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Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
The Research Foundation of SUNY,...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 70,795	\$ 72,919	\$ 73,536	\$ 0	\$ 0	\$ 217,251
2. Fringe Benefits	\$ 22,131	\$ 24,029	\$ 25,220	\$ 0	\$ 0	\$ 71,381
3. Travel	\$ 4,250	\$ 6,000	\$ 6,000	\$ 0	\$ 0	\$ 16,250
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 2,660	\$ 2,100	\$ 900	\$ 0	\$ 0	\$ 5,660
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 32,754	\$ 28,754	\$ 28,254	\$ 0	\$ 0	\$ 89,762
9. Total Direct Costs (lines 1-8)	\$ 132,591	\$ 133,802	\$ 133,911	\$ 0	\$ 0	\$ 400,305
10. Indirect Costs*	\$ 65,243	\$ 65,867	\$ 65,923	\$ 0	\$ 0	\$ 197,035
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 197,835	\$ 199,670	\$ 199,835	\$ 0	\$ 0	\$ 597,340

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: 3/10/2009 To: \_\_/\_\_/\_\_\_\_ (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): Department of Health and Human Services
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 The Research Foundation of SUNY,...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

# **Project Narrative**

## **Abstract Narrative**

Attachment 1:

Title: Pages: Uploaded File: **M-4\_ED\_Abstract\_Attachment.pdf**

## **Abstract: Student to Student Chinese Language Lab**

The *Student to Student Chinese Language Lab* (the *Lab*) is an innovative Mandarin Chinese resource for K-12 schools that offers curricular structure, dynamic multimedia content, avenues for teacher and student input, and opportunities for intercultural interaction. Significantly, it also offers the unique motivational factor of learning from one's peers who speak the target language as a first language. This *student-to-student* feature creates a powerful learning nexus that provides a personal and meaningful context critical for second language acquisition. At the same time, the *Lab* will be associated with opportunities for direct teacher-monitored student interaction. The project pioneers a new learning model that maximizes the capacity of modern communications technology to promote mutual understanding and cooperation, and can potentially be replicated at different levels and with different languages.

The *Student to Student Chinese Language Lab* will leverage the existing resources of the University at Albany's Online Teaching and Learning Initiative to develop content; engage with faculty, students, and language teachers; and inform and evaluate the overall success of the project. The University at Albany School of Education will be a partner in the proposed lab and will serve as an institutional home, providing physical space for project meetings, lab development work, teacher consultation, as well as formative and summative project evaluation. The University has already dedicated \$100,000 for the rehabilitation of space and acquisition of technology for the School of Education Technology Initiative and the *Student to Student Chinese Language Lab* will be an integral component of the larger overall initiative for research and development of 21<sup>st</sup> century learning environments.

The *Student to Student Chinese Language Lab* (the *Lab*) will be a free, self-contained, password-protected online resource for teachers and students of US K-12 Beginner and Intermediate level Mandarin Chinese Language classes. Students, under the guidance of teachers, or independently, will use the *Lab* to learn Mandarin Chinese and learn about Chinese culture. Lab content will feature K-12 students from China speaking Mandarin Chinese and sharing information in a culturally authentic context. Each of 60 *Lab* modules will consist of: a curriculum-based vocabulary list; audio files featuring K-12 students from China pronouncing the vocabulary words and saying them in simple sentences; videos of K-12 students from China performing skits including dialogue that features the vocabulary words; artwork flashcards (digitized drawings or paintings created by students from China) that depict the module's vocabulary words/phrases and, when moused over, will reveal the respective *pinyin* and Chinese characters; photos of the participating students from China; and, in some cases, videos of students from China introducing themselves and sharing information about themselves in Mandarin Chinese, videos of students writing Chinese characters, and PowerPoint presentations made by the students featured in the module and introducing cultural information that is related to the module theme.

*Lab* modules will be organized by language level, cultural theme and grammatical element and sequenced in a progressive manner that continually builds on the learners' prior knowledge. The *Lab* will also contain related transcripts in English, *pinyin* and Chinese characters; assessment tools; and teacher guidelines.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **M-13\_Project\_Attachments.pdf**

## **Project Narrative – *Student to Student Chinese Language Lab***

### **SECTION 1**

#### **Need for Project**

As China emerges as a global power, it is essential that more US K-12 students learn Mandarin Chinese and that US schools offer students opportunities to learn *from* and interact *with* their peers in China so they can build critical intercultural skills. Correspondingly, Chinese is the fastest growing foreign language offering in US schools (American Council for Teachers of Foreign Languages, 2008) and Chinese teachers can now select from a wide array of learning materials. Traditional-style textbooks provide structure, linear curricular progression and age-appropriateness; software and Internet resources add dynamic multimedia reinforcement; and new ‘Web 2.0’ resources like blogs, podcasts and social networking Websites allow learners to interact with people who speak Chinese as a first language. However, no single Chinese learning resource designed for K-12 classrooms effectively combines the strengths of these various materials; and, currently, there are no free, curriculum-based online resources that allow US students to learn from multimedia content that *features* their Chinese peers.

The *Student to Student Chinese Language Lab* (the *Lab*) is an innovative Mandarin Chinese resource for K-12 schools that offers curricular structure, dynamic multimedia content, avenues for teacher and student input and opportunities for intercultural interaction. Significantly, it also offers the unique motivational factor of learning from one’s peers who speak the target language as a first language. This *student-to-student* feature creates a powerful learning nexus that provides a personal and meaningful context critical for second language acquisition. The *Lab* also provides an ‘indirect communication’ approach that allows teachers to bypass typical

difficulties associated with ‘direct communication,’ such as time differences, cultural differences regarding value and expectations, inappropriate student input and a tendency to stray from the curriculum. At the same time, the *Lab* will be associated with opportunities for direct teacher-monitored student interaction. Furthermore, the project pioneers a new learning model that maximizes the capacity of modern communications technology to promote mutual understanding and cooperation, and can potentially be replicated at different levels and with different languages.

### **Related Research**

The *Student to Student Chinese Language Lab (Lab)* model also addresses needs highlighted in contemporary foreign language acquisition research in the following ways:

- ◆ ***The Lab helps students to develop cultural and linguistic competence.*** Cultural competence, the ability to interact effectively with people of different cultures (Diller and Moule, 2005), and linguistic competence, the ability to speak and understand language in the context of its culture (Hymes, 1964) are indisputably integral to foreign language learning. By presenting skits and dialogues focusing on specific cultural themes, Chinese students introduce cultural knowledge into *Lab* modules. Students using this content in the US will discover cultural similarities and differences, which, in turn, will stimulate higher order thinking and positive attitudinal responses that benefit language acquisition. US classes using the *Lab* will also have opportunities to interact with partner classes in China.
- ◆ ***The Lab simulates socially mediated activity.*** According to sociocultural constructivism (Vygotsky, 1978), learning is a socially mediated activity and peer interaction is central to knowledge construction. Through active interaction “language learning activity mirrors genuine human communication, the chief locus for understanding the world and self” (Meskill, 1999).
- ◆ ***The Lab lowers the learner’s affective filter and utilizes multiple modalities.*** The *Lab* simulates a total immersion environment, introducing students in China as learning resources for their US peers who model natural conversation as “comprehensible input” (Krashen, 1985). The *Lab*’s intrinsic interest, challenge and reward improve learners’ motivational level and lower the anxiety of learning a foreign language, thus lowering students’ “affective filter” (Krashen, 1985). The engagement of multiple modalities (image, audio, video,

etc.) is also a highly positive contributing factor for the language learning process (Meskill, 1997).

- ◆ ***The Lab is an example of Computer-Assisted Language Learning (CALL) that offers multiple ability tasks.*** Cohen (1994), in addressing sociocollaborative language learning, terms “multiple ability tasks” as tasks that drive conceptual work and:
  - Are intrinsically interesting and rewarding
  - Allow different students to make different contributions
  - Use multimedia
  - Involve sight, sound and touch
  - Are challenging

Using the Internet as an educational and instructional tool brings new and different dimensions to how we communicate and interact with other people. At the same time, computer activities such as the ones students are engaged in to complete *Lab* modules provide users with both challenge and control, creating “varied, novel, and surprising stimuli” (Trevino and Webster, 1992) that make users want to continue.

- ◆ ***The Lab is a platform for authentic language.*** Computer-mediated communication leads us to rethink the authentic, the authorial, and ultimately, the communicative itself. (Kramsch, A’Ness & Lam, 2000) “Proper” textbook language was artificially modeled. Teaching materials are often written according to structural grammars to ensure “correct” if obviously staged input, with the result that language learning materials provided highly contrived pattern practice, yielding unnatural and boring dialogues. (Lotherington, 2005) The *Lab* features K-12 students in China speaking to one another in naturalistic contexts. Therefore, the *Lab* provides language learners with linguistic input that is up-to-date and true-to-life.

## **SECTION 2**

### **Potential for the Use of Materials in Program to Others**

The *Student to Student Chinese Language Lab* will be designed for and made available to all Internet-connected K-12 US schools offering Mandarin Chinese Language classes. Some *Lab* sections may be used by US Social Studies teachers teaching about contemporary life in China. Colleges, universities, military facilities, the Peace Corps, adult and community learning

institutions, after-school programs and summer education programs teaching Beginner and Intermediate Mandarin Chinese or Chinese culture may also access and use the *Lab* online. The *Lab* will also be available for teacher training, research purposes and as a resource for informal learning across many contexts.

### **SECTION 3**

#### **Account of Related Materials**

The following existing online resources, offering hypermedia units for foreign language instruction and assessment, are in some ways similar to the *Student to Student Chinese Language Lab*. (Abbreviations in parentheses are used in the Comparison of Materials table below.)

<b>Table of Similar Existing Materials</b>
<p><b>SCOLA</b> (<a href="http://www.scola.org">http://www.scola.org</a>) receives and retransmits television programs from around the world in various languages and offers them to schools on a subscription basis. Its Insta-Lessons are hypermedia modules that include a video and an audio clip of a news broadcast segment. Students watch or listen to clips while viewing a transcript, translation, quiz or vocabulary window.</p>
<p><b>Multimedia Interactive Modules for Education and Assessment (MIMEA)</b> (<a href="http://mimea.clear.msu.edu/">http://mimea.clear.msu.edu/</a>) offers a series of language modules in Arabic, Chinese, Korean, Russian, German and Vietnamese. The modules center on video clips that show native speakers and non-native speakers interacting in natural, unscripted situations. Each module also features cultural notes, a quiz and ideas for classroom activities.</p>
<p><b>University Online Multimedia Chinese Courses (UNIV)</b>, such as the California State University's <i>Conversational Mandarin Chinese Online</i> (<a href="http://www.csulb.edu/~txie/ccol/content.htm">http://www.csulb.edu/~txie/ccol/content.htm</a>), Western Kentucky University's <i>Audio Tutorials of Basic Chinese</i> (<a href="http://www.wku.edu/~yuanh/AudioChinese/">http://www.wku.edu/~yuanh/AudioChinese/</a>), the University of Oxford's <i>Chinese Multimedia Course</i> (<a href="http://www.ctcfl.ox.ac.uk/Chinese/lessons.htm">http://www.ctcfl.ox.ac.uk/Chinese/lessons.htm</a>), Connecticut College's <i>Chinese Video Exercises</i> (<a href="http://www.conncoll.edu/academics/departments/chinese/mhu/videos2/index/index.html">http://www.conncoll.edu/academics/departments/chinese/mhu/videos2/index/index.html</a>), the Massachusetts Institute of Technology's <i>Open Courseware Learning Chinese</i> (<a href="http://ocw.mit.edu/OcwWeb/Foreign-Languages-and-Literatures/21F-101Spring-2006/CourseHome/index.htm">http://ocw.mit.edu/OcwWeb/Foreign-Languages-and-Literatures/21F-101Spring-2006/CourseHome/index.htm</a>), and others like them, offer free online theme-based Beginner or Intermediate Level Chinese courses with series of audio and/or video clips and practice activities and grammar explanations.</p>
<p><b>General Internet Chinese Resources (INT)</b>, such as <i>Zap Chinese</i> (<a href="http://www.zapchinese.com/">http://www.zapchinese.com/</a>), <i>Language Guide</i> (<a href="http://www.languageguide.org/mandarin/">http://www.languageguide.org/mandarin/</a>), <i>BBC Real Chinese</i>, and others like them, offer</p>

lessons in Chinese grammar, vocabulary and the writing system; units on Chinese characters with videos showing how the characters are written, grammar and vocabulary units organized by theme (Zap), audio clips and video (BBC only).

