



Technology Innovation Center

Third Design Thinking Event

Next Steps

March 17-18
San Francisco, California



THE LANGUAGE FLAGSHIP

Creating Global Professionals



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About the Language Flagship

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

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

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

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

For more information, please visit
www.thelanguageflagship.org



THE LANGUAGE FLAGSHIP

Technology Innovation Center

About the Center

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

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



Dr. Madeline K. Spring is the Co-Director of the Language Flagship Technology Innovation Center, Professor of Chinese Language, and the Director of the Chinese Language Flagship Program at the University of Hawai'i at Mānoa. She earned her Ph.D. in Chinese Language and Literature at the University of Washington. Her research interests are divided between medieval Chinese literature (especially Six Dynasties to Tang prose and rhetoric) and current issues in Teaching Chinese as a Foreign Language (TCFL).



Dr. Julio C Rodríguez is the Co-Director of the Language Flagship Technology Innovation Center, Director of the Center for Language and Technology, and Director of the National Foreign Language Resource Center at the University of Hawai'i at Mānoa. He earned his Ph.D. in Curriculum and Instructional Technology at Iowa State University. His work is situated at the intersection of language learning and technology. His areas of interest include the integration of technology into teacher and faculty development programs, project-based learning, materials development, online course design, and design-based research.

Starting the Conversation

Honolulu, November 5-6

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

Moving Forward

Pittsburgh, February 26-27

In our second event, entitled Moving Forward, we focused on rapid prototyping possible solutions to the identified design challenges. Using a human-centered design process, we brought diverse perspectives and talents to our challenges. As in the other events, participants were asked to weigh in during the sessions on both days and contributed their insights and expertise throughout the two-day process. The final product was tangible solutions to the challenges we identified.

Next Steps

San Francisco, March 17-18

In this final gathering our goal is to move our thinking forward by incorporating the insights from our previous meetings and increasing participation and engagement from the Language Flagship Program. This gathering will help us imagine and prototype how current and emerging technologies may help us maximize language learning in distinct teaching and learning spaces.

After the three events, we will have forged a community with wide representation of stakeholders who we hope will continue engaged in our quest for innovation. This community will help the LFTIC in the identification of projects, the technologies needed to make them viable, as well as the public and private partnerships needed to make such projects sustainable. We will facilitate these next steps by crafting a plan that delineates goals, benchmarks, outcomes, and required resources. The LFTIC will reach out to participants in our events to inform such plan, which may involve targeting potential funding sources, arranging focused meetings, or facilitating connections between partners in the public sector, in government, or in education.

Welcome



Dr. Michael Nugent is the director of the Defense Language and National Security Education Office (DLNSEO) and serves as director of the National Security Education Program (NSEP). In this role, Dr. Nugent advises the Assistant Secretary of Defense (Readiness) on policy and programmatic matters regarding foreign language, culture and regional expertise for Department of Defense. Dr. Nugent serves as the Executive Director of both the Defense Language Steering Committee and the Secretary of Defense chaired National Security Education Board.

Day 1: Defining our problem space

Thursday, March 17, 2016

7:30 am	Registration / Check In
8:30 am	Welcome NSEP Director, Michael Nugent LFTIC Co-Directors, Madeline K. Spring and Julio C. Rodríguez
8:45 am	Our Participants
9:15 am	The Language Flagship Context
9:45 am	Keynote Presentation by Reinhold Steinbeck <i>From Insights to Innovations: Design Thinking as a Human-Centered Problem-Solving Approach</i>
10:30 am	Networking Break
11:00 am	What Do We Know Already? Insights from the Prior Symposia <i>Trude Heift, Scott Payne, Julie M. Sykes, Steven Thorne</i>
12:00 pm	Lunch
1:00 pm	Empathetic Interviews What are the problems we are trying to solve? Sensemaking Making sense of interview data. Using information for patterns and trends.
2:30 pm	Break
3:00 pm	Defining Personas and Their Needs <i>Trude Heift, Scott Payne, Julie M. Sykes, Steven Thorne</i>
4:30 pm	Reflections of the Day
5:00 pm	Adjourn
5:30 pm	Reception Irvine Room, San Francisco Airport Marriott Waterfront

Day 2: Prototyping

Friday, March 18, 2016

7:30 am	Registration / Check In
8:30 am	Welcome Back
8:40 am	Flexing our Creative Muscles
9:30 am	Ideation and Prototyping
10:30 am	Break
11:00 am	Ideation and Prototyping (cont'd)
11:45 am	Feedback
12:00 pm	Lunch
1:00 pm	Refinement
1:30 pm	Prototype Feedback
2:00 pm	Final Tweaks
2:30 pm	Break
3:00 pm	Prototype Expo
4:00 pm	The Systemic View
5:00 pm	Adjourn



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

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

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

Keynote Presentation

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

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

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



Marcus Birtwhistle

Mobile Learning Consultant
Advanced Distributed Learning

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Marcus Birtwhistle serves as a specialist and advisor on mobile technology and mobile learning for ADL's Mobile Learning Team. He provides a Certified Knowledge Manager background by way of the CASCOM Knowledge Management Office, where he focused on integrating people, processes, and technology through mobile technology utilization and social media. He has a particular interest in strategic alignment of organizational and systems infrastructure components to foster a mobile technology and enables mobile learning, mobile and distributed workforce, and performance support in the military and government. He also applies his interest in process improvement to promoting effective mobile development, user interface (UI), and user experience (UX) principles to mobile learning implementations.



