



Technology Innovation Center

Second Design Thinking Event

Moving Forward

February 26-27
Pittsburgh, Pennsylvania



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.



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

Honolulu, November 5-6

The first design thinking event, entitled Starting the Conversation, took place in Honolulu on November 5-6 and was organized around four key areas: adaptive technologies, mobile technologies, immersive technologies, and big data & smart partnerships. This event brought together a talented and diverse group of individuals representing the government, the private sector, and academia from around the country (see <http://lftic.lln.hawaii.edu/>), who explored the issues and possibilities in the key areas mentioned above, including viable strategies for successful collaboration among businesses, government, and academia.

Moving Forward

Pittsburgh, February 26-27

In our second event, entitled Moving Forward, we will focus on rapid prototyping possible solutions to the identified design challenges. Using a human-centered design process, we will bring diverse perspectives and talents to our challenges. As a participant, you will be asked to weigh in during the sessions on both days. We will be asking you to contribute your insights and expertise throughout this two-day process. Our final product will be tangible solutions to the challenges we identify.

Next Steps

San Francisco, March 17-18

In our final gathering in San Francisco, CA, we will focus on moving ideas into reality. Toward the end of the three symposia, we will then have identified projects and the kinds of public and private partnerships that are needed. Once those partnerships are forged, the LFTIC will facilitate work on a next-steps for the 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



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: Defining our problem space

Friday, February 26, 2016

7:30 am	Registration / Check In
8:30 am	Welcome NSEP Director, Michael Nugent LFTIC Co-Directors, Madeline K. Spring and Julio C. Rodríguez
8:45 am	Our Stakeholders
9:15 am	The Language Flagship Context
9:45 am	Moving Forward: Keynote Presentation by Reinhold Steinbeck <i>From Insights to Innovations: Design Thinking as a Human-Centered Problem-Solving Approach</i>
10:30 am	Networking Break
11:00 am	Starting the Conversation Insights from Symposium 1 (Moderated by Reinhold Steinbeck) <i>Trude Heift, Scott Payne, Julie M. Sykes, Steven Thorne</i>
12:00 pm	Lunch
1:00 pm	Empathetic Interviews What are the problems we are trying to solve?
2:00 pm	Sensemaking Making sense of interview data. Using information for patterns and trends.
2:30 pm	Break
3:00 pm	Defining Personas and Their Needs
4:30 pm	Horizon Brief <i>Samantha Becker</i>
5:00 pm	Adjourn
6:00 pm	Reception Monongahela Room, Omni Hotel

Day 2: Prototyping

Saturday, February 27, 2016

7:30 am	Registration / Check In
8:30 am	Welcome Back
8:45 am	Flexing our Creative Muscles
9:30 am	Ideation and Prototyping
10:30 am	Break
11:00 pm	Ideation and Prototyping (cont'd)
11:45 pm	Feedback
12:00 pm	Lunch
1:00 pm	Refinement
1:30 pm	Prototype Feedback
2:00 pm	Final Tweaks
2:30 pm	Break
3:00 pm	Prototype Expo
4:00 pm	The Systemic View
5:00 pm	Adjourn



Reinhold Steinbeck, founding partner of IntoActions, an innovation company based in the San Francisco Bay Area, works with clients, partners and colleagues in the business, public, education and social worlds to create innovative solutions and build lasting innovation cultures. Reinhold looks at design as a way of thinking and doing that can be applied to solve wicked problems, whatever the sector.

Reinhold's professional life has been shaped by his tenures with two of the most innovative organizations in technology, education and design: 17 years with Stanford University, and two years with Apple. At Stanford, Reinhold was Associate Director of Learning Experience Design with the Stanford Center for Innovations in Learning (SCIL), and Founding Director of the Stanford University International Outreach Program (IOP). At Apple, Reinhold worked with Apple's Advanced Technology Group, leading ACOTNet, the globally distributed learning community of the Apple Classrooms of Tomorrow program.

A passionate educator and researcher, Reinhold has taught and conducted research in technology, education, design and innovation at universities in Brazil, Chile, Colombia, Switzerland and the US.

Keynote Presentation

From Insights to Innovations: Design Thinking as a Human- Centered Problem-Solving Approach

Remarkable things can happen when empathy for others plays a key role in problem-solving. How can you gain this deeper emotional understanding of people's real-world needs and experiences? How do you identify those unique insights which present the foundation and the heart and soul of creating innovative solutions? And now that you better comprehend the problem space, which increasingly is systemic and wickedly complex, how can you create many solutions quickly? Are your mindsets helping your creativity, or are they hindering? How can we strengthen our creative confidence and competence?

Reinhold Steinbeck will address these questions by sharing his experience in implementing Design Thinking in the education, public, social and business worlds. He will also suggest how Design Thinking can be applied for creating potential groundbreaking comprehensive solutions geared toward the improvement of language learning experiences through technology.



Vincent Aleven

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Vincent Aleven 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. Aleven 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).



