

1. **PanOpto**- <https://urcapture.hosted.panopto.com/> This is a great tool for lecture capture, compiling streaming content, and publishing videos to the UR community and beyond. You should be able to access the site through your Blackboard login. Blackboard is only used here for authentication, and the site should not bring you to the Blackboard site, itself. I had to request access to the UR PanOpto page by talking to John Messer, but you may already have access, since PanOpto launched at UR this past spring. You can use this tool to record multiple presentations simultaneously.
2. **FlipGrid**- <https://info.flipgrid.com/>-This is a great tool to solicit and compile student dialogue and monologue recordings. It has a fun and user-friendly interface, and students can comment collaboratively on their own work, as well as files submitted by their peers.
3. **Ecamm Skype Call Recorder**- <http://www.ecamm.com/mac/callrecorder/> All the computers in the Global Studio have licenses for this program. You can use this program to record Skype calls. This could be an interesting program if you plan on having your students connect with people at other schools. See recent eTandem exchange between David Giancaspro's LAIS 221 class and students at Universidad Autónoma del Estado de Hidalgo:
<https://richmond.box.com/s/1ju6i6r8amoastp2j75f6zgj8ojqvqr0>
4. **VoiceThread**- <https://voicethread.com/> This is an interesting platform that is similar to EdPuzzle, but it's designed specifically to stimulate student authorship of media content. It's great for voiceover narration and digital presentations. The "free" version of the site has some unfortunate limitations in the way of file sizes allowed for individual uploads. The site can really only be used effectively with the paid account. Let's talk if you'd be interested in purchasing a license.
5. **GoReact**- <https://get.goreact.com/> This is an expensive platform primarily used for ASL assessment, but its application extends to other languages, as well. It allows students to comment collaboratively on video segments, and to annotate clips for shared feedback and evaluation. Since the Faculty Senate has recently approved ASL to fulfill COM 2, I have received positive indication from the Faculty Senate and the Academic Disabilities and Accommodation Committee on behalf of the Provost that this kind of programming will be given institutional support. Be on the lookout for more information regarding GoReact over the summer of 2018.
6. **EdPuzzle**- <https://edpuzzle.com/> Like NowComment, but for multimedia content. Instructors can ask students to preview audio and video files, and answer customized questions. You can track which students have previewed the associated clips, and you can let students engage responses submitted by their classmates, or ask them to submit input privately.
7. **Google Arts & Culture- Virtual MuseumTours:**
<https://www.google.com/culturalinstitute/beta/project/streetviews> This site could be interesting for students to lead guided tours of their favorite museum. There are approximately 1,900 museums on the site, if you click 'View All'. The most complete virtual collections are those that have become official Google Partners. Check out the Louvre or the Hermitage for examples of full partnerships.
8. **One Button Studio** <http://onebutton.psu.edu/>-Resource to help students author multimedia content. Coming to the Global Studio in summer of 2018 with IS support.
9. **GooseChase**- <https://www.goosechase.com/>-Tool for online scavenger hunt activities. Lots of fun, and very easy to set up for groups of participants. Since the whole campus has wireless internet access, you could send students out into the campus to complete team-building exercises in the target language. You can watch them submit videos, pictures, and complete tasks all over campus.

10. **ClassCraft**- <https://www.classcraft.com/> Site to help teachers implement gamification frameworks in the classroom. Intended for a younger audience, but the site can be adapted and customized for higher-learning objectives.
11. **Speak Good Chinese**- <http://www.speakgoodchinese.org/> There may be applications for this open-source program in German, too. Using the coding for different phonological tools in PRAAT, students can both hear and see an approximate visualization of pitch and tone. This is especially important in Mandarin and Cantonese, where tone can impart any number of meanings. For an example of this complexity, see the poem, “[Lion-Eating Poet in the Stone Den](#),” by Yuen Ren Chao. Luckily, the tonal environments of other languages tend to be much easier for American students to learn. Using the PRAAT interface, students preview the audio and tonal visualization of a speech fragment prepared by a native speaker, and attempt to replicate the same patterns in their own speech. Since PRAAT is open-source, we could conceivably build our own versions of the program for customized language courses, but this would require working closely with different speakers, and compiling our own repository of clips.
12. **GMU Speech Accent Archive**- http://accent.gmu.edu/browse_language.php Although the site was compiled as a resource for dialecticians and ESL instructors, the samples could be adapted for listening activities, and provide students with more exposure to diverse manifestations of foreign languages.
13. **University of Iowa Sound of Speech Project**- <http://soundsofspeech.uiowa.edu/german/german.html> This is a great tool to help students improve their German phonetic articulation. The site requires Java and possibly Flash to work correctly.
14. **Chrome Musiclab 3-D Spectrogram Analysis** <https://musiclab.chromeexperiments.com/Spectrogram> This is an interesting 3-D spectrogram tool that has been incorporated into a variety of more complex interfaces used primarily in the acoustic sciences. I worked with a colleague, Maurice Wallace, who was using applications of this technology to produce 3-D acoustical maps of speeches and sermons delivered by Martin Luther King, Jr. The technology is so new that it has not fully been explored as a linguistic instrument. Traditionally, spectrogram analysis is performed by speech pathologists and medical practitioners, but these new mapping resources may prove equally useful to applied linguists. Speech sounds comprise and exist in 3-D space, and the field has only just started to appropriate methods to understand the complex mathematical properties of speech sounds in aural 3D space. I would recommend trying out several sounds in the site, such as the trombone, bird chirps, computer modem, etc., to see an approximate 3D visualization of sound.
15. **Audacity**- <http://www.audacityteam.org/> Open-source audio recording, converting, and mixing program. It’s also decent for Podcasts.
16. **Zoom**- <http://zoom.us> - The Global Studio has a paid Zoom subscription. The platform facilitates digital video conferences and webinars with automatic recording capabilities.
17. **NowComment**- <https://nowcomment.com/> Resource that allows students to comment collaboratively on documents, paintings, and digital artifacts collaboratively.—Recommend looking at Hypothesis, instead. <https://web.hypothes.is/>

