

Selected Workshops:

- **Designing Experiential Learning** (University Associates). To introduce the experiential learning model and practice designing and facilitating experiential training.
- **Fundamentals of Project Management** (TMC). To organize a project, track costs and time expenditures, manage quality and risk, evaluate human resources requirements and overcome potential obstacles.
- **Advanced Team Facilitation** (Ingrid Bens). To enhance facilitation strategies and group effectiveness. To train faculty development specialists to conduct team building and team intervention sessions.
- **Second Language Teacher Development** (Donald Freeman, School for International Training and Kathleen Bailey, Monterey Institute of International Studies). To offer leaders insights and skills in carrying out their roles as faculty developers, classroom observers, and action researchers. To examine the many aspects of these roles and learn how to carry them out effectively and efficiently.
- **Maximize Student Learning with “Zero Preparation” Classroom Activities** (Laurel Pollard). To enable instructors to use highly effective, interactive classroom activities, which require little preparation, but involve all language skills activating the students’ best learning strategies and maximizing student learning.
- **Learning Styles and Strategies** (Rebecca Oxford, University of Maryland). To summarize research on language learning styles and strategies as important factors influencing a student's ability to learn a foreign language. To help boost students’ proficiency and maintain enrollment.
- **Influencing without Authority** (TMC). To enable team leaders to work effectively with their team members and to develop their leadership potential.
- **Teacher Action Research** (M. Hall Haley, George Mason University). To explore action research, its characteristics, and research methods in order to support the professional development of teachers through an examination of their own teaching practice.
- **Form-Focused Instruction** (Patsy Lightbown, Professor Emerita, Concordia University). To provide an overview of the research on form-focused instruction and the treatment of error in instructional contexts where the focus is primarily on meaning.
- **Language-Focused Tasks and Form-Focusing Tasks** (Teresa Pica, University of Pennsylvania Graduate School of Education). To demonstrate how texts that are focused on meaning can be used to draw learners’ attention to the features of the language that are difficult to notice on the basis of content and communication alone.
- **The State of Language Teaching, and the Importance of Teaching Grammar** (Leo van Lier, Monterey Institute of International Studies). Plenary presentation to demonstrate that explicit grammar instruction has a place in the language classroom.