Robert Blake

Professor of Spanish
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Robert J. Blake (Ph.D. University of Texas) is professor of Spanish linguistics at UC Davis and founding director of the UC Language Consortium (<http://uccllt.ucdavis.edu>). He has published widely in Spanish linguistics (diachrony, syntax, and applied linguistics) and CALL. In 2008, Georgetown University Press published his book *Brave New Digital Classroom*; a second edition will be released in 2013. He developed an online first-year Spanish course and helped to produce a similar online offering for Arabic. In 2004, he became a member of the North American Academic of the Spanish Language, making him a corresponding member of the Royal Spanish Academy.



Carl S. Blyth

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Linguistics and Director of COERL
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Carl Blyth (PhD, Cornell 1990) is Associate Professor of French Linguistics and the Director of the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin. Primarily interested in intercultural and cross-cultural pragmatics, he has published on a wide range of topics: computer-mediated communication, digital humanities, metalinguistic awareness, Open Educational Resources (OER), pedagogical grammar, social annotation and textual analysis. Recently, he co-edited *Dialogue in Multilingual and Multimodal Communities* (with D. Koike, 2015), a volume that investigates how native and non-native speakers learn community-based aspects of dialogic interaction, such as how to interpret social contexts, stances, frames and gestures. His current research projects investigate the impact of OER and OEP (open educational practices) on teacher cognition and classroom ecology. Finally, he is writing a monograph entitled *Understanding Languaculture: A Concept-based Approach to appear in the book series Language Learning & Language Teaching* (John Benjamins).



Chris Brown

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Chris Brown is Associate Managing Director and co-Principal Investigator of the Language Acquisition Resource Center (LARC) at San Diego State University (SDSU), one of 10 university-based, national Language Training Centers for Department of Defense around the nation. He is also Program Director for LARC-SDSU's Project GO (Global Officers) language and culture training for ROTC, providing university-based face-to-face and online instruction. Mr. Brown holds ABD (All But Dissertation) status in Spanish Literature and Linguistics, along with a graduate certificate in Second Language Instruction from Washington University in St. Louis. Chris is currently a PhD student in Higher Education Leadership at University of San Diego. His research interests focus on technology and language teaching and learning, cross-cultural issues around leadership, teamwork, and authority, and discourse analysis.



Michael Bush

Associate Professtor of French
and Instructional Psychology &
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Michael Bush's first career consisted of 20 years of service as an officer in the United States Air Force. His first job title was missile launch officer, and his duties in the Minuteman Modernized ICBM program was to make sure the missiles were ready to launch and then to be ready to launch them should the launch message arrive. After doing that for just under four years, Bush then spent the rest of his 20-year Air Force career teaching French and doing research and development at the US Air Force Academy.

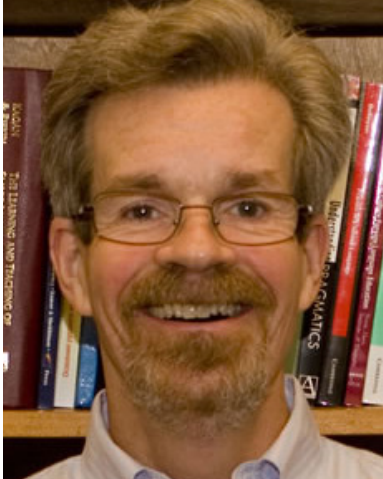
Upon retirement from the Air Force as a Lieutenant Colonel in 1992, Bush accepted a position at Brigham Young University (BYU) as Associate Professor of French and Instructional Psychology & Technology. After 11 years in the Department of French and Italian, he was named Associate Director of the Center for Language Studies at BYU where he continues his research and development efforts on new technologies. Bush works with a broad range of very bright students in the lab he directs, where they develop architectures for delivering and studying online learning as well as produce video and award-winning, online, multimedia applications. Central to Bush's work has been support for e-learning standards such as SCORM (Shareable Content Reference Model), the Experience API from the Advanced Distributed Learning Initiative, and LTI (Learning Tools Interoperability) from the IMS Global Learning Consortium.

Sally A. Carter

Chief, Curriculum Design
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Sally Carter has been with the Defense Language Institute English Language Center (DLIELC) for over 19 years. She currently serves as Chief of Curriculum Development where she is spearheading the development of a new curriculum using technology to maximize individualized instruction. The new American Language Course (ALC) is informed by language frameworks and best practices and integrates intercultural communication with traditional language skills. On any given day, an average of 1,000 international military students from approximately 100 countries study the ALC at the DLIELC resident campus, while another 25,000 students study our curriculum around the world. At DLIELC, Carter has also served as Chief of the Office of Innovation and Institutional Development, Chief of Standardization and Evaluations, and English as a Second/Foreign Language (ESL/EFL) Instructor and Curriculum Developer. Sally's DLIELC work has taken her around the globe—to the Czech Republic, Egypt, Mongolia, Germany, Macedonia, Japan, Puerto Rico, the United Arab Emirates, and Kazakhstan. She has deployed twice to Afghanistan to support and implement English Language Training initiatives there. As a Lean Six Sigma Greenbelt, she is interested in all continuous process/performance/product improvement efforts.



William J. Comer

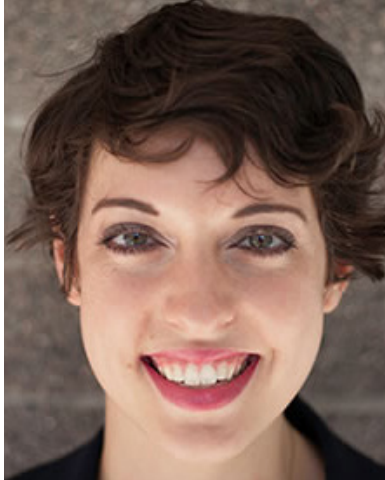
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William Comer (Ph.D., 1992, University of California, Berkeley in Slavic Languages and Literatures) worked at the University of Kansas from 1992-2014 as an assistant professor (1992-1999), associate professor (1999-2012) and professor (2012-2014). He taught Russian language and culture at all levels and oversaw the Slavic Department's language programs. In 2014 he accepted the position of Director of the Russian Flagship Program at Portland State University.

