Creating simulation-based blended learning experiences

Irina Walsh, Bryn Mawr College
Julio Rodriguez, University of Hawai‘i
Ruslan Suvorov, University of Hawai‘i

2018 Blended Learning in the Liberal Arts Conference

Bryn Mawr College
The Context
The Process

**Green Ideas, Inc.**
Simulation blueprint
Participant experience

**The Master & Margarita Talk**
Simulation blueprint
Participant experience

Putting it all together
The Language Flagship Program
Proficiency-based program
Tech Center

The capstone year
Unsheltered academic work
Internship
Why Use Simulations in Language Instruction

Simulations offer:

- A way to implement Blended Learning;
- Opportunities for highly contextualized language use;
- Opportunities to address interpersonal communication skills;
- Opportunities to address 21st Century Skills (e.g., problem-solving and decision-making skills, team-based competencies, etc.).

Defining Simulations

“...a simulation is reality of function in a simulated and structured environment”

“Simulation is a technique, not a technology, to replace or amplify real experiences with guided experiences, often immersive in nature, that evoke or replicate substantial aspects of the real world in a fully interactive fashion”
Green Ideas Inc.

Vignette

The language learning experience

Simulations have immense potential to engage learnersmeaningful experiences. This vignette illustrates a virtual environment that immerses a language learner in situated, content-rich, and highly contextualized language learning experiences. The simulation described here takes advantage of existing resources in the flagship community, such as tutors, who can play different roles in the experience, and can be adapted to any flagship language.

Gabi, a sophomore student in international affairs, is an Intermediate High Chinese Language Flagship student. Gabi receives an e-mail in Chinese from her tutor inviting her to take a look at the website of an interesting organization, Green Ideas, Inc., which they will discuss during their next tutoring session. Green Ideas, Inc., is in fact a simulation of a global company with offices in China. The e-mail from the tutor includes a few questions about the organization and instructs Gabi to come to the tutoring session prepared to discuss these questions. One of the questions concerns what position she would apply for in that position, and why. During the tutoring session, the tutor asks Gabi which of the three positions she found most appealing. Gabi expresses interest in the PR position and her tutor encourages her to prepare a résumé and cover letter to apply. After sending in her application, Gabi receives an automated e-mail in Chinese confirming receipt. The following week, Gabi receives an e-mail from a PR office assistant to set up a time for a Skype interview. Gabi and her tutor work on preparing for the interview, researching websites that offer job interview tips. At the appointed time, two friends and an employee interview Gabi via Skype in the target language, asking questions typical of a job interview in a Chinese workplace.

Welcome to Green Ideas, Inc.

A few days later, Gabi receives a congratulatory e-mail confirming her hire into a PR position in the company and a welcome letter with employment forms to fill out and return. Once the forms are returned, Gabi receives an e-mail requesting a time for a meeting with the PR manager, Mr. Liu. During a brief Skype meeting, Mr. Liu explains to Gabi that everyone in the PR group is very busy working on a project intended to bolster public confidence in the company. Gabi will be expected to contribute her ideas in a group forum to which only the PR Group has access.

When Gabi attempts to log on to the Green Ideas, Inc., intranet, she discovers two mandatory self-paced trainings required for workplace etiquette and communication basics that she needs to complete before she can gain access to the company intranet. The multimedia trainings explain the issues in the context of the company and culminate with a quiz, which employees need to pass as a precondition of employment.

Gabi passes her training assignments and gains access to the company intranet. She locates the forum and sees four messages from different PR Group employees waiting for her. The video messages welcome Gabi to the group and explain some of the challenges of the project they are all working on. One such challenge arises from the Finance and Accounting Department, which apparently does not get along with PR and has restricted the budget for the project.