Bora Aytun

Co-founder, CEO, Chief Designer
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Bora Aytun is the co-founder and CEO of MAVI Interactive, LLC, which he co-founded in 2008. MAVI specializes in immersive training simulations and Serious Games as well as game-changing technologies to help shift the current education paradigm. The company partners with industry leaders in training and education to create groundbreaking learning tools. All of MAVI's solutions are based on Natural Learning Principles, designed to "train the brain" and affect behavior change. MAVI's methodology bridges the gap between SME expertise and job performance using advanced competency mapping techniques and creative experiential learning design. MAVI won 43 industry awards to date for a variety of training games which help the users develop critical thinking and job performance skills. Aytun is a 26-year veteran of digital production and solution engineering having spearheaded the development and deployment of dozens of cutting edge projects since 1990. He is actively involved in the creation of MAVI's ever-expanding platform and training methodologies.



Jianhua Bai

Professor
Kenyon College

Director of Chinese School
Middlebury College

Jianhua Bai is Professor of Chinese at Kenyon College and Director of Chinese School of Middlebury College. He teaches Chinese language, linguistics and Chinese language pedagogy and won the 2012 Senior Faculty Trustee Teaching Excellence Award of Kenyon College. His research interests include foreign language education and assessment, integration of technology into the CFL curriculum and action research. He served on the Executive Board for 2 terms and as President of the Chinese Language Teachers Association in 2004. He is a board member of the International Society of Chinese Language Teaching and also an active member of AAUSC and ACTFL. He has been actively engaged in other professional activities such as organizing international conferences, evaluating journal articles of his field, such as the *Foreign Language Annals* and the *Journal of Technology and Chinese Language Education*, evaluating faculty performance for both Kenyon and other institutions, serving as Senior Academic Advisor (Flagship curriculum) for American Council of International Education, chairing the AP Chinese Language and Culture Exam Development Committee, developing multimedia Learning Objects for the National Foreign Language Center at University of Maryland, and serving on the National Advisory Board for the Center for Language Education And Research of Michigan State University.



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 an 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.

**Norman Bier**

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Norman Bier is Director of the Open Learning Initiative (OLI) and Core Collaborations at Carnegie Mellon University. His work at OLI sits at the intersection of CMU's internal educational practice, ongoing learning science research and external collaboration.

Norman has spent his career at the intersection of learning and technology, working to expand access to and improve the quality of education. His experience spans the higher educational sector, including 2-year and 4-year; public and private; domestic and international; and commercial institutions. Prior to joining OLI, he was Director of Training and Development at iCarnegie Inc., a CMU subsidiary chartered to deliver software development education through international partner institutions. Using technology and faculty support, iCarnegie reaches thousands of students who would otherwise not have access to a CMU-level education. He has taught computer science courses as an adjunct faculty member at the Community College of Allegheny County, philosophy courses at Carnegie Mellon University and served as a founding committee member of the Cook Honors College at Indiana University of Pennsylvania. He currently serves as board member for the Kaleidoscope Project and the Shady Lane School.



David Bong
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David Bong is the CEO of Avant Assessment, which he co-founded in 2001 with his wife, Sheila, and Dr. Carl Falsgraf, formerly the Director of CASLS. From 2010 to 2013 he stepped back from Avant to develop EARL, an iOS app that enabled people who had lost their sight to access thousands of digital newspapers, magazines and books through speech recognition and text-to-speech technologies. Earlier David was COO and co-founder of Step.com, a Silicon Valley-based web service providing information on listed US companies to the Japanese individual investor market; a Managing Director of Kroll Associates, a leading corporate investigative and security consulting firm with postings in Tokyo, Hong Kong, New York, San Francisco and Santa Clara; and US Sales Manager for Takara Shuzo in Berkeley, CA, the producer of Sho Chiku Bai sake. In former lives he was a taxi driver in his hometown of Boston and long distance bicyclist around the US and Japan.

David is proficient in Japanese, and lives in Eugene with Sheila and their two sons. On the side he trains for, and occasionally runs, marathons. He has a BA in the College of Social Studies and Japanese History from Wesleyan University.



Peter Brusilovsky

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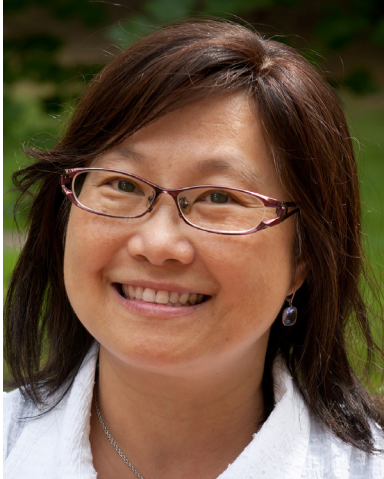
Peter Brusilovsky is a Professor of Information Science and Intelligent Systems at the University of Pittsburgh, where he directs Personalized Adaptive Web Systems (PAWS) lab. Peter has been working in the field of adaptive educational systems, user modeling, and intelligent user interfaces for over 20 years. He published numerous papers and edited several books on adaptive hypermedia and the adaptive Web. He was holding visiting faculty appointments at the Moscow State University (Russia), Sussex University (UK), Tokyo Denki University (Japan), University of Trier (Germany), Free University of Bolzano (Italy), National College of Ireland, and Carnegie Mellon University. Peter is the Associate Editor-in-Chief of IEEE Transactions on Learning Technologies and a board member of several journals including User Modeling and User Adapted Interaction and International Journal of AI in Education.

