



**Promoting Student-Created Content
and
Instructor-Centered Skills Development:
Projects at LARC**

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LARC/SDSU

The LARC Labs



Russian 100 in Storm Hall 204 (PC Lab)

Spanish 201 in Storm Hall 205 (Mac Lab)

Lab Introduction

<http://larclab.sdsu.edu>

Projects and Skills at LARC

LARC Lab Projects

- **LARC Mapping:** ————— ArcGIS, Database, Geography
 - **Computer Asst. Translation**
 - **CAST** ————— Oral proficiency assessment
- Corpus

Larc Online Materials —

Articulate Storyline, Animation

YouTube Site

Video Editing

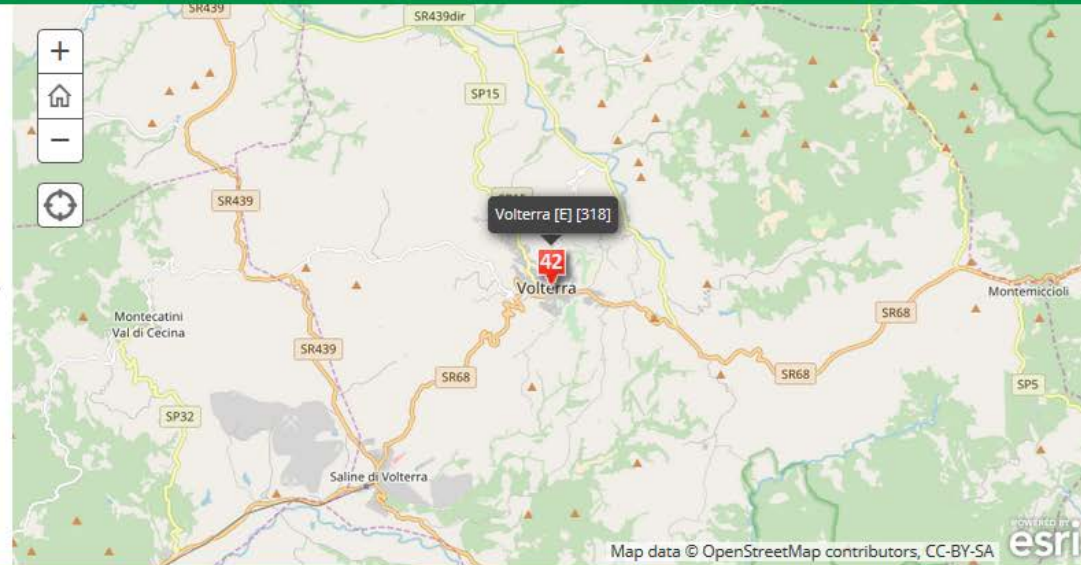
Florence Study Abroad Mapping Project: 2017

Florence Summer Abroad Program 2017

Dr. Walter D. Penrose, Jr.

A story map   

Map
Tour



41



Feast of San Giovanni [0] [331]

42



Volterra [E] [318]

43



Capri [MOS] [308]

44



The Pantheon [AS] [308]

45



Black Figure Pottery [P] [331]

46



The Birth of Venus [P] [368]

47



Murano Glass Blowing [C] [318]

48



Arno River [MOS] [315]