Another challenge is that the Marketing Department has requested the PR Group to give them ideas for a possible TV commercial intended to rebrand the company’s credibility after an unfortunate incident—and they need a fast turnaround. A group member sends Gabi a message with links for her to find out more about the incident. One is a recorded piece of news from the day of the incident, including interviews with the company CEO and people in the community. The other two are an article from an industry magazine and a blog entry, one blaming the company for the incident and the other praising the company for its contributions to the community. The group asks Gabi to become familiar with the issue and to confer with one of the group members as soon as possible. Soon after Gabi accesses these materials, she receives a message from one of the PR Group employees, Song, requesting her availability to chat online about the project. When they chat, they agree on an idea and Song asks Gabi to be the one to share it with the whole group because he needs to prepare for a business trip. Gabi records a video message to the group explaining the idea and posts it in the forum. Most responses are favorable but some request revisions. The group manager asks Gabi to post a brief description in the forum incorporating the revisions. Soon after, Gabi posts the description, a group member sends out a poll requesting that everyone vote. The idea is approved and forwarded to the Marketing Department.

Two days later, the group receives a note from the Marketing Manager approving the proposal and asking them to storyboard the commercial and create a video draft to share with Marketing Professionals. The group votes for Gabi to be the one to create the draft. They share a link with her with instructions to create a storyboard and suggestions for technology tools to use.

Gabi records a 30-second video mockup of the commercial and shares it with the Marketing group, asking a collaboration tool that allows the group members to give feedback. The group gives Gabi positive feedback and also asks questions about the video. The group agrees that she deserves recognition for her efforts; so they let her know they have requested her manager to give her due recognition. Soon after, Gabi receives a congratulatory e-mail message from her manager.

Reflecting on the Experience

The next time Gabi meets with her tutor, who has seen the video draft she produced, they discuss her experience in the simulation. The tutor agrees to issue the badge recommended by the group, but only after Gabi writes a reflection on the experience.

Gabi emerges from the simulation experience with boosted confidence, experiences that will support her in her eventual in-country internship, and a badge that serves as evidence of her learning.

This is an example of a possible project embedded in the simulation. A learner who applied for a different position would get a project that, like Gabi’s, would be aligned with his or her content preference.

Gabi’s access to the materials generated a system e-mail to an assigned tutor (posing as Song) with instructions to arrange for an online chat with her.

The group manager role could be played by the same tutor.

The poll can be generated by the system automatically.

Existing collaboration tools provide this functionality.

The setup for the environment described here does not require highly specialized technical expertise, since its most complex elements are a front-end website and a secured environment with a discussion forum. This type of environment provides a useful stepping stone to build more sophisticated systems.
**Expected Outcomes (Language & Behavior)**

*What are the expected outcomes? What standards do they address?*

- **Advanced Level Proficiency Benchmark**: I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.
- **Advanced Low Performance Indicator**: I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.

Learners can successfully apply for, and land, a job in the target language environment by using stylistically appropriate language, acknowledging relevant cultural perspectives, and embodying acceptable cultural practices.

### Focus Tasks & Learner Products

*What are the main tasks? What are the learner products? What proficiency benchmarks do tasks and products address? What main language register(s) will be used (e.g., academic Spanish, business Chinese, etc.)?*

- Fill out job application form
- Write cover letter for specific job
  - Product: Cover letter (Job Application Register)
- Create a résumé
  - Product: Résumé (Job Application Register)
- Participate in an interview (Professional Language Register)
- Sign a contract (Legal Register)

### Participants, Activities & Roles

*Who are the main participants and what do they do?*

- **Learners**: (go through the job application process as themselves)
- **Instructor**: (provides support, impersonates manager)
- **Community member (native speaker)**: (interviews learners, impersonates company’s hiring manager)
- **Instructor’s colleagues**: (interview learners, impersonate hiring staff)

### Materials & Communication Tools

*What materials are needed to create the simulated experience? What tools will be used?*

- **Materials**
  - Company Website (Google Template) with onboarding materials
  - Job application form (Google Forms, Survey Monkey)
  - Résumé writing guidelines (class website)