‘Web 2.0’ Resources (W2R), such as podcasts - like *ChinesePod* (<http://chinesepod.com/>), blogs – like *Popup Chinese* (<http://popupchinese.com/lessons>), and social networking Websites – like *Live Mocha* (<http://www.livemocha.com/>), *Mango Languages* (<http://www.mangolanguages.com/lesson/view/9>), and *Ning* (<http://about.ning.com/>), offer podcast audio and, in some cases, opportunities to communicate and interact via the Internet with people who speak Chinese as a first language.

### Critical Commentary

SCOLA’s Insta-Lessons and MIMEA’s interactive modules are similar to the *Student to Student Chinese Language Lab* in that they feature video and/or audio, transcripts and assessment. They differ in that they do not feature students who are native speakers or encourage peer-to-peer interaction and connection. SCOLA’s videos feature professional newscasters and MIMEA’s dialogues cater to college students and adults. Online University courses, while free of charge and very valuable for university Beginning and Intermediate Level Chinese students, are not designed for use in K-12 classrooms and do not feature K-12 students from China in the audio and video sections. The other Internet resources are typically word and sentence-based ‘audio-lingual’ foreign language teaching resources. With the exception of BBC Real Chinese (which only offers only ten short units), the units do not have dialogues; instead, theme-based sentences are written in Chinese characters and/or *pinyin* and translated into English. Audio is typically the only interactive feature. Some of these also have outside advertising or require payment for advanced lessons. While podcasts, blogs and social networking Web sites offer independent learning opportunities, a high level of student input and opportunities to communicate via the Internet with people who speak Chinese as a first language, they are typically not designed for K-12 classroom use and therefore do not follow national standards or K-12 Chinese curricula. Likewise, they do not encourage focused and structured learning and do not permit teachers to

monitor student communication for appropriateness. While they are a valuable resource for language classes, they do not typically follow scaffolded activities and sequential learning patterns. In some cases, advanced or complete resources are only available for a fee.

A table comparing these resources and the *Lab (LAB)* by the features they offer is provided below. In the table, 1 indicates YES, ½ indicates IN SOME CASES and 0 indicates NO. A total score is provided at the bottom, showing the resources' total number score.

<b>Resource → Features ↓</b>	<b>LAB</b>	<b>SCOLA</b>	<b>MIMEA</b>	<b>UNIV</b>	<b>INT</b>	<b>W2R</b>
Audio	1	1	0	1	1	1
Video	1	1	1	1/2	1/2	1/2
Cultural PowerPoint (student-made)	1	0	0	0	0	0
Artwork Flashcards	1	0	0	0	0	0
Student to Student	1	0	0	0	0	0
Opportunity to Interact with Chinese Peers	1	0	0	0	0	1
Free	1	0	1	1	1/2	1/2
Password-protected	1	1	0	0	0	1/2
Free of Ads.	1	1	1	1	1/2	1/2
Interactive Recording	1	0	0	0	0	1/2
Teacher Input	1	0	0	0	0	0
Assessment	1	1	1	1	1/2	1/2
Flash Interface	1	0	0	1/2	1/2	0
Links to additional cultural info (internal links)	1	0	1	1	1	1/2
Self-contained (no links to external Web sites)	1	1	1	1	1/2	1/2
<b>Total</b>	<b>15</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>6</b>

As the table indicates, the *Lab* is the only resource that offers all 15 features; the next closest (UNIV) offers an aggregate of seven. Also, four of 15 features are unique to the *Lab*. None of the other resources offers the 'student-to-student' feature and only one other resource (W2R) offers an opportunity for students to interact with Chinese peers, though it does not provide teachers with controls to ensure appropriate and curriculum-focused activities. While SCOLA offers an

excellent service, it is not free. MIMEA has valuable content, but it does not have audio and does not offer the Lab's 'student to student' feature and dynamic Flash interface.

In conclusion, the *Student to Student Chinese Language Lab* is a unique resource for K-12 Chinese classes in the US that does not duplicate any other existing Chinese language resource. It not only teaches basic language skills, integrates technology in the classroom and provides dynamic multimedia content, but it also shows students how the language is used authentically outside of a controlled classroom setting. Furthermore, it gives students and opportunity to learn from and interact with their Chinese peers; and it builds student to student connections that make language learning fun, meaningful and rewarding.

#### **SECTION 4**

##### **Likelihood of Achieving Results**

The *Student to Student Chinese Language Lab* will leverage the existing resources of the University at Albany's Online Teaching and Learning Initiative to develop content; engage with faculty, students, and language teachers; and inform and evaluate the overall success of the project. The University at Albany School of Education will be a partner in the proposed lab and will serve as an institutional home (see Adequacy of Resources below).

OneWorld Classrooms (<http://www.oneworldclassrooms.org>), a nonprofit organization that links US and overseas classrooms through the arts and technology, will host the completed *Student to Student Chinese Language Lab* on its Web site and make it available for free to all US schools, organizations and educational institutions. Teachers and students using the *Lab* may also take advantage of OneWorld Classrooms programs that match US and Chinese partner classes to

complete student art, music, video, PowerPoint and Email exchanges; and they may access a wide variety of free OneWorld Classrooms online content exploring Chinese culture, including *Cultural Profiles of Historic and Modern China* (see Contribution to Other Programs below).

WorldTeach, Inc., a nonprofit that sends US citizens to teach in K-12 schools in China has already secured necessary permissions and agreed to allow project staff and consultants to work with WorldTeach volunteers teaching in schools in China and their Chinese colleagues to develop *Lab* materials.

The project will also involve nationally renowned experts in Chinese pedagogy and online instruction, as well as US K-12 Mandarin Chinese teachers in the consultation and evaluation processes (see Key Personnel and Evaluation below).

### **Project Objectives**

The following are the project objectives:

1. To develop a total of 60 curriculum-based *Lab* modules (20 per year), each: centering on a cultural theme and grammatical element; containing a primary vocabulary list; audio and video featuring students from China speaking in Mandarin Chinese and sharing different aspects of their lives and cultures; and video of students writing the Chinese characters on the vocabulary list. Each module will also include vocabulary flashcards featuring student artwork. Some modules will include: a related PowerPoint featuring photos of students; and video of students introducing themselves in Chinese and English.
2. To develop an attractive, dynamic and intuitive Flash-based multimedia interface to present *Lab* modules to US Mandarin Chinese students.

3. To develop an electronic format through which all teachers who use the *Lab* may complete *Lab* evaluations, submit feedback, suggest future modules that match their curricula, and interact with other teachers.
4. To develop related assessment and skill testing tools, including: a game and quiz generator that incorporates module content; and an interactive *Lab* component through which students may record their own voices, save original audio files, and compare their spoken Mandarin with that of their native-speaking peers.
5. To develop a *Lab* search function that will allow teachers and students to locate *Lab* content that matches their criteria by language proficiency level, cultural theme, grammatical element and vocabulary.
6. To provide free online *Lab* access to all US K-12 schools, Chinese language programs and institutions that would like to make use of the content; to reach 10,000 US K-12 students in 500 Mandarin Chinese and Social Studies classrooms by Year 3; and to increase these figures yearly as US enrolment in Mandarin classes grows.
7. To disseminate information about availability of the *Lab* broadly through various related newsletters, listservs, publications, associations, conferences and networks; and, upon completion of the *Lab* in Year 3, marketing materials that will be mailed to US schools.
8. To assess the impact of the *Lab* on K-12 student learning of Chinese language and culture.
9. To disseminate results of this initiative to the language teaching and learning community.

## **Methods and Procedures**

### ***Year 1***

The following are the methods and procedures that will be used to accomplish the project objectives for Year 1:

1. *Develop Lab curriculum.*

a) Survey the American Council on the Teaching of Foreign Languages and the National Educational Technology Foreign Language standards; b) Survey US K-12 Mandarin Chinese curricula in consultation with US K-12 Mandarin Chinese teachers; c) Develop vocabulary lists for the *Lab*'s first 20 modules, organized by language proficiency level, cultural theme and grammatical content, and informed by national standards and US K-12 Mandarin Chinese Beginner and Intermediate curricula; and d) Consult with the *Lab* Consultation Team to determine final *Lab* module vocabulary lists and curriculum.

2. *Develop Lab content.*

a) Develop and compile six sample *Lab* modules in English with teachers and students at Albany High School in Albany, NY, Brooks School in North Andover, MA and other US K-12 schools to serve as models and to share with participating classes in China studying English. (Note: These modules will be important as they will: i) ensure the participation of Chinese classrooms; ii) serve as models the modules that classes in China will create; and iii) strengthen the partnership between participating US and Chinese classrooms; b) Visit five to ten K-12 schools in Hunan Province, Beijing and Shanghai, China two to four times each to work with WorldTeach volunteers, teachers and students to generate content (audio, video, artwork and PowerPoints) for 20 *Lab* modules, following specific guidelines and a strict content quality control criteria; d) Edit and render *Lab* content gathered in China; and e) Utilize resources associated with the University at Albany's online teaching and learning lab to assist with this development work.

3. *Develop Lab Interface.*

a) Hire and work with a professional Web developer specializing in Flash, educational content and use of Chinese characters to develop the *Lab* interface; and b) Consult with the *Lab* Consultation Team (see below) to critique and improve the interface design.

4. *Add supplementary Lab content and features.*

a) Develop related teacher guidelines, lesson plans and *Lab* assessment tools; b) Work with a professional Web building company to develop layout for supplementary content and features; and c) Consult with the *Lab* Consultation Team to critique, add to and improve the supplementary content and features.

10. *Promote the Lab.*

a) Issue press releases to all relevant educational media outlets; and b) Announce the availability of the *Lab* through the National Consortium for Teaching about Asia's network of teachers and seminar leaders; the Asia Society's *Chinese Language in the Schools* E-newsletter and Partnership for Global Learning membership network; OneWorld Classrooms' *Connected Teacher* E-newsletter; the Chinese Language Teachers Association; the National Chinese Language Conference; the American Council on the Teaching of Foreign Languages (ACTFL); and similar avenues.

5. *Evaluate and Modify the Lab*

a) Consult with the *Lab* Evaluation Team to evaluate the *Lab*, incorporating evaluations submitted by participating teachers and students; b) Compile, document and summarize evaluation materials produced; and c) Modify *Lab* content and plan for second set of modules in response to evaluation.

***Years 2 & 3***

The same methods and materials will be repeated in Year 2 and Year 3. In Year 2, the following additional methods and procedures will be followed:

1. *Add search and teacher-input Lab functions.*
  - a) Work with professional Web building company to create a *Lab* search function that will allow teachers and students to locate modules and content that match their criteria by language proficiency level, cultural theme, grammatical element and vocabulary; b) Work with professional Web building company to modify and improve the original model; and to develop an electronic format through which all teachers who use the *Lab* may complete *Lab* evaluations, submit feedback, suggest future modules that match their curricula, interact with other teachers, and contribute *Lab* content; and c) Consult with the *Lab* Consultation and Evaluation Teams to critique and improve search and teacher-input functions.
  
2. *Add interactive Lab component.*
  - a) Work with professional Web building company specializing in Flash and educational content to develop the interactive *Lab* component through which students may record their own voices, save original audio files, and compare their spoken Mandarin with that of their native-speaking peers; and b) Consult with the *Lab* Consultation and Evaluation Teams to critique and improve the interface design.

In Year 3, the following additional methods and procedures will be followed:

1. *Add Flash-based skill testing and assessment tools.*
  - a) Develop a game and quiz generator that incorporates module content and may be used for assessment and skill testing purposes; b) Work with professional Web building

company specializing in Flash, educational content and use of Chinese characters to modify and improve the original model; and to develop the skill testing tools section; and

c) Consult with the *Lab* Consultation and Evaluation Teams to critique and improve the assessment and skill testing tools.