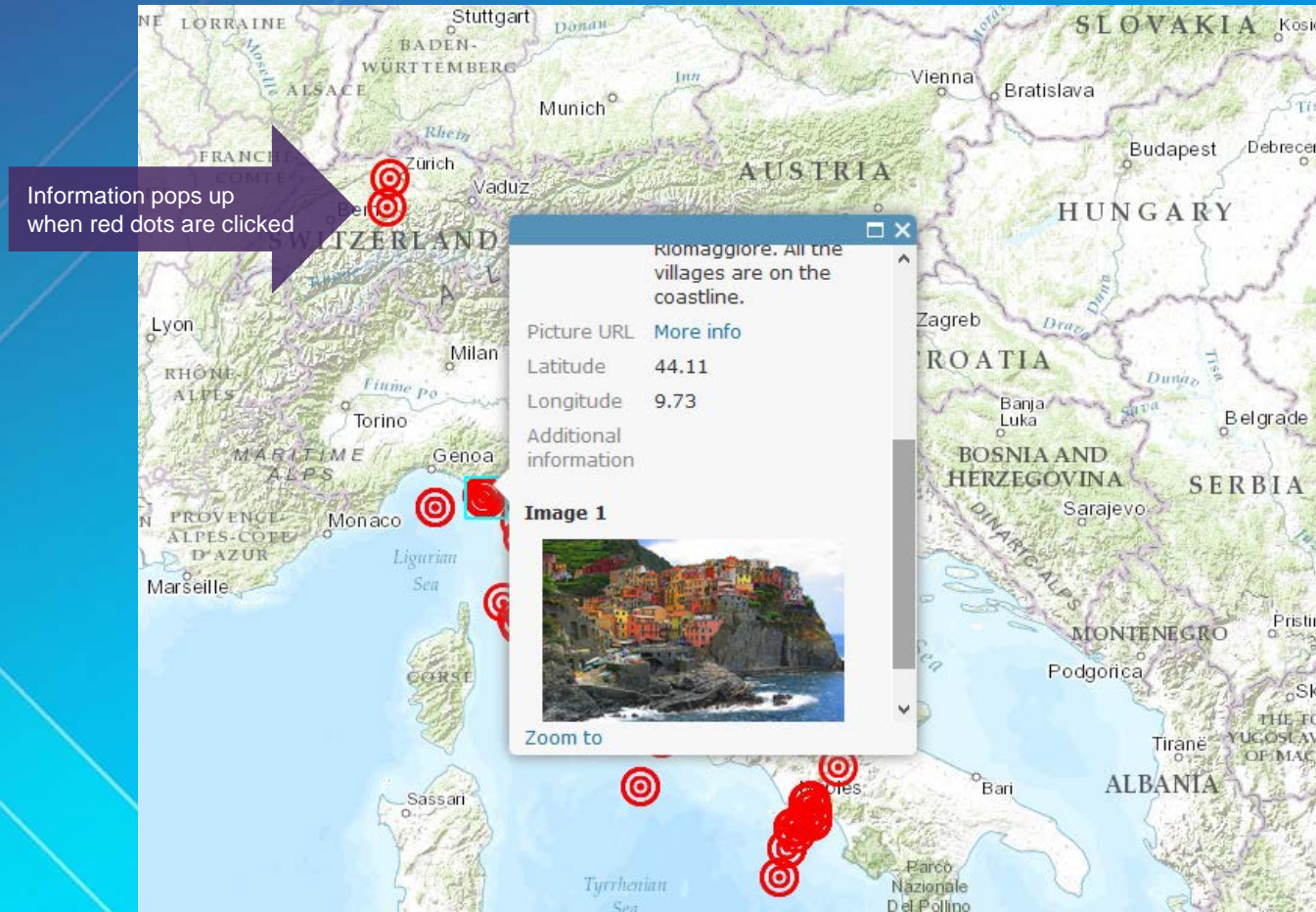
49



Ancient Etruscan City of Chiusi [AS] [315]

<http://larclab.sdsu.edu>

Background



Florence Study Abroad, 2013: <http://arcg.is/1nJzvg6>

The Steps We Took:

2013: Pushpins with arbitrary links

2014: Concept of database

2015: Solving coding

2016: Lescant Tags; individual maps

2017: Class Maps; ArcGIS access

2018: New Frontiers

Computer Assisted Language Learning

Open Source = OmegaT



Example 1



Example 2

Proprietary = SDL Trados Studio 2017



Monolingual Translation with Post-Editing

We carried out a study on monolingual translators with no knowledge of the source language, but aided by post-editing and the display of translation options. On Arabic-English and Chinese-English, using standard test data and current statistical machine translation systems, 10 monolingual translators were able to translate 35% of Arabic and 28% of Chinese sentences correctly on average, with some of the participants coming close to professional bilingual performance on some of the documents.

Koehn, P. (2010) Enabling Monolingual Translators:
Post-Editing vs. Options

Teaching Style and Elegance: Hybrid

The screenshot shows a MoodleLARC course interface. At the top, the course path is 'Dashboard > Courses > LDT > AS-A'. The user is logged in as 'Trevor Shanklin'. A 'Turn editing on' button is visible in the top right. The left sidebar contains a 'NAVIGATION' menu with 'Courses' expanded to show 'AS-A' and its sub-items: 'Participants', 'Badges', 'Competencies', 'Grades', 'Introduction', 'Project demonstration and template', 'Resources', 'Project 3', 'Project 4', 'Project 3', 'Project 4', and 'Project 5'. Other languages like Arabic, Chinese, Filipino, French, Georgian, and Italian are also listed. The main content area is titled 'Introduction' and includes a paragraph about the workshop's purpose, a list of three points (Raising students' awareness, Creating a learning path, Assessing students' knowledge), and a section for 'Project demonstration and template' with two paragraphs of text. At the bottom, there are three file links: 'Archery', 'Archery - AS file', and 'Tasks checklist', each with a checkbox to its right.