His main research interests include input processing and structured input approaches for teaching Russian grammar and the pedagogy of reading in Russian as a foreign language. His edition of Viktoria Tokareva's short story *A Day without Lying* (Slavica, 2008) makes the story accessible to intermediate level students of Russian, and it won the American Association of Teachers of Slavic and East European Languages prize for Best Book in Language Pedagogy in 2010. He is co-author of *Mezhdunami* (<http://www.mezhdunami.org>) an online, open-access textbook for elementary Russian.

He has published numerous articles in national journals including the *Slavic and East European Journal*, *Russian Language Journal* and *Foreign Language Annals*.



Gabrielle Cristelli

Flagship Student
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Gabrielle Cristelli is a fourth-year honors student at Arizona State University. Majoring in Chinese and Global Studies and minoring in Spanish, Gabrielle joined the Chinese Language Flagship as a sophomore. With the aid of Flagship and the Boren Foundation, she spent over a year in China, gaining cultural and linguistic fluency as she studied in Beijing and Shanghai. During that time, she conducted research on urban development in China, cultivating key data for an honors thesis. She also completed an internship at the prestigious Duo Yun Xuan art gallery in Shanghai. Now, as a pre-capstone student, she is preparing to return to China and direct enroll in Nanjing University.



Rachel Critelli

Flagship Student
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Rachel Critelli is a Chinese language specialist based out of San Francisco. She graduated from San Francisco State University in 2014 with a Bachelor's degree in Chinese and a certification from the Chinese Flagship Center. She is fluent in both spoken and written Mandarin, has passed HSK 6 and holds and holds a Level 3 certification from the Oral Proficiency Interview. In addition to Chinese studies, she has a background in health and medicine. She participated in the unique Holistic Health program at SFSU, attended classes at the Nanjing University of Traditional Chinese Medicine and interned at the Yunnan Health and Development Research Association. Professionally, she has an extremely varied background which includes work in the legal sector, the tech industry and more. She currently works as a freelance Chinese to English translator and writer and in her spare time, she enjoys traveling in China and cycling.



Rob de Picciotto

Assistant Director, China Learning
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Rob de Picciotto has been in cross-cultural education for his entire career. After graduating from the University of Michigan with a degree in History, he traveled to Asia to explore the world. He has held a range of roles from teacher and academic manager to curriculum developer and marketer in several educational organizations in both New York and China. Rob also pursued an MBA at Tsinghua University toward the goal of starting an education consultancy in Beijing that provides soft skills training and cultural orientation for Chinese students planning to study in the U.S.

Beyond the classroom, Rob has pushed himself to experience new cultures and understand different worldviews. His decisions to study in the American Midwest and Europe, and to live and work in China, India, and Hong Kong all reflect Rob's passion for understanding across cultures, reconciling differences, and helping others cultivate tolerance and perspective.

Rob is continuing this life-long effort through his contributions to Asia Society, where he works to expand the reach and impact of the China Learning Initiatives.



Charles H. Egan is a Professor of Chinese language. His research interests include Classical Chinese literature and culture, with research specializations in Classical Chinese poetry, medieval China studies, Buddhism, garden studies, and orality-literacy studies. He earned a B.A. at Yale University; an M.A. and a Ph.D. from Princeton University.

Charles Egan

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Michael Freed

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Michael Freed is a program director for Artificial Intelligence at SRI International where he leads work on intelligent virtual assistants in education, workforce productivity, and healthcare. Recent projects include serving as Principal Investigator for the DARPA Bootstrapped Learning project, a \$36M effort to let users to modify software by instructing it as they would a human student, and for the \$40 DARPA RADAR project aimed at creating a machine learning-based personal assistant that helps users cope with email overload and accelerate work processes. His work on AI to support human learning started in the early 1990s at the Institute for the Learning Sciences at Northwestern University where he earned his PhD. Currently, he is principal investigator for the PERLS project which provides an intelligent assistant platform and integration architecture for the ADL Personal Assistant for Learning program.



Jamie Chiahui Gao

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Jamie ChiaHui Gao is the World Languages Lead at AltSchool and teaches Mandarin for grades K-8. With the goal of fostering 21st Century global citizens, she leads AltSchool languages team and brings an interdisciplinary and project-based approach for language learning. She believes in providing a 360-degree learning experience that creates a safe, non-judgmental zone for learners to freely investigate and explore the world around them.

A native of Taiwan, Jamie holds an undergraduate degree from Tung Hai University and an MFA from Tufts University. She also has advanced degree in Early Childhood Education. Jamie led the Mandarin department at Cushing Academy in Massachusetts and while in New York worked as a columnist and writer for several Chinese-language magazines. Prior to AltSchool, she helped shaping the Reggio-inspired Mandarin-immersion curriculum and trained new teachers at Presidio Knolls School in San Francisco. In 2014, she published *The Blue Balloon*, her first children's book. Beside producing her own creative works, in 2008, she formed a Mandarin Speaking Playground, and since then leads monthly Song & Story times in the Bay Area to serve the community. From Denmark to Indonesia, Jamie is a well-traveled individual and life-time learner.