### **Knowledge in Pertinent Areas**

Dr. Peter Shea, who will serve as the Principal Investigator for this project, is a widely renowned expert in the field of technology-mediated teaching and learning. Dr. Shea has served as PI on several other funded research proposals, most recently directing a \$260,000 grant from the Alfred P. Sloan foundation to design, develop, and research hybrid learning environments in higher education contexts. Dr. Shea has published widely on issues confronting online learners and educators and has served as the director of one of the largest higher education online learning systems in United States, the State University of New York Learning Network (SLN). In that capacity Dr. Shea oversaw an online learning enterprise consisting of faculty development, student support, technology infrastructure and administrative groups to support a system serving more than 100,000 annual student enrollments in more than 100 degree and certificate program offered through 52 State University of New York Colleges. Testifying to the success of this endeavor, the SUNY Learning Network has been recognized with several national awards by professional organizations such as EDUCAUSE, the Sloan Consortium, and the United States Distance Learning Association.

Li (Lilia) Cai-Hurteau, who will serve as the Project Manager for this project, is a US high school Mandarin Chinese teacher and a native Mandarin Chinese speaker from Shanghai, China

with an undergraduate degree in Chinese Pedagogy and a master's degree in Curriculum Development and Instructional Technology. She is currently a Ph.D. candidate in Curriculum and Instruction at the State University of New York at Albany. Her educational and professional experiences and connections make her uniquely qualified to achieve the objectives of this project. Working with *OneWorld Classrooms*, she has traveled extensively in China, visiting dozens of high schools there to facilitate cultural exchanges between US and Chinese schools to develop a variety of online resources focusing on China, including sample *Lab* modules and *Cultural Profiles of Historic and Modern China* (see Contribution to Other Programs).

The project Consulting and Evaluation Teams will include US K-12 Mandarin Chinese teachers and University professors who are nationally renowned experts in the fields of Chinese Pedagogy and Computer Assisted Language Learning.

## **SECTION 5**

### **Expected Contribution to Other Programs**

The *Student to Student Chinese Language Lab* will strengthen, expand, improve and be readily integrated into a wide variety of existing Beginner and Intermediate Mandarin instructional language programs. The *Lab* would also significantly strengthen and expand the Asia Society's *China and Globalization: China and the World in History and Today* and the University of Wisconsin's *Tone Languages of China*. While the *Lab* provides a 'student to student' feature, *China and Globalization* will offer an exploration of Chinese in modern and historic cultural contexts, and *Tones Languages of China* will offer excellent dictionary, research and search functions, linking to relevant audio and video. The *Lab* will also strengthen and expand free

content focusing on Chinese culture currently available on the OneWorld Classrooms Web site, which will host the *Lab*, especially a multimedia Flash resource for middle and high school grades called *Cultural Profiles of Historic and Modern China*, which explores Chinese culture through audio, video, photos and cultural essays. The *Lab* will also complement Chinese text books, Social Studies books and online resources, such as Asia Society's AskAsia.org and Explore.org's Explore China section, that explore Chinese culture. Furthermore, it may be integrated into efforts by other organizations and institutions such as the Asia Society, WorldTeach, the Peace Corps, the National Consortium for Teaching about Asia and many others to teach Mandarin Chinese and promote understanding and awareness of Chinese culture.

## **SECTION 6**

### **Plan of Operation**

#### **Project Design**

The project will involve the following steps:

1. Research, consultation and evaluation to develop a *Lab* curriculum.
2. Development of a Flash-based *Lab* interface.
3. Compilation of *Lab* content (audio, video, etc. featuring students in China) using specific guidelines and a strict content quality control criteria.
4. Editing of *Lab* content utilizing resources associated with the University at Albany's online teaching and learning lab.
5. Addition of supplemental *Lab* contents and features (search function, recording function and Flash-based skill testing and assessment tools).

6. Formative and summative evaluation; and related modifications.
7. Dissemination of information about *Lab* to appropriate institutions/organizations.
8. Repetition of steps to complete all modules.

### **Plan of Management**

The Project Principle Investigator (PI) and Project Manager will manage *Lab* development in the context of the University at Albany's School of Education's Online Teaching and Learning Initiative. Initially, the Project Principle Investigator, Project Manager, participating US K-12 Chinese teachers, and *Lab* Consulting Team will create, evaluate and revise a *Lab* curriculum. The Project Manager will then work with a Web developer to create a Flash-based *Lab* interface, which will also be reviewed by the PI and *Lab* Consulting Team and modified accordingly. Next, the Project Manager will work with a Project Consultant in China and a SUNY Albany graduate student to compile, edit and assemble *Lab* content (audio, video, etc.), which will be evaluated by the *Lab* Evaluation Team. This process will be repeated each year. In the second and third years, the Web developer will also create search, record and feedback functions and develop Flash-based skill testing tools that reinforce *Lab* content. The Project Manager, Graduate Assistant and Consulting Team will create initial plans for these supplemental features and the Evaluation Team will evaluate them. The Project Manager will take the required steps to revise materials based on evaluations.

### **Equal Access**

The project will be equally available to all US K-12 schools and educational institutions. All students, teachers and other program beneficiaries may access and use the *Lab* regardless of their gender, race, national origin, color, disability, or age. Efforts will be made to promote the availability of the *Lab* in all K-12 schools via a variety of avenues, including press releases and Emails to organizations and publications that serve and inform teachers who work with students with special needs. Transcripts, audio and video will benefit individuals who are deaf or blind. Upon request, the modules may be converted to DVD format for individuals who do not have Internet access.

## **SECTION 7**

### **Key Personnel**

The tables below list the key personnel.

### **Project Staff**

#### **Principle Investigator -- Dr. Peter Shea**

- Assistant Professor at State University of New York at Albany; Department of Educational Practice and Theory and College of Computing and Information
- Recipient of three Alfred P. Sloan Foundation Grants for the research of ‘blended learning’, online faculty attitudes, and online student satisfaction
- Project Director for SUNY’s participation in the Multimedia Educational Resource for Learning and Online Teaching (MERLOT)
- Former Director of the SUNY Learning Network (online learning system for the State of New York)
- Three time national-award winner for Systematic Progress in Teaching & Learning, Online Programming, and Online Faculty Development
- Author and co-author of numerous publications on technology-mediated teaching and learning

**Project Manager – Li (Lilia) Cai-Hurteau**

- Native Mandarin Chinese speaker and teacher from Shanghai, China,
- Ph.D. Candidate, Curriculum and Instruction, M.S. in Curriculum Development and Instructional Technology, (GPA: 4.0), State University of New York at Albany
- 2008 Chinese Pedagogy Institute (STARTALK) Participant, Indiana University, Bloomington, Indiana
- B.A. International Chinese Studies, East China Normal University, Shanghai, China.
- Volunteer Project Coordinator of OneWorld Classrooms, a non-profit organization that links K-12 classrooms from around the world through the arts and technology
- Consultant for the development of Mandarin Chinese Program at Bethlehem Central School District, Delmar, NY
- Chinese Language Teacher at Brooks School, North Andover, MA
- 2001-2002 WorldTeach Volunteer in Quito and the Amazon Rain Forest of Ecuador

**Project Consulting Team**

**Dr. Carla Meskill**

- Professor at the State University of New York at Albany; Department of Educational Practice and Theory
- Director of Technology Assisted Language Learning (TALL) Project and Language Advocacy Project (LAP)
- Co-editor of Multimedia Educational Resource for Learning and Online Teaching (MERLOT)
- Special Issue Editor of *Language Learning & Technology*
- Author and co-author of numerous books and publications, including *Learning to Orchestrate Online Instructional Conversations: A Case of Faculty Development for Foreign Language Educators* (Journal of Computer Assisted Language Learning), and *Teaching and Learning in Real Time: Media, Technology, and Language Acquisition* (Houston, TX: Athelstan)

**Dr. Michael Everson**

- Associate Professor, Foreign Language Education, The University of Iowa; Former Associate Professor of Chinese, United States Air Force Academy

- Past-President, The National Council of Less Commonly Taught Languages
- Two-time Member, Board of Directors, The Chinese Language Teachers Association
- Advisory Board Member: National Security Education Program (NSEP); StarTalk Project to increase high school students and teachers of Chinese; Confucius Institute, University of Iowa
- Author of numerous books and publications

### **Project Evaluating Team**

#### **Dr. Anthony DeBlasi**

- Associate Professor and Department Chair of Chinese Studies at the State University of New York at Albany
- Fulbright Research Fellow
- Georgetown University: Regent's Gold Medal, Joseph Sebes Medal in Asian Studies, and Certificate for Outstanding Scholarship in Chinese
- Harvard University Joseph P. Fletcher Seminar Paper Award
- Author of numerous books and publications

#### **Dr. Michael Everson**

- Associate Professor, Foreign Language Education, The University of Iowa; Former Associate Professor of Chinese, United States Air Force Academy
- Past-President, The National Council of Less Commonly Taught Languages
- Two-time Member, Board of Directors, The Chinese Language Teachers Association
- Advisory Board Member: National Security Education Program (NSEP); StarTalk Project to increase high school students and teachers of Chinese; Confucius Institute, University of Iowa
- Author of numerous books and publications

The project will also recruit two or three more volunteer US Mandarin Chinese teachers to serve as project consultants or evaluators and a Graduate student from the University at Albany Doctoral program in Curriculum Development and Instructional Technology.

**Consultants**

<p><b>Data Collector in China – Alena Palevitz</b></p> <ul style="list-style-type: none"> <li>English Language Teacher in China, Tian Jia-bing High School, Liuyang, Hunan Province, China, August 2007 - June 2009</li> <li>BA in English and East Asia Studies, Oberlin College, Oberlin, Ohio; Associated College in China: Beijing Capital University of Economics and Business, Beijing, China. Summer and Fall Semesters, 2005</li> <li>Advanced Chinese language skills (written and oral),</li> </ul>
<p><b>Web Developer – Blue Luna Design, Boston, MA</b></p>

SECTION 8

See attached for

**Project Budget  
Budget Narrative**

**SECTION 9**

**Evaluation**

The *Student to Student Chinese Language Lab* will be evaluated throughout the different stages of its development. Evaluations will consist of formative evaluation, summative evaluation, pilot testing and teacher evaluations, and MERLOT review, as follows:

1. Formative Evaluation – The *Lab* Consulting Team will conduct formative evaluations using the rubric below:

<b>Formative Evaluation Rubric</b>			
	<b>Beginning (0 Point)</b>	<b>Developing (2 Points)</b>	<b>Accomplished (4 Points)</b>
<b>Compliance with the National Standards</b>	Modules are not related to standards.	Standards are referenced but modules are not clearly connected to	Modules are referenced to standards and are clearly connected to what students need to know to

		what students need to know to achieve proficiency of those standards.	achieve proficiency of those standards.
<b>Curriculum-Based Content</b>	Content is not curriculum-based.	Content can be used in the classroom but is only superficially connected to the curriculum.	Content is clearly curriculum-based and can be readily integrated into Chinese classes in US K-12 schools.
<b>Interactivity of the Instructional Design</b>	The modules are not interactive or engaging. Assessments consist solely of drilling practices.	The modules are somewhat interactive and engaging. Assessments include some drilling practices and some authentic tasks.	The modules are highly interactive and engaging. Assessments are authentic and meaningfully integrated as part of the instructional process as a whole. Teachers and students take ownership of the learning process.
<b>Interface and Navigation</b>	The use of technology is not supported by sound pedagogy. Multimedia content is not useful for language learning. Navigation is difficult.	The effect of the multimedia content in support of language learning is questionable. Navigation is acceptable but not seamless.	Technology and multimedia content strongly support language learning. Navigation is seamless.
<b>Cognitive Effectiveness</b>	Modules are not developed progressively. They do not connect to learners' prior knowledge. Language practice is minimal.	Modules make some reference to what learners already know. Some practice activities are built into the modules.	Modules effectively build on learner's prior knowledge. Language instruction is multi-contextualized. Sufficient practice is ensured.
<b>Scaffolding of Learning Process</b>	Practice activities do not allow students to reach the learning goals.	Practice activities are insufficient to ensure that all students will gain the knowledge needed to achieve the lesson objective.	Practice activities are appropriately designed to scaffold learning and ensure students will reach the learning goals.