- **Communication Tools**
  - WeChat
  - Company email accounts

### Rules & Implementation Strategies

*What rules will be followed (e.g., deadlines)? What strategies will be used to keep it real? (e.g., add element of surprise to create a problem, involve native speaker unknown to learner, etc.)*

- **Rules**
  - Learner can apply only once for only one job.
  - Applications are not accepted past the application deadline.
  - Incomplete applications are not accepted.
  - Applicants who do not perform to stipulated minimum are accepted as interns.
  - Learner must complete onboarding tasks before work starts.
  - Company observes professional norms of communication.

- **Implementation Strategies**
  - Community member will participate in interview.
  - Feedback to applicants is routed through instructor.

### Why do L2 learners care?

*This section should also help you focus the debriefing after the simulation. Learners will be experiencing the same process in their upcoming Capstone year.*

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Created 2017 by Julio C Rodriguez & Stephen Tschudi for The Language Flagship Technology Innovation Center
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Green Ideas Inc.: Participant Experience

**Application Module**
- Explore the Green Ideas website and choose a position of interest
- Submit an application (CV, cover letter, application form)
- Students make revisions and resubmit their application (if necessary)
- Participate in individual 15-20-min. interviews with three Green Ideas HR personnel

**Teamwork Module**
- Complete induction e-training on workplace etiquette, communication, and e-commerce in China, and sign a contract
- Work on a group task assignment and submit weekly reports to Green Ideas staff
- Group Presentations (Webinars)
- Debrief / Reflection
Green Ideas Inc.: Participant Experience

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Submit an application (CV, cover letter, application form)

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Participate in individual 15-20-min. interviews with three Green Ideas HR personnel

Green Ideas Inc.

Green Ideas, Inc. is a non-profit organization that promotes sustainable development and environmental sustainability. We believe in the power of collaboration and engagement to drive positive change. We are looking for passionate individuals to join our team and contribute to our mission. If you are interested in making a difference and are committed to sustainability, we encourage you to explore our website and apply for a position that aligns with your interests.

Contact us at apply@greenideas.org for more information or to schedule an interview.
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Résumé & Cover Letter Rubric

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<th></th>
<th>Excellent - 4 pts</th>
<th>Good - 3 pts</th>
<th>Fair - 2 pts</th>
<th>Poor - 1 pt</th>
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<tbody>
<tr>
<td><strong>Résumé</strong></td>
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<tr>
<td>Content ______ pts</td>
<td>Lists all the required components: personal information, experience, education, skills, honors. Descriptions of work experience and education background highlight applicant’s strengths while matching the job qualifications.</td>
<td>Lists most of the required components. Descriptions of work experience and education background are somewhat vague and insufficient, and not clearly targeted to the position.</td>
<td>Some of the required components missing. Descriptions of work experience and education background are vague and insufficient. Résumé is generic and not tailored to the position.</td>
<td>Most of the required components missing. Descriptions of work experience and education background are minimal and irrelevant to the position.</td>
</tr>
<tr>
<td>Organization ______ pts</td>
<td>The most important items listed on the top half of résumé. Items listed in reverse chronological order. Very easy to identify key ideas and skills.</td>
<td>Listing important items in reverse chronological order is inconsistent. Relatively easy to identify key ideas and skills.</td>
<td>Several sections or items are not in reverse chronological order. Difficult to identify key ideas and skills.</td>
<td>Sections and items are not well-organized (in random order). Key skills and ideas are very difficult to find.</td>
</tr>
<tr>
<td>Vocabulary &amp; Grammar</td>
<td>Uses formal (academic, specialized) vocabulary to describe work experience and education background precisely and concisely. Strong action verbs are used.</td>
<td>Uses mostly formal (academic, specialized) vocabulary to describe work experience and education background. Occasional use of colloquial vocabulary remains. Some strong action verbs are used, but some are generic.</td>
<td>Frequent use of informal and generic vocabulary. Some word usages correspond to applicant’s first language.</td>
<td>Frequent inaccuracy in word use or selection. Word usages mostly correspond to applicant’s first language. Only informal vocabulary is used.</td>
</tr>
<tr>
<td>Grammar ______ pts</td>
<td>Minimal (1-3) grammatical errors, punctuation errors, and typos.</td>
<td>4-6 grammatical errors, punctuation errors, and typos.</td>
<td>7-10 grammatical errors, punctuation errors, and typos. Some sentence structures correspond to applicant’s first language.</td>
<td>Sentence structures mostly correspond to applicant’s first language. Over 10 grammatical errors, punctuation errors, and typos.</td>
</tr>
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Green Ideas Inc.: Participant Experience

