Dee Family Technology Grants
Funding Criteria

The Dee Family Technology Awards provide support for faculty projects using technology in research or applying technology to pedagogy. Funds are distributed based on a competitive proposal process and proposals are reviewed by the Academic Resources and Computing Committee.

In order to qualify for funding, a successful proposal must fit into one of the following general categories:

1. Projects specifically related to faculty research or scholarly activities.
2. Discipline-specific software to enable a faculty member to enhance an existing course, or to develop a new course.
3. One-time technical support for the development of special software related to a specific course.
4. Costs associated with one-time faculty training in an area of information technology directly applicable to the academic mission of the institution.
5. Requests for specific pieces of hardware are acceptable. However the hardware should be essential for completion of a project in one of the four categories above.

Funds available for award during Spring 2004 total $15,000. Given the limited availability of funds, restrictions exist related to the funding of information technology by the Dee Family Technology Awards:

1. During this initial phase, project requests are limited to a maximum of $5,000.
2. Faculty and staff office computers are not funded. Under certain circumstances, an individual may require a machine that exceeds the campus standard. In such a case, this may qualify for funding.
3. Equipment or technical support for student or departmental laboratories are not supported.
4. Only projects directly related to information technology are funded.

The form below must be emailed (without signatures) and mailed to the ARCC chair, David Ferro, dferro@weber.edu and MC 2401 by April 1, 2004.

Dee Family Technology Awards
Proposal for Funding
Due Thursday, April 1, 2004

Project Title: **Podcasting in Spanish**

Project Director: **Tony Spanos**

Department(s):   **Department of Foreign Languages & Literatures**

College(s):   **College of Arts & Humanities**

E-Mail: tspanos@weber.edu   **Extension: 6996**

Other Members of the Project Team:

Instructions:
1. Please complete each section in the space provided. The justification section should not exceed two single-spaced typed pages.
2. You are required to obtain the signature of an ARCC representative for your college, indicating that she/he is familiar with the proposal, and can speak to it during funding deliberations.
3. Your department chair's signature is also required, indicating that she/he supports the proposal, and that the proposal is in keeping with departmental goals related to information technology and its applications to the academic mission of the institution. Your Chair's signature also indicates her/his commitment to help support the project financially if so indicated on the budget page.
4. The form below must be emailed (without signatures) and mailed to the ARCC chair, David Ferro, dferro@weber.edu and MC 2401 by April 1, 2004.

   AR**CC Representative:**

I have read the proposal and discussed it with the Project Director.

_____

ARCC Representative

Comments:

Department Chair:
The Department has reviewed this project within the context of overall information technology planning within the Department. If the budget page indicates financial support from the Department, I agree to commit those funds to this project.

_____

Department Chair

Comments:

College Dean:
I have reviewed this project. If the budget page indicates financial support from the College, I agree to commit those funds to this project.

_____

College Dean

Comments:

Justification

Your proposed project should be described as clearly and succinctly as possible in the spaces provided below. Be sure to review the "Criteria for Funding" document. The entire justification section should not exceed two single-spaced pages.

Abstract (project summary):

I am requesting funding for 30 iPod Shuffle players to incorporate "Podcasting" into my advanced Spanish courses. (www.apple.com)

"Podcasting" is a web-based broadcast medium. Audio files (most commonly in MP3 format) are made available online in a way that allows software to automatically detect the availability of new files (generally via RSS), and download the files for listening at the user's convenience. Also, individuals can create and make available their own podcasts to world-wide audience.

A podcast is like an audio magazine subscription: a subscriber receives regular audio programs delivered via the internet, and can listen to them at his/her leisure. They can be listened to at any time because a copy is on the listener's computer or portable music player (hence the "pod" in "podcasting"), and they are automatically delivered to subscribers via software (iPodder, etc.) so no active downloading is required.