**Der-lin Chao**

Professor and Head of Chinese Program
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Der-lin Chao is Professor and head of the Chinese Division at Hunter College. She has been the Principal Investigator and Director for the Hunter College Chinese Flagship since 2011. Dr. Chao was President of the Chinese Language Teachers Association in 2013. She is currently on the SAT II Chinese test committee and an advisory board member on the Asia Society's Chinese Early Language and Immersion Network (CELIN). Her Chinese Literacy Project, founded to help students achieve literacy by overcoming difficulties with learning Chinese characters, was funded by the International Research Studies program of the U.S. Department of Education in 2001. She founded the MA in the Teaching of Chinese program that leads to New York state certification in teaching Chinese in 2008. For eight years she has directed Hunter College's STARTALK programs, which offer Chinese language and culture instruction to secondary school students and training to pre-service and in-service teachers. Dr. Chao was also the founder for the online course management system Chinese For All, which offers synchronous online Chinese language instruction with the Live Classroom (a virtual learning environment). The approach that Dr. Chao advocates is a technology-enhanced blended learning model that integrates one-on-one instruction into traditional classroom-based language instruction. This model has been used for Hunter's STARTALK and Flagship (K-16) programs with proven results.



Yea-Fen Chen

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Yea-Fen Chen is Director of the Chinese Flagship Center and the Flagship Chinese Institute at the Indiana University, Bloomington (IUB), IN, and former Executive Director of the Chinese Language Teachers Association (US). She has been teaching Mandarin Chinese since 1989. She holds a Ph. D. in Foreign Language Education from IUB and co-authored the following Chinese language textbooks: *Chaoyue: Advancing in Chinese: A Textbook for Intermediate to Preadvanced Students*, *Integrated Chinese Level 1*, *Crossing Paths: Living and Learning in China*, and *Shifting Tides: Culture in Contemporary in China*. She also co-edited the following two books: *Reflecting upon the Future of Chinese Language Pedagogy*, and *Perspectives on Chinese Language and Culture*. In addition to Chinese language courses, she offers courses on Business Chinese, Chinese calligraphy, Chinese film, Chinese culture, foreign language pedagogy, foreign language learning strategies, and studies on heritage language learners. Her research interests include foreign language pedagogy, foreign language learning strategies, second language acquisition, heritage language learners, technology assisted learning/teaching, and distance learning/teaching. She has been an AP Chinese Course and Exam consultant for the College Board since 2006. She was the coordinator of the Chinese Program and the Asian Studies Certificate Program at the University of Wisconsin-Milwaukee before joining IU.



James A. Cook

Acting Director
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James Cook is currently the Acting Director of the Asian Studies Center at the University of Pittsburgh. As an undergraduate he studied at the University of California, Santa Cruz where he wrote his thesis on China's foreign policy in Southeast Asia. After completing his M.A. in Chinese Studies at the University of California, San Diego, he studied at Peking University. He completed his Ph.D. at San Diego in 1998 in East Asian history. After 13 years at Central Washington University in the Department of History and as Director of the Asian Studies Program, he joined Pitt. His research interests include the impact of Overseas Chinese on the development of modern China and the environmental history of northwestern China. He works extensively in China, Singapore, Japan, and Taiwan.



Sabrina Culyba

Principal Designer
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Sabrina Culyba is a Principal Game Designer at Schell Games, an independent game studio in Pittsburgh that specializes in creating transformational and innovative, interactive experiences. She has worked on a wide range of entertainment & technology experiences, including mobile games, theme park rides, MMOs, animatronics, & toys. In her role as a Principal Designer at Schell Games, she leads projects as well as helps to establish and refine design best practices for the studio, particularly for transformational experiences such as educational games.



John Duquette

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John Duquette founded Yabla in 2001, combining his experience in film and video and his experience learning Spanish through self-study, mostly during travel to South America. As founder of DV New York, he worked previously in video production and training as well as in cinema equipment importation, sales, modification and repair as founder of Reel Trading. He is a graduate of Brown University with degrees in Materials Science and American Studies.

**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.



Andrew Goldstein
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After numerous years working in software product management and sales, Andrew Goldstein started Cleveland, Ohio-based O3 Enterprises, LLC to provide the US military with best-of-breed foreign language training products and services. Whether its instructor-led courses, overseas immersion programs, Off-the-Shelf training materials or emerging learning technologies, Andrew is routinely engaged by the Special Operations and Military Intelligence communities to provide outstanding initial acquisition and sustainment training.

Having lived and traveled abroad extensively, Andrew constantly leverages his own language learning experiences when addressing the unique training needs of the military and its cohort of adult learners. A lifelong learner of Hebrew and Spanish, Andrew's passion for language and connecting with people drives him to constantly acquire survival skills and pleasantries in numerous languages.

When not supporting the language skills of our heroes and warfighters, Andrew champions language immersion and technology at his children's school and reviews the latest language learning apps in the App store.



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.

**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*.



Michele Heryford

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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.