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**Green Ideas Inc.: Participant Experience**

**Application Module**

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### Interview Rubric

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<th>面试评估员姓名 Interview Panel Member Name</th>
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<tbody>
<tr>
<td>面试评审委员会成员 Interview Panel Member Name</td>
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**评分标准 Scoring Criteria**

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<tr>
<th>评分标准 Scoring Criteria</th>
<th>5-Excellent</th>
<th>4-Very Good</th>
<th>3-Good</th>
<th>2-OK</th>
<th>1-Insufficient</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1. 礼仪、仪态 Presentation</td>
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<tr>
<td>礼貌、仪态 Presentation professionally, makes eye contact, uses appropriate body language when necessary.</td>
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<tr>
<td>2. 面试准备 Interview Preparation</td>
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<tr>
<td>面试准备 Interview Preparation Knowledgeable of the Green Ideas Inc (e.g., company history/mission), understands job expectations, prepared examples for commonly asked interview questions and pertinent questions for the interviewees, overall demonstrates preparedness for the job.</td>
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<td>3. 回答问题 Content of Answers</td>
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<tr>
<td>回答问题 Content of Answers Understands interview questions and provides relevant information with supporting details at paragraph level, relates job expectations to personal work experience/educational backgrounds skills, persuasive and passionate when presenting ideas, presents ideas logically and succinctly.</td>
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<td>词汇和语法 Vocabulary &amp; Grammar Uses appropriate academic/specialized vocabulary, uses complex varied sentence structures. Errors generally do not obscure comprehension. Discourse connectors (e.g.,另一方面,从另一方面来说) are used to make the transitions of ideas smoothly. Uses appropriate vocabulary and grammar (e.g., 和像这样, 假若发生这样的话) to answer questions about hypothetical situations.</td>
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Рукописи не горят!
Но не все верят в это.
У Вас есть уникальная возможность доказать, что великий роман жив.

При поддержке
The Russian Language Flagship Program at Bryn Mawr College
The Language Flagship Technology Innovation Center
The Master and Margarita Talk

Vignette

Oscar is a junior dual-majoring in Russian and travel industry management at a public university on the East Coast. He is enrolled in an upper-level course, “Academic Russian,” that is designed to be adaptive to students’ majors and interests as they look ahead toward possibly using Russian in a professional context.

Oscar receives an email in Russian from his professor inviting him to propose a presentation for a TEDx Event. The conference is inviting presentations on “current issues in local travel markets.” The email message includes a link to a web page with basic information about the conference and a proposal submission form. Meanwhile, other students in the class have received similar emails inviting them to make proposals for conferences related to their majors or to Russian language and literature. The general guidelines for submitting proposals are identical among the various conferences.

In a subsequent class, the instructor explains that all of these events are part of a simulation designed to practice Russian, which entails developing and submitting conference presentation proposals and, if accepted, follow through by developing and delivering the actual presentation in an event that will be open to the public. The instructor will be working with a committee of fellow faculty at several universities to process the students’ proposals.

