for language education with postsecondary students' goals. Recent publications in this area include the 2014 *Modern Language Journal* monograph (with Sally Magnan and Narek Sahakyan) *Goals of Collegiate Learners and the Standards for Foreign Language Learning*. She is currently working on a study to examine the (mis)alignment of student goals and targeted student learning outcomes for foreign language majors. For the Language Flagship, she is co-editor, with Karen Evans-Romaine, of the forthcoming volume, *From Novice to Superior in a Second Language by Graduation: The Language Flagship Program* (Multilingual Matters).

Murphy's experience with instructional technologies for language teaching and learning include managing a project to develop authoring software for foreign language instructors; co-authoring award-winning, advanced-level online lessons for learners of Russian (RAILS: Russian Advanced Interactive Listening Series); and co-authoring and teaching online methods courses for postsecondary instructors of less commonly taught languages. In 2014-15, she led a yearlong professional development seminar at UW-Madison on technologies for language teaching and learning. In the Fall 2015, she is teaching a graduate practicum on promoting digital L2 literacies, focusing on mobile, place-based learning.



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Todd is the CEO of TalkAbroad, based out of Denver, CO. He is a graduate of Wheaton College in Wheaton, IL. Todd began his career spending 5 years in Latin America learning Spanish through immersion. This experience laid the foundation for TalkAbroad, a tool providing 1-on-1 interaction with native speakers to be used as a component in a language learning curriculum. Todd worked at the International School of Tegucigalpa as a high school teacher. He also spent a year directing a community business-training program at a local non-profit in Tegucigalpa: Ministerios Cristianos de Mayordomia. Upon return to the states, he was the managing director of the Los Angeles office at The Meltwater Group. At TalkAbroad, Todd primarily oversees the long-term vision and strategy. He works directly with university clients to oversee TalkAbroad implementation in the curriculum and to ensure the individual goals of each program are met successfully. Todd is originally from Nebraska and, against better judgment remains a loyal Cornhusker fan. Outside of work he enjoys playing in the mountains and on the soccer field.



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Sharon Nishizaki is program director for The Language Flagship at the Institute of International Education (IIE), the administrative agent for The Language Flagship Grants, and has served in this role since 2006. Ms. Nishizaki began work on NSEP sponsored programs in 1997 when she joined the Academy for Educational Development (AED) to manage the David L. Boren Graduate Fellowships. Prior to this, Ms. Nishizaki was employed for 10 years in the Smithsonian Institution's Office of Fellowships and Grants as a program specialist responsible for the Smithsonian Graduate, Predoctoral, and Postdoctoral Fellowship Programs. Ms. Nishizaki has also worked as a program analyst for Mexico, Central America, and the Caribbean at the Inter-American Foundation, an independent agency of the United States government that provides grants to nongovernmental and community-based organizations in Latin America and the Caribbean.



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Michael Nugent is the director of the Defense Language and National Security Education Office (DLNSEO) and serves as director of the National Security Education Program (NSEP). In this role, Dr. Nugent advises the Assistant Secretary of Defense (Readiness) on policy and programmatic matters regarding foreign language, culture and regional expertise for Department of Defense. Dr. Nugent serves as the Executive Director of both the Defense Language Steering Committee and the Secretary of Defense chaired National Security Education Board. As Director of NSEP, Dr. Nugent oversees nine federal language and cultural initiatives, including the Language Flagship, designed to change the way Americans learn languages.

Before coming to DLNSEO, Dr. Nugent worked on a number of international grant programs at the Fund for the Improvement of Postsecondary Education (FIPSE). He also served as Chief of Section, overseeing the Title VI funding of National Resource Centers, Foreign Language and Areas Studies Centers, and the Language Resource Centers. Dr. Nugent has previously served in policy positions as Vice President for Administration and Research at the Council for Higher Education Accreditation (CHEA) in Washington DC, and Deputy to the Chancellor for Systems Relations for Minnesota State Colleges and Universities. Author of *The Transformation of the Student Career: University Study in Germany, the Netherlands, and Sweden* (Routledge, 2004), he remains active in the field of international higher education policy. Dr. Nugent holds a Ph.D. in higher education from Pennsylvania State University. He was a student of both language and literature at universities in Germany, France, and Spain.