18. **Slack-** <https://slack.com/> for general information, and then our Global Studio Slack page to facilitate communication in LLC and LALIS is https://join.slack.com/t/urichmondglobalstudio/shared_invite/MjE3Njc4ODQ0MTAyLTE1MDA5MDQzODctNzc1MDIxMjkYMG Slack is probably not useful for courses, but I am hopeful it will catch on in LLC and LALIS as an internal communication platform. You can use it as a file delivery system, and you can discuss topics with colleagues that you can then share with others. Instead of forwarding dozens of emails, you could simply add new colleagues to that channel, and they would have access to the full range of previous conversations about a topic at their disposal. Slack combines features of chat, forum, and email.
19. **Canva-** <https://www.canva.com/create/brochures/> Digital brochure and design tool to encourage the showcasing of student writing projects.
20. **Diigo-** <https://www.diigo.com/> Tool for bookmarking, archiving, saving online screenshots, and annotating web content.
21. **ABBY FineReader-** <https://www.abbyy.com/en-us/finereader/?c=1> We have a license on select machines in the Global Studio lab. This software uses Optical Character Recognition (OCR) capabilities to make scanned content searchable.
22. **HandBrake-** <https://handbrake.fr/> Open source media transcoder for making film clips, and preparing content for public posting on YouTube, Vimeo, WordPress, etc. You can use HandBrake to burn subtitles into a video.
23. **MPEG Streamclip-** <http://www.squared5.com/> If you're looking just to make clips, you should also consider MPEG Streamclip. The user interface is a little clunky, but once you learn the keyboard shortcuts, it's probably faster for clipping than HandBrake.
24. **Lynda-** <http://is.richmond.edu/training/tutorials.html> Online repository of instructional videos for hundreds of different software tools and skills. The demos and courses are accessible to all students, faculty, and staff at the University of Richmond.
25. **ARTstor-** <http://www.artstor.org/> Digital database that allows users to access high-definition vector maps of fine works of art. It's kind of like JSTOR for painting, photography, sculpture, etc.
26. **PiktoChart-** <https://piktochart.com/> Similar to Canva. This is an open-source tool for infographics, reports, announcements, and presentations.
27. **ScrollKit for Digital Storytelling Tools** This tool started out as the proprietary product of an independent company, but it was purchased by WordPress in 2014. It has been integrated into the WordPress interface as an optional widget that users can activate. I am not sure if the feature is still available as a free plug-in, but I'll look into this question more in the weeks ahead. The parallel scrolling mechanism has been popular with journalists and authors, and it could be a productive outlet for students in your Chronicle seminar. You can see an effective presentation of the tool in the following *NYT* article: <http://www.nytimes.com/newsgraphics/2013/10/13/russia/>
28. **Zotero-** <https://www.zotero.org/> My favorite bibliographic tool to compile, organize, and share cited works and resources. I would definitely recommend the browser plug-in, so you can save references for later, and the Microsoft Word Plug-in will automatically generate bibliographies from embedded citations.

29. **Voyant-** <http://docs.voyant-tools.org/start/> This is a tool designed for text-mining. The program will calculate word-frequencies, compile aggregate linguistic concordances, and illustrate different connections between terms. There are many different tools and visualization options. Most people use it to generate word clouds, but the capabilities of the site far exceed this basic function.
30. **Atlas of World Language Structures-** <http://wals.info/> This resource is designed primarily for applied and anthropological linguists, but there may be some tools of interest here for you and your students to study the features of German as compared to other languages.