2. Summative Evaluation – The *Lab* Evaluation Team will conduct summative evaluations using the rubric below:

<b>Summative Evaluation Rubric</b>			
	<b>Beginning (0 Point)</b>	<b>Developing (2 Points)</b>	<b>Accomplished (4 Points)</b>
<b>Overall Project Planning and Implementation</b>	Some of the 20 modules are completed but lack structure.	Most of the 20 modules are completed. Modules are loosely structured.	All 20 modules are completed. Modules incorporate sound pedagogical principles.
<b>Curriculum and Standards</b>	Modules are not related to standards or curriculum.	Standards are referenced but modules are not clearly curriculum-based.	Modules are curriculum-based and are structured to help learners achieve the level of proficiency outlined in national standards.
<b>Specific Yearly Progress</b>	Few of the yearly objectives are met.	Most of the yearly objectives are met.	The yearly objectives are met and all tasks proposed are completed.
<b>Technical Objectives</b>	The quality of the multimedia content is not very high. Navigation is not smooth.	The quality of the multimedia content is moderate. Navigation is moderately smooth.	The multimedia content is high-quality and, when applicable, high-resolution. Navigation is seamless.
<b>Peer-to-Peer Connection</b>	No peer-to-peer connection can be forged by using these modules. Learners make no connection to the content or their Chinese peers.	Learners can be somewhat stimulated to communicate with and learn from their Chinese peers.	Powerful peer-to-peer connection can be forged by using these modules. Opportunities are provided for cross-cultural interaction.
<b>Content Integrity</b>	Student-contributed content is inappropriate or is of low quality. It should not be used for instructional purposes.	Student-contributed content is somewhat appropriate and of moderate quality.	Student-contributed content is highly appropriate, of high quality and integral to reaching module objectives.
<b>Cognitive Effectiveness</b>	Modules are not developed	Modules make some reference to what	Modules effectively build on learner's

	progressively. They do not connect to learners' prior knowledge. Language practice is minimal.	learners already know. Some practices are built into the modules.	prior knowledge. Language instruction is multi-contextualized. Sufficient practice is ensured.
<b>Scaffolding of Learning Process</b>	Practice activities do not allow students to reach the learning goals.	Practice activities are insufficient to ensure that all students will gain the knowledge needed to achieve the lesson objective.	Practice activities appropriately designed to scaffold learning and ensure reach the learning goals.

3. Pilot Testing and Teacher Evaluation – Teachers across the country will be able to register throughout the school year to access the password-protected *Student to Student Chinese Language Lab*. At the end of each year, the Project Manager will send an evaluation form to registered teachers that includes the following questions:

<b><i>Student to Student Chinese Language Lab</i> Teacher Evaluation</b>
<ol style="list-style-type: none"> <li>1. Do the <i>Lab</i> modules match and reinforce your curriculum? Do they help your students achieve proficiency in the Foreign Language Standards? Please comment.</li> <li>2. Are the <i>Lab</i> modules sequenced progressively and do they offer sufficient practice opportunities to allow students to build on their prior knowledge? Please comment.</li> <li>3. Are the <i>Lab</i> module activities appropriate to your learning goals and lesson objectives? Are the <i>Lab</i> modules sufficiently scaffolded to guide students from basic knowledge to higher level thinking? Please comment.</li> <li>4. Does the <i>Lab's</i> technology and multimedia content support language learning? Please comment.</li> <li>5. Is the <i>Lab</i> easy to navigate for teachers and students? Please comment.</li> <li>6. Do the teacher guidelines for use and adaptation of the modules meet your needs? Please comment.</li> <li>7. What are your students' general responses to the <i>Student to Student Chinese Language Lab</i>?</li> <li>8. Do you feel that the <i>Lab's</i> assessments effectively test your students' knowledge of the content?</li> <li>9. Does observing and listening to native speakers their age speaking the target language have a positive effect on your students' language learning behavior? If so, how? Please give examples and anecdotes.</li> <li>10. Do you feel that the <i>Lab</i> significantly improved your students' cultural</li> </ol>

awareness and understanding?  
11. What additional benefits do you feel your students gained from using the *Lab*?  
12. How can the *Lab* be improved?

At the beginning of the second year, an interactive teacher form will be added to the *Lab*. This form will make it easier for teachers to provide valuable feedback and evaluations instantaneously, and their feedback will help the project team to understand their needs and improve the *Lab* to meet their needs.

4. MERLOT (Multimedia Education Resources for Learning and Online Teaching) Review  
– At the end of the first year, the Project Manager will submit the *Student to Student Chinese Language Lab* to MERLOT for peer review. MERLOT’s peer review process follows the model of peer review of scholarship and is conducted by editorial boards consisting of faculty experienced in reviewing online learning materials. Professor Meskill, who is on the project Consulting Team (see Personnel), is also on the editorial board for world languages for MERLOT. She has agreed to ensure that the *Lab* will be peer reviewed using the rigorous MERLOT Peer Review standards and panel of experts.

## **SECTION 10**

### **Adequacy of Resources**

#### **Required Facilities**

The *Student to Student Chinese Language Lab* will leverage the existing resources of the University at Albany’s Online Teaching and Learning Initiative to develop content; engage with faculty, students, and language teachers; and inform and evaluate the overall success of the project. The University at Albany School of Education will be a partner in the proposed lab and will serve as an institutional home, providing physical space for project meetings, lab development work, teacher consultation, as well as formative and summative project evaluation.

The University has already dedicated \$100,000 for the rehabilitation of space and acquisition of technology for the School of Education Technology Initiative and the Student to Student Chinese Language Lab will be an integral component of the larger overall initiative for research and development of 21<sup>st</sup> century learning environments.

Content (audio, video, etc.) for project materials will be gathered at K-12 schools in the US and China. Permission to visit and work with students at these schools has already been granted by WorldTeach and school administrators. OneWorld Classrooms, a nonprofit organization, has agreed to host the *Lab* in a self-contained, password-protected section of its Web site and make it available free of charge to all teachers who register to use it.

### **Required Equipment and Supplies**

The following supplies will be needed by project staff to gather, edit and publish *Lab* content:

- ◆ Office Space at the University at Albany Technology Initiative Lab Offices
- ◆ Two laptop computers
- ◆ Two digital audio recorders
- ◆ Two digital cameras with video function
- ◆ Two digital microphones
- ◆ Dreamweaver, Flash, Fireworks, Audacity, MovieMaker, PowerPoint and Word software.

### **SECTION 11**

#### **Description of Final Format**

At the culmination of the three year grant period, the *Student to Student Chinese Language Lab* will consist of a free, self-contained, password-protected, Flash-based Web site for US K-12 teachers and students of Beginner and Intermediate level Mandarin Chinese Language classes that includes:

1. A total of 60 *Lab* modules (20 per year) featuring K-12 students from China speaking in Mandarin Chinese and sharing information in a culturally authentic context. The modules will be organized by cultural theme and grammatical content and sequenced progressively to continually build on the learners' prior knowledge. Each of the 60 modules will contain:

- ◆ A core **vocabulary list** of ten Chinese words or phrases.
- ◆ Ten **audio** files, each featuring a student from China pronouncing one vocabulary word/phrase (twice) and saying a simple sentence that features that vocabulary word/phrase (twice).
- ◆ **Video** of students from China performing one or more skits in which they present dialogue that features all ten vocabulary words/phrases.
- ◆ **Artwork flashcards** (digitized drawings or paintings created by students from China) that depict the module's vocabulary words/phrases and, when moused over, will reveal the respective *pinyin* and Chinese characters.
- ◆ **Photos** of the students who are featured in the module.
- ◆ Related **transcripts** in English, *pinyin* and Chinese characters.

2. A total of 600 words and phrases, including a total of 700-750 Chinese characters; 600 audio files; 100-200 videos; and 600 artwork flashcards.
3. Teacher guidelines and assessment tools.
4. Skill testing tools and activities and video (with audio) of students in China writing Chinese characters.
5. Forms through which all teachers who use the *Lab* may complete *Lab* evaluations, submit feedback, suggest future modules that match their curricula, interact with other teachers who use the *Lab*, and contribute *Lab* content.

6. Interactive *Lab* components through which students may record their own voices, save original audio files, and compare their spoken Mandarin with that of their native-speaking peers.

In some cases, *Lab* modules may also contain videos of students from China introducing themselves and sharing information about themselves in Mandarin Chinese, and PowerPoint presentations made by the students featured in the module and introducing cultural information that is related to the module theme and incorporating embedded Chinese characters.

The *Lab* will be operational by the end of the first year and will add 20 new modules and additional features each year. Students, under the guidance of teachers, or independently, will use the *Lab* to learn Mandarin Chinese and learn about Chinese culture.

## **SECTION 12**

### **Provisions for Pretesting and Revision**

US K-12 Mandarin Chinese teachers on the *Lab* Consulting and Evaluation Teams will pretest the *Lab* with their students each year. Where possible, content will be revised and adjustments will be made in the new content to be gathered for the next set of modules. At each stage of development (curriculum development, interface development, content development and supplemental features development), the *Lab* Consulting and Evaluation Teams will review and advise regarding revisions. The Project Manager will revise where possible and make appropriate adjustments in the next stages of development. (Also see Pilot Testing and Teacher Evaluation in SECTION 9 – Evaluation.)

## **SECTION 13**

### **Competitive Preference Priority Addressed**

The project addresses the following Competitive Preference Priority: The development of specialized instructional materials for use by students and teachers in foreign language and international studies that are focused on Chinese.

## Student to Student Chinese Language Lab – Project Narrative References

### References:

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- Trevino, L. & Webster, J. (1992). Flow in computer-mediated communication: Electronic mail and voicemail evaluation and impacts. *Communication Research*, 19, 539-573.
- Vygotsky, L. D. (1978) *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.

# Project Narrative

## Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **vita's position descriptions timeline.pdf**

## **Peter Shea**

### **(i) Professional Preparation**

Purchase College                      BA - Political Science, 1985  
University at Albany                PhD – Curriculum and Instruction, 1997

### **(ii) Appointments**

**Assistant Professor** Fall 2004 - Present - Department of Educational Theory and Practice and Informatics Faculty - College of Computing and Information, University at Albany, State University of New York.

**Director: State University of New York Online Learning Network**, State University of New York System (64 campuses) – July 2002 – September 2004.

**Manager - SUNY Teaching, Learning, and Technology Program**, State University of New York System (64 campuses) – December 1999 – July 2002.

**Lead Multimedia Instructional Designer**, SUNY Learning Network - State University of New York System (64 campuses) - August 1998 – January 2000.

**Visiting Assistant Professor** Fall 1996 - Spring 2004 – Department of Educational Theory and Practice at the University at Albany, State University of New York.

**Lecturer** Summer 1992 - College at New Paltz, Intensive English Language Program

**Instructor** April 1987 to December 1991 - English as a Foreign Language, Yokohama, Japan and Bangkok, Thailand – American University Alumni Language Centers.

### **(iii) Sample Publications**

Shea, P. and Bidjerano, T. (in press). Measures of quality in online education: An investigation of the Community of Inquiry model and the net generation. *Journal of Educational Computing Research*.

Shea, P. & Bidjerano, T. (2009). Community of inquiry as a theoretical framework to foster "epistemic engagement" and "cognitive presence" in online education. *Computers and Education*, 52 (3) pp. 543 – 553.

Dziuban, C.; Moskal, P., Brophy, J. and Shea, P. (2007). Technology-enhanced education and millennial students in higher education. *Metropolitan Universities* 18 (3).

Shea, P. (2007). Bridges and barriers to teaching online college courses: A study of online faculty at 36 colleges. *Journal of Asynchronous Learning Networks*, 11(2) pp 73-128.