Amy Heaton

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



Trude Heift

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



Ava Jamerson

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Ava Jamerson was born in Eugene, Oregon, but was only there for 2 weeks before flying to Beijing, China, where she lived for five years. After Beijing, she lived in four different countries, attending American, British and International Schools worldwide. When her father retired, she moved from Mexico City back to the U.S., where she attended her senior year of high school. Ava was accepted into the University of Oregon, where she is currently enrolled in the Honors College and the Chinese Flagship Program. Her majors are Chinese and Business. Last summer Jamerson attended Princeton in Beijing.

In addition to taking classes at the University of Oregon, she is involved with an on-campus bilingual magazine called Huafeng as well as Greek Life. With the Center of Asian Pacific Studies and American English Institute, Ava works closely with Chinese students to teach them about her university and how to adapt to American culture. In her free time she likes to watch comedy shows and play the piano. In the future, she intends to attend the Capstone year in Nanjing, and hopes to work in China.



Lewis Johnson

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

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



Olga Kagan

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Olga Kagan is a professor in the UCLA Department of Slavic Languages and Literatures, and director of the Title VI National Heritage Language Resource Center (NHLRC).

Kagan is in charge of the Russian Language Program and is director of the Russian Flagship Center. She has published textbooks of Russian both as a foreign language and as a heritage language. Her textbook of Russian as a Heritage Language, *Russian for Russians*, received a book award from the American Association of Teachers of Russian and Eastern European Languages (AATSEEL). Her current main research interest is the teaching of heritage languages.

In 2015 she received MLA Award for Distinguished Service to the Profession.



Mark Kaiser

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Since 1996 Mark Kaiser has served as the Associate Director of the Berkeley Language Center and occasional Lecturer in Russian at the University of California – Berkeley. He oversees day-to-day operations at the BLC.

His research and curricular interests lie in two areas: language assessment and teaching language through film. These efforts are reflected in two major software projects designed and implemented by him at the BLC, the Library of Foreign Language Film Clips (LFLFC) and Berkeley Online Language Testing (BOLT). The LFLFC is an online database of more than 17,000 clips cut from foreign language films. Each clip is tagged for cultural, linguistic and discursive features in the clip, as well as the dictionary form of most spoken vocabulary. Clips are presented to students with a “stretched” audio file of the video’s audio track, making the speech stream more accessible. BOLT consists of a database of questions (text-, audio-, video-, and graphic-based), which can then be put into a variety of testing environments (placement, achievement, formative, or norming).



Deborah R. Lemon

Professor, Instructional and Project
Designer, Speaker, and Advisor
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Deborah Lemon is an Ohlone College tenured faculty member, Tech Chair, and Renegade Gaming Esports Advisor. She designs and teaches online/hybrid language courses built exclusively in social media platforms (Tribe 2005-2010 and Facebook 2010-current) incorporating a tiered F2F/hybrid/online format. Deborah has integrated cloud-based materials since 2000: she authored (1999) the Spanish Grammar reference site, drlemon.com, and distance education courses for UNC-CH (1996). She organizes and leads trans-disciplinary transmedia course projects. She facilitates Building Online Community with Social Media for the California @One project. Deborah has been interviewed regarding her work with AR & VR; “paradigm-dodging”; gaming; and the future of Online and Higher Education. She offers workshops and webinars on Hybridization, Gamification, social media tools, and methodology. She has been invited to speak at She’s Geeky, Augmented World Expo, FLA-NC, Online Teaching Conference, RMMLA and Augmented Reality Chicago. The NSF invited and sponsored her to speak at the 2013 Radical Innovation Summit in Washington, D.C. Prior to teaching, Deborah worked in defense industry in HR/PR and Systems Administration. In her free time, she tinkers with stuff, reads, volunteers, and enjoys A/B testing



Andrew Smith Lewis

Co-Founder & Executive Chairman
Cerego LLC

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Andrew was born in New York City in 1967 and studied at the Bronx High School of Science, where he became a Westinghouse Science Talent Search semifinalist. He went onto the University of Virginia where he graduated in 1989. Andrew is one of the original co-inventors of the Cerego Learning Methodology and has several patents in his name. Prior to becoming Executive Chairman of Cerego, in 1989, Andrew founded AGOS Japan (formerly known as The Princeton Review of Japan)—a prep school for Japanese students applying for MBA and graduate courses. He then co-founded Cerego in 2000. He wrote his first book in Japanese *Learn Faster, Remember Longer*, published by Nikkei BP in 2002, and he co-authored *Social Learning Revolution* in 2008. Andrew heads Cerego's US operations and runs Cerego's Advisory Board, which is an international group of experts and practitioners in scientific, technological, and commercial areas directly relevant to the company's activities. Currently based in Palo Alto, Andrew lived in Japan for 25 years and is fluent in Japanese.



Jianling Liao

Director of the Chinese Language
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Jianling Liao is an Assistant Professor of Chinese at Arizona State University. She is also the Director of the Chinese Language Flagship Program and Coordinator of the Chinese language program at Arizona State University. She received her Ph.D. in Second Language Acquisition from University of Iowa. Prior to joining ASU, she also worked as the Language Director and Academic Director for the CIEE (Council on International Educational Exchange) Study Center in Shanghai, where she was in charge of the teacher training program and overseeing year-round Chinese language program. She also taught at the Middlebury College Summer Chinese School.

She is interested in second language (L2) interlanguage development, specifically the developmental stages of L2 speaking and writing skills. She is also interested in how L2 speaking and writing skills may be assessed effectively at different developmental stages, especially at the upper levels. Her other interests include computer mediated collaborative language learning and oral proficiency gains in study abroad learning environments.



