

Eduardo Lage-Otero, Ph. D.

Home Address:

Kent Vale
111 Clementi Road, Block C, #05-03
Singapore, 129792
+65 9646-5264 (mobile)

Eduardo.LageOtero@yale-nus.edu.sg
http://eduardolageotero.wordpress.com/

School Address:

Yale-NUS College
10 College Ave. West, #01-101
Singapore, 138609
+65 6601-3265

yncel@yale-nus.edu.sg
http://yale-nus.edu.sg/

RESEARCH & TEACHING INTERESTS

Second Language Acquisition (SLA), Multimedia Learning, Learning Styles, Cognitive Theory, Travel Literature, Spanish Language Instruction & Hispanic Studies

EDUCATION

PH.D. EDUCATIONAL COMMUNICATION AND TECHNOLOGY (ECT)

New York University, Steinhardt School of Education

Dissertation: "Reading to Write in an SLA Multimedia Environment: A Cognitive Approach"

September 2007

NEW YORK, NY

TEACHING AND LEARNING CERTIFICATE

New York University, Center for Teaching Excellence

Graduate School Educational Development Program

May 2006

NEW YORK, NY

M.A., SPANISH LANGUAGE & LITERATURE

Washington University in St. Louis, Department of Romance Languages

December 1993

ST. LOUIS, MO

B.A., ENGLISH LANGUAGE & LITERATURES

University of Santiago de Compostela

May 1992

SPAIN

ACADEMIC APPOINTMENTS

SENIOR LECTURER & DEPUTY DIRECTOR OF LANGUAGE STUDIES

YALE-NUS College

Teach Spanish courses at all levels. Develop language curriculum and hire part-time instructors to teach language courses. Coordinate all aspects of language instruction at Yale-NUS.

2017-Present

INAUGURAL COLLEGE VICE RECTOR

YALE-NUS College

Work closely with students, faculty and staff at the College to realize the full potential of a living and learning community in a Liberal Arts context. Implement various aspects of academic advising and coordinate curricular and co-curricular efforts and initiatives in conjunction with the Dean of Faculty, the College Rector and the Dean of Students.

2012-2017

COLLEGE LECTURER & LANGUAGE COORDINATOR

YALE-NUS College

Develop and teach intensive introductory courses in Hispanic language and culture using a range of technological resources and pedagogical approaches to provide an interactive and media-rich learning

2012-Present

experience to students. Coordinate language offerings at Yale-NUS in partnership with NUS Centre for Language Study and Yale University.

LANGUAGE CENTER DIRECTOR 2008-2013

Trinity College

Developed and provided guidance for the Blume Language and Culture Learning Center, a multipurpose computer facility designed to foster the teaching and learning of foreign languages and cultures.

HISPANIC STUDIES LECTURER 2008-2013

Trinity College

Taught intensive introductory courses in Hispanic language and culture using a range of technological resources and pedagogical approaches to provide an interactive and media-rich learning experience.

LANGUAGE AND TECHNOLOGY SPECIALIST 2000-2006

New York University, Humanities Computing Group/ITS

Provided technical and instructional support to language instructors teaching with technology. Assisted with the development of online language materials and websites via the Blackboard course management system. Conducted evaluation of campus-wide Blackboard support practices.

LANGUAGE LABORATORY DIRECTOR 1994-2000

Washington University in Saint Louis

Provided pedagogical and technical instruction for students and instructors in the use of instructional technology and laboratory equipment. Worked with language faculty to integrate various technologies into communicative language programs. In charge of day-to-day operations of the facility in addition to supervising student staff and budgeting for maintenance and replacement of laboratory equipment.

TEACHING EXPERIENCE

BEGINNING SPANISH (YLS1201, YLS1202) 2013-2015

Yale-NUS College

An intensive introductory language sequence emphasizing oral practice, consolidation of basic grammar skills, composition skills, and reading comprehension. The course uses a communicative approach with selective use of technology tools (*Textbook: Tu Mundo via Connect Platform and Canvas LMS*)

ADVANCED SPANISH: SPAIN, A MOSAIC OF CULTURES (YLS3201) FALL 2015-Present

Yale-NUS College

This course focuses on a representative selection of texts and films from various regions of the Iberian Peninsula. The course addresses questions such as, what is Spain? Why is its unity in question? Students analyze and contextualize the readings via in-class discussions and presentations. (*Textbook: Selection of readings from various authors. Canvas LMS*)