Shea, P. and Li, C. S. (2006). A comparative study of “teaching presence” and student sense of learning community in online and classroom environments. *The Internet and Higher Education*, 9 (3), 175-191.

Shea, P. Li, C., Pickett, A. (2005). Increasing access to higher education: A study of the diffusion of online teaching among 913 college faculty. *International Review of Research in Open and Distance Learning* 6 (2).

Shea, P., Li, C., Swan, K., and Pickett, A. (2005). Developing learning community in online learning networks. *Journal of Asynchronous Learning Networks*: 9 (4), 59-82.

Shea, P., Pickett, A., Pelz, W. (2003). A follow-up investigation of teaching presence in the SUNY Learning Network. *Journal of Asynchronous Learning Networks*: 7 (2), 61-80.

Shea, P. (2000). Leveling the playing field: A study of captioned interactive video for second language learning. *Journal of Educational Computing Research*. 22(3), 243-263.

#### **(iv) Synergistic Activities**

As Director of the SUNY Learning Network I provided leadership, direction, and program management for one of the largest online distance learning programs in the United States that provided training opportunities to more than 1000 faculty, and delivered 2000 online college courses in approximately 100 degree programs annually. The system provided increased access to higher education with annual enrollments of approximately 70,000 students. This online program was a national EDUCAUSE award winner for Systemic Progress in Teaching & Learning.

As manager of the SUNY Teaching, Learning, and Technology Program I performed research and development on student and faculty experiences in the SUNY Learning Network which determined needs and training programs for faculty in SLN. This program won the National Sloan Consortium Award for Excellence in Online Faculty Development. In that role I also implemented a multi-campus program for the development, design and delivery of asynchronous, online faculty development workshops – The SUNY Teaching, Learning, and Technology Cooperative, which provided online training in various topics in learning technology to more than 250 faculty and staff in its first year of operation. I was also Project Director for SUNY's participation in the international Multimedia Educational Resource for Learning and Online Teaching (MERLOT), including identifying and managing a team of eight editorial board members, as well as a multi-campus dissemination team for faculty development activities.

#### **(v) Collaborators & Other Affiliations**

A) Collaborators - **Arbaugh, Ben** – Associate Professor, University of Wisconsin; **Bidjerano, Temi** – Assistant Professor, Furman University, South Carolina.; **Brophy, Jay** – Professor of Psychology, University of Central Florida; **Dziuban, Charles** – Director Research Initiative for Teaching Effectiveness, University of Central Florida; **Hiltz, Roxanne** – Distinguished Professor Emeritus, New Jersey Institute of Technology; **Kim, Eun Hi** – Assistant Professor, Seoul University, Korea; **Moskal, Patsy** – Assistant Director Research Initiative for Teaching Effectiveness, University of Central Florida **Pickett, Alexandra** – Assistant Director, SUNY Learning Network, Albany, NY **Swan, Karen** – Professor – Kent State University, Kent OH.  
B) Advisors - **Karen Swan** – Kent State University, **Carla Meskill** – University at Albany, State University of New York, **Joseph Bowman** - University at Albany, State University of New York  
C) Advisees - Jill Lansing - University at Albany, NY; Patricia Baia - Albany College of Pharmacy, Albany, NY; Karen Everett - Molloy College, Rockville Centre, NY; Sehnaz Baltaci - Uludag University, Turkey; Cheryl Sheehan – Cohoes Central School District, NY.

# Carla Meskill

Professor

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Carla Meskill is Professor, Department of Educational Theory and Practice, at the University at Albany, State University of New York. Her research and teaching explore new forms of technology use in language education as well as the influences of new technologies on developing language and literacy practices. In tandem, her work explores the nature of electronic literacy and its centrality in teacher professional development. On these and related topics she has published widely. Dr. Meskill is the former director of the Technology Assisted Language Learning (TALL) project, Language Advocacy Project (LAP), co-editor of MERLOT and currently serves as associate editor of Language Learning Technology.

## Fall 2008 Courses

**ETAP 710 - Principles of Curriculum Development:** Conceptual analysis of curriculum and other educational program elements and rational relationships among them, including educational goals, instructional plans, program evaluation, managerial planning, content sources, and criteria for selection and organization.

**ETAP 723 - Seminar in Instructional Technology (Computer Mediated Communication):** This seminar will explore the various venues in which we communicate online and the language we use for both instructional and recreational purposes therein. Special emphasis will be on the online instructional conversation, its forms, functions and roles in teaching and learning.

## Selected Publications

Meskill, C. and Anthony, N. (2008). Computer Mediated Communication: Tools for Instructing Russian Heritage Language Learners. *Heritage Language Journal*, 6, 1,1-22.

Meskill, C. and Anthony, N. (2007) Form-focused Communicative Practice via CMC: What Language Learners Say. *CALICO Journal*.25,1.

Meskill, C. and Anthony, N. (2007) Learning to Orchestrate Online Instructional Conversations: A Case of Faculty Development for Foreign Language Educators. *Journal of Computer Assisted Language Learning*. 20,1:5-19.

Meskill, C. (2007) Producerly Texts: Implications for Language in Education. *Journal of Language and Education*. 21,2:95-106.

Meskill, C. (2007) Through the Screen, Into the School: Education, Subversion, Ourselves in *The Simpsons*. *Discourse*. 28,1:37-48.

Meskill, C. (2005) The Language of Learning: Using assistive Technologies to support English Language Learners. *Threshold*, Winter.

Meskill, C. and Anthony, N. (2005) Teaching and Learning with Telecommunications: Instructional Discourse in a Hybrid Russian Class. *Journal of Educational Technology Systems*. 33,2:103 - 119.

Meskill, C. and Anthony, N. (2005) Foreign language learning with CMC: Forms of online instructional discourse in a hybrid Russian Class. *System*. 33,1, 89-105.

Meskill, C. (2005) Triadic Scaffolds: Tools for Teaching English Language Learners With Computers. *Language Learning Technology*, 8(4).

Meskill, C. (2003) Producerly Texts: Implications for Language in Education. Paper presented at the Conference on Multimodality, British Association of Applied Linguistics, Reading, UK.

Meskill, C. (2002) *Teaching and Learning in Real Time: Media, Technology, and Language Acquisition*. Houston, TX: Athelstan.

Jiang, M. and Meskill, C. (2001) Analyzing Multiple Dimensions of Web-based Courses: The Development and Piloting of a Coding System. *Journal of Educational Computing Research*. 23, 4.

Meskill, C. and Mossop, J. (2000) Electronic Texts in ESOL Classrooms. *TESOL Quarterly*. 34, 3:585-592.

Meskill, C. and Mossop, J. (2000) Technologies Use with Learners of English as a Second. *Journal of Educational Computing Research*, 22,3: 265-284

Warschauer, M. and Meskill, C. (2000) Technology and Second Language Teaching and Learning. In J. Rosenthal (ed) Handbook of Undergraduate Second Language Education. Mahwah, NJ: Lawrence Erlbaum.

Meskill, C. and Rangelova, K. (1999) Curriculum Innovation in TEFL: A Study of Technologies Supporting Socio-collaborative Language Learning in Bulgaria. in Warschauer, M. and Kern, R. (eds) Concepts & Practice of Network-Based Language Teaching. New York: Cambridge University Press.

Meskill, C. (1999) Computers as Tools for Sociocollaborative Language Learning. in K. Cameron (Ed) CALL: Media, Design and Applications. The Netherlands: Swets & Zeitlinger.

Meskill, C. (1999) Instructionally-Mediated Technology: Implications for the Language Teaching Professional. in J. Egbert and E. Hanson-Smith (Eds) CALL Environments: Research, Practice, and Critical Issues. Washington, DC: TESOL International Publications.

Meskill, C. & Swan, K. (1999) Response-based Multimedia: A Pilot Study of Kidspace in Four Elementary Classrooms. *Journal of Educational Computing Research*. 18(4) 339-367.

Osuna, M. and Meskill, C. (1998) Using the World Wide Web to Integrate Spanish Language and Culture: A Pilot. *Language Learning and Technology Journal*, 1, 2.

Swan, K. and Meskill, C. (1997) Multimedia and Response-based Teaching and Learning: Final Report. National Research Center on Student Learning and Achievement in English, University at Albany. (CELA)

Chiquito, A. Meskill, C. and Renjilian-Burgy, J. (1996) Multiple, Mixed, Malleable Media. in M. Bush (Ed.) Technology-Enhanced Language Learning. Lincolnwood, IL: National Textbook.

Meskill, C. (1996) Listening Skills Development through Multimedia, *Journal of Educational Multimedia and Hypermedia*. 5,2/3, 179-201.

Meskill, C. (1996) Computers, Creativity and Communicative Competence: An Association Machine. *Computer Assisted Language Learning Journal*. 9,2, 115-123.

Meskill, C. and K. Rangelova (1996) U.S. Language and Literature: A Transatlantic Research Project. in M. Warschauer (ed) Virtual Connections: On-line Activities for Networking Language Learners. University of Hawaii Press.

Meskill, C. and Swan, K. (1993) Assessing CALL Software: A Computerized Database Approach. in CALICO Transactions. Duke University. 104-106.

Meskill, C. (1993) ESL and Multimedia: A Study of the Dynamics of Paired Student Discourse. *System*. 21 (3), 323-341.

Meskill, C. (1992) Off-screen Talk and CALL: Role of the Machine/Participant. *Computer-Assisted English Language Learning Journal*. 3 (1) 1-9.

Meskill, C. (1991) Multimedia and Language Learning: Assessing Goals and System Attributes. *Computer-Assisted English Language Learning Journal*. 2 (2) 11-14. (R,I)

Meskill, C. (1991) The Role of Strategies Advisement for On-line Language Learning Employing Interactive Videodisc. *System*. 19 (3) 277-287. (R)

Meskill, C. (1987) Interactivity in CALL Courseware Design. *Computer-Assisted Language Instruction Journal (CALICO)*. 5 (1) 9-14. (R)

### **Proceedings**

Meskill, C. and Rangelova, K. (2000) Relocating the 'cognitive' in sociocognitive views of second language learning. In R. Rapp (Ed) *Linguistics on the Way into the New Millennium: Proceedings of the 34<sup>th</sup> Colloquium of Linguistics*. London: Peter Lang-Verlag Publishing.

Meskill, C. (1997) ESL and Electronic Texts. in G. Poedjosoedarmo (ed) *Proceedings of the Conference on Information Technology in English Language Learning*. Singapore: Society for Reading and Literacy.

Swan, K., Meskill, C. Bowman, J., Kenyon, K., Cardillo, D., Mann, S. (1997) Redefining Literacy for an Information Age. *Proceedings of the 1997 Conference on Instructional Technologies*. Albany: SUNY Central.

Meskill, C., Shea, P., Sasson, P. and Jiang, M. (1996) Researching Communicative Aspects of Multimedia Technology for Language Instruction. *Leveraging Learning-Using and Affording Technology SUNY Faculty Access to Computing Technology Conference Proceedings*. 97-98.

Meskill, C. and Shea, P. (1996) ESL Teacher Training: Technology as Catalyst for Child Advocacy. *The 13th International Conference on Technology and Education Proceedings Volume 2*. 554-556. (R)

Meskill, C. (1994) Multimedia and Language Learning: Teaching through Literature. *New Faculty Roles in New Learning Environments. SUNY Faculty Access to Computer Technology Conference*. (CIT)

Meskill, C. (1994) Multimedia and Language Learning: Individual versus Pair Processing. *New Faculty Roles in New Learning Environments: SUNY Faculty Access to Computer Technology Conference*. (CIT) Meskill, C. and Shea, P. (1994) Multimedia and Language Learning: Integrating the Technology into Existing Curricula. *New Faculty Roles in New Learning Environments, SUNY Faculty Access to Computer Technology Conference*. (CIT)

**ANTHONY DEBLASI, PhD.**  
Dept. Chair & Associate Professor of Chinese Studies

East Asian Studies Department  
Humanities 210  
State University of New York at Albany  
Albany, NY 12222  
deblasi@albany.edu

**POSITIONS**

2003 to present: **Associate Professor.** Department of East Asian Studies. University at Albany.  
**Department Chair.** September 2005 to present.