Jiang Liu

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Flagship Program
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Jiang Liu received his doctoral degree in Linguistics from the University of Kansas in 2013. Before that he studied Speech and Language Processing at Edinburgh University, Scotland learning computational linguistics related subjects. Since 2013, Liu started working in the Department of Asian Languages and Literatures in the University of Minnesota, Twin Cities. His past training in psycholinguistics and Chinese language teaching made him interested in learning second language learners' learning behavior. His dissertation, examined how different types of Mandarin tone tokens embedded in a video game setting affected the lexical tone learning. Jiang Liu's research interests have extended from phonetic training to character reading and grammar learning. The computational linguistics he learned during his graduate study introduced him to some basic knowledge of corpus linguistics, part of which focuses on the second language learning data. As the supervisor of over 30 Chinese Flagship students at UMN, Liu closely oversees their Chinese language study. His current research has him working on developing a way to collect and annotate the massive learning data. Jiang is willing to exchange ideas with other Flagship colleagues about the learning behaviors of their students.



Christopher M. Livaccari

Elementary School Principal
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Peninsula

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Christopher M. Livaccari is an educator, author, and former U.S. diplomat who held postings in Tokyo and Shanghai. He is currently Chinese Program Director and Elementary School Principal at International School of the Peninsula in Palo Alto, CA, and the Senior Advisor for China Learning Initiatives at Asia Society, where he created a collaborative national network of 101 US schools in 28 states that teach Chinese, and their partner schools across 23 provinces in China. He is the author of *New Ways of Seeing: How Multilingualism Opens Our Eyes and Trains Our Minds for a Complex World* (forthcoming from Asia Society), coauthor of *Structures of Mandarin Chinese for Speakers of English* (Peking University Press) and the *Chinese for Tomorrow* series (Cheng & Tsui).

Chris was the recipient of the US State Department's Meritorious Honor Award, citing outstanding speeches written for two US Ambassadors to Japan. He was the founding director of The High School for Language and Diplomacy and a founding member of the faculty at the College of Staten Island High School for International Studies. A graduate of Columbia University with advanced degrees from the University of Chicago and New York University, Chris is a teacher and lifelong learner of Chinese, Japanese, and Korean, among other languages.



Cherice Montgomery

Assistant Professor of Spanish
Pedagogy
Brigham Young University

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Cherice Montgomery holds a Ph.D. in Curriculum, Teaching, and Educational Policy with an emphasis in Learning, Technology, & Culture from Michigan State University. Her research explores the potential of transliteracy, social technologies, and design-based pedagogies for affecting change in world language teacher education and professional development.

Cherice's professional endeavors have included the design and facilitation of a variety of grant-funded summer institutes and webinars aimed at helping teachers to develop skills in mentoring, leadership, pedagogy, project-based language learning, and technology. She has also served as co-chair of the ACTFL Pimsleur Research Award Committee, as an advisory board member for several different Language Resource Centers, and as a member of the New Visions in Foreign Language Education Task Force. Her work is informed by a diverse array of K-16 teaching experiences, and she has been honored with several awards for excellence in teaching, including the Kansas Foreign Language Teacher of the Year Award.

Cherice currently coordinates the Spanish Teaching Major Program at Brigham Young University, where she teaches graduate and undergraduate courses in assessment, language teaching methods, and technology, and mentors teachers regarding dual language immersion and literacy development.



Robert H. Moser

Director of the Portuguese
Language Flagship Program
University of Georgia

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Robert Moser is a specialist in Luso-Brazilian literature, culture, and language studies, and has taught Portuguese at all levels at Brown U., UMass-Dartmouth, Harvard University, and the University of Georgia. An Associate Professor at the Dept. of Romance Languages at UGA, Dr. Moser was Interim Director of UGA's Latin American and Caribbean Studies Institute from 2011-2012, and has been the P.I. and Director of the Portuguese Flagship Program since 2011 and the Portuguese Acquisition Linkages project since 2015.

Aside from his two book publications in the area of literature, *The Carnavalesque Defunto: Death and the Dead in Modern Brazilian Literature* (Ohio UP, 2008) and *Luso-American Literature: Writings by Portuguese-Speaking Authors in North America* (Rutgers UP, 2011), Moser has published many articles and reviews in scholarly journals and edited volumes. Moser's M.A. degree was in English as a Second Language and much of his recent research and program-building efforts have focused on innovative, standards-based approaches to the teaching and assessment of Portuguese as a Foreign Language. Dr. Moser has been on the forefront of integrating telecollaborative learning into Portuguese curriculum, and he conducted a broad study (published in 2008) on the role of student motivation for choosing Portuguese at the university level. In 2015 he was awarded UGA's Office of International Education Study Abroad Award for his leadership of the Portuguese Flagship Program.



Yelena Muratova

Flagship Student
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Angeles

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Yelena Muratova is a senior pursuing her double B.A. in Russian Language and Literature and Sociology at the University of California, Los Angeles. She completed the UCLA Russian Flagship in June 2015, having spent her capstone year abroad at Al-Farabi Kazakh National University in Almaty, Kazakhstan. At the conclusion of the program, Muratova was certified at OPI Level 3+ and TORFL Level 4 (C2). During her student career, Muratova had multiple transnational work experiences, including: her work as a Runner for NBC Universal on location at the Sochi 2014 Winter Olympics, as an Intern with television production company Business TV in Almaty, Kazakhstan, and as an International Liaison for the UCLA Start-up “vuPad” during St. Petersburg’s ITMO University’s SumIT Summer Lab. Muratova has been the Student Editor of the UC Undergraduate Journal of Slavic and East/Central European Studies since 2012, and is also currently working as a Tutor for the UCLA Russian Flagship Program.



