

Innovation in Italian Programs and Pedagogy— Louise Hipwell and Donatella Melucci Editors

In recent years, Italian departments, researchers, and teachers have been faced with the more and more pressing need to find innovative ways to confront the challenges brought about by changes in education and the general shift in students' interests. The past two MLA reports have clearly outlined a drop in the number of students deciding to enroll in Italian courses. How do we entice students to come through our doors and then get them to stay? How do we counteract the intensity with which administrators, both at the high school and college level, publicize STEM to the detriment of the Humanities? The Georgetown Italian Language and Culture Conference in 2017 provided a venue for reflection upon these very essential questions in the field of Italian language instruction today.

The third iteration of the Georgetown Italian Language and Culture Conference titled Innovation in Italian Programs and Pedagogy, took place on October 21, 2017 and welcomed over 120 participants between presenters and registered attendees. The event was made possible by the financial support of the Embassy of Italy and the Italian Cultural Institute in Washington DC, and the Faculty of Foreign Languages and Linguistics at Georgetown University. The conference program, published here as an appendix (181), shows the breadth of topics examined at the conference, from the theory behind task-based learning instruction to the hands-on creative implementation of technology and gamification