



Viviane Klen Alves  
Language and Literacy Education  
Portuguese Flagship Program  
Latin American and Caribbean Studies Institute  
**Teaching Portfolio**

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# Teaching Philosophy

Research on second language acquisition demonstrates the importance of working towards proficiency by designing materials and assessments that take into consideration the goals and needs of students and programs. When I teach and design courses, I consider that students need several hours of contact with the language in real-life situational tasks to become effective communicators of the language. Therefore, I design a range of classes from novice to superior levels in which I provide the scaffolding for learners to achieve partial to full control of the language taught. Furthermore, I provide students with realistic objectives, support, and honest feedback so that they may continue being interested in Portuguese as lifelong learners. To expand on what they already know, I recycle learned functions and vocabulary, and apply it to the practice into different scenarios. I also select appropriate text types according to their language levels.

During the classroom interactions, I optimize face-to-face time by bringing authentic materials, diversifying my teaching techniques, and using technological tools to flip the classroom and support my students' linguistic gains. Inside the classroom, I am mostly focused on developing students' interpersonal and presentational skills in group and/or individual projects. Outside of the classroom, my students are able to practice their interpretive skills through reading and listening tasks and their presentational skills through written and oral assignments and sometimes games. As evidence of this practice, students demonstrate notable reported progress from day one to the final day of class.

When it comes to assessing students, I continually do so formally and informally in and outside of class during the semester instead of surprising students with quizzes or activities they are not prepared to execute. I do not penalize them for taking risks. Instead, I encourage students to work and reflect on their mistakes by revising and resubmitting assignments after receiving feedback. As an OPI trained professional, I grade and assess students purposefully and efficaciously by adopting a holistic model based on what

students can do according to what I teach. I also test them based on the observable knowledge, meaning that I avoid making assumptions of what students should know. This means that I am committed to providing students with fair and clear expectations as well as rubrics when appropriate and that assignments should reflect what they know.

When preparing for classes, I craft assignments which progressively become more challenging, meaningful, and connected to the classroom content. I constantly reflect and evaluate my practice, and reorganize tasks when needed, making sure I correct it if I fail to deliver a concept or an explanation successfully. I also provide students with opportunities to learn and apply what is requested in different ways, so I can accommodate different learning styles and abilities. In the classroom, I routinely like to start with a quick warm up and then work towards the 'discomfort' zone of my students, moving from comfort to discomfort zones multiple times during the day. I usually do this by revising something learned, assessing and then introducing something new. To me, it is okay for students to perceive themselves as 'in process'. In fact, this is a positive aspect of learning which may boost their academic and professional growth. To accept this process, they need to be at ease. Therefore, from the first class on, I create a strong holding environment in which students are free to express themselves. By taking this action, I create the conditions for them to develop their capacities as language learners and inquirers. Moreover, because I am constantly conducting experimental teaching and learning, I make sure students are onboard with me. I use a range of Google tools such as Google Docs and Hangouts, as well as Blackboard and YouTube, but I am always aware of their proficiency with these instruments and give them time and assistance to learn, with my support, the necessary skills to complete the activities. Working in different environments, I have learned to set realistic expectations and act towards achievable goals. Therefore, I organize



my calendar in a way that, by the end of the semester, students will feel good about what they have accomplished. In doing so, I can push my students' boundaries and encourage them to keep challenging themselves in specific moments of the semester, while also enjoying learning with their peers in other moments of the class.

By using backward design, I have learned to never teach a topic in isolation. Instead, every piece of content I plan for, and design focuses on specific course and curriculum goals. When I teach grammar, I do it both explicitly and implicitly, sharing contextualized rules and reliable examples followed by opportunities for students to practice and revisit learned material with guest lecturers and through cultural events. I do this because for me it is not only important that my students access the content but why they are studying it.

As a future doctor of Philosophy with a solid foundation in World Language and Literacy Education, Teaching Scholarship, Culture and Literature, it is also my responsibility to inspire and train other educators with top-notch teaching skills and strategies for innovative teaching. I fulfill this commitment as a Future Faculty by providing services and workshops to my communities and collaborating with professors and other instructors on the formulation and application of educational related materials, revision of curriculum, courses, and materials and through continued education initiatives.

Working in collaboration with my colleagues and students gives me the opportunity to plan different curricular and extracurricular activities, such as language clubs and academic events, and to revise course goals and learning outcomes for future classes. This win-win situation benefits us teachers, our students and our profession.

# Diversity Statement

My life experiences have invited me to think broadly about ways to facilitate and encourage inclusivity and equality in my work as a teacher, educator, and researcher. As a first-generation high school, college, and master's degree holder, now in the process of completing my Ph.D., I have visibly broken a path of repeated poverty in what was called a white-trash community. Through scholarships, I was able to learn English, study in a top-notch university, and become a Fulbright scholar prior to engaging in academia. Coming from a working-class family in which education was not seen as a priority, it was essential for me to become an educator and to return what I have gained by supporting others in their educational goals. In addition, as a scholar, I want to invite marginal voices to overcome personal struggles and find value in their diversity. For this reason, I am an active member of *Diário das nossas periferias* (Diary of our suburbs) a Facebook page opened to persons interested in sharing their stories.

Through service-learning opportunities and critical theory seminars, I want others to be able to recognize a plural world knowing that we can choose to act critically on the pursuit of more justice and inclusivity for all. As a language teacher, I take into consideration my own learning process of a second language, especially coming from a background in which using a language like English was so farfetched.

In class, I personalize my instruction, so I can provide equal opportunities for all students to achieve their goals. Additionally, I provide them with different types of activities and real-life experiences, such as contact with linguistically and culturally proficient speakers so that they can have a more impactful and meaningful experience which benefits not only their social-linguistic ability, but enhances their understanding of both themselves and others. I am also passionate about inclusion in all ways. As a poor student while in college, I remember for example not having a computer to work on an assignment. For this reason, on the first day of class, in addition to a needs analysis, I allow my students to share their own experiences in private or in a group and I support them as I can to seek solutions for common problems such as hunger or the impossibility to acquire the sometimes-expensive materials. I do this continuously, keeping in mind I have to work with all my students in a fair and honest perspective.

As an educator and a person, I value human contact and understanding even of the most unfamiliar beliefs. Through my work and travel, I have been exposed to different cultures, socio-economic statuses, and historical backgrounds that have strengthened my understanding of the complexity of our nature, and the intertwined relationships of all things beyond a binary view of the world and I have learned much from listening to others. Thus, I share and problematize these experiences with my students so that they have opportunities to grow their own intercultural competence and the desire to learn more about other cultures.