Objectives and goals of this project:

I have several goals and objectives for this project. The first goal is to make available to my students Spanish web-based pocasts on a variety of subjects in my advanced oral proficiency and communication and grammar and composition courses (Spanish 3000 & 3060). The second objectives is to have my students in these two courses create and produce podcasts on their own that they can share with each other and also to a world-wide Spanish-speaking audience. I have already talked to personnel in Multimedia Services to assist us in the production of the podcasts. I strongly believe that students need to be actively involved in creating, producing, and designing with different types of technology and not just being a passive user of it.

Another goal is to expose my students to a wide range of current, every day and relevant topics in Spanish on a daily basis that we will use to augment and support the curriculum of the above two classes. Current research in second language acquisition affirms that exposure to all types of authentic materials in a second language greatly enhances the acquisition and learning of that language.

One other objective is to have my students strengthen their listening comprehension skills by listening to different types of podcasts in Spanish from several different Spanish-speaking countries. They will also strengthen their oral and presentational skills by creating and producing podcasts in Spanish.

My students will be given an iPod Shuffle player at the beginning of the semester and will learn how to subscribe to different podcasts using free software (iPodder and iTunes). Once they know how to use the player and subscribe to different Spanish podcasts, they will be required to use them to carry out different assignment, presentations and projects in the course they are taking. They will also be instructed on how to create and produce podcasts for their fellow classmates and other Spanish-speaking individuals.

I believe that "podcasting" is a very innovative and different way to enhance the speaking and listening skills of students studying Spanish (or other languages). I also believe that there are probably many, many different ways of using podcasting here at WSU to help our students in the disciplines they are studying and to expose them to different types of topics and technology. I don't think that this new medium has been explored or discussed here on our campus, and this project would be a way of introducing it to other disciplines that may be interested.

Identify specific courses and/or programs that will directly benefit from this project:
(You may also want to describe how specific courses may be enhanced by this project.)

As mentioned above, the two specific courses that will benefit from this project are Spanish 3060 (grammar and composition), and Spanish 3000 (oral proficiency and communication). I believe, given the nature of these two courses, that podcasting will provide wonderful and interesting current and relevant materials on which students can write, debate, discuss and present in an innovate and different format. I personally believe that podcasting can be used effectively in any type of course or program, but to start out, the above two classes will be used. I'm convinced that there are other innovative ways to use podcasting in our beginning and intermediate Spanish courses also.

If applicable, describe how this project will help to increase faculty productivity or enhance competency in some area of information technology.

This project will help increase my productivity because at the present time I spend lots and lots of time trying to locate Spanish audio segments on different topics and subjects that I can use in my courses. With the advent of

"podcasting", there are many feeds on a variety of subjects that I can personally subscribe to and also have my students subscribe to for assignments in class. The beauty of "podcasting" is that my students and I can listen to the podcasts on the iPod Shuffle player at our convenience without being tethered to our computer at home or at work. We can listen to the content riding the car or bus to campus, walking from class to class, riding our bicycles, working out, etc., etc. It's a new approach to all of the information that is available to us in today's world.

I also want my students to create and produce podcasts for each other and for other Spanish-speaking individuals. This will require knowing how to do this and will enhance their competency in using this type of new technology.

Describe how the success of this project will be evaluated.
(If reports or publications are anticipated from this project, please indicate such.)

I will have my students evaluate the use of "podcasting" by having them evaluate and assess its effectiveness using an evaluation that is used with other technology delivered instruction. I also plan on sharing this type of instruction and technology at different local and regional language conferences and getting feedback from my peers on their perceptions and ideas.

 Timeline:
(If funded, when will this project be implemented?)

1. Purchase the iPod Shuffle players summer semester 2005.
2. Test out the players and work with Multimedia Services Fall semester 2005 to learn how to create and produce different types of podcasts.
3. Begin to use the iPod Shuffle players Spring semester 2006 in either Spanish 3060 or Spanish 3000.

Budget
Note: Please be as specific as possible regarding requested hardware, software, or other resources. If funds are being committed from other resources, please so indicate.

 I am requesting 30 iPod Shuffle players that cost $149.00 each for a total of $4,470.00. There is no software or other resources requested in this grant.