Chris Holden

Associate Professor
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Chris Holden is an Associate Professor in the Honors College at UNM. He participates in and studies place-based game design in various contexts, from language learning to community action, in classrooms, museums and community centers. A major goal is to enable and encourage people to make games and other interactive experiences to develop new forms of meaning within their local natural, cultural, and educational environments.

Chris was once a number theorist but went rogue thanks to the Games+Learning+Society folks at UW-Madison. He made his first learning games under Kurt Squire in 2006. In 2009, he and Julie Sykes created Mentira, a place-based mobile game curriculum for fourth semester college Spanish. Mentira led to his part in many mobile game design involved language learning projects since.

Chris supports these investigations in many ways: the production and popularization of open tools and strategies, and through collaboration with partners, either locally or via distance. He has helped produce ARIS, an easy-to-use, open source, mobile game platform, since 2009. He also produces documentation, writes tutorials, and provides one-to-one support in its use. At UNM, Chris supports faculty, students, and community members under the umbrella of the Local Games Lab ABQ.

**Stephen Hopkins**

Flagship Program Student
Chinese Flagship
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Stephen Hopkins is a senior at Indiana University's Kelley School of Business majoring in Investment Finance and International Business, with a minor in East Asian Languages and Cultures (concentration in Mandarin Chinese). He plans to combine his complementary interests by seeking employment within China's wealth management industry.

During his five year tenure at IU, Stephen has been an active participant in the Chinese Flagship Program ("Flagship"). Flagship is a State Department funded extracurricular program that requires multiple overseas study experiences and aims for its participants to attain "mastery-level" Chinese proficiency. Since starting at IU, Stephen has completed two overseas assignments: one internship at Parker Hannifin Corporation's finance department in Wuxi, China as well as an intensive language immersion program at Beijing's renowned Tsinghua University.

After graduation in May 2016, Stephen plans to complete the final year of the Flagship Program. This capstone year will be broken into two consecutive five month-long periods. The first period will be spent attending Finance and Chinese classes at Nanjing University in order to increase his professional language fluency, while the second period will be spent in a mandarin-based internship within China's wealth management industry.

**Phil Ice**

Chief Learning Officer
Mirum Learning

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Phil Ice is the Chief Learning Officer for Mirum Learning. With over two decades in higher education, Phil has worked in both the public and private sector, focusing on the integration of new and emerging technologies into the learning experience. He has received national and international recognition from organizations such as the OLC, USDLA, Adobe, IBM, WCET, eLSE and others. Phil has had over 50 publications and given more than 300 presentations and workshops related to e-learning. Most recently his work has focused on the development of rich, dynamic media in mobile environments.

**Diane Litman**

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Diane Litman is Professor of Computer Science, Senior Scientist with the Learning Research and Development Center, and Faculty Co-Director of the Graduate Program in Intelligent Systems, all at the University of Pittsburgh. She has been working in the field of artificial intelligence (AI) since she received her Ph.D. degree in Computer Science from the University of Rochester. Before joining the University of Pittsburgh, she was a member of the Artificial Intelligence Principles Research Department, AT&T Labs - Research (formerly Bell Laboratories). Much of Dr. Litman's current research focuses on enhancing the effectiveness of educational technology through the use of spoken and natural language processing. Current and recent projects include teaching writing and argumentation with AI-supported peer review and with argument mining, automated essay assessment and feedback generation, revision analysis, text summarization for learning analytics, entrainment and task success in team conversations, spoken tutorial dialogue systems, and MOOC analysis.

Dr. Litman has been Chair of the North American Chapter of the Association for Computational Linguistics, has co-authored multiple papers winning best paper awards, and has been awarded Senior Member status by the Association for the Advancement of Artificial Intelligence.

**Marsha Lovett**

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Marsha Lovett is Director of the Eberly Center for Teaching Excellence & Educational Innovation, and Teaching Professor in the Department of Psychology, both at Carnegie Mellon University. At the Eberly Center, she translates relevant research from learning science to help instructors create meaningful – and demonstrably effective – educational experiences. In her research, Dr. Lovett studies learning, memory, and problem solving. She has published more than fifty articles on learning and instruction, co-authored the book *How Learning Works: 7 Research-Based Principles for Smart Teaching*, and developed several innovative, educational technologies, including StatTutor and the Learning Dashboard.

**Xiaofei Lu**

Gil Watz Early Career Professor
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Xiaofei Lu is Gil Watz Early Career Professor in Language and Linguistics and Associate Professor of Applied Linguistics and Asian Studies at The Pennsylvania State University, where he also directs the graduate programs in the Department of Applied Linguistics. He received his Ph.D. in Linguistics from The Ohio State University in 2006. His research interests include computational linguistics, corpus linguistics, intelligent computer-assisted language learning, and second language acquisition. He is the author of *Computational Methods for Corpus Annotation and Analysis* (Springer, 2014). His work appears in *American Educational Research Journal*, *Applied Linguistics*, *Educational Researcher*, *English for Specific Purposes*, *International Journal of Corpus Linguistics*, *Journal of Pragmatics*, *Journal of Second Language Writing*, *Language Testing*, *ReCALL*, *TESOL Quarterly*, and *The Modern Language Journal*. He has co-directed multiple projects for the Center for Advanced Language Proficiency Education and Research at The Pennsylvania State University.