These steps do not equal easy conversations. Many of us segregate each other into groups and avoid working or even interacting with others who think differently from us. In my classroom, I encourage students to share their own views of the world in a respectful way through constructive criticism and dialogue techniques which require us to hold judgment and listen to each other before responding, agreeing or disagreeing.

For instance, many times, we can see similar points of view just coming from different angles and different parts of the world.

When working with multi-representative groups, I want to find ways to collaborate and encourage each and all individuals to share their expertise, their strengths and to accept others to fill in with their own abilities. I have learned immensely through the innumerable opportunities of interdisciplinary and transdisciplinary work at the University of Georgia, being trained in leadership, curriculum design, and scholarship. Now I intend to apply this knowledge and acquired skills on collaborations for productive experiences.

Diversity is also present in my service. I have worked with a number of different groups on the campuses and departments I have studied. As former president of the Brazilian Student Association, I still serve as a bridge for new international students who arrive in Athens as scholars, visitors, graduate or undergraduate students.

As a World Ambassador, I support different university programs throughout campus in the organization and promotion of cultural events. In addition, for the past five years, I have been involved in multiple ways with the Latin American and Caribbean Institute (LACSI), partnering up with many universities and community-based associations (e.g. Hispanic Student Association, Multicultural Services and Programs office, and others).

As a teacher educator, I will make sure that pre-service and in-service teachers, especially from underrepresented groups such as graduate teaching assistants and language teachers have opportunities to collaborate and learn from each other and to revise their own praxis to promote innovative classes for their students.

I will advocate for the use of the most current and inclusive educational models that will encourage them to Act as problems emerge and to seek for solutions through careful observation and trial. This task is not easy and requires a lot of reflection and transformation, but I want to continuously teach-and-learn how to welcome all forms of diversity and how to work with others from diverse backgrounds in a respectful and collaborative manner. I believe that if we all have in mind that all change may be challenging but necessary to promote social justice and diversity work then we will walk in ways that

## Encourage Diversity

## Selected Teaching Experience

### *Department of Romance Languages (face-to-face courses)*

- 1001 Elementary Portuguese (instructor of record 3x) (n=17; 23;27) (majors/ non-majors intro course, < freshman).
- 1002 Elementary Portuguese (co-teaching 1x) (n=20) (majors/non-majors intro course, < freshman).
- 2001 Intermediate Portuguese (co-teaching 2x) (n=27,20) (major/non-majors intermediate course, < sophomore).
- 2002 Intermediate Portuguese (co-teaching 2x) (n=17, 10 (majors/non-majors, < sophomore).
- 1110 Accelerated Intermediate Portuguese (co-teaching 2x) (n=12, 10) (majors/non-majors intro course, < freshman).
- 2120 Accelerated Intermediate Portuguese (co-teaching 1x) (n=8) (majors/non-majors intro course, < freshman).
- 2600 Intensive Portuguese. (co-teaching 3x) (n=18,14,16) (accelerate course for Graduate students).
- 4045/6045 Language and literature (co-teaching 2x) (n=17;15) (Advanced Undergraduate and Graduate students).

As an instructor of record, I was responsible for the development of all instructional materials and assessments. As a co-teacher, my tasks varied from teaching part of the class, assisting students during lab and in-class activities or meeting with students in need. In addition, I organized and held academic and non-academic cultural events, participated in weekly professional development workshops, and in teaching circles. I also held weekly office hours and supported instructors of record in and outside the classroom.

### *Latin American and Caribbean Studies Institute (face-to-face, hybrid, and online courses)*

- 1001 Elementary Portuguese for Athens Technical College (instructor of record x4) (n=7; 6; 6; 5) (early to adv students).
- 1002 Elementary Portuguese for Athens Technical College (instructor of record x3) (n=7; 6; 6) (early to adv students).
- Flagship capstone – Basic, Intermediate, and Advanced Levels of OPI preparation (instructor of record x3) (n= 3, 2, 5).
- U.S. Portuguese teachers teaching retreats and professional development (Fall, 2015 to Spring, 2017 x2) (n=12; 5).

As a Graduate Student for the Portuguese Flagship Program, I am responsible for the organization of numerous educational initiatives both on campus and in the state of Georgia. I launched the Portuguese Program at Athens Tech, participated in certified training and then co-trained High school Portuguese teachers on how to use backward design to set learning outcomes and develop assessments and lesson plans for Portuguese late start. The materials already developed can be accessed at no cost at:

<http://www.portflagship.org/k12/>. Currently, I tutor and evaluate students, preparing them for study abroad in Brazil and I help write quarterly reports on these activities. I am also helping adapt the existing college curriculum of Portuguese to different scenarios including online classes for UGA, the technical college systems of Georgia, and Florida. Simultaneously, I am working with the Romance Languages Department on the continuous revision of the existing Portuguese curriculum and the development of internal benchmark assessments.

### *Department of Language and Literacy Education (face-to-face)*

- Workshops: Planning and Practice in Bilingual Education and the reasons teaching in English goes beyond teaching English: A proposal for Multicultural Bilingual Education. (instructor of record 2x) (n=22; 12) (masters and PhD students).
- 7500 LLED Curriculum Planning in Foreign Language (volunteered co-teaching x2) (n=17,13) (masters and PhD students).
- 7768 and 7769 LLED for International Students (invited lecture x4) (around +15 per session) (masters and PhD students).

### *University of North Georgia - Federal Service Language Academy (face-to-face)*

- Accelerated Intermediate Portuguese Summer Program (co-teaching) (n=9) (undergraduate, masters and PhD students).  
Federal University of Recife - Departamento de Letras

During the workshops, I shared strategies for successful curriculum plan and implementation in bilingual settings. As a volunteered co-teacher in the LLED classes, I assisted with and attended the weekly three-hour classes and meet with students online and in person to provide feedback on their course project. I also prepared some of the instructional materials, guided discussions, and helped with logistic activities. In the summer program, I first helped designing lessons and activities for high school students, then I interacted with students for 12 hours a day for three weeks. This job was an opportunity for me to learn more about intensive immersion programs and the Georgia Performance Standards for Modern Languages and Latin. I also learned how to use some of the strategies from the immersion program for semester long classes.