1996 to 2003: **Assistant Professor.** Department of East Asian Studies. University at Albany.

1994 – 1995: **Assistant Head Tutor.** Harvard University, Department of East Asian Languages  
and Civilizations

1990 – 1996: **Departmental Tutor:** Harvard University,

1988 – 1991: **Head Teaching Fellow and Teaching Fellow** Harvard University, Department of  
East Asian Languages and Civilizations.

1990 and 1991: **Tour Leader** (China). China Educational Tours, Inc. (CET)

**EDUCATION**

Harvard University. Ph.D. East Asian Languages and Civilizations. June 1996.

Areas of Specialization: Middle Period Chinese history, Chinese intellectual history, East Asian  
history, and Medieval European history.

Harvard University. A.M. Regional Studies: East Asia. 1988.

Georgetown University. School of Languages and Linguistics. B.S. *Summa cum laude* in  
Chinese Language. 1986. Minor: Certificate in Asian Studies.

**Language Proficiency:** Modern Chinese, Classical Chinese, Modern Japanese, German  
(reading), and Latin (reading)

**Dissertation:** "'To Transform the World:' A Study of Four Mid-Tang Intellectuals." (Peter K. Bol and Stephen Owen, advisors)

## AWARDS AND FELLOWSHIPS

Fulbright Research Scholar. Chinese Academy of Social Sciences. Beijing, Jan. – July, 2005.  
College Travel Fund Award, University at Albany, College of Arts and Sciences, Spring 2004.  
College Travel Fund Award, University at Albany, College of Arts and Sciences, Fall 2002.  
College Travel Fund Award, University at Albany, College of Arts and Sciences, Spring 2002.  
College Travel Fund Award, University at Albany, College of Arts and Sciences, Spring 2001.  
Faculty Research Award Program Research Grant, University at Albany (SUNY), 1997-1998.  
Mellon Fellowship in the Humanities. 1986-1988, 1993.  
Derek Bok Teaching Center Awards. 1990-91 and 1991-92.  
Foreign Language Area Studies Fellowships (FLAS). 1988-89 and 1990-91.  
Harvard University Joseph P. Fletcher Seminar Paper Award. 1988.  
Georgetown University: Regent's Gold Medal, Joseph Sebes Medal in Asian Studies, and  
Certificate for Outstanding Scholarship in Chinese. 1986.  
Phi Beta Kappa. 1985.

## RESEARCH, PUBLICATIONS, AND OTHER SCHOLARLY CONTRIBUTIONS

### Current Projects

- The history of Bianzhou from the eighth to the tenth centuries.
- An analysis of the *Changduanjing*, an eighth-century text.
- Monastic reform movements in medieval China.

### Published Works

“Region and Nation in Medieval China: The Case of Tang Bianzhou” to be published in the *New Perspectives on the Tang* conference volume, Yang Lu and Paul Kroll, ed. Forthcoming.  
*Reform in the Balance: The Defense of Literary Culture in Mid-Tang China*. Albany: State University of New York Press. 2002.

“Quan Deyu (759-818) and the Spread of Elite Culture in Tang China” in Kenneth J. Hammond, ed., *The Human Tradition in Premodern China*. Wilmington, DE: Scholarly Resources, Inc. 2002.

“Striving for Completeness: Quan Deyu and the Evolution of the Tang Mainstream.” *Harvard Journal of Asiatic Studies*. 61.1 (June 2001): 5-36.

Contributor to Yao Xinzong, ed. *An Encyclopaedia of Confucianism*. Curzon Press. 2003.

20 entries: “Bai Juyi,” “Liu Yuxi,” “Niu Sengru,” “Pi Rixiu,” “Xing Bing,” “Su Shi,” “Su Che,” “Lu Dian,” “Wang Yansou,” “Huang Tingjian,” “Peng Ruli,” “Liu Anshi,” “Qin Guan,” “Wang Ping,” “Chen Guan,” “Guo Zhongxiao,” “Fan Jun,” “Chao Yuezhi,” “Zhou Xingji,” and “Cai Yuanzhong.”

“A Parallel World: A Case Study of Monastic Society, Northern Song to Ming.” *Journal of Sung-Yuan Studies* 28 (1998): 155-176.

Review of Timothy Barrett, *Li Ao: Buddhist, Taoist, or Neo-Confucian* for the *Harvard Journal of Asiatic Studies*. 56.2 (1996): 485-492.

Review of Chen Jo-shui, *Liu Tsung-yüan and Intellectual Change in T'ang China, 773-819* for *Chinese Literature: Essays Articles Reviews* 16 (1994): 146-152.

Translation Kida Tomoo's review of Japanese scholarship in *Shigaku zasshi* 97.5 (1988): 233-242 under the title "Review of Japanese Bibliography in 1987: Five Dynasties, Song, and Yuan," *Bulletin of Sung-Yuan Studies* 21 (1989): 188-215.

### Paper Presentations

“Preliminary Thoughts on Ethical Commitment in New Chinese Media.” *Ethics of Commitment: Rethinking the Humanities in Today's China*. Symposium at Skidmore College. February 17, 2007.

“*Changduanjing* and Tang Political Thought.” 2004 Annual Meeting of the Association for Asian Studies. San Diego, CA. March 5, 2004.

“An Imperiled Region: The Roots of a Medieval Chinese Imperial Capital.” 37<sup>th</sup> International Congress on Medieval Studies. Kalamazoo, MI. May 2-5, 2002.

“Region and Nation in Mid-Tang China: The Case of Bianzhou.” New Perspectives on the Tang Conference. Princeton University. Princeton, NJ. April 17-20, 2002.

“Visions of Literary Enlightenment During the Tang Dynasty.” 36<sup>th</sup> International Congress on Medieval Studies. Kalamazoo, MI May, 2001.

“The Literary Response to the Mid-Tang Crisis.” Columbia University, Traditional China Seminar. New York, NY. May 9, 2000.

“Upholding the Center: Two Mid-Tang Views of the Emperor.” New England Conference of the Association for Asian Studies Annual Meeting. Amherst, MA. October 28, 1995.

“Literary Practice and Values in the mid-Tang: The Cases of Liu Zongyuan and Liu Yuxi.” New England Conference of the Association for Asian Studies Annual Meeting. Hartford, CT. October 1993.

### TEACHING EXPERIENCE

Currently teaching a full load of courses on Chinese, Japanese, and Asian American history at the University at Albany.

#### Courses Designed and Taught:

EAS 180 “Asian America” (cross-listed with Geography and Planning)

(Semesters taught: Spring 1998, Fall 1998, 1999, 2000, 2001, 2002)

EAS 205 “East Asian Research and Bibliographic Methods” (team taught usually with Susanna Fessler) (Semester taught: Spring 2004, 2006, 2007)

EAC 379 “History of China I” (writing intensive marked with z; cross-listed with History) (Semesters taught: Fall 1996z, 1997z, 1998z, 2000, 2002, 2006)

- EAC 380 “History of China II” (writing intensive marked with z; cross-listed with History) (Semesters taught: Spring 1997z, 1998z, 1999z, 2001, 2003, 2007)
- EAJ 384 “History of Japan I” (writing intensive marked with z; cross-listed with History) (Semesters taught: Fall 1996z, 1997z, 1999z, 2001, 2003, 2005)
- EAJ 385 “History of Japan II” (writing intensive marked with z; cross-listed with History) (Semesters taught: Spring 1997z, 1998z, 2000z, 2002, 2004, 2006)
- EAC 398 “Change in Medieval China” (cross-listed with History; originally numbered as EAC 389 in 2003) (Semesters taught: Spring 1997, 1999, 2000, 2001, 2002, 2003)
- EAS 399 “Confucius and Confucianism” (Semester taught: Fall 2000)
- EAC 389 “China in Revolution” (cross-listed with History) (Semester taught: Fall 1998)
- EAS 395 “History and Culture of Traditional Tibet” (team taught with Charles Hartman; originally numbered EAC 389) (Semester taught: Spring 2004, Fall 2006)

### **Graduate Education:**

- Member of Qualifying Examination Committee for Ph.D. Candidate in Department of History, University at Albany. 2001.
- Qualifying Examiner in the D.A. Program in Humanistic Studies, University at Albany. December 1999.
- Dissertation Reader in the D.A. Program in Humanistic Studies, University at Albany. Fall 2003.

## **PROFESSIONAL SERVICE**

### **Scholarly Service**

- Member, Board of Directors, T’ang Studies Society. 2006 to present.
- Peer Reviewer for *Chinese Literature: Essays, Articles, Reviews* (journal). Fall 1996, Spring 2000, Spring 2001, Fall 2005.
- Outside reader for State University of New York Press. Spring 1998, Summer 2002.
- Guest lecture at Union College on “Buddhism in the Chinese Experience.” June 2000.

### **University Service**

- Department Chair. Department of East Asian Studies, University at Albany. September 2005 to present.
- Presentation to the University at Albany, Forum on Teaching American History. December 2000.
- Faculty Council of the College of Arts and Sciences. Department of East Asian Studies representative. Two terms: 1996 to 2000.
- Academic Planning Subcommittee of the Faculty Council. September 1996 to May 1999.

Academic Programs Subcommittee of the Faculty Council. September 1999 to May 2000.

Member of Academic Programs *ad hoc* Grievance Committee, Fall 1999.

Chair of Academic Programs *ad hoc* Grievance Committee, Spring 2000.

Workshop Faculty Leader on “Culture Shock: Asian Culture and Heritage, A Lost Cause?” for Forum Asiatica organized by the University at Albany Asian American Alliance. April 15, 2000.

Faculty discussant for Cultural Workshop on Racism and the Asian American Community. Student organizer: Carlton Yee. November 12, 1999.

### **Departmental Service**

Member 2006-2007 Two Department of East Asian Studies Search Committees

Chair of Undergraduate Initiative Scholarship Committee. Spring 2002 to Spring 2004.

Member of Departmental Requirement Revision Committee. Spring 2002.

Undergraduate advisor for majors in the Concentration in East Asian Studies. Departmental liaison with University Advisement Services Center/ Undergraduate Studies (ASC/US). September 1996 to present.

Member 2001-2002 Department of East Asian Studies Search Committee.

Revision of requirements for the Faculty Initiated Interdisciplinary Major in East Asian Studies. Spring 2000.

Member 2000-2001 Department of East Asian Studies Search Committee.

Member 1998-1999 Department of East Asian Studies Search Committee.

Member 1997-1998 Department of East Asian Studies Search Committee.

Member 1996-1997 Department of East Asian Studies Search Committee.

### **Community Service**

Panel Discussion Participant: “Democracy Tested: The Hybrid State.” Co-sponsored by Civics Mosaic of Russell Sage College and Union Graduate College School of Education. Union College. March 17, 2007.

“Presentation: World War II Documentaries and Discussion: The Japanese Background.” Guilderland Public Library. October 13, 2006.

Community Lecture. “Patterns in Chinese Religion.” Presented to the Capital District Humanist Society. October 12, 2003.

Instructor. “Chinese Religions: Past and Present.” Bethlehem Humanities Institute for Lifetime Learning. Bethlehem, NY. Spring 2002.

Guest lecture at Union College on “Buddhism in the Chinese Experience.” June 2000.

### **EXPERIENCE ABROAD**

Fulbright Scholar, Beijing (see above). Jan. – July, 2005.

University at Albany Seminar taught in the Tibet Autonomous Region (PRC). July 2004.  
Research Travel to China: Beijing. Summer 2003.  
Research Travel to China: Lhasa and Beijing. Summer 2002.  
Research Travel to China: Beijing and Kaifeng. Summer 2001.  
Visiting Scholar, Nankai University, Tianjin, China PRC. Summer 1998.  
Residence in Tianjin, China PRC. Summers of 1987, 1990, 1995.  
Language study at the Mandarin Training Center of the National Taiwan Normal University in  
Taipei, Taiwan. May - Dec. 1984.