**Tiara Luckiesh**

Flagship Program Student
Russian Flagship
University of Wisconsin, Madison

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Tiara Luckiesh is currently a senior undergraduate student at the University of Wisconsin - Madison. She currently studies Russian, Spanish, and International Studies and plans to graduate in the spring of 2017. Tiara joined the UW - Madison Russian Flagship Program in her freshman year and has been an active participant ever since. Tiara has also studied abroad at the KORA institute in Vladimir, Russia for two months on the ACTR's Russian Language and Area Studies Program. Next year, Tiara hopes to complete the Russian Flagship Overseas Capstone Program in Almaty, Kazakhstan.

In addition to her academic pursuits, Tiara also works a House Fellow (Resident Advisor) in the International Learning Community at UW-Madison. This community provides housing for international students and domestic students interested in engaging with foreign languages and cultures. She also works in the UW Library System as an Information Specialist intern, where she currently adds transliteration for catalog records in Slavic languages. In her free time, Tiara plays the bass domra in the UW-Madison Russian Folk Orchestra which puts on regular performances for the Madison community.



Brian MacWhinney

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Brian MacWhinney is Professor of Psychology, Computational Linguistics, and Modern Languages at Carnegie Mellon University. He received his Ph.D. in psycholinguistics in 1974 from the University of California at Berkeley. With Elizabeth Bates, he developed a model of first and second language processing and acquisition based on competition between item-based patterns. In 1984, he and Catherine Snow co-founded the CHILDES (Child Language Data Exchange System) Project for the computational study of child language transcript data. The TalkBank Project extends these methods to additional language areas such as aphasiology, second language learning, TBI, Conversation Analysis, and others. MacWhinney's recent work includes studies of online learning of second language vocabulary and grammar, situationally embedded second language learning, neural network modeling of lexical development, fMRI studies of children with focal brain lesions, and ERP studies of between-language competition. He is also exploring the role of grammatical constructions in the marking of perspective shifting, the determination of linguistic forms across contrasting time frames, and the construction of mental models in scientific reasoning.



Margaret E. Malone

Associate Vice President
World Languages and
International Programs
Center for Applied Linguistics

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Margaret E. Malone is Associate Vice President for World Languages and International Programs at the Center for Applied Linguistics. She has more than two decades of experience in language test development, materials development, delivery of professional development and teacher training through both online and face-to-face methods, data collection and survey research, and program evaluation.. Her current projects include the annual evaluation of a federal teaching and learning initiative on critical languages and a study of comparisons between English language academic writing and test tasks. Dr. Malone serves as Co-Director of the Assessment and Evaluation Language Resource Center (AELRC), Chair of the Council of Directors of the Language Resource Centers (COD), Secretary of the International Language Testing Association, and is the co-founder of the East Coast Organization of Language Testers. She is the author of a number of peer-refereed journal articles, book chapters, and encyclopedia entries on language assessment, as well as the co-author of a book on classroom language assessment.

**David Miller**

Director of Learning
Kuato Studios

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David graduated in 1985 from the University of Glasgow with a joint Masters in English Literature and the History of Fine Arts. He has spent most of the following thirty years in a variety of educational contexts including Higher Education, the Conservatoire sector, and Secondary teaching. In 2008, David was awarded the Guardian / Pearson UK Teacher of the Year, and became a National Teaching Fellow of the UK Teaching Awards. He was also made a Fellow of the Royal Society of the Arts. David has been an adviser for BBC Learning and the Times Literary Supplement English Panel, and a judge for the UK Teaching Awards and Jamie's Dream Teacher for Channel 4. In December 2011, David was invited to join the founding team of Kuato Studios as Director of Learning. David is also published composer, and visiting speaker at the University of Glasgow Faculty of Education.

**Dianna Murphy**

Associate Director
University of Wisconsin-Madison
Language Institute, Russian
Flagship Program, and Doctoral
Program in Second Language
Acquisition

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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 a 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 Mangan 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.



Michael Nugent

Director
Defense Language and National
Security Education Office
(DLNSEO), and National Security
Education Program (NSEP)

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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.

**Scott Payne**

Director of Academic Technology
Services
McGraw-Hill Education

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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.



Ken Petersen

Technical Director
American Councils for
International Education

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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 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.



Christine E. Poteau

Assistant Professor of Spanish
Alvernia University

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Christine Poteau received her Ph.D. in Spanish Applied Linguistics from Temple University and serves as U.S. Liaison to Linguistics of the International Higher Education Teaching and Learning (HETL) Association. She is the Henderson Plenary Award recipient of the Foreign Language Education and Technology (FLEAT) VI Conference at Harvard University and forthcoming keynote speaker for the Northeast Association for Language Learning Technology (NEALLT) 2016 Conference at Gettysburg College. Her research interests include multidisciplinary approaches to intercultural competence development, innovative practical applications of SLA theories to pedagogy, linguistic and ethnic minorities and literacy, health care disparities, and equitable practices. Her extensive pedagogical and program design experience includes coordinating, teaching, and developing programs in service-learning, traditional, hybrid, online foreign and second language studies, and graduate courses in linguistics and second language acquisition (SLA). Her service-learning initiatives helped Alvernia University earn Carnegie Foundation Community Engagement Classification for the advancement of teaching and national recognition in community service and civic education in higher education. Dr. Poteau has made numerous contributions to the teaching and learning paradigm by presenting and publishing on topics ranging from interdisciplinary intercultural competence pedagogies to indigenous speech communities of Brazil and global human rights.