"My contact with Ms. Alves was mainly in my role of Portuguese Language Coordinator. From the beginning, she impressed me as an **eager and dedicated TA**. This first impression was confirmed when she attended my course of PORT4550/6550 on "History of the Portuguese Language." This was a completely new area for Ms. Alves, but **her satisfaction in acquiring new knowledge** and the readiness with which she used her recently acquired knowledge in the subject to better understand her Brazilian linguistic and cultural background, writing innovative papers was impressive. In fall 2014 and in spring 2015, Ms. Alves taught the first hybrid courses of Beginners' Portuguese, PORT1001. I worked very closely with her, as the 'instructor of record' of a PORT1001 section. Once again, I was much impressed by Ms. Alves's **enthusiasm, sense of responsibility, interest in perfecting her teaching skills, including the use of technology, as well as her organizational skills.**" *Portuguese Program Coordinator. Fall, 2016.*

"Dear Viviane, I am writing this message to thank you for everything you have taught me. Even before I started my year as a Fulbright Foreign Language Teaching Assistant (FLTA), **you were always available** to help me and solve any doubt I ever had. You have no idea how much you have supported me. I see you as a mentor and as a true friend who **has impacted my career**. Since the beginning you were always there to share your experience as an FLTA and to give me pieces of advice that were essential every step of the way. Thank you for being such a great influence on my career. I could really learn from your things that I'm already using with my students in Brazil, such as innumerable ways to make my classes much more dynamic. Thanks to you I also had the **opportunity to learn so much about the American culture**, sharing great moments during Halloween and Thanksgiving. I can't forget to mention the moments we shared during your classes, I could see that you are an amazing teacher and **that you motivate your students to fall in love with the Portuguese language**. Thanks for being a great mentor and friend. I'm sure that you can achieve any path that you dream of." *Talita Oliveira, coworker/ the Wiich. Spring, 2017.*



## Evaluation of My Teaching

by students and colleagues

*Feedback from my first group of students as an instructor of record. PORT1001 Fall, 2014.*

**Q1: Please write in the box below what you believe went well in this course, with respect to your own learning and academic development:** "everything"; "I liked working with partners, since this was an introductory class, it was helpful to collaborate and think together with peers. I liked also learning about the culture of Brazil, which helps make learning the language more enjoyable."; "I think the course was great."; "I was able to learn the basic principles of Portuguese which is essential to me if I want to expand my knowledge of the language as I move into more difficult classes."; "I was able to study enough for the tests to do well, and I learned more than I thought I would."; "The instructor helped make the class fun as we learned about culture and the basics of the language. The quick feedback on assignments helped me improve my grammar consistently throughout the semester."; "The teacher spoke mostly in Portuguese so that was helpful."; "This class had a lot of out of class assignments that are helpful in learning."; "Vivi was always willing to help if I wasn't exactly understanding what we were doing! I really grew in the language as she pushed us to talk in Portuguese in class time and out of class"; "Vivi was very friendly and always ready to help me. If I ever had a question outside of class she gladly answered it promptly. If I ever had a random question in class that she could not answer (usually nobody but Google could answer it) she always came back to the next class with the answer."

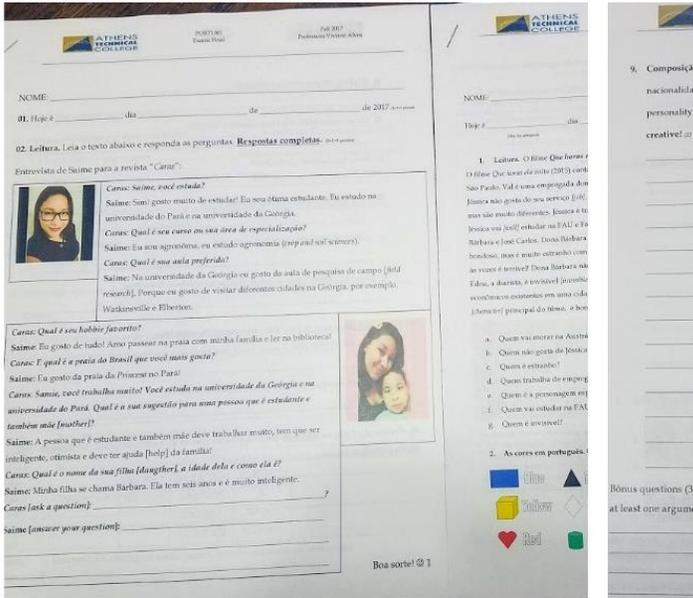
**Q2: Please write in the box below what you believe could or should have been improved in this course, with respect to your own learning and academic development:** "More "simulations" exercises, like being in a restaurant and such. I think the opportunities we had to speak with others were very beneficial in learning the language. Thank you!"; "Her English pronunciation is sometimes a little shaky, but she never backs away from--meaning she always recognizes her error and asks how to properly convey what she wants to say."; "Grateful to have such great mentors from UGA especially from the Portuguese department."

University System Official Evaluation of my teaching	Average score on a scale of 1-5			
	PORT1001: Elem Portuguese, Fall 2014	PORT1001: Elem Portuguese, Spring 2015	PORT1002: Elem Portuguese 2, Spring 2017	PORT1001: Elem Portuguese, Fall 2017
Question				
N~ who answered the survey	N~ 8 (out of 17)	N~ 9 (out of 23)	N~ 7 (out of 7)	N~ 5 (out of 5)
Assignments and activities were useful for helping me learn	3.9	4.3	4.9	5
This course challenged me to think and learn	4.7	4	5	5
The teacher followed the syllabus and its stated grading procedures in a reasonable manner.	4.6	4.7	4.7	4.8
The course was taught primarily in the target Romance language.	4.2	3.8	5	4.8
The teacher was available for consultation.	4.6	4.4	5	5
Overall, the teacher performed effectively in this course.	4.2	4.7	5	5

"Dear Vivi, I hope you are having a good semester! I am writing to thank you. Having the chance to work with you has taught me many things. You are a caring person and you are always willing to help the international students by showing them the campus, taking them to places and answering any of their doubts. You are a knowledgeable person and you are always looking for opportunities to improve as a professional. My experience in Athens wouldn't have been the same without you. You showed me

the city, you took me to workshops, let me participate in your classes. Your passion for teaching is inspiring. It was so nice that time you took me to Athens Tech for "Bring a Friend Day". I was able to see how loved you are by your students! I learned a game to use with my classes and I enjoyed students' curiosity to find out more about Brazil. Thank you for everything! I wish you all the best! Take care, Lari." *Visiting Fulbright Scholar, Larissa Monteiro, Fall, 2017.*