## EDUCATION AND QUALIFICATION

- 1/07- Present      **State University of New York at Albany**
- Ph.D. Candidate, Curriculum and Instruction
  - M.S. Curriculum Development and Instructional Technology (GPA:4.0)
  - Certification in Teaching Chinese as a Second Language 7-12, pending completion of current courses.
  - UAlbany Diversity Teaching/Research Fellow
  - The Cathy Bertolino Hoey Scholarship Recipient
  - 2008 School of Education Dean's List
- 07/08              **STARTALK Chinese Pedagogy Institute, Indiana University**    Bloomington, IU
- Completed a 5-graduate credit, intensive summer institute of Chinese Pedagogy
  - Selected for a STARTALK grant to host a local professional development workshop for Chinese teachers
- 5/05                **China Foreign Languages Publishing & Distribution Administration**    Shanghai, China
- Received People's Republic of China Qualification Certificate of English and Chinese Translation Proficiency Level II
- 9/94 -7/98        **East China Normal University**    Shanghai, China
- B.A. **Teaching Chinese as a Second Language** (GPA:3.88) *Summa Cum Laude*

## PROFESSIONAL EXPERIENCE

- 07/08- Present      **Brooks School**, North Andover, MA  
Chinese Language Instructor
- Develop and maintain the Chinese curriculum for all levels of students
  - Teach Mandarin Chinese to all levels of students
- 08/02- 09/07      **OneWorld Classrooms (a non-profit organization)**  
USA, China, Namibia and Ecuador  
Project Coordinator
- Visited over 150 classrooms in China, the Amazon Rain Forest of Ecuador, the Galapagos Islands, Namibia and the USA to work with students there, creating artwork, music videos, videos and PowerPoint Presentations depicting students' home and school life for cultural exchanges and online sharing.
  - Traveled to the above regions to collect multimedia content for creating curriculum-based, hypermedia Internet resources for K-12 students and teachers – <http://www.oneworldclassrooms.org>.
  - Recently [traveled to China and Tibet and collected](#) multimodal materials for a new, Flash-based Web section: *Cultural Profiles of Historic and Modern*

*China,*

<http://www.oneworldclassrooms.org/travel/china/culturalprofiles/index.htm>

(username: suny, password: suny), a Web project partially sponsored by the Freeman Foundation and the Rubin Foundation.

07/07- 07/07

**Washington-Saratoga-Warren-Hamilton-Essex BOCES**, Saratoga Springs, NY  
Chinese Language and Culture Instructor; Professional Development Presenter

- Introduced Chinese language and culture to K-5 students for a two-week summer language and culture program.
- Taught Chinese using a variety of semiotic means including songs, games, water painting, calligraphy, story telling, cooking Chinese food and computer-assisted language learning activities.
- Lead professional development workshops for Chinese Language teachers.

12/05-04/06

**Purple Mountain Productions**, West Hollywood, CA

Translator

- Translated over 150,000 words of survivors' testimonies from Chinese to English for the documentary, *Nanking*, winner of Documentary Editing Award, 2007 Sundance Film Festival.

9/01-8/02

**WorldTeach Inc.** Cambridge, MA

Volunteer English Teacher in Quito and Limoncocha, Ecuador

- Taught adults and university students at the Escuela Politecnica Nacional in Quito.
- Taught grades 7-12 and adults at the Instituto Pedagogico Intercultural Bilingue in Limoncocha, a Kichwa community in the Amazon Rain Forest.
- Developed a language curriculum and created multimedia learning aids.
- Designed language assessments for schools in both locations.

1/01-8/01

**EF English First** Shanghai, China

English Teacher

- Taught ESL classes to adults and high school students.
- Organized a Drama Club for high school students.

6/00-9/00

**The Chinese/American Capital Adventure Program** Claremont, CA

Grant Research Fellow in Hunan Province, China

- Received a grant from the Durfee Foundation to explore the ancient *Nu Shu*, Woman's Script.
- Examined educational situations for minority women and girls from low-income families and completed a grant research report.

## ADDITIONAL SKILLS

Adobe Dreamweaver, Flash and Fireworks proficiency; video editing; photography; Mandarin Chinese & Shanghainese fluency; conversational Spanish; yoga practice.

## **Michael Everson**

### **Contact Information**

#### *Mailing Address*

N240 Lindquist Center  
Teaching and Learning  
College of Education  
The University of Iowa  
Iowa City IA 52242 USA

*Internet/Email:* [michael-everson@uiowa.edu](mailto:michael-everson@uiowa.edu)

*Telephone:* 319/335-6175

*Fax:* 319/335-5608

### **Education**

- B.A. in Chinese, University of Wisconsin, 1969
- M.A. in Chinese, University of Hawaii (East-West Center Fellow), 1971
- Ph.D. in Foreign Language Education, The Ohio State University, 1986

### **Affiliations within the College**

- Teaching and Learning
- Foreign Language and ESL Education

### **Professional Experience**

- Associate Professor of Chinese, United States Air Force Academy
- Associate Professor of Foreign Language Education, The University of Iowa
- Advisory Board Member, Confucius Institute, University of Iowa
- Reviewer: The Modern Language Journal, Foreign Language Annals, Language Learning, TESOL Quarterly, and Reading in a Second Language
- Member: American Council on the Teaching of Foreign Languages (ACTFL), National Council of Less Commonly Taught Languages (NCOLCTL), and Chinese Language Teachers Association (CLTA)

### **Selected Publications**

- Everson, M. E. (In Press). New Horizons for Conceptualizing Vocabulary Development in Chinese as a Foreign Language. In Yuan B. (Ed.), Applied Chinese Language Studies. Cypress Books.
- Everson, M.E. (2007) Viewing Diversity of Subject Matter: The Case of Reading in Chinese. In S. McGinnis and M.H. Haley (Eds.) The Many Views of Diversity: Understanding Multiple Realities. Northeast Foreign Language Conference Report.
- Everson, M.E. (in Press) Developing Orthographic Awareness Among CFL Learners: What the Research Tells Us. In Andreas Guder, Jiang Xin and Wan Yexin (Eds.) "Duiwai Hanzi renzhi yu jiaoxue - Cognition, Teaching and Learning of Chinese Characters," Beijing Language and Culture University Press.

- Jackson, N.E., Everson, M.E., and Ke, C. (2003). Beginning Readers' Awareness of the Orthographic Structure of Semantic-Phonetic Compounds: Lessons from a Study of Learners of Chinese as a Foreign Language. In C. McBride-Chang (Ed.), *Reading Acquisition in Chinese Children*. Westport, CT: Praeger.
- Everson, M.E. (2002). Theoretical developments in reading Chinese and Japanese as foreign languages. In Hammadou-Sullivan, J. (Ed.), *Literacy and the Second Language Learner*. Greenwich, CT: Information Age Publishing.
- Schrier, L. L. & Everson, M. E. (2000). From the margins to the new millennium: Preparing teachers of critical languages. In D. Birckbichler and R. Terry (eds.), *Reflecting on the past to shape the future*. National Textbook Company, Lincolnwood, IL.
- Everson, M. E. (1998). Word recognition among learners of Chinese as a foreign language: Investigating the relationship between naming and knowing. *The Modern Language Journal*, 82, (2), 194-204.

### **Professional Activities and Memberships**

- Past-President, The National Council of Less Commonly Taught Languages
- Member, Editorial Board, *The Modern Language Journal*
- Two-time Member, Board of Directors, "The Chinese Language Teachers Association"
- Book Review Editor, *Journal of the Chinese Language Teachers Association*
- Advisory Group Member, National Security Education Program (NSEP)
- Advisory Board Member, StarTalk Project to increase high school students and teachers of Chinese

### **Research Interests**

- Reading in foreign and second languages
- Reading in different writing systems
- Development of less commonly taught language fields

### **Courses Typically Taught**

- 7S: 180 Issues in Second Language Learning
- 7S: 183 Second Language Classroom Learning
- 7S: 184 Reading in a Second Language
- 7S: 207 Reading in Non-Roman Scripts
- 7S: 306 Proposal Writing in Second Language Research

**Alena T. Palevitz**  
**Alena.Palevitz@world.oberlin.edu**

**Work:**

Liuyang Tian Jia-bing Shiyan High School

Liuyang, Hunan 410300

People's Republic of China

+86 15874060620 (China Domestic)

+1 7039429741 (U.S. callers)

**COMPETENCIES:**

- Skilled at designing and creating multimedia educational content and using it to develop and teach innovative English language lessons and coordinate academic programming
- Proficient at using the computer to research, gather, organize, and manage large volumes of data and information and to produce reports, data tables, graphical, and multi-media presentations
- Great flexibility and adaptability in cross-cultural environments
- Strong writing and speaking skills
- Foreign languages: Advanced Chinese language skills (written and oral), Thai, French

**EDUCATION**

Oberlin College, Oberlin, Ohio

BA (magna cum laude), *Phi Beta Kappa*; May 2007

Majors: English, high honors, and East Asian Studies

GPA: 3.89

Associated Colleges in China, Beijing Capital University of Economics and Business, Beijing, China. Summer and Fall Semesters, 2005

- Intensive Chinese language study in Beijing for 2 semesters and 3+ years studying Chinese at Oberlin
- Abided by a strict Chinese-only language pledge for duration of the program in Beijing

Yorktown High School, Arlington, Virginia - June 2003. GPA: 4.2

**EXPERIENCE**

- English Language Teacher in China, Tian Jia-bing High School of Liuyang, Hunan, People's Republic of China, August 2007 - June 2009
  - *EFL Contract Instructor for 2000 10<sup>th</sup> and 11<sup>th</sup> grade students, 50 hrs/week, September 2008 – June 2009*
  - *WorldTeach Volunteer: EFL Instructor for 1000 10<sup>th</sup> grade students, 25 hrs/week, August 2007 – July 2008*
- Developed and taught lessons on culture, cross-cultural understanding, and pronunciation (class size ranged from 15 to 60 students)
- Devised pedagogical methods and materials to teach oral skills through speaking, reading, and writing
- Engaged students with sounds, pictures, film clips, and music
- Assembled standardized test practice coursework and individually coached students for standardized test preparation and for study abroad
- Authored and taught preparatory course for exchange students traveling to King Alfred School in London
- Facilitated group activities between Chinese students and visiting exchange students and faculty from London
- Offered specialized workshop classes on writing, reading, and speaking strategies; carried out individual essay-writing and pronunciation sessions; and trained students for English speaking competitions

- Collected and categorized supplemental listening resources from internet sites for students to use during school breaks and self-study time
  - Formulated, coordinated, and executed team-taught lesson plans for English Club meetings
  - Authored and assembled informational CD-ROM for future foreign teachers at Tian Jia-bing School
  - Assisted teachers at Tian Jia-bing School with English pronunciation and Mandarin-English translation tasks
  - Contributed lesson plans, Powerpoint lessons, suggestions, classroom strategies, and computer program tutorials to fellow expatriate teachers at other schools via internet list serve
  - Collaborated with foreign Western colleagues and Chinese staff members to improve efficiency within the Foreign Teachers' Department of Tian Jia-bing High School
  - Coordinated online social network media exchange and pen-pal activities with Brooks School, Massachusetts
  - Collected and managed materials for non-profit, online Chinese language lab, Oneworld Classrooms
  - Assisted students during evening office hours
  - Visited neighboring schools as a guest speaker
  - Demonstrated cross-cultural understanding and adaptability in unique foreign environment in China
  - Used cross-cultural and language skills to participate actively in school and community activities
- Language ETC, Washington, D.C. July – August 2007  
*ESL Instructor for Intermediate and Basic Level students of English (75 students total), 8 hrs/week*
    - Coordinated and executed team-taught lesson plans
    - Received training on effective ESL classroom management
    - Aided students in improving listening comprehension with audio materials and verbal instruction
    - Designed and produced visual aids and props for classroom use
    - Delivered feedback to individual students concerning progress and learning strategies
    - Administered standardized ESL tests
- Library of Congress, Washington, D.C., June - August, 2007; January 2007; June - August, 2006  
*Junior Fellow Intern, Manuscript Division*
    - Recovered and identified unique, previously uncataloged, original and “lost” plays, librettos, operettas, and other documents submitted for copyright registration in late 19<sup>th</sup> and early 20<sup>th</sup> centuries
    - Researched uncataloged, handwritten copyright applications to locate previously unknown dramas
    - Designed electronic indexes to aid future researchers in accessing recovered documents
    - Collaborated with other interns to produce August 2006 and August 2007 media events “Treasures of American Creativity” by selecting materials and authoring descriptive captions. Briefed Congressmen and reporters on findings.
    - Trained new interns for work in the Manuscript Division
- Office of the Secretary of Defense, Washington, D.C., June - August, 2004  
*Building Management Office Assistant in Pentagon Building Manager's office, GS-3*
    - Used automation skills to design and create a variety of graphics, presentations, and documents
    - Organized and maintained files and other databases
    - Served as initial point of contact for Pentagon employees visiting or phoning the office
    - Created electronic company organization chart and phone directories
- Crosslink International, Falls Church, Virginia, January 2005 and September 2001 - June 2003  
*Computer Assistant and Supply Organizer*
    - Created new electronic databases using Microsoft Excel to track medical supplies and shipments for international donation