Karen Price

Lecturer
Boston University

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Karen Price was Associate Director of R & D of ESL at Harvard for twelve years and then lecturer at Harvard's Graduate School of Education for eleven. She's authored more than 20 articles and textbook chapters, and delivered keynotes and workshops in over a dozen countries. She has won grants from sources including Apple, IBM, and the Exxon Educational Foundation and consulted on projects for entities including the US State Department, Microsoft, Annenberg, USAID, AmidEast, Fulbright, and Kodak. Karen has won awards for the development of early prototypes of technology now commonly used, such as the lexical search of video, and a MIDI-based system to record, track and analyze individual speaker behavior in a classroom.

Her current projects focus on the role of affect in SLA: emotion-detection and online responses to affect; Sensitive Artificial Listeners; voice conversion and pre-processing; and real-time transfer of the user's facial expression to an avatar.

She is presently one of three external technology advisors for the Museum of Fine Arts in Boston and a mentor at Northeastern University's IDEA Venture Accelerator, a program offering resources to entrepreneurial initiatives. She lectures at Boston University's Graduate School of Education, teaching courses addressing issues in SLA and CALL.



Elizabeth J. Pyatt
Instructional Designer
Penn State

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Elizabeth J. Pyatt earned her Ph.D. in linguistics from Harvard University and has worked in educational technology at Penn State since 2000. Projects at Penn State have including instructional designer for the Blended Learning in the Basic Spanish Language program, creation of a digital repository for Arabic and Swahili teaching materials and instructional designer for the blogging platform at Penn State. Elizabeth has also taught multiple linguistics courses at multiple institutions where she has incorporated different pedagogical techniques such as blogging, student portfolios, use of authentic online realia, gamification and other techniques.



Julio C Rodríguez

Director
Center for Language &
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Language Resource Center
Co-Director, Language Flagship
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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 has a graduate degree in translation and interpretation, a MA in applied linguistics, and a PhD in curriculum and instructional technology specializing in the context of technology use and integration into language teacher education. Within the broad area of instructional technology, he is now primarily focused on faculty development programs, project-based language learning, materials development, online course design and improvement, and design-based research. He is currently involved in a national initiative to infuse project-based learning in the foreign language curriculum. Before coming to the University of Hawaii, he directed the curriculum development division for online courses at Iowa State University, where he lead and participated in several grant-funded materials development projects including an award-winning online course. Rodríguez has published and presented on instructional technology, project-based language learning, and design-based research, including a co-edited publication on design-based research in computer-assisted language learning.

**Sae Schatz**

Director
Advanced Distributed Learning
(ADL) Initiative

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Sae Schatz, ADL Director, is widely respected in the distributed learning community for her work in learning science, with a focus on andragogy, human performance assessment, adaptive training, simulation, online/blended learning, and human-systems integration.

As Director of the ADL Initiative, Dr. Schatz emphasizes advocacy for learning science, demonstration of the “art of the possible” involving learning technologies, and wide-ranging collaboration with our stakeholders.

Prior to joining ADL Initiative in the Summer of 2015, Dr. Schatz was a Senior Consultant with Executive Development Associates, and before that she was the Chief Scientist for MESH Solutions, LLC (a DSCI Company) in Orlando, Florida. She has worked on a number of well-known projects including the Marine Corps’ “Making Good Instructors Great” effort, the NTSA award-winning Border Hunter research and instructional design project, and the Joint Staff (J7)’s Blended Learning–Training System.

Dr. Schatz received her Ph.D. in Modeling and Simulation from the University of Central Florida in 2008. She served on the UCF faculty from 2006–2011 (teaching courses in human-systems integration, visual and web design, and web development) and continues to support the Modeling and Simulation graduate program as an occasional adjunct instructor.



Elisabeth Shovers
Senior Program Manager
Global Language Project

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Elisabeth Shovers has been working with Global Language Project, an NYC based nonprofit that promotes the study of world languages, for three and half years. She has served in various positions, originally coordinating GLP's schools programs, and currently oversees GLP's curriculum and teacher professional development work. Elisabeth moved to New York, after teaching kindergarten and first grade as a Teach For America Corps member in Chicago where she also earned her M.Ed. Prior to that, she received a B.A. in International Affairs from the George Washington University where she wrote her thesis on the Importance of 'Integrating Multicultural Education Programs into DC Public Schools,' and then spent a year teaching English in France.

As a lover of languages, Elisabeth has studied French, Spanish, German, Hebrew, Mandarin, Hindi, and Wolof. Whenever she has the chance, she spends long periods of time immersed in different countries soaking up culture, language, and traditions. To date, she has lived in Germany, France, Senegal, and India and traveled to many other places. She realizes how influential these experiences have been, and wants to create the same opportunities for all students.