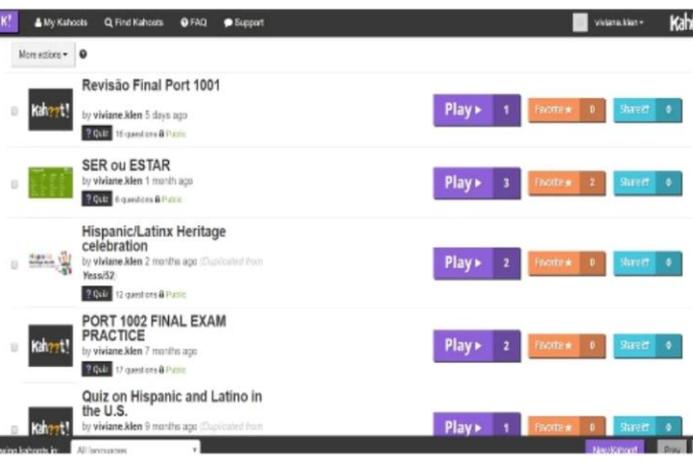
# Sample Teaching Materials



A good assessment always begins with clear, specific, and measurable objectives. Therefore, when designing an assessment, I carefully select stories that will help students understand the context of each question and its relevance and connection to what they are learning.

When designing a question, I provide students with a topic guideline (e.g. verb tense), a prompt, and an example. This process helps me ensure that the questions are inclusive (there is more than a way to read it), contextualized, and to the point. Moreover, having a clear objective for each question allows my students to answer them with confidence. This is evidence of my serious responsibility as a teacher who does not create trick questions that are far from what students learned and will set them up to fail.

Prior to administering an assessment, I share it with my colleagues for feedback and usually pilot it, so I can make the revisions needed before handing it to my students. After each assessment, I evaluate the process and use the data gathered to work with my students on common problems and to provide them with specific feedback. I give students several opportunities to practice, review content and master the unit before we move on to the next one. After the test, I use its data for class preparation and to revise content for future use. If during the evaluation process I notice a pattern of errors or a confusing question I do not punish my students with lower marks but cancel the question. My assessments are based on the most rigorous standards for language learning. They are cumulative, so students are provided with multiple quizzes prior to their final exam. The different assessments created incorporate different language skills (reading, writing, listening and speaking) and different modes of communication (presentational, interpersonal, interpretive) in addition to including cultural information that is of relevance for the students.



In general material preparation, I am careful to teach my students not only the content but the reason why they are learning it. I also rely on their knowledge of other languages to support their language learning process. In the past, I have used basic PowerPoints with examples to expose problems for students to review and to present classroom content. Although somewhat successful, I found out that interactive approaches are extremely necessary to make sure my students have opportunities to actively learn and apply what is being presented. Active learning also supports students' ability to use what they are learning both inside and outside the classroom.

Nowadays I use different tools, including advances options on PowerPoint, kahoot.it; games like Jeopardy, Wheel of Fortune, The Price is Right, and integrate different platforms like My language lab, Google tools, and eLC to teach and to review content. I have found out that when I create "Game Reviews" in which my students are not asked to answer questions in a traditional format, they are more willing to share their reasoning in answering a question and take chances. After each question, I pause and give them plenty of time and opportunities to discuss it before we move on to the next question. When this happens, not only can they notice what content they have mastered and what content they have to focus on, but I am able to offer them appropriate and specific support.

In addition to Game Reviews, Kahoot.it has allowed me to create different materials that can challenge my students individually or in a group. My students are learning from both their correct and incorrect answers, they are engaged and having fun. As a result, the time goes by fast, which is another indication that they are actively engaged in the proposed activities.



# Innovative Teaching Projects and Sample of Students' Work

## 1. Weekly Writing Assignments (WWA)

In my 1000 level classrooms, I noticed that my novice students were struggling when required to write a composition during a regular class quiz. I learned that the more you read and write, the more confident and comfortable you will be when requested to read and write on the spot. Therefore, I created these WWAs in which students reinforce what they have learned in the classroom and prepare for the end of the lesson/unit quiz in which I require a similar type of writing. Since I started doing this in 2014, I have noticed a difference between what students used to be able to do in the previous years without practicing and what they are able to do now.

## 2. Oral Practice (in a holding environment). Rubric for Oral Practice 1 and 2 recordings

There is a push to request students to speak, however there are not many opportunities in content-based classrooms to prepare students to use the language in real-life situations. Moreover, many students, especially in the first years of language instruction, do not feel confident linguistically or culturally to speak in the target language and to have cross-cultural interactions.

The rubrics shared here refer to the independent practice in which students have two required topics to speak about. The rule is that each conversation should last at least 2 minutes and that they cannot use a script. I encourage first year students to prepare for the interaction before they record it and I have noticed a diverse range of student production. In many cases students speak from 5 to 10 minutes and freely introduce other learned content to their conversation, other students still rely on handouts or avoid spending more than the required time completing the assignment. Overall, the students and department evaluation of this activity was positive and encouraged me to continue using it.

### Rubrics sample for PORT1001

Rules: Prepare for your conversation well before recording it. Video must be posted in the Assignment Dropbox. Remember that you will speak for at least two minutes and you should not use a script.

**Conversation one:** Make a video of a conversation with your study partner where you compare your daily routine at university, schedules, classes taken, opinion about the classes and courses, and leisure activities.

**Conversation two:** Make a video of a conversation with your study partner where

*one of you plays the role of a restaurant owner and the other a customer visiting the restaurant for the first time. Decide what type of restaurant it is and the type of food you would order before you develop your dialogue. Then, practice carefully before recording it.*

## 3. Presentational Speaking

In PORT 1002-1002 students are required to participate in oral practices both in and outside of the classroom. To support my students' proficiency goals, I require them to present about topics of their interest. These productions are a way to encourage them to improve their presentational skills and try to speak without fear. Students are not being penalized for the quality of their linguistic outcome but encouraged to practice and receive feedback to continue speaking the language in ways that are useful and interesting. As a result, students that continued in the program have considerably improved their presentational skills.