MoodleLARC English (en) Trevor Shanklin

Dashboard > Courses > LDT > AS-A Turn editing on

NAVIGATION Dashboard Site home Site pages Courses LDT AS-A Participants Badges Competencies Grades Introduction Project demonstration and template Resources Project 3 Project 4 Project 3 Project 4 Project 5 Arabic Chinese Filipino French Georgian Global Performance Assessment Italian

Introduction

Your progress ?

This workshop is about the implementation of Articulate Storyline into the classroom for various pedagogical purposes (online courses, integration of the flipped classroom instructional model, or even utilization of Articulate Storyline into the classroom). More particularly, we will try to see how to connect the interactive features of this presentation software to some pedagogical purposes. Here are some possible lines of thoughts:

1. Raising **students' awareness** of dedicated aspects of the course by "staging" the information;
2. **Creating a "learning path"** for the students to find scattered information and prioritizing it through the implementation of visuals elements (illustrations, background, "eye-candy" effect"...);
3. **Assessing** students' knowledge with the implementation of a quiz.

Project demonstration and template

Here are two files that will help you to conceptualize and design your Articulate Storyline project.

The first one is the demo of a possible published project, at the LMS/Scorm format. It's fully compliant with Moodle or other learning management platform, such as Blackboard. Please, be aware that Firefox is the best browser you could use to read this file on PC.

The second one is the template, at the Articulate Storyline format. It should be compatible with all Articulate Storyline versions. This file can only be edited/viewed if your computer is equipped with the Articulate Storyline software.

Archery

Archery - AS file

Tasks checklist

Articulate Storyline 3

Where We Begin with CALL

LARC PROJECTS WHO WE ARE INSTRUCTIONS RESOURCES LARC MAPPING PROJECT

LARC Lab

LARC Materials

SH 204 Reservations (PC)

SH 205 Reservations (Mac)

LARC Center

MoodleLARC

LARC Diigo Bookmarks

LARC Youtube

CAST

Byki

Italian Project

Persian Grammar

LARC Lab  / Instruction Documents

Instruction Documents



LARC Lab instruction documents and video tutorials on how to use lab resources

— VIDEOS

Adobe Premiere

LARC Labs Instructions

Amara Lakhous: Street Scenes and Zoom (25:14)