**Marc Siskin**

Manager, Modern Language
Resource Center
Carnegie Mellon University

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Marc Siskin is the Manager of the Modern Language Resource Center at Carnegie Mellon University. He is the technical lead for the Language Online projects hosted by the Open Learning Initiative at Carnegie Mellon University, which includes courses in French, Spanish, Chinese, and Arabic. He creates software for research and language learning for the Modern Languages Department at CMU. In addition, he co-teaches a graduate-level course on Language Acquisition and Technology.

Siskin currently serves as President of the Northeast Association for Language Learning and Technology (NEALLT). He is the CALICO Affiliate Representative for IALLT. He has served as Chair of the Courseware Development Special Interest Group of CALICO and was also Technical Advisor on the Program Committee for the 2008 WorldCALL Conference in Fukuoka, Japan.



Madeline K. Spring

Director
Chinese Flagship Program
University of Hawai'i at Manoa

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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). 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.

**Reinhold Steinbeck**

Founding Partner
IntoActions

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Reinhold Steinbeck, founding partner of IntoActions, an innovation company based in the San Francisco Bay Area, works with clients, partners and colleagues in the business, public, education and social worlds to create innovative solutions and build lasting innovation cultures. Reinhold looks at design as a way of thinking and doing that can be applied to solve wicked problems, whatever the sector.

Reinhold's professional life has been shaped by his tenures with two of the most innovative organizations in technology, education and design: 17 years with Stanford University, and two years with Apple. At Stanford, Reinhold was Associate Director of Learning Experience Design with the Stanford Center for Innovations in Learning (SCIL), and Founding Director of the Stanford University International Outreach Program (IOP). At Apple, Reinhold worked with Apple's Advanced Technology Group, leading ACOTNet, the globally distributed learning community of the Apple Classrooms of Tomorrow program.

A passionate educator and researcher, Reinhold has taught and conducted research in technology, education, design and innovation at universities in Brazil, Chile, Colombia, Switzerland and the US.

In 2011, Reinhold founded the Laboratório de Design, Inovação e Criatividade (d-USPLeste) at the University of São Paulo, the first university-based design thinking initiative for social impact in Brazil. This initiative has won him acclaim as a speaker at the 2011 TEDx Conference on Innovation and Education in Porto Alegre.



Julie M. Sykes
Director
Center for Applied Second
Language Studies
University of Oregon
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Julie M. 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.



Steven Thorne

Associate Professor
Portland State University

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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).



R. Adam van Compernelle

Assistant Professor of Second
Language Acquisition and French
& Francophone Studies
Carnegie Mellon University

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R. Adam van Compernelle received his PhD in Applied Linguistics from the Pennsylvania State University in 2012. He is currently Assistant Professor of Second Language Acquisition and French & Francophone Studies at Carnegie Mellon University (Pittsburgh, PA) and Project Coordinator for French concept-based instruction for the Center for Advanced Language Proficiency and Education Research at Penn State. His research focuses on extensions of sociocultural psychology to second language development, pedagogy, and assessment. Thematically, his interests have primarily centered on L2 sociolinguistic, pragmatic, and interactional competencies and the use of communication and digital technologies in language education. Van Compernelle's work on technology-enhanced language learning addresses two domains: 1) the ways in which networked communication technologies can foster collaborative language learning opportunities; and 2) the ways in which computer and mobile applications can be leveraged to enhance language learning. Current projects include the development and use of computerized dynamic assessments of reading and listening comprehension in Chinese, French, and Russian, web-based open educational resources for teaching pragmatics in Chinese and French, cognitive tutors for teaching culture and language in upper-division Hispanic Studies courses, and local social networks and mobile apps for developing children's English literacy skills.



Jeff Wang

Director of Education & China
Learning Initiatives
Asia Society

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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.



Amy Weinberg
Professor
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Amy Weinberg is a Professor in the University of Maryland's Linguistics Department in the College of Arts and Humanities and has held the same appointment in the Institute for Advanced Computer Studies and Computer Science Department in the College of Computer, Mathematical, and Physical Sciences. Her research interests are in Cognitive Science with particular emphasis on cross-linguistic language processing, development of natural language processing capabilities such as Machine Translation, and sentiment analysis systems.

Previously, Weinberg served as Executive Director and Director of Research at the Center for Advanced Study of Language (CASL). The Center employs linguists, second language acquisition researchers, and cognitive, computational, and social scientists who conduct basic and applied research to improve the performance and workforce readiness of government professionals engaged in language and intelligence analysis and training. While at the center she led a joint project with researchers at IBM to develop a second language teaching system using machine learning and other automated techniques to improve online language training beyond the current state of the art. Weinberg has also led work in sentiment analysis in low-density strategic languages and in automated bot detection.



Nany White
Full Circle Associates
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Founder of Full Circle Associates, Nancy White 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.”

