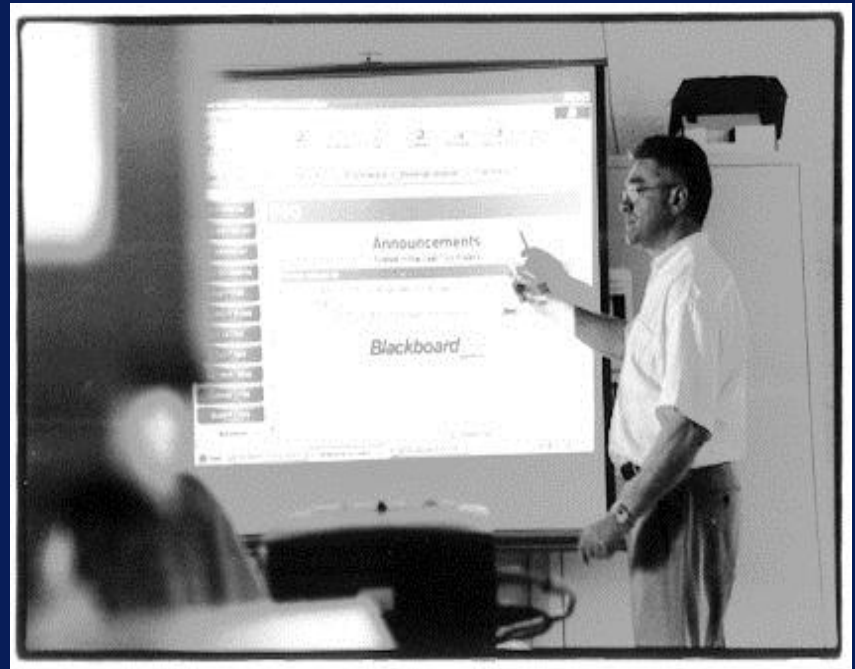
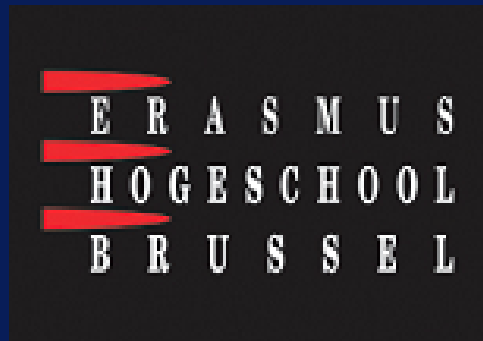


# Introducing Blackboard in Language Education

Possibilities for  
interaction and  
social interaction



Jan Driesen <[jan.driesen@ehb.be](mailto:jan.driesen@ehb.be)>

# Blackboard Tools

- **Management tools**
- **Content tools**
- **Communication tools**
- **Building blocks**

# Communication Tools

Discussion board

Virtual Classroom

E-mail

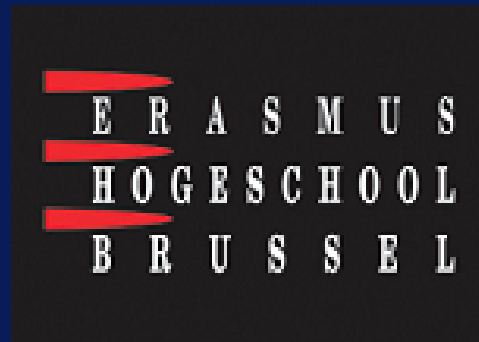
Drop box and file exchange

New: Building Blocks

<http://buildingblocks.blackboard.com>

- Asynchronous voice tools (Wimba)
- Support PBL (Polaris)

# ICT at the Department of Applied Linguistics



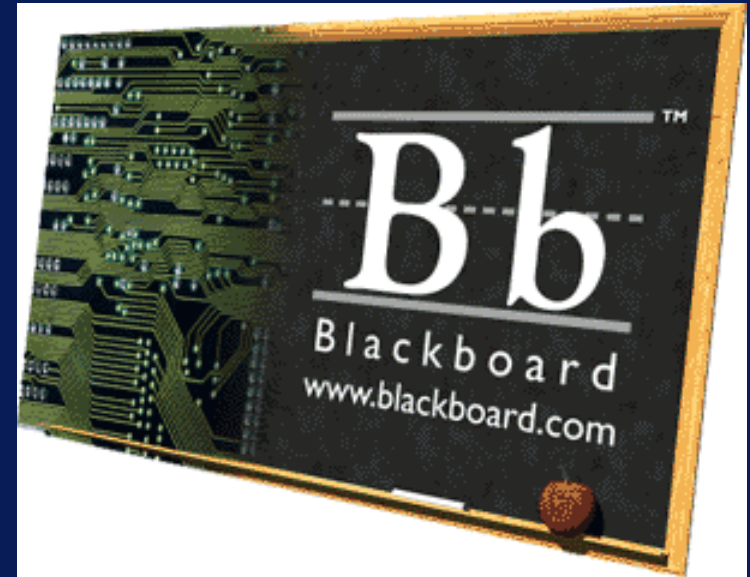
A. Horemans

# Activities

- **Master's degree (4 years) in translation – interpretation: Dutch, French, English, German, Spanish, Italian and Danish**
- **Postgraduate course in journalism**
- **Postgraduate courses in language technology**
- **Academic research on language and translation**