ADVANCED SPANISH: LATIN AMERICA, BORDERS AND IDENTITIES (YLS3202) FALL 2016

Yale-NUS College

This advanced course focuses on a representative selection of texts and films from Latin America to address questions related to the countries colonial past, their relationship with the United States, and their similarities and differences across the region. (*Textbook: Vistas y Voces Latinas, 3rd Ed.; films*)

INTERMEDIATE HISPANIC STUDIES (HISP 201) SPRING 2012*Trinity College*

An intermediate language and culture course that combines a review of key grammar concepts with oral practice and an introduction to literary texts. (*Textbook: Punto y Aparte*)

INTENSIVE INTERMEDIATE HISPANIC STUDIES (HISP 102) SPRING 2010-SPRING 2012*Trinity College*

Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, composition skills, and reading comprehension. (*Textbook: Dos Mundos*)

FIRST-YEAR SEMINAR 149 – TEXTUAL GEOGRAPHIES FALL 2009-FALL 2011*Trinity College (<http://commons.trincoll.edu/fysm-149/>)*

The goal of this original, self-designed course was to give students a deeper understanding of the role of travel narratives in the development of the novel and how new mapping technologies can serve as a platform to analyze the various cultural and literary elements contained in these stories.

FIRST-YEAR SEMINAR 126 – GAME CHANGERS FALL 2010-FALL 2012*Trinity College (<http://commons.trincoll.edu/fysm-126/>)*

This original, self-designed course explored a sub-genre within the gaming culture - games for social change - to identify how computer games can be designed and used to address urban social problems.

EDUCATIONAL STATISTICS I AND II FALL 2003-FALL 2005*New York University, Humanities & Social Sciences*

Assisted with the online component and grading of students' work on a two-semester course sequence designed to introduce students to SPSS, a tool for data analysis in the Social Sciences.

COMMUNICATING WITH COMPUTER-BASED INTERACTIVE TECHNOLOGY FALL 2002*New York University, ECT Program*

Provided support with online materials to assist students' projects in this introductory course on authoring, scripting, and the development of design documents for instructional multimedia projects.

RESEARCH EXPERIENCEVIDEO GAMES FOR SOCIAL CHANGE 2010*Trinity College*

Developed and conducted an action research study in a Middle School context on the use of educational video games to improve students' understanding of various social issues affecting Hartford.

RESEARCH ASSISTANT 2007-2008*Center for the History of Medicine (University of Michigan)*

Conducted primary archival research on the impact of the Spanish Flu pandemic in the United States.

RESEARCH ASSISTANT 2007*United Nations Institute for Training and Research (UNITAR)*

Conducted research on the Open Educational Resources (OER) Movement and its impact within the United Nations in order to explore potential uses of OER for UNITAR's training initiatives worldwide.

ONLINE IMPLEMENTATION OF CYBERBUCH/CIBERTECA PROJECT 2003-2006*New York University, Humanities Computing Group*

Co-developed and executed the online version of the language acquisition Cyberbuch/Ciberteca project (Available at <http://www.nyu.edu/projects/cyberbuch/>).

PUBLICATIONS

BOOK CHAPTER

Lage-Otero, E. (2014). Innovative Second and Foreign Language Education in Southeast Asia. In May, S. & Van Deusen-Scholl, N. (Ed.), *Encyclopedia of Language and Education. Second and Foreign Language Education, 2nd Edition*.

BOOK CHAPTER

Lage-Otero, E. (2012). The LLC's role in technology training and professional development. In A. F. Ross (Ed.), *IALLT Language Learning Center Management Manual, 3rd Edition*. Manuscript submitted for publication.

EDUCATIONAL TECHNOLOGY EXPERIENCE

Extensive experience with HTML, CSS, and various LMS platforms (Blackboard, Moodle, Canvas), blogging platforms (Wordpress), CMS systems (Drupal, Sharepoint), page layout software (InDesign, Publisher), image editing tools (Photoshop), and other assorted software packages.

ASSESSMENT OF LANGUAGE LEARNING

Trinity College

Coordinated the development of an e-Portfolio project using Microsoft Sharepoint to assess students' language and culture learning in their major.