Over the next several weeks of class, Oscar learns about language conventions common to academic conference proposals, as well as strategies for increasing the likelihood of proposal acceptance and to prepare a Pecha Kucha style presentation. The instructor also shares typical guidelines used by proposal reviewers. Oscar’s proposal about promoting New York’s lively food scene among social media users in Russia and Kazakhstan is accepted. Working with fellow students in a “critique group,” he develops his 10-minute presentation over several class sessions and successfully presents at the culminating public event, which features student presentations from all the virtual conferences in the simulation.
**Simulation Blueprint**

### Expected Outcomes (Language & Behavior)
**What are the expected outcomes? What standards do they address?**
Learners will be able to successfully produce a written academic abstract for an oral presentation in Russian. Learners will be able to successfully produce both extemporaneous and planned oral speech, such as narrating and answering questions, across various time frames in the presentational and interpersonal modes of communication.

ACTFL’s World-Readiness Standards for Learning Languages: Presentational Communication, Relating Cultural Practices and Products to Perspectives, Making Connections, Acquiring Information and Diverse Perspectives, School and Global Communities, and Lifelong Learning.

### Focus Tasks & Learner Products
**What are the main tasks? What are the learner products? What main language register(s) will be used?**
- Write an **abstract** for an oral presentation at a conference-like event *The Master & Margarita Talk* in academic language register (Product: abstract)
- Complete an online **mini-course** consisting of 4 lessons (Product: completed lesson tasks)
- Deliver a 15-minute oral **presentation** at *The M&M Talk* using academic language register (Product: oral presentation)

### Participants & Their Roles
**Who are the main participants and what do they do?**
- **Learners**: go through the application process for an online conference event and deliver an oral presentation
- **Instructor**: provide support throughout the entire blended learning experience, organize the event
- **Community members**: give a plenary talk at the event, ask questions during the event (Flagship audience)
- **Tech Center**: impersonate the organizing committee of *The M&M Talk*, create the website and mini-course, assist with the event organization and management

### Materials & Communication Tools
**What materials are needed to create the simulated experience? What tools will be used?**
**Materials**
- Website for *The M&M Talk* (WordPress)
- Abstract submission form (Google Forms)
- A online mini-course (H5P and Extempore)
**Communication Tools**
- Zoom (a web-conferencing platform)
- Email

### Rules & Implementation Strategies
**What rules will be followed (e.g., deadlines)? What strategies will be used to keep the experience real?**
**Rules**
- Learners have to apply to present at *The M&M Talk*
- Learners have to meet the deadlines and complete a mini-course to prepare for their presentations
- Attendees have to register for the event
**Implementation Strategies**
- Instructor and the event OC provide feedback
- Event attendees can participate onsite or online
The Master and Margarita Talk

Simulation Blueprint

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## The Master and Margarita Talk

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<tr>
<td>• Website for <em>The M&amp;M Talk</em> (WordPress)</td>
<td>• Learners have to apply to present at <em>The M&amp;M Talk</em></td>
</tr>
<tr>
<td>• Abstract submission form (Google Forms)</td>
<td>• Learners have to meet the deadlines and complete a mini-course to prepare for their presentations</td>
</tr>
<tr>
<td>• A online mini-course (H5P and Extempore)</td>
<td>• Attendees have to register for the event</td>
</tr>
<tr>
<td><strong>Communication Tools</strong></td>
<td><strong>Implementation Strategies</strong></td>
</tr>
<tr>
<td>• Zoom (a web-conferencing platform)</td>
<td>• Instructor and the event OC provide feedback</td>
</tr>
<tr>
<td>• Email</td>
<td>• Event attendees can participate onsite or online</td>
</tr>
</tbody>
</table>
The Master and Margarita Talk
Participants’ Experience

**Weeks 1-4**
- Explore the M&M Talk website and complete Lesson 1; start drafting a proposal
- Submit first version of the presentation proposal; complete Lesson 2
- Revise the proposal using feedback from the event organizers
- Finish revisions and submit the revised proposal