Michael Nugent

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

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

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



Scott Payne

Director of Academic Technology
Services
McGraw-Hill Education

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



Ken Petersen

Technical Director
American Councils for International
Education

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



Milica Petranović

Product Marketing Manager
Mango Languages

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Milica Petranovic received her BA in Theoretical Linguistics from the University of California Santa Cruz and her MA in Applied Linguistics from Columbia University's School of Education (Teachers College). She was a finalist for the Fulbright Scholarship in Montenegro and awarded a Fulbright ETA scholarship in Brazil. She has taught English and Spanish for several years and has recently started teaching Serbo-Croatian. Her work experience in the edtech industry began with Voxy, a web-based English eLearning company that provides institutions with an adaptive, dynamic curriculum and personalized instruction. She now works at Mango Languages as their Product Marketing Manager, investigating engagement, motivation, and user personas.



Patti Price

Principal
PPRICE Speech and Language
Technology

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Patti Price has been a consultant in speech and language technology for over 15 years. Clients include large companies (Samsung, Cisco, Hewlett-Packard, France Telecom, SRI) and their spinoff companies; universities (Carnegie Mellon University, University of California Los Angeles and Berkeley) and spinoffs; small companies (Ordinate, ReadyGo, Shalon Ventures, Mod9, think3); law firms and the U.S. government. Prior to consulting, she was the director of the Speech Technology and Research Laboratory at SRI International. She has collaborated with UCLA, USC and UC Berkeley in developing software to assess reading skills. She has co-founded three companies: Nuance, BravoBrava! (a technology transfer company focused on education), and Sup/Soliloquy Learning (a company that created reading tracking software using speech recognition technology, now acquired by Scientific Learning.) For over 25 years, she has brought multidisciplinary expertise in speech analysis, perception, production, recognition, synthesis, prosody and understanding. In addition to her work at SRI, she has conducted research at the University of Pennsylvania, where she received her Ph.D., as well as at MIT, Haskins Laboratories, the French telecommunications research center (CNET), BBN Laboratories, and the Institute for Perception Research in Eindhoven, the Netherlands. She has also served on numerous advisory, editorial and program committees.



Ravi Purushotma

Game Curriculum Manager
Kidaptive, Inc.

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Ravi Purushotma began working with video games and language learning 17 years ago when he hacked together an alternate version of The Sims designed to teach himself German. Since then he worked at the MIT Education Arcade on their Open Language Learning Initiative and Xenos projects, as well as consulting for the German government on their technology and language education efforts through the Alexander von Humboldt foundation. He currently works at Kidaptive inc developing Hodoo, an ESL MMO in Korea with thousands of active daily users.



Michael Quinlan

CEO
Transparent Language, Inc.
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Michael Quinlan is the founder and CEO of Transparent Language, Inc. of Nashua, New Hampshire, USA. Transparent has been developing and selling innovative, research-based, community-informed software and systems for the teaching and learning of languages since 1990.

Transparent Language's primary focus is improving the economics, logistical flexibility, reliability and visibility of language schools and programs at scale. Few would argue that facility in other languages is not valuable and satisfying. But the cost of language acquisition and maintenance, measured in both time and money, is a significant limiting factor for many. Fortunately, emerging technology is making exciting and effective new methods and practices possible. Innovative technology platforms, such as Transparent's CL-150 platform in the government sector and Transparent Language Online elsewhere, are transforming language teaching and learning just as other technology platforms are transforming navigation and commerce.

Michael is also the Founder and Executive Director of the 7000 Languages Project, which makes world class authoring and learning technology available at no charge to experts and advocates of endangered languages and other languages of low commercial interest.



Julio C Rodríguez

Director
Center for Language & Technology
and National Foreign Language
Resource Center
Co-Director, Language Flagship
Technology Innovation Center
University of Hawai'i at Manoa

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



Daniel Ryan works to identify, assess, and develop specific business opportunities that fuel Cerego's growth. He takes a realistic assessment of the present while maintaining a belief that our behavior will eventually create a better reality. He earned his Bachelor of Arts in Economics from the University of Colorado at Boulder.

Daniel Ryan

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Branka Sarac

Director of Technology Integration
Defense Language Institute Foreign
Language Center (DLIFLC)

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Branka Sarac (Ed.D. in Instructional Leadership – Education Technology, Argosy University) has worked in language education for over 20 years, managing language programs, overseeing design and development of online, self-paced, web-based assessment, language and cultural instructional materials, and teaching Serbian/Croatian (S/C) language and literature. At the Defense Language Institute Foreign Language Center (DLIFLC), where she is currently Director of Technology Integration, Distance Learning School, Continuing Education Directorate, she worked as a Serbian/Croatian faculty (2001-2002), Curriculum Developer (2002-2004), Educational Technology Specialist (2005-2006), Multimedia Department Chair (2007-2009), and Assistant Dean of Technology Integration Division, Directorate of Language Science and Technology (2009-2014). Prior to coming to USA, she worked as a high school teacher, S/C editor and briefly as a journalist in Novi Sad, Serbia.

Her research interests are second language acquisition and games. She is a member of the Executive Council of Foreign Language Association of Northern California (FLANC), and a member of American Association of the Teachers of Spanish and Portuguese (AATSP).

She holds Master's degree in Instructional Science and Technology (MIST) from California State University (CSUMB), Monterey, CA, and Bachelor's degree in Linguistics and Literature from University of Novi Sad, Faculty of Philosophy, Institute of South Slavic Languages, Novi Sad, Serbia.