<http://www.blackboard.com>



<http://www.questionmark.com>

# Use of Blackboard

## Supports

- formal lectures – storage of presentations, texts, links, ...
- seminars: instructions, documents, ...
- project oriented seminars



# Project oriented activities

- Subject: Technical and scientific translation, 30h, 3th year
- Translation project: ***water purification***
- 70 students, 7 languages
- Introduction by specialists + study visits
- Work on terminology
- Translation and revision
- **Organized with Blackboard**



# Question Mark Perception at EhB

- 1° e 2° year:
  - every student: 2 exercises/week/language (6.000 questions – 7 languages)
- Research activities – all levels of English
  - CAVA: computer assisted vocabulary acquisition (vocabulary learning)
- Any level
  - Tests (permanent evaluation)
  - Admission tests for the postgraduate course in journalism
  - Some exams

**Questionmark  
Perception**

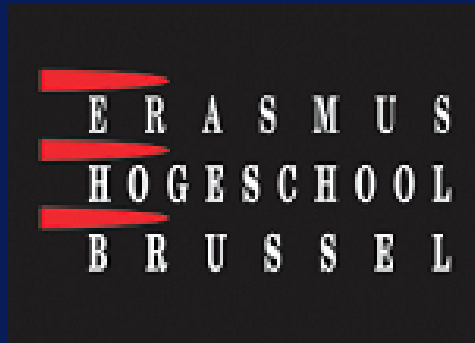
# 1st and 2nd year: exercises

- The self study exercises (20 items each) are a supplement to the language courses in class of with some are supported by Bb
- Students can make the exercises as many times as they want, where ever and when ever they want.
- Students get immediate feedback
- Students can consult their results online
- Folow up: Professors get every month a sheet with the best results for each student

# Research activities

- computer assisted research on vocabulary acquisition of metaphors. Started jan 2002.
- at each of the four levels of English
  - 1 student group learns through multiple choice questions in Perception the etymology of the metaphor
  - the control group learns the meaning
  - their knowledge is tested and the results are compared in Perception

<http://perception.ehb.be/testqm>



# Bilinguisme et Multimedias

Rotsaert L., Professeur au  
Département Communication

# Objectives

- Increase the bilingual's vocabulary.
- Diminish the lacking in shades of meaning in public and semi-economic contexts.
- Appeal to the Internet- and TV-generation through its wide array of short video excerpts.

# Method and tools

- Footage recorded with television card
- Editing in streaming video with Pinnacle programme
- 'AVI' file of 100 Mbytes amounts to
  - 2 Mbytes in a 'streaming' version (internet)
  - 4 Mbytes in an 'mpeg' version (CD-rom)
- Blackboard (ELE) and QuestionMark Perception as assessment tool (Bb building block)

# Current Units

1. Bank and finance (example)  
10 video excerpts (33')
2. Insurance
3. Profit and loss
4. Balance sheets
5. Stock exchanges
- ...
25. Transport

# Learning Method using Bb

**Stage 1 Start video excerpt**

**Stage 2 Start video excerpt again, this time without subtitles**

**Stage 3 The summary contains all the vocabulary**



# Learning Method

- Stage 4** Analyse other contexts  
and use the glossary
- Stage 5** Measure the assimilation  
Using passive and active questions  
Score on-line / immediate  
feedback (no 60% >redo)
- Stage 6** Fix the new vocabulary  
On-line assessment using stage 3  
/ score on-line

# Learning Method

**Stage 7**      **Blackboard Discussion  
Groups**

**Stage 8**      ***AFTER VIEWING THE 10  
EXERPTS OF UNIT 1***

**View** the summarizing video  
**Test yourself:** comprehensive  
vocabulary exercise /score on-line

**Participate in a face-to-face**  
group conversation or

**Compose** a written overview.

# Blackboard and building blocks

- Many possibilities for communication, distributing content and organising courses
- Flexible in time and placed
- Building blocks offer opportunities to make plug-in's for authoring, content management, assessment and specialised home grown or commercial language tools