**Sue-mei Wu**

Teaching Professor of Chinese
Studies & Faculty, MA in Applied
Second Language Acquisition
Carnegie Mellon University

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Sue-mei Wu received her Ph.D. in linguistics, with a minor in language pedagogy, from the Ohio State University. She has taught at Ohio State University, Harvard University and Carnegie Mellon University. During her more than two decades of CFL teaching, she has devoted her linguistic, pedagogy and technology expertise to creating and developing various innovative new Chinese courses, textbooks, online courses, and teacher training. She has designed, developed and coordinated all levels of Chinese language and culture courses and received several awards and grants to support developing online language, culture and folk performance modules. She was the chair of the Chinese LearnLab of the Pittsburgh Science of Learning Center, and the PI of various online Chinese language and culture projects. She is the project leader and coordinator of the Chinese Online project funded by NSF & CMU's Open Learning Initiative. She is the lead author of the Chinese Link textbook series & Pearson's MyChineseLab, the co-author of Classical Chinese Primer and the co-author of a new textbook for heritage learners. She is the founder, president and board member of Chinese Language Teachers Association of Western Pennsylvania and has served as a board member of Chinese Language Teachers Association, and on the Editorial Boards of well-known journals. Her efforts to incorporate technology-enhanced learning in language teaching and learning have been nationally and internationally recognized.



Bonnie Youngs teaches in the French & Francophone Studies program at Carnegie Mellon University. She is also the Director of Undergraduate Studies for the Department of Modern Languages. Her research focuses on the teaching and learning of French widely, but also in the areas of learner behaviors and engagement in online language courses, most specifically French On-line at CMU.

Bonnie Youngs

Teaching Professor of French &
Francophone Studies, Director of
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Carnegie Mellon University

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2015 FAST FACTS



UNIVERSITY of HAWAII[®]
MĀNOA

Welina Mai

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 around 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 receive a quality education and have a unique, multicultural and global experience in a Hawaiian place of learning—truly like no place else on Earth.

CAMPUS LOCATION

Mānoa, just outside downtown Honolulu, on the island of O'ahu

CAMPUS SIZE

320 acres

INSTITUTION TYPE

Land-, sea- and space-grant research institution

STUDENT CHARACTERISTICS



66%
Hawai'i
(in-state)



28%
Out-of-State/
U.S. National



6%
International



126
Countries
& Regions
Represented



56%
Top 25%
in H.S.



57%
Female



3.5%
Avg. H.S.
GPA



1600
Avg. SAT
Scores
(1497 National Avg.)
Math/Reading/Writing



18,865
Total Fall 2015
Enrollment
(13,689 Undergraduate
5,176 Graduate)

36.2%
*Asian

14%
Multiracial

1.5%
African
American

22.6%
Caucasian

6.5%
International

0.4%
Unknown

*Asian
8.6% - Japanese
8.6% - Filipino
8.3% - Mixed Asian
6.1% - Chinese
2.6% - Korean
2% - Other Asian

16.7%
*Native
Hawaiian

1.9%
Hispanic

0.3%
American
Indian or
Alaskan
Native

*Native Hawaiian
or Pacific Islander
14.8% - Native
Hawaiian or Part
Hawaiian
1.9% - Pacific Islander

ACADEMIC PROGRAMS

19 COLLEGES & SCHOOLS

- Architecture
- Arts & Sciences
 - Arts & Humanities
 - Languages, Linguistics & Literature
 - Natural Sciences
 - Social Sciences
- Business
- Education
- Engineering
- Hawaiian Knowledge
- Law
- Medicine
- Nursing & Dental Hygiene
- Ocean & Earth Science & Technology
- Outreach College
- Pacific & Asian Studies
- Social Work
- Travel Industry Management
- Tropical Agriculture & Human Resources

SPECIAL ACADEMIC OPPORTUNITIES

Honors Program
International Research
National Student Exchange
Study Abroad & Mānoa International Exchange
Student Internships & Cooperative Education
Undergraduate Research Opportunities Program

NUMBER OF DEGREE PROGRAMS



Bachelors



Masters



Doctorate

Ranking

	Global	U.S.
Academic Ranking of World Universities (Shanghai Jiao Tong University)	151-200	66-78
NTU Ranking (Taiwan)	186	71
TIMES World University Ranking (UK)	201-250	67
QS World University Ranking (UK)	327	65
U.S. News Best Global Universities Ranking	314	104



RESEARCH & RECOGNITIONS

- 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.
- Nine of UH Mānoa's faculty are currently members of the National Academy of Sciences, the National Academy of Engineering and the National Institute of Medicine.
- Factoring in the number of earned doctorates, number of full-time graduate students, total federal obligations, and total R&D expenditures, the National Science Foundation currently ranks UH Mānoa 71st among the top research universities in the United States.

PROGRAMS & ACADEMIC AREAS

WHERE UH MĀNOA IS RANKED:

Agriculture & Forestry, Biological Sciences, Business, Chemistry, Clinical Psychology, Earth & Marine Sciences, Earth Sciences, Economics, Education, Engineering, English, Environment/Ecology, Fine Arts, Geosciences, History & Archeology, Law, Library & Information Sciences, Library Media, Linguistics, Mathematics, Medical Schools-Primary Care, Medical Schools-Research, Natural Sciences, Nursing, Physics, Psychology, Public Affairs, Rehabilitation Counseling, School Library Media, Sciences, Social Sciences, Social Work, Speech-Language Pathology.



Top 1.5%
UH Mānoa is
consistently ranked
among the top 1.5%
of nearly 24,000
universities in
the world!



THE LANGUAGE FLAGSHIP

Technology Innovation Center

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