ONLINE LANGUAGE LEARNING

Trinity College

Launched a campus-wide initiative to offer online introductory language lessons in 17 languages to all Trinity College students, faculty and staff via Mango Languages (<http://www.mangolanguages.com/>)

STUDENT TECHNOLOGY ASSISTANT PROGRAM

Trinity College

Instituted a student-centered support unit in collaboration with Academic Computing to assist all Trinity faculty and students with their day-to-day use of technology. This program currently has 6 students on staff providing 5 days-a-week, 7 hours-a-day technical and instructional support through the Blume Center. (<http://commons.trincoll.edu/sta/>)

TECHNOLOGY TRAINING EVENTS

Trinity College

Organized and co-sponsored a series of college-wide events on instructional technology, including VoiceThread, Wimba, WordPress, Blackboard and Moodle Course Management Systems. Co-sponsored events included a "Jump Start" workshop for newly-hired faculty and returning faculty at the start of the academic year, to (re) introduce them to the various instructional technologies available on campus and on the web.

LANGUAGE TEACHING AND TECHNOLOGY EVENTS

Trinity College

Organized regular activities for colleagues from the Language and Culture Studies Department to promote the use of new language learning tools and the effective application of instructional technology in the language classroom. Instituted regular events to bring language and culture colleagues together to share teaching ideas and best practices. Hosted a regional conference (<http://www.nerallt.org/>) on language teaching and technology.

LANGUAGES

Native-like Proficiency:	Galician, Spanish, English
Advanced Reading/Speaking Proficiency:	French, Portuguese
Intermediate Reading Proficiency:	Italian

AWARDS

Yale-NUS Teaching Innovation Grant	2017
Bryn Mawr College, Faculty Stipend for Blended Learning Course Development	2012-2013
Trinity College, Course Development Grant (CUGS)	Summer 2010
Trinity College, Course Development Grant, (CTL)	Summer 2009
New York University, President's Service Award for Programming	Spring 2006
New York University, President's Service Award for Leadership	Spring 2005
New York University, Dean's Grant for Graduate Research	Fall 2003
The Pew Teaching Leadership Award	Fall 1993

CONFERENCE PRESENTATIONS AND INVITED LECTURES

"When East meets West – Language Learning at a Distance in Singapore." II International Conference on New Trends in Foreign Language Teaching, Granada, Spain, May 17-18.	2018
"How Collaboration Builds Sustainable Programs: Growing and Diversifying Language Offerings on a Dime." International Association of Language Learning Technology, Concordia College, June 19-24.	2017
"The Horizon Report and the Event Horizon: On the Future of Language Centers." <i>New England Regional Association for Language Learning Technology</i> , Trinity College, Hartford, CT, October 11-12.	2012
"Language learning and the maker culture." <i>26th Japanese Language Teachers' Association of the Northeast Region</i> , Trinity College, Hartford, CT, June 2.	2012
"Charting new courses: Teachers as cartographers." <i>New England Association for Language Learning Technology</i> , Carnegie Mellon University, Pittsburgh, PA, March 30.	2012
"Culture podcasting: Globalizing the local." <i>New England Regional Association for Language Learning Technology</i> , Union College, Schenectady, NY, October 14.	2011
"Language Learning and Social Media Sites: Broadening the Language Learning Experience." <i>NEALLT Conference</i> , Philadelphia, April 1-3.	2011

- (Invited Lecture) "e-Textbooks for Language Instruction: Hype and Hypertext." Plenary session at Yale University. Spring Workshop of the *Consortium for Language Teaching and Learning*, New Haven, CT, May 26. 2010
- "Freedom of speech: Open source voice tools in Moodle." *New England Regional Association for Language Learning Technology*, Boston, MA, April 16. 2010
- "e-Textbooks in the Language Center: Promise or peril?" *New England Association for Language Learning Technology*, Saratoga Springs, NY, April 9-11. 2010
- "Mapping stories as a road to culture learning." *NEALLT-NERALLT Joint Conference*, New Haven, CT, October 30-31. 2009
- "Reading/Writing interaction in an L2 multimedia environment: A task-based approach to knowledge transfer." Kentucky Foreign Language Conference, Lexington, KY, April 20-22. 2006

PROFESSIONAL MEMBERSHIPS

Computer Assisted Language Instruction Consortium (CALICO)
International Association for Language Learning Technology (IALLT)
American Association of Applied Linguistics (AAAL)
NACADA – The Global Community for Academic Advising

PROFESSIONAL REFERENCES

Available upon request