*click on image for link*



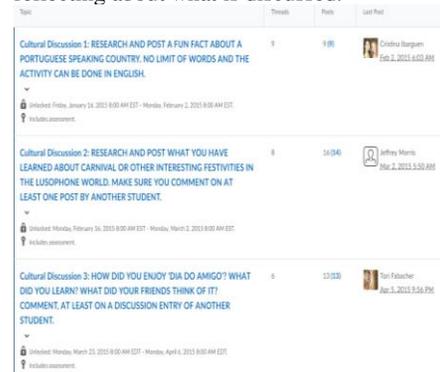
## 4. Discussion Boards

Many teachers believe that when teaching introductory language level classes, we should not encourage students to use their first language. I disagree and create discussion boards in which students may use English to discuss broader topics they would not be able to discuss in the language they are starting to learn.

I propose up to three different discussion boards. The first invites students to research Portuguese speaking countries and post something they have learned about them. The second requires students to reflect on extracurricular activities they have participated in and associate those with their language learning. The third is an overall reflection of themselves as the hosts of a classroom event.

I have learned that I can keep my students engaged in the discussion boards by reading and commenting on what they are sharing and

by asking them to do research, read each other's posts, and learn to see the connection between their language learning process and the processes of researching and critically reflecting about what is discussed.



Athens Tech student Portuguese Project, Port 1001, Fall, 2017.

<https://www.youtube.com/watch?v=ysy2IoWBTIs&feature=youtu.be>

Athens Tech students Portuguese Project, Port 1001, Fall, 2017.

<https://www.youtube.com/watch?v=rc7qhJCW7sM>

University of Georgia. Talking about routine. Port 1001, Spring, 2015.

<https://www.youtube.com/watch?v=yg84Je2wTSg>

University of Georgia. Salena and Bryana free conversation (amazing ten minutes!!!), Port 1001, Spring, 2015.

<https://www.youtube.com/watch?v=ljkMNVrDqbE&feature=youtu.be>

Noah and Andy "stumble forth" Free conversation. Port 1001, Spring, 2016.

<https://www.youtube.com/watch?v=Eex1kXtnY50>

Weekly writing sample:

<https://docs.google.com/document/d/1Jj-NcEyyPke7drGNjzdF5CFGOoybLwqA89RCH2NR0w/edit?usp=sharing>



MVI 2012 Noah and Andy stumble forth

*click on image for link*

# Innovative Teaching Projects and Sample of Students' Work

## 5. Curriculum Design Process

In the LLED7500, students' final project was to design a curriculum that would be ready to be used in their future. Students could work individually or in groups according to the type of teaching they envisioned for their curriculum design. To achieve the final goal (have a curriculum proposal), every other week they had to design a piece of their curriculum, receive feedback and incorporate the feedback in the following week. My role in this process was to help the instructor provide students with feedback usually in the format of questions (e.g. reference?) and have them complete/correct the assignments themselves. After they submitted each draft, I would help review and comment, and then students would mark their 1st revision in pink/red. After all the components were gathered together, I would help revise/comment again and they would mark their alterations in green. By the end of the semester, all students had accomplished the course goal successfully.

For this semester, we will incorporate students' end of the semester feedback by providing the opportunity to pilot the curriculums they create in partnering schools. In addition, the whole class will provide each other feedback upon their observation of the teaching using the curriculum they designed. Assessment rubric below:

CURRICULAR ELEMENTS OVERVIEW (10 pts)					
Short Introduction (why?)				10	
ANALYZING ENVIRONMENT & ASSESSING NEEDS (10 pts)					
Constraints, Environment, Lacks/Wants/Needs, Implementation					
				10	
PRINCIPLES (10 pts)					
Teaching/Learning Pcples, Gral Impact and/or Incorporation					
				10	
GOALS, CONTENT & SEQUENCING, FORMAT & PRESENTATION (25pts)					
Goals, Content, Sequencing, Format, Presentation					
	0	6.5	12.5	19	25

## 6. Teletandem

*Who speaks for most of the time in a regular classroom?*

Exactly, the teacher! Research has shown that students spend less than two minutes speaking in a regular 50-minute college level session. To change this scenario and to increase our students' language proficiency, since 2012, the Portuguese Program at UGA has partnered with State University of Sao Paulo, Brazil. Our students take advantage of Teletandem, a way to connect with Portuguese speakers in real life situations. Students autonomously teach-and-learn with each other, create with the language which yields linguistic gains, and collaborate with their peers, which can lead to opportunities of successful intercultural gains and much more! As a teacher and researcher, I incorporate Teletandem to my classes as a way to promote language use and increase students' intercultural competence and study its impact on students and instructors' lives. Wait to read more in my dissertation.

### Format & Presentation

It is important to mention that this course's format and presentation is based on the principle of *four strands* (Nation & Macalister, 2010). Although the principle of *four strands* is not listed as a guiding principle of the curriculum, it is an important aspect of Format & Presentation and a crucial part to building a balanced lesson plan (LP). These four strands are "meaning-focused input, language-focused learning, meaning-focused output, and fluency development" (Nation & Macalister, 2010, p. 51). Within these four strands, the format and presentation of the curriculum will include the four main skills of language-learning: *reading, writing, speaking, and listening*. It is important that the format and presentation of this course also includes the guiding principles of this curriculum that are described above: *frequency, autonomy, fluency, motivation, keep moving forward, output, and feedback* (Nation & Macalister, 2010).

Designing the format and presentation of the class in this way is beneficial because it lends itself to easily implement blocks and threads, which are the parts of the lesson that "... provide support for the lesson planner in that...its parts are predictable and the later parts build on the previous parts of the lesson" (Nation & Macalister, 2010, p. 97-98). The beginning of the typical lesson will start with the presentation of the lesson's or unit's thread as a warm-up, followed by three blocks: 1) a meaning-focused input block, 2) a language-focused learning

### TELETANDEM STORYBOARD



(Shot of a college class.)  
Teletandem.

Students start talking about their written assignments



Snapshot of students first interaction



Teletandem logo

## Scholarship of Teaching and Learning

Teaching and learning are intrinsically connected social, historical, and cultural moments in every human life. My role as a teacher is to provide real-life opportunities for my students, colleagues, and collaborators to reflexively think about possibilities and to produce meaning that may change their existing understanding. Learning is to actively apply knowledge to change or be changed. Therefore, my students have the role of critical thinkers who are encouraged to challenge me to search for innovative ways to teach-and-learn the concepts we explore both inside and outside the classroom.

I teach because by teaching I learn and challenge myself. I am passionate about my profession and about what my students and peers can take away from it on a personal and professional level. Through my profession as a teacher and researcher, I can promote internal and external change, and when I myself continue to be transformed by the ones who impact my life, I am also able to impact people's lives everywhere I go.