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Dr. Scott Payne is a Principal Instructional Design Analyst at McGraw-Hill Education. His research seeks to better understand the cognitive burden specific instructional tasks place on learners, with a particular emphasis on how technology-mediated language learning impacts the developmental trajectories of certain learners under specific task demands. To address these questions, he employs a combination of cognitive capacity and language processing measures (i.e. working memory, attentional control, information processing speed, susceptibility to interference, translation recognition, inhibitory control, etc.) together with language performance measures as well as the collection and analysis of naturally-occurring language use in instructional contexts over time. In the recent past, Dr. Payne was the Director of Academic Technology Services at Amherst College.



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Ken Petersen is Technical Director for Online Learning & Assessment at American Councils for International Education where he has overseen the development of Web-based language learning and assessment systems for the past 15 years. Prior to his work with American Councils, he spent several years as an ESL teacher and learner of language in Pakistan, Sri Lanka and Turkey. He went on to earn an MA from the University of Washington in Near Eastern Languages, where he was first introduced to the development of CALL materials during his tenure in the UW Language Learning Center. In 2010, he received his Ph.D. in Applied Linguistics from Georgetown University. His areas of expertise include instructional design, language testing, Natural Language Processing, systems architecture, and multimedia.



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Carsten Roever is Associate Professor in Applied Linguistics in the School of Languages and Linguistics at the University of Melbourne. He completed a teaching degree in English and Psychology at the University of Duisburg (Germany) in 1995, and earned a Ph.D in Second Language Acquisition at the University of Hawai'i at Mānoa in 2001 with a dissertation on web-based testing of second language pragmatics, supervised by Prof. Gabriele Kasper. Carsten's main research interests are development of second language pragmatic ability with an emphasis on interactional competence, and testing of second language pragmatics. He has also worked on methodological issues in interlanguage pragmatics and language testing research, as well as the use of technology for testing second language pragmatics. Carsten has published over 50 papers, including the co-authored volumes *Language Testing: The social dimension* with Tim McNamara (2006, Blackwell) and *Testing ESL sociopragmatics* with Catriona Fraser and Cathie Elder (2014, Peter Lang), as well as the edited collection *Pragmatics of Vietnamese as a native and target language* with Hanh thi Nguyen (2013, National Foreign Language Resource Center). He is currently completing *Quantitative Methods in second language research* with Aek Phakiti (scheduled for 2016, Routledge). Carsten is the outgoing editor of the Australian Review of Applied Linguistics.



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Spring is the Co-Director of the Language Flagship Technology Innovation Center, Professor of Chinese Language, and the Director of the Chinese Language Flagship Program at the University of Hawai'i at Mānoa. She earned her Ph.D. in Chinese Language and Literature at the University of Washington. Her research interests are divided between medieval Chinese literature (especially Six Dynasties to Tang prose and rhetoric) and current issues in Teaching Chinese as a Foreign Language (TCFL). In that area, her focus is on curricular design and implementation, content-based instruction, intercultural communication, and assessment. She is the author of *Making Connections: Improve Your Listening Comprehension in Chinese*, which is now in its second edition. She has written numerous articles about various aspects of TCFL.

She is a frequent presenter (locally, nationally, and internationally) on topics such as curricular development, assessment, teacher beliefs, adapting authentic materials, technology, literacy, immersion Chinese curricular issues, teaching reading, writing, cultural competence, and online communities, and has conducted many workshops on these subjects. Dr. Spring has played a leadership role in defining and disseminating information about the Chinese Language Flagship Programs both nationally and internationally, in China and Taiwan.



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Julie Sykes is the Director of the Center for Applied Second Language Studies and Co-Director of the Chinese Flagship Program at the University of Oregon. She holds a faculty appointment in the Department of Romance Languages. Dr. Sykes is a national leader in the use of digital technologies for language acquisition. Her research focuses on the use of digital technologies for language acquisition with a specific focus on interlanguage pragmatic development and intercultural competence. Dr. Sykes' experience includes the design, implementation, and evaluation of online immersive spaces and the creation of place-based, augmented reality mobile games to engage language learners in a variety of non-institutional contexts. She has published various articles on CALL-related topics, including computer-mediated communication and gaming.



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Steven Thorne is an Associate Professor of Second Language Acquisition in the department of World Languages and Literatures at Portland State University. His current research examines technology-mediated language learning occurring within and outside of formal educational settings, indigenous language maintenance and revitalization, and exploring the conceptual and social-material consequences of divergent theories of second language development. He is frequently invited to present at talks and workshops on a variety of language-related topics including Internet communication and information technologies, intercultural communication, Vygotskian and cultural-historical activity theory, corpus linguistics, second language development and pedagogy, and ancestral/indigenous language revitalization. His book length works include a co-edited book on Internet-mediated Intercultural Foreign Language Education (Thomson/Heinle, 2006) and the co-authored volume Sociocultural Theory and the Genesis of Second Language Development (Oxford University Press, 2006).