**Weeks 5-7**
- Complete Lesson 3 and start working on the presentation
- Complete Lesson 4 to record an intro to the presentation; prepare and rehearse presentations
- Give a 15-minute presentation to the onsite and online audiences at the final M&M Talk event
Explore the M&M Talk website and complete Lesson 1; start drafting a proposal.
The Master and Margarita Talk

Week 2

Submit first version of the presentation proposal; complete Lesson 2

Урок 2. Структура выступления

by techadmin | Mar 23, 2018 | Uncategorized |
Revise the proposal using feedback from the event organizers

### Week 3

**Participants’ Experience**

Annotação (200-300 слов)

The main purpose of the talk is а discussion of the novel "The Master and Margarita." The main idea is to demonstrate how the characters and events of the novel are related to the story of Stalin’s repressions. In the first part, we will discuss the role of Bulgakov’s book in the context of Stalin’s repressions. In the second part, we will discuss how Bulgakov's book influenced the Soviet Union's politics and society.

<table>
<thead>
<tr>
<th>1=не соответствует критериям</th>
<th>2=требует доработки</th>
<th>3=соответствует критериям</th>
</tr>
</thead>
<tbody>
<tr>
<td>Оригинальность темы: тема раскрывает важный аспект романа Булгакова &quot;Мастер и Маргарита&quot;</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Последовательность в подаче материала: аннотация должна представлять собой связный текст</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Грамматика и пунктуация: аннотация должна быть понятна читателю, не имеющему опыта общения со студентами, изучающими русский язык как иностранный</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Соответствие требованиям оформления: длина от 200 до 300 слов</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Общая оценка</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Finish revisions and submit the revised proposal
Week 5

Complete Lesson 3 and start working on the presentation.

The Master and Margarita Talk
Participants’ Experience
Week 6

Complete Lesson 4 to record an intro to the presentation; prepare and rehearse presentations.

The Master and Margarita Talk
Participants’ Experience

Вступление к презентации

Выберите тип вступления. Используя одну из фраз, которая относится к выбранному Вами типу, запишите вступление к Вашей презентации длительностью не более одной минуты.

Тип 1. Эмоциональная реакция на события или факты

Используйте одну из следующих фраз:
- Я был потрясен(-а), когда узнал(-а), что (факт или событие, которое так Вас потрясло)
- Я очень обрадовался(-ась), когда узнал(-а), что (факт или событие, которое Вас обрадовало)

Тип 2. Интересный факт, который связан с темой Вашего доклада

Используйте одну из следующих фраз:
- Я недавно узнал, что (интересный факт)
- А что Вы думаете о том, что (интересный факт)?
- Вы можете представить себе, что (интересный факт)?

Тип 3. Вопрос, который заинтересует Вашу аудиторию

Answer

START AN AUDIO ATTEMPT
Week 7

Give a 15-minute presentation to the onsite and online audiences at the final M&M Talk event.

Глядя на роман «Мастер и Маргарита» М.А. Булгакова

Кэрэн Эванс-Ромейн
Висконсинский университет города Мэдисон
30 апреля 2018 г.
The Master and Margarita Talk
Participants’ Experience

Benefits for instructor:
1. Project tightly integrated in the syllabus
2. No time spent in class on preparation for the conference
3. Professional development

Benefits for students:
1. Enhanced students’ presentation skills and formal writing skills
2. Expanded students’ comfort zone
3. Provided students with a real-life experience

Concern for all parties involved:
Number of hours in a day

Future directions:
Expanding the project to other Russian Flagship programs
Challenges

Keeping It Real

Washback issues
(teaching to the tasks)

The role of the materials
(website vs. instructional support)

Managing learner behavior and attitudes
(opportunities for soft skills)
Thank you! Спасибо!

Questions? Comments?

Irina Walsh: iwalsh@brynmawr.edu
Julio Rodriguez: juliocr@hawaii.edu
Ruslan Suvorov: rsuvorov@hawaii.edu