As a teacher and a learner, I would argue that there is no good or bad teaching, there are only experiences. One can have a good or bad day, one can be stronger in a topic and weaker in another. This is one of the reasons why we need to collaborate, to promote interdisciplinarity, and empathy. By respecting each other and by seeing limitations and errors as opportunities to learn and grow, teachers can become more humble and students more understanding of their quest to become life-long learners. By planning, analyzing and reflecting upon our practices, educators and departments can revise learning outcomes and experiment with innovative approaches that can improve learning and teaching experiences for students and teachers.

My students and colleagues can expect that I will fail, that I will learn, that I will be humble and that I will critically collaborate with them. They can also expect that I will thrive to be fair and compassionate and that I expect the same from them.

### Special Training

1. **Future Faculty Fellows Program.** As one of the award-winning graduate students participating in this year-long program, I have the opportunity to become an interdisciplinary mentor and teacher educator. In the Fall semester, I encouraged professional development activities in my department and collaborated with some of my peers on their own professional endeavors. During the Spring semester, I will have the honor to serve on a committee who is going to work on the evaluation process of applications for the next cohort. Yearlong, I am able to engage in different activities to support fellow TAs on campus (peer observation, MSFES, and workshops) at the same time that I prepare myself for a future academic job. Center for Teaching and Learning and UGA Graduate School (Fall, 2017 – Spring, 2018).
2. **LLED 8888 Journal of Language and Literacy Education (JoLLE).** When taking the LLED8888 class, I was able to serve JoLLE by weekly reviewing manuscripts submitting for publication, helping to put the bi-annual issues together and organizing the award-winning and internationally-attended Spring conference. As this class is managed by the graduate students, we were able to actively engage in the workshops, vote on decisions while we edited and produced the journal and organized the conference according to the highest professional standards. College of Education (Fall, 2015 – Spring, 2016).
3. **Learning Community Online Language and Literature Pedagogy** (Fall 2014 – Spring 2016). As a member of the Online Language and Literature Pedagogy Faculty Learning Community sponsored by the Center for Teaching and Learning at the University of Georgia, I attended weekly meetings and developed and tested innovative methods of teaching enhanced by the use of technology. Center for Teaching and Learning (Fall, 2014 – Spring, 2015).
4. **Training on World Language Education Standards for K12 teaching.** Prior to teaching responsibilities for the Federal Service Language Academy, I was exposed to the Georgia Performance Standards for Modern Languages. When teaching we analyzed and applied these standards to the Portuguese intensive program curriculum. University of North Georgia (Summer, 2015).
5. **STEM Institute.** The goal of the institute is to welcome interested members of the community to share ideas to foster STEM education in K-16 contexts. As an educator interested in the use of technology, I attended sections in which high school students were presenting their projects and plenaries in which innovation leaders were discussing the incorporation of STEM in the educational practice. The University of Georgia. (March 2017).
6. **American Council on the Teaching of Foreign Languages Oral Proficiency Interview and Modified Oral Proficiency Interview Trainings.** I participated in two 4-day intensive trainings to become a certified Portuguese and English Tester. University of San Diego and Georgetown University (Summer, 2017).

### Leadership Training

1. **Brazilian Student Association.** This multiple time award-winning association creates opportunities for students to connect with Brazil and to unite the UGA community to other communities around campus to provide experience on Latin American traditions through a range of interdisciplinary, academic and cultural events. Through the leadership skills I have developed serving at *BSA*, I gained more confidence in organizing events and networking with individuals from different sectors. Including the Consul of Brazil in Atlanta and the vice-president for international affairs at UGA. (Fall, 2012-present).
2. **UGA representative at Georgia International Leadership Conference.** I was selected among eight other UGA students to represent UGA at *GILC* which reunited GA student leaders from 26 different colleges. I was selected between +35 student-leaders to deliver a workshop during the Conference. I engaged the attendees in conversation about identity perception and strategies to avoid labeling people. This was an opportunity for me to grow and be empowered as a future scholar who can discuss my identity as a Brazilian immigrant in the US, Latina woman, and first-generation working-class college student. At the same time, it was an opportunity to invite other to share their narratives and be more strongly connected and empowered by their different identities. The goal of this session was to raise these leaders' understanding and empathy, so they could replicate these conversations on their own campuses. (Spring, 2017).
3. **Leadership UGA.** As part of the first cohort of *Leadership UGA* I was able to engage with different local non-profits to understand ways in which they support the Athens Clarke-County community and ways we could support their work. Each student group was awarded \$500 dollars to collaborate with an outreach project. My group chose *UGA's Fanning Institute leadership development program* because they use their funds to cover expenses such as transportation and food that make it possible for people from rural areas to visit the UGA campus and spend a day immersed in its different activities. My role consisted of attending the weekly meetings and several field trips in addition to meeting with our chosen outreach project to learn more about their work and coordinate how we would like the funds donated to be spent. (Fall, 2016 – Spring, 2017).

### Diversity Training

1. **Diversity and Inclusion Workshop.** This training session hosted by the Office of Institutional Diversity exposed me to unknown resources on campus and was an opportunity for me to start the path for completing the Certificate in Diversity and Inclusion which is usually only offered to faculty. In addition, this session helped me in writing my Diversity Statement and learn some strategies to teach about diversity and inclusion. (Fall, 2017).
2. **Safe Space Training.** Sponsored by the UGA LGBT Resource Center, the Safe Space Training is an intensive three-and-a-half-hour training focused on gender and sexual identity, homophobia, heterosexism, and how by learning about the Resource Center we can help provide a safe and supportive educational and work environment being an ally for the LGBTQ community. (Fall, 2014).
3. **Cultural Capacity Certificate.** Organized by the Center for Student Activities & Involvement this three-session long certificate was an opportunity for students to practice cultural understanding in challenging environments. We were exposed to different situations and challenged to act, reflect, and react in order to learn more about ourselves and the plurality of cultures. (Fall, 2015).
4. **The Art of Making a Difference: Global Issues in Action!** This course was an opportunity to discuss global issues and analyze how our local communities' actions could contribute to small changes. (Fall, 2010).
5. **Mentoring.** As a graduate student, I participated in the Latin American and Caribbean Studies Institute in the K-12 outreach program to engage students from underserved communities in on-campus activities for the last three years. I also volunteered to work with school teachers and visit their classrooms to conduct Q&A questions about college application. I have dedicated 60 hours per semester to promote recruitment activities on campus, high schools, and a technical college. In the Technical College, I noticed that more and more students are starting their academic studies in smaller colleges and then transferring to 4-year universities. Although not everyone has the dream to study in a four-year school, I have met several students that for different reasons did not have an equal access to a university like UGA. I have been able to mentor them, share with them opportunities to apply for scholarships and put them in contact with advisers who could answer many of their questions. In total, I meet with 17 students and two of them enrolled at UGA, although this is a small number I feel proud to see them achieving their educational goals and happy to help cultivate a more diverse campus environment. In addition to that, I supported many partners like U-Lead, Casa de Amistad, Catedral de Fé and other local organizations in different fund-raising they host to support underrepresented Latino communities. On campus, I have worked one-to-one with students interested in enrolling at *the Portuguese Flagship Program*, I met with them regularly and worked hard to give them a positive and welcoming experience to campus. Several of these students have enrolled in the program and continue to participate in it in addition to returning the favor by helping others and serving as student ambassadors. (2015-present).