Sonia Shiri

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Sonia Shiri is Director of the Arabic Flagship Program, Coordinator of the Middle East Language Programs, and Director of ROTC Project Global Officer Program at the School of Middle Eastern and North African Studies at the University of Arizona. Prior to 2011, Dr. Shiri coordinated the Arabic Program at the University of California, Berkeley, taught Arabic at Oxford University and held a Research Fellowship at Stanford University. From 2009-2012, she acted as Senior Academic Director of the State Department's Critical Language Scholarship (CLS) overseas summer intensive program, overseeing and coordinating curriculum development, program administration, and leadership and teacher training in Morocco, Tunisia, Egypt, Jordan and Oman. During 2002-2005, she served as the Academic Coordinator for the Berkeley Language Center (60 languages). In 2008, she received CALICO's "Access to Language Education Award" for the online Arabic distance learning course, Arabic Without Walls, that she designed for the UC System in collaboration with UCCLLT and BYU. Her research interests and publications include foreign language learning, study abroad, technology-assisted language learning, intercultural communicative competence, critical discourse analysis, and linguistic/semiotic landscapes. She participated in 2014 in a symposium on Science and Technology for Blended Adaptive Language and Culture Training hosted by DLNSEO and the Human Systems Community of Interest.



Alfred Solis
Director of Special Projects
Buck Institute for Education

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Alfred Solis is Director of Special Projects at the Buck Institute for Education (BIE). He leads several initiatives, including PBL Academies, PBL World and other events. Alfred was the former Director of Innovation at BIE. Alfred was responsible for developing and identifying education technologies and online resources to support and advance the PBL experience. He co-developed BIE's flagship PBL 101 Workshop and co-authored the PBL 101 Workbook.

Prior to BIE, Alfred taught math & physics at High Tech High in San Diego. He used his engineering background and industry experience to help him do classroom projects. Alfred transitioned to Professional Development & Dissemination for HTH, while introducing PBL to after school programs in LAUSD. Alfred's classroom has been visited by Bill Gates, Oprah Winfrey and numerous international dignitaries.

Alfred went to college at Cal Poly San Luis Obispo where he graduated with Honors in Mechanical Engineering. Alfred then chose a career with Andersen Consulting, currently Accenture, doing business/internet consulting and later joined a Bay Area Venture Fund.



Madeline K. Spring

Director of the Chinese Language
Flagship Program
University of Hawai'i at Manoa

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

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



Reinhold Steinbeck

Founding Partner
IntoActions

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

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

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

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



Ben Strauber

Ph.D. candidate in Neuroscience
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Ben Strauber is a PhD candidate in Neuroscience and joint MA student in Education at Stanford University. His research focuses on the communication difficulties and assumptions that arise when individuals from different language backgrounds communicate in English, and how these difficulties and assumptions might be overcome through training. He has taught English and conducted language-focused research in India and China. An enthusiastic student of language, he learned Hindi as an NSEP Boren Scholar in India; speaks Bangla, Spanish, Arabic, and Mandarin at levels varying from elementary to advanced; and enjoys designing t-shirts that start language-focused conversations. He holds an MPhil in Experimental Psychology from the University of Cambridge, as well as a BA in Linguistics and a BS in Biochemistry from Arizona State University.



Julie M. Sykes

Director
Center for Applied Second
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University of Oregon

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



Steven Thorne

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

Carol Van Ess-Dykema

Senior Research Scientist
US Department of Defense

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Carol Van Ess-Dykema is a senior research scientist in a Department of Defense (DoD) Research Directorate. She currently leads the partnership development of an adaptive language learning platform called LanguageNation for the DoD together with IBM T.J. Watson Group and UMD CASL.

In 2014, the Director of National Intelligence (DNI) recognized her along with 2 co-authors as Galileo Award Winner for innovative workforce ideas that help shape the future of US Intelligence. Their paper presented an Intelligence Community language ecosystem as an integrated approach to language learning and intelligence production supported by big data analytics and human language technologies. The LanguageNation adaptive platform is the first step in developing this ecosystem.

She served for 4 years as Director of Technology at the National Virtual Translation Center (NTVC) in Washington, D.C. She was responsible for a portfolio that included development of a new Translation Management Workflow supported by translation technologies.

She has held a number of positions that included translator, analyst, researcher, and manager. She used her experience as a translator and analyst to support her computational linguistics research, resulting in the development and transfer of useful tools into the operational foreign language setting. She has worked with and studied several major world languages and is trained in documenting low-resource languages. She has co-authored 20 plus technical papers and co-edited a 3-volume issue of the technical journal Machine Translation with a colleague at the Army Research Laboratory. She began her career as a foreign language educator, teaching at the college level.



Hannah Verbruggen

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Hannah Verbruggen is a student in her third year at Portland State University, where she is majoring in Russian through the university's Russian Flagship Program. Her interest in the Russian-speaking world started when she was a child, during a visit to her friend's Russian-speaking church, and has only intensified since then. Hannah started studying at Portland State University in the fall of 2013, immediately entering the Russian Flagship Program. During the summer of 2015, she studied abroad in Almaty, Kazakhstan at Al-Farabi Kazakh National University for two months in order to improve her Russian skills and learn about Kazakh culture. For the entire 2016-2017 academic year, Hannah plans to return to Almaty to further develop her Russian skills and dive even deeper into the culture. She is expecting to graduate from Portland State University in the spring of 2017, after her return from Kazakhstan. After graduation, Hannah's aim is to pursue a career in either language analysis or diplomacy. When she is not studying Russian, Hannah enjoys playing the violin, singing in choir, and spending time with friends and family.