- Packed medical supplies for shipment to foreign countries in need
- Prospect Elementary School, Oberlin, Ohio, January 2004  
*Classroom Aide and Tutor*
  - Tutored groups of children with developmental disabilities
  - Worked one-on-one to encourage and motivate children in grades 3 through 5 suffering from a range of learning disorders
- Sunrise Nursing Home, Falls Church, Virginia, September 2001 - June 2003  
*Student Volunteer*
  - Entertained residents by playing the piano and violin
  - Talked with and read stories to residents to encourage their social interaction
  - Served meals
- Private music teacher for elementary school students - violin and piano 1999-2003

#### **ADDITIONAL COMMUNITY SERVICE ACTIVITIES**

- Played music at various community events in Arlington, VA in 2003
- Crosslink International in Arlington, VA, September 2001-June 2003
  - Organized medical supplies for shipment
  - Sorted donated eyeglasses using eyeglass prescription reading machine and prepared them for shipment overseas
- Baked cakes for hospice staff at Hospice of Northern Virginia, Arlington, VA, 2001-2003

#### **HONORS AND AWARDS**

- Elected to Phi Beta Kappa: May 2007
- Awarded Margaret Ribovich DiCenzo Prize for Academic Excellence in East Asian Studies: May 2007
- Awarded \$1000 research grant by Oberlin College for Winter Term project in China and Thailand: Jan. 2006
- Received Federal Facilities Division Outstanding Customer Service Award from Department of Defense: August 2004
- Valedictorian, Yorktown High School class of 2003
- Received Yorktown High School Award for Academic Excellence (GPA above 4.0): June 2003
- First place winner in Northern Virginia Regional Ensemble Piano Festival: April 2003.
- Received The National School Orchestra Award for Excellence in Leadership: June 2003
- Inducted into National Honor Society: April 2002
- Literary Magazine staff member: 2002-2003 school year
- English Honors Club President: 2002-2003 school year
- Received Yorktown High School orchestra's Distinguished Soloist Award: June 2001
- A top ten academic achiever in the Gifted/Talented English and World History program: 1999-2000 school year
- Winner, DAR Award for Excellence in History: 1997-1998 school year

#### **SKILLS/TALENTS**

**Computer:** Acquire, manipulate, and process data/information using a variety of applications

- Proficiency with English and Chinese editions of Microsoft Word, Excel, PowerPoint, and Search Engines (Google, Baidu, Yahoo, Lycos, AltaVista, HotBot)

**Musical:** Piano and violin

## **Student to Student Chinese Language Lab - Position Descriptions for Proposed Personnel**

The **Principle Investigator** (Dr. Peter Shea) will:

- Direct all project activities
- Coordinate project activities with the State University of New York at Albany's *Online Teaching and Learning Initiative*
- Supervise project staff and Graduate Assistants
- Determine guidelines and procedures for project consulting and evaluation teams
- Monitor project evaluations

The **Project Manager** (Li Cai-Hurteau) will:

- Manage and coordinate all project curriculum development, evaluation, data collection, Web site development, module assemblage and marketing
- Liaison with and monitor activities of Project Data Collector and Web Developer
- Report project activities to Project Principle Investigator
- Collect project data in China
- Serve as project Chinese language expert
- Recruit volunteer US K-12 Chinese teachers to participate in evaluation
- Establish relationships, procedures and guidelines with participating US and Chinese schools
- Assign project tasks to project Graduate Assistants

The **Project Data Collector in China** (Alena Palevitz) will:

- Collect project data in China (working with WorldTeach volunteers and Chinese teachers and students at participating schools)
- Submit project data and report activities to Project Manager

The **Project Consulting Team Members** (Dr. Carla Meskill, Dr. Michael Everson and Volunteer US K-12 Chinese Teachers) will:

- Complete formative evaluations at various stages each year to evaluate the project curriculum, vocabulary lists and Web design and features

The **Project Evaluation Team Members** (Dr. Anthony DeBlasi, Dr. Michael Everson and Volunteer US K-12 Chinese Teachers) will:

- Complete summative evaluations at the end of each year to evaluate the project's finished product

The **Project Web Developer** (Blue Luna Website Development, Boston, MA) will develop:

- Programming for lab modules (Flash, XHTML/CSS, PHP/MySQL)
- CMS (Content Management System) for creating new lab modules and managing existing lab modules
- Lab Search Function
- Lab Teacher Forum
- Lab Evaluation Form / Feedback Form
- Lab Game/Quiz Generator
- Speech Comparison Tool

## **Student to Student Chinese Language Lab - Timeline**

**11/1/09** – Start Project

**11/1/09-3/1/10** – Formulate Year 1 Curriculum and Vocabulary List; Develop Flash Format for Project Web Site; Evaluate Curriculum/Flash Format with Consulting Team and Modify Accordingly; Develop Sample English Modules for Participating Chinese Classrooms

**3/1/10-9/1/10** – Collect Data in China for Year 1 Content; Assemble Year 1 Modules; Develop Teacher Guidelines, Lesson Plans and Lab Assessment Tools; Evaluate Guidelines, Lesson Plans and Lab Assessment Tools with Consulting Team and Modify Accordingly

**9/1/10-11/1/10** – Evaluate, Modify, Publish and Announce/Publicize Year 1 Lab Modules

**11/1/10-3/1/11** – Formulate Year 2 Curriculum and Vocabulary List; Develop Search, Interactive Recording and Teacher Input Lab Functions; Evaluate Curriculum and New Lab Functions with Consulting Team and Modify Accordingly

**3/1/11-9/1/11** – Collect Data in China for Year 2 Content; Assemble Year 2 Modules

**9/1/11-11/1/11** – Evaluate, Modify, Publish and Announce/Publicize Year 2 Lab Modules

**11/1/11-3/1/12** – Formulate Year 3 Curriculum and Vocabulary List; Develop Lab Quiz and Game Generating Functions; Evaluate Curriculum and New Lab Functions with Consulting Team and Modify Accordingly

**3/1/12-9/1/12** – Collect Data in China for Year 3 Content; Assemble Year 3 Modules

**9/1/12-10/31/12** – Evaluate, Modify, Publish and Announce/Publicize Year 3 Lab Modules

**10/31/12** – End Project

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **M-10\_Budget\_Attachments.pdf**

**US ED**  
**Student to Student Chinese Language Lab**  
**The Research Foundation of SUNY on Behalf of the University at Albany, SUNY**  
**Dr. Peter Shea**

**Budget Justification**

**Personnel**

**Peter Shea**, Ph.D., Principal Investigator (Yr 1-3 (17%), effort during academic year, Yr 1 3 weeks summer, Yr 2-3 two weeks of summer) **Organization:** Assistant Professor, School of Education, Educational Theory and Practice, State University of New York at Albany. **Role on Project:** Dr. Shea will be responsible for the overall administration and direction of the project. He will provide overall management of key personnel, ensure that all project objectives and milestones are met on time, and oversee the budget in consultation with the financial manager.

**Lilia Cai-Hurteau**, M.S., Project Manager (Yr 1-3, 800 hours per year) **Organization:** Ph.D. Candidate, Curriculum and Instruction, State University of New York at Albany. **Role on Project:** Ms. Cai-Hurteau will be responsible for management and execution of planning and curriculum development as well as travel and data collection in China. She will also liaison with and monitor activities of Project Data Collector and Web Developer and serve as the project Chinese language expert. She will manage and coordinate all project curriculum development, data collection, web site development, and learning module assemblage. In addition she will establish relationships, procedures and guidelines with participating US and Chinese schools. Ms. Cai-Hurteau will be responsible for marketing of the final product and will have managerial responsibilities for the Graduate Student Research Assistant for the duration of the project.

**Carla Meskill**, Ph.D. (Yr 1-3, 10 hours per year) **Organization:** Professor, School of Education, Educational Theory and Practice, State University of New York at Albany. **Role on Project:** Dr. Meskill will design and complete formative evaluations to assist with the overall structure of the curricular materials at various stages each year to develop the project curriculum, vocabulary lists as well as web design and features.

**Anthony DeBlasi**, Ph.D., (Yr 1-3, 10 hours per year) **Organization:** Dept. Chair & Associate Professor of Chinese Studies at the University at Albany, State University of New York **Role on Project:** Dr. DeBlasi will complete summative evaluations at the end of each year to evaluate the project's finished product.

To be Appointed **Graduate Student Research Assistants**, (Yr 1- 3 - 1 graduate student @ 50%, 2 months of summer). **Role on Project:** The Graduate Research Assistants will assist with curriculum development and with the development of content that will appear on the website.

**Financial Manager**, (Yrs 1 – 3 (15%) effort for the Calendar years). The Financial Manager will manage the financial activities of the grant including, payroll, purchasing, monitoring and reconciling the budget, and preparing financial reports.

## **Fringe Benefits**

Fringe benefit costs are calculated at the Research Foundation of State University of New York and the University at Albany rates for 7/1/09.

## **Consultant Costs**

**Michael Everson**, Ph.D. (Yr 1-3, 20 hours per year) **Organization:** Associate Professor of Chinese at the University of Iowa **Role on Project:** Dr. Everson will design and complete formative evaluations to assist with the overall structure of the curricular materials at various stages each year to develop the project curriculum, vocabulary lists as well as web design and features; and will complete summative evaluations at the end of each year to evaluate the project's finished product.

**Alena Palevitz** (Yrs. 1-3, 475 hours each year) who currently resides in China will collect project data there and work with WorldTeach volunteers and Chinese teachers and students at participating schools. Mr. Palevitz will also submit project data and report activities to the Project Manager.

**Blue Luna Inc.** (Web Development) (Yrs. 1-3, 380 total hours, Yr 1 156 hours, Yrs. 2 & 3 112 hours each) will conduct the programming for lab modules (Flash, XHTML/CSS, PHP/MySQL) and CMS (Content Management System) for creating new lab modules and managing existing lab modules. The consultant will also design the lab search function, design and implement the Lab Teacher Forum, Lab Evaluation Form / Feedback Form, Lab Game/Quiz Generator and Speech Comparison Tool.

**Equipment:** None

## **Supplies**

The project will also require 1 laptop, software specific to the Lab work, 2 digital audio recorders, and 2 digital cameras.

## **Travel**

The PI will attend one professional conference in years 2 and 3 budgeted at \$3500.

The PI or designee will travel to China for data collection budgeted at \$12,750 for the duration of the grant

## **Other Expenses**

Dissemination of research results in Year 3. Budgeted at \$1,500.

Duplication expenses budgeted at \$250 per year.

Long distance phone expenses budgeted at \$100 per year.

Postage expenses budgeted at \$100 per year for the first two years and \$900 for Year 3 (to coincide with mailing of marketing materials).

Tuition: 18 Tuition credits budgeted at the in-state rate of \$328 per credit hour.

**Indirect Cost Rate**

The indirect cost rate requested in the budget is in accordance with the Department of Health and Human Services negotiated rate with The Research Foundation of SUNY on behalf of the University at Albany, SUNY. A 51.5% MTDC base is used in the calculations.