- 6. Past research activity.** As an undergraduate student, I worked in Brazilian impoverished communities for the four years I was in college. During that time, as part of a research group, I collaborated with my colleagues and the communities we partnered up with to attend to their specific needs. We offered English, French, and Spanish classes, professionalizing courses, and one-one workshops to everyone interested. We actively supported them filling claims, canceling undesired products, and developing a critical citizenship sense of ownership of their community and public spaces and the responsibilities along with that. Catholic University of Sao Paulo, Brazil (2006-2009).

#### Teacher Education Training:

- 1. In-service Teachers Education.** From the Fall of 2015 to Spring 2017 as part of my graduate assistantship, we offered two hours biweekly work meetings with Portuguese in-service teachers from Georgia and Florida. I was responsible to help the Curriculum Specialist planning the sessions, encourage teachers' reflection on what they already know and were bringing to the table and with this deeper understanding, support them in the preparation of effective lessons for their specific schools' scenarios. I have noticed teachers sometimes struggle to incorporate new materials and departmental guidelines when in isolation or without the longitudinal support of a group. This initiative was helpful to encourage teachers to set goals, select priorities, and redesign materials focusing on the new generations of learners and the skills that will help them access the content and use it academically and professionally, thus beyond the classroom. In total, we worked biweekly with five teachers and reached out to 24 through the retreats we have organized. (Fall, 2015- Spring 2017)
- 2. Teletandem.** As a teacher, it is my responsibility to facilitate students' language learning process by promoting opportunities for them to use the language and culture beyond the classroom. Therefore, I encourage my students to participate in an interinstitutional project titled Teletandem in which they have the role of language teachers and language learners. As a researcher studying the Teletandem project, I believe it is a meaningful way to connect students from different worlds with the target language and culture they are learning in a meaningful way. I co-authored a book chapter in which we demonstrated that Teletandem increases students' intercultural, emotional, and linguistic abilities, and augments the chances for them to become proficient in Portuguese as they have more opportunities to speak to and conduct activities with real people with ages and goals that are similar to theirs. As part of my activities as a researcher conducting my dissertation studies on students and teachers' participation on Teletandem, I constantly meet with them and share the feedback acquired at UGA with Teletandem hosting university. This activity helps me understand how in-service graduate students and their students are using and understanding Teletandem. (2014-present).

#### Selected Professional Activities

- 2<sup>nd</sup> Annual Spring Teaching Symposium.* Center for Teaching and Learning (Athens, February 2018). I am part of the organizing committee and the Innovation with technology breakout session facilitator.
- American Association for Applied Linguistics Conference* (Chicago, 2018). Part of the organizing committee and the tech support team.
- Mid-Semester Formative Evaluation Facilitator.* Center for Teaching and Learning (Athens, 2017). I helped with a number of MSFEs in different roles, having increased responsibilities throughout the duration of the process.
- Graduate Teaching Assistant Orientation,* UGA Graduate School (Athens, 2017). I helped with the set up and helped students find their desired sessions, I also facilitated a session with two colleagues.
- Q&A Session Participant.* International TA Orientation & International GA Orientation for Terry School of Business. Center for Teaching and Learning (Athens, 2017). I was volunteered to present about my experience as an international TA at the University of Georgia and to answer students' questions in diverse areas from academic to day-to-day life.
- Crossroads Interdisciplinary Graduate Conference.* (Athens, 2017). Part of the organizing committee, responsible for the registration desk.
- Brazilian Student Association Symposium* (Athens, 2014, 2015, 2016). Part of the organizing committee and session leader.
- Portuguese Acquisition Linkages Project Retreats.* (Athens, 2016, 2017). Part of the organizing committee and session leader.
- Journal of Language and Literacy (JoLLE) conference.* (Athens, 2016). Part of the organizing committee.
- Fulbright Global Heath Expert Panel.* (Athens, 2015). Special collection library, UGA. Co-chair.
- Primeira Semana de Estudos de Língua Inglesa da PUC SP. Opening Doors* (São Paulo, 2007) Co-chair.

#### Selected National and International Refereed Presentations

- Klen-Alves, V. (2017). Revamping the undergraduate language course curriculum: One step at a time. *COE Innovation in Teaching Conference.* Athens, GA. (Considered for the SoTL Award).