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Stephen L. Tschudi, Specialist in Technology for Language Education, has taught Chinese language at the University of Hawaii since 1988, and prior to that was a translator and editor for the Chinese Literature Press in Beijing. Currently a staff member of the National Foreign Language Resource Center, he is past recipient of an Excellence in Teaching Award from the Hawaii Association of Language Teachers and past board member of the Chinese Language Teachers Association. He has previously designed and delivered teacher training courses and workshops focusing on effective strategies for teaching languages on interactive television and on various aspects of online teaching and learning, and has designed numerous online courses in Chinese language, some of them custom-designed for non native-speaking teachers of Chinese. His areas of research interest include 1) the design and delivery of online and hybrid language instruction, 2) strategies for measuring and fostering cohesion and community in online interaction, 3) the design of online intercultural exchanges based on the Cultura model from the Massachusetts Institute of Technology, 4) the implementation of task-based language teaching (TBLT) and project-based language learning (PBLL) methodology in online and hybrid curriculum design, and 5) Chinese for business professionals.



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Jason Tse is the Managing Director of Language Wonderland LLC and LITE Academy. Language Wonderland specializes in early child development of foreign languages on O'ahu, the Big Island and in Denver. The Mandarin Chinese, Japanese, Korean, Spanish and French classes for children incorporate innovative learning experiences by involving new technologies, TPR and other methods. LITE Academy is a foreign language and ESL school for adults on Oahu. Being fluent in Mandarin Chinese, Cantonese, Shanghainese and English, he has personal experiences of conscious and subconscious difficulties that children and adults face, though differently, in acquiring a new language. With a Masters in Business Administration from the Shilder College of Business at the University of Hawai'i at Mānoa, he has utilized his business skills, technological understandings, passion in education and personal experiences of knowing the importance of languages to provide foreign language classes to children and adults in need and also improve the learning experiences of his students through new mediums possible in the 21st century. Jason is originally from Hong Kong and grew up in the Bay Area of California. He is also a jazz piano player, music composer, audio engineer, tech enthusiast and he enjoys spearfishing in the ocean.



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Jeff Wang heads the China Learning Initiatives at Asia Society, where he leads a team to create programs that catalyze understanding, communication, and collaboration among young people and future leaders in the U.S. and China. His team supports the development of one hundred model Chinese language programs in U.S. schools, each connected with a sister school in China. He partakes in the design and implementation of the annual official U.S.-China State and Province Chief Education Officers Dialogue. Wang has organized the annual National Chinese Language Conference since 2008, the seventh of which featured former Australian Prime Minister Kevin Rudd as the keynote. He advises organizations and leaders in both countries on building innovative, substantive, and mutually beneficial partnerships. Before joining Asia Society in 2007, Wang worked at various Connecticut state agencies on the state's academic exchange initiatives with Baden-Württemberg, Germany, and Shandong, China. He has a B.A. in German studies, international relations, and economics from Connecticut College and an M.A. in comparative economic history from the University of Connecticut. A native of Shanghai, Wang has lived, studied, and worked in Connecticut, New York City, and the Universität Heidelberg.



Founder of Full Circle Associates, Nancy helps organizations connect through online and offline strategies. She is internationally recognized as an online interaction designer, facilitator and coach for distributed learning, teams and online communities. Nancy blogs at <http://www.fullcirc.com/>, teaches, presents and writes on online facilitation and interaction, social architecture and social media. She is co-author with Etienne Wenger and John Smith of "Digital Habitats: stewarding technology for communities."

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As the University of Hawai'i's vice president for information technology and chief information officer (VPIT/CIO), Garret Yoshimi is responsible for UH systemwide information technology systems and services. Yoshimi provides executive leadership in collaboratively setting forth the overall vision, goals, strategies and plans for the effective and appropriate use of information technologies to advance the UH System.

Yoshimi joined UH in January 2015. Prior to serving as UH VPIT/CIO, Yoshimi was vice president and chief operating officer for eWorld Enterprise Solutions. He brings to the university more than 35 years of experience in information technology in both the public and private sectors in Hawai'i. He has served as the first CIO for the Hawai'i Judiciary, senior technology executive for the East-West Center and CIO for DTRIC Insurance.



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