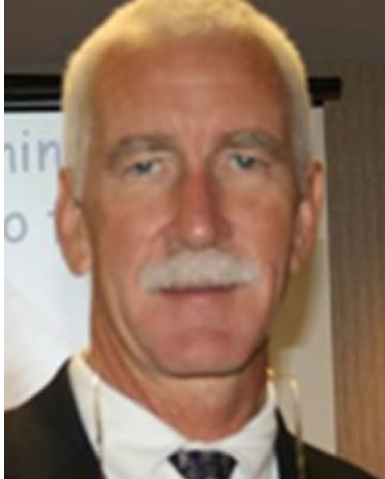


Jeff Wang

Director of Education & China
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Asia Society

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



Tom Welch

Connectivist
Tom Welch Consulting

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Tom Welch is known around the country as an ardent revolutionary when it comes to the redesign of the learning process. He has been a high school French teacher, an English teacher and was a high school principal who mandated that all administrators teach one class every day. He also taught courses in math, humanities and entrepreneurship for high school students. His commitment to the opportunities for unbounded learning today has caused him to reexamine many of the practices and beliefs that led to the education paradigm of the early 20th century.

As an independent consultant for the last ten years Tom has witnessed, participated in and advocated for the explosion of opportunities for learning unbound by traditional limits of time or place. One of his current projects is co-directing the (Kentucky) Governor's School for Entrepreneurs. This is an intense 3 week program for high school students from across the Commonwealth which uses badging to credential learning. Many of the young entrepreneurs work with their home schools to "trade" those badges for an actual credit on their high school transcript.

He currently lives in Chicago where he has established himself as a "connectivist" deliberately connecting the varied organizations, projects and initiatives he is involved with.



Nancy White

Full Circle Associates

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

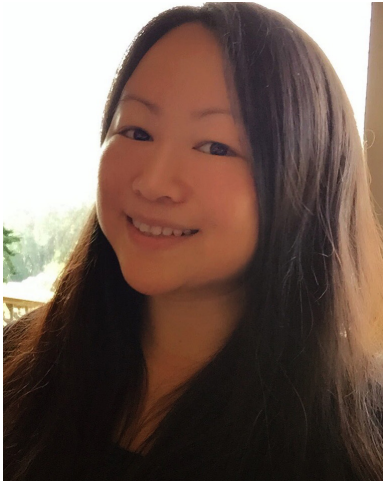


Catherine Witt

Flagship Student
University of Arizona

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Originally from Montana, Catherine began her study of Arabic as a high school student through the STARTALK program. After completing STARTALK summer sessions at the University of Montana and Brigham Young University, she moved to Tucson to continue her studies at the University of Arizona. In Arizona, Catherine discovered her interest in Second Language Acquisition and Education. Combining her interests in Arabic and foreign language pedagogy, Catherine is pursuing a Bachelor of Arts in both Middle Eastern and North African Studies and Linguistics. She is currently a junior at the University of Arizona and a fifth year Arabic student with the Arabic Language Flagship. In summer 2015, she received a Foreign Language and Area Studies (FLAS) fellowship to participate in the Flagship Arabic Overseas Summer Intensive in Meknes, Morocco. Catherine is also a 2015/2016 Academic Year FLAS Fellow and a 2016 University of Arizona Magellan Scholar. In the future, Catherine plans to continue her studies at the graduate level, focusing her research on Applied Linguistics and Educational Technology.



Yang Xiao-Desai

Assistant Professor
San Francisco State University

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Yang Xiao-Desai is currently an Assistant Professor at San Francisco State University. She received her Ph.D. from the University of Hawaii at Manoa. From 2012 to 2014, she held a position as an Assistant Professor of Chinese at the University of South Carolina. Prior to that, she taught at UC Davis, Middlebury College, and Xiamen University. In SFSU, she teaches Chinese language classes, M.A. courses in applied linguistics and Chinese language assessment. She also works with College of Education to prepare candidates for the Single Subject Teaching Credential (World Languages).

Xiao-Desai's main areas of research are in second language acquisition, heritage language education, and technology in language education. She is particularly interested in individual differences of Chinese language learners, and the role of technology in language learning and teacher preparation. Her recent publications explore the notion of heritage language anxiety, the identity construct of Chinese heritage learners with a dialect background, the use of social networks in teaching and learning Chinese, and technology components in language teacher-training programs. Her current project investigates the interaction between learners' individual differences and learners' search behaviors in online writing tasks.

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2015 FAST FACTS



UNIVERSITY of HAWAI'I
MĀNOA

Welina Mai

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

CAMPUS LOCATION

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

CAMPUS SIZE

320 acres

INSTITUTION TYPE

Land-, sea- and space-grant research institution

STUDENT CHARACTERISTICS



66%
Hawai'i
(in-state)

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

6%
International

126
Countries
& Regions
Represented



56%
Top 25%
in H.S.



57%
Female



3.5%
Avg. H.S.
GPA



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



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

36.2%
*Asian

22.6%
Caucasian

16.7%
*Native
Hawaiian

14%
Multiracial

6.5%
International

1.9%
Hispanic

1.5%
African
American

0.4%
Unknown

0.3%
American
Indian or
Alaskan
Native

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

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

ACADEMIC PROGRAMS

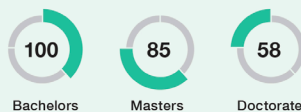
19 COLLEGES & SCHOOLS

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

SPECIAL ACADEMIC OPPORTUNITIES

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

NUMBER OF DEGREE PROGRAMS



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

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



RESEARCH & RECOGNITIONS

- Classified by the Carnegie Foundation as having "very high research activity," UH Mānoa is known for its pioneering research in such fields as oceanography, astronomy, Pacific Islands and Asian area studies, linguistics, cancer research, and genetics.
- Nine of UH Mānoa's faculty are currently members of the National Academy of Sciences, the National Academy of Engineering and the National Institute of Medicine.
- Factoring in the number of earned doctorates, number of full-time graduate students, total federal obligations, and total R&D expenditures, the National Science Foundation currently ranks UH Mānoa 71st among the top research universities in the United States.

PROGRAMS & ACADEMIC AREAS

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



THE LANGUAGE FLAGSHIP
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