2. Klen-Alves, V. (2017). Round-table: Experiences and Perceptions of Multilingual and Multicultural Adults in the U.S. *Second Georgia Association of Multilingual and Multicultural Education (GAOME) Symposium*. Georgia State University. Atlanta, GA.
3. Klen-Alves, V. (2017). Applied Linguistics chair & Presentation: *Telecollaboration in the Language Classroom: Dilemmas of Interinstitutional Projects*. *Crossroads interdisciplinary graduate conference*. Athens, GA.
4. Klen-Alves, V. (2017). Possible Challenges of Interinstitutional Collaboration and Research: My Tinker Award Experience. *Graduate Student Colloquium Presentation*. Athens, GA.
5. Klen-Aves, V. (2017). Identity perception through the eyes of an immigrant. *Georgia International Leadership Conference*. Rock eagle, Eatonton, GA.
6. Klen-Aves, V. (2017). *Little Mistakes that Go Unseen: Challenges of in Tandem Collaboration*. *The American Council on the Teaching of Foreign Languages Convention and World Languages Exposition (ACTFL)*, Nashville, TN.
7. Ramos-Sollai, S. R. & Klen-Aves, V. (2017). Creating a K-16 Portuguese Pathway: The Portuguese Acquisition Linkages (PAL) Project at University of Georgia. Webinar for the Portuguese Interest Group at *the American Council on the Teaching of Foreign Languages (ACTFL)*.
8. Ramos-Sollai, S. R., Klen-Aves, V. (2017). PAL Legacy: University of Georgia's Unprecedented K-16 Proficiency-Driven Pipeline through the Portuguese Acquisition Linkages. *The American Association of Teachers or Spanish and Portuguese Annual Conference*. 99<sup>th</sup> AATSP: Chicago, IL.
9. Ramos-Sollai, S. R. & Klen-Aves, V. (2016). Portuguese for Spanish Speakers: Acknowledging Interface Languages in Class. *The American Council on the Teaching of Foreign Languages Convention and World Languages Exposition*. 2016 ACTFL: Boston, MA.
10. Klen-Alves, V. (2016). How to use telecollaboration to teach world languages at the K-16 level. *First Georgia Association of Multilingual and Multicultural Education (GAOME) Symposium*. Georgia State University. Atlanta, GA.
11. Hasko, V. Klen-Alves, V. Moreno Kilpatrick, R. (2015). Innovation via Telecollaboration in Language Classrooms: Preparing the Teachers to Maximize the Benefits. *COE Innovation in Teaching Conference*. Athens, GA.
12. Klen-Alves, V. (2015). Roundtable: The Incorporation of Online Platforms and Tools in a Hybrid Language Classroom. *COE Innovation in Teaching Conference*. Athens, GA.
13. Klen-Alves, V. (2015). Hybrid classes in the teaching of a Second Language: American Students learning Portuguese in the University of Georgia. *Georgia's Second Annual Dual Language Conference*. World Language Academy. Atlanta, GA.
14. Klen-Alves, V. (2014). A transformação da mulher na obra Lua Nua de Leilah Assunção. *Ninth International Conference of the American Portuguese Studies Association*. University of New Mexico, Albuquerque, NM.
15. Klen-Alves, V. (2014). Discussing student's engagement in outside of the classroom activities. *Performing the World Conference: How Shall we became?* New York, NY.
16. Klen-Alves, V. (2012). Engaging students and welcoming creativity! *Fulbright FLTA Mid-term conference*. Washington D.C.

#### Invited Workshops

1. Klen-Alves, V. (January 2015, 2016, 2017, 2018). How to use American Councils Language Utilization Report. Workshop presented for the Portuguese Flagship Cohort during their Pre-departure Orientation at The University of Georgia, Athens, GA.
2. Klen-Alves, V. (2009, May). The Student's Voice. Minha voz - A graduação e eu. Workshop presented for the Catholic University of São Paulo. São Paulo, SP. Brazil.

#### Relevant Conference and Panel Participation

1. Foreign Language Association of Georgia (FLAG), 2015, 2016, 2017.
2. The American Association of Teachers of Spanish and Portuguese (AATSP) conference, GA 2017.
3. Teaching Paths Panel. Center for Teaching and Learning, 17.

## Peer-reviewed Journal Articles

1. Klen-Alves, V. (2018). Literature review of Educational Telecollaboration in the Language Classroom. Under review at *CALICO Journal*. 2.10-12.
2. Ramos-Sollai, S. R. & Klen-Aves, V. (2018). Portuguese Acquisition Linkages Project: An overview. *Fala Aí Portuguese Program Magazine*.
3. Klen-Alves, V. (2017). Poem: International Student learns about Chinese Food. *Journal of Language & Literacy Education*, 13(1).
4. Hasko, V. Moser, R., Guida, F. Hayes, M., Klen-Alves, V. (2016). Maximizing Oral Proficiency Development via Telecollaborative Partnerships in the Portuguese Flagship Program. In: Murphy, D., & Evans-Romaine, K. (Eds.). (2016). *Exploring the US Language Flagship Program: Professional Competence in a Second Language by Graduation* (Vol. 50). Multilingual Matters.
5. Klen-Alves, Viviane de Souza (2011). Leitura nas Diferentes Áreas: a inclusão de alunos com dificuldades de leitura e o Programa Ação Cidadã. In: Liberali, F. C., Guerra, M. G. G., Schettini, R. H. Programa Ação Cidadã: Pesquisa e transform(ação) de comunidades. Aprender Editora, Fortaleza, Brazil. (Book chapter).
6. Damianovic, M.C., Klen-Alves, V. (2008). Reading the Water as instrument-and-result: citizenship in different subjects at a Brazilian school. *ISCAR - International Society for Cultural and Activity Research. Critical Literacy: a Cross-curricular tool-and-result in the teaching-learning activity*. California, USA.
7. Quevedo, A. G., Klen-Alves, V. (2008). A Relação Professor-Monitor em um Contexto de EAD. *I Seminário Web Currículo: Integração de tecnologias de informação e comunicação ao currículo*: 5-12.

## Evidence of students work beyond the classroom

## Capstone Project Oral Presentations

In the language classroom we tend to incorporate a higher number of interpersonal interactions and request our students to work on their presentational, intercultural, and critical skills very little, usually in the format of a final exam or project. As an instructor, I have learned to teach my students how to continue learning. I do so by sharing with them that as a student myself, I cannot always rely on the same strategies I used to. I explain that college is preparing them to grow both personally and professionally and urge them to read critically, to think about different cultures and themselves, and to use the tasks we perform to prepare themselves for beyond the classroom projects. After three years of Portuguese classes they can live in Brazil for one year through the Portuguese Flagship Program. While they study and intern in a Brazilian company, they have to conduct a research project and share their experience in a presentational format with us. To show case our students ability, I created these videos that highlight the result of the work of the Portuguese Flagship Program. **Right**, link for students' presentations. **Below**, High School students from World Language Academy visit organized by me at UGA. **Right below**, The Portuguese Flagship Program students from the videos above living in Brazil. [Click on the image of the Video Project for link.](#)



December, 2017

## Capstone Presentations



**Alejandro Espinosa**  
Internship at Imagem Corporativa, São Paulo-SP.  
Capstone Project Title: The representation of Brazil in the international media.



**Bryana Shook**  
Internship at Projeto Tamar, Vitória-ES.  
Capstone Project Title: Environmental quality as a possible etiology of fibropapillomatosis in young CheloniaMydas (Galápagos green turtle).



Thank you!