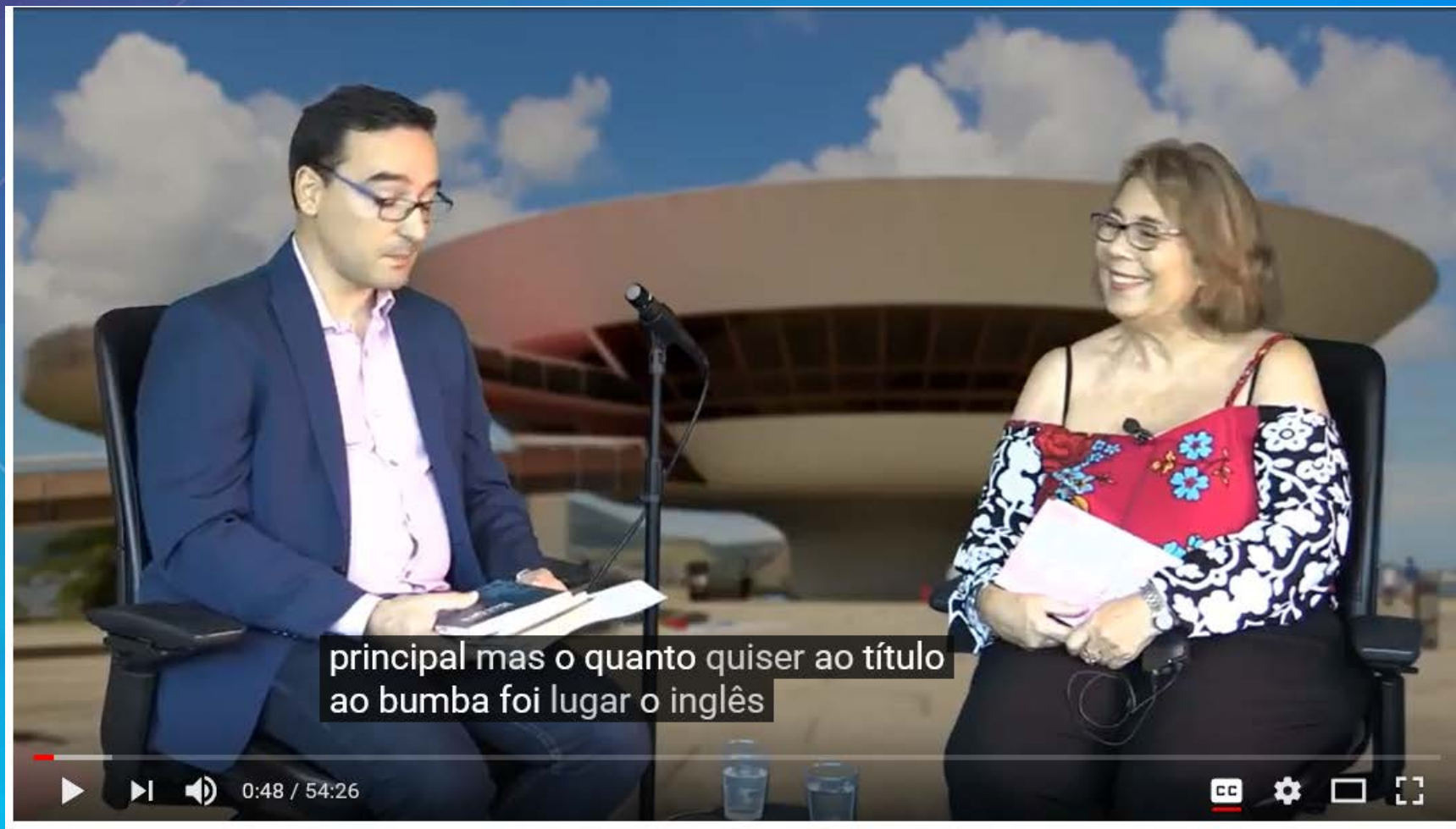
Author of: Scontro di civiltà per un ascensore a Piazza Vittorio/Clash of Civilization for an Elevator in Piazza Vittorio

<https://youtu.be/uBYaEKtxWfI>

Amara Lakhous

Thus my roots are Algeria, my roots are my family. I never cut those roots, in fact this is why I write in Arabic, and I travel to Algeria twice a year. Now I am writing a novel in Arabic. I write in Arabic and then I write in Italian, but the first version is always in Arabic. I try to reconcile, I try to mediate between these two cultures, these two countries. And at the end, I try to take the best in each of them: I take the best from my culture of origin and I take the best from Italian culture. In Italy as elsewhere there are good things and not so good things. I want to choose the best and that is what I tried to do. That is what my characters try to do too: they try to get the best from the cultures that they know. And I want to do the same in the United States: there are good things and not so good things. I want to take the best things. I take the best things from my Algerian, Arab, Muslim culture. I take the best things from Italian culture. And I take the best things from American culture

Lúcia Bettencourt at San Diego State University (Full Interview)



<https://www.youtube.com/watch?v=RuDXfy6jgYE>

Iraqi Marketplace



Larc Online Materials: Iraqi

Customer: Hello brother.

Seller: Hi Sister.

I want 1 kg of tomatoes and 1 kg of okra. Can I pick what I want?

No sister, no self picking, all produce here is good and new.

How much is 1 kg of tomatoes and 1 kg of potatoes?

- Tomato is 200 dinar and okra is 1500.

Why on earth is the okra so expensive?

Not its season. And the market and transportation are all up.

Then give me a bag and let me pick what I want.

You are so stubborn! Take it! Here is the bag!

Thank you! Good ! and the lettuce ? how much do you sell it for?

Every 2 heads of lettuce is for 500 dinar.


Still expensive! What is going on?

Take 3 heads for 500. I want to see what is your excuse this time!

My sister! The market is high, what do I have to do with it?

LARC Online Materials

Arabic Alphabet Menu Credits



Arabic Letters الحروف العربية

أ	ب	ت	ث	ج	ح	خ
د	ذ	ر	ز	س	ش	ص
ض	ط	ظ	ع	غ	ف	ق
ك	ل	م	ن	ه	و	ي