Using technology-mediated PBLL to promote social justice

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background

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Social justice in CALL

- Preponderance of micro-level issues in CALL literature (Gruba & Hinkelman, 2012)
- Little attention to issues of social justice in CALL (Ortega, 2017)
- Social Justice Standards for K-12 (Teaching Tolerance, 2016, https://www.tolerance.org/frameworks/social-justice-standards)

Project-based (language) learning defined

"a **long-term (several weeks) activity** that involves a variety of individual or cooperative tasks such as developing a research plan and questions, and implementing the plan through empirical or document research that includes collecting, analyzing, and reporting data orally and/or in writing" (Beckett, 2002, p. 54)

"an **approach** in which learners investigate a question, solve a problem, plan an event, or develop a product" (Weinstein, 2006, p. 161)

"a **teaching method** in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge" (BIE, n.d., http://www.bie.org/)

Project-based learning

Buck Institute for Education (BIE):

- Gold standard PBL: Essential project design elements
- Framework for High Quality PBL (HQPBL)

Gold Standard PBL: Essential Project Design Elements

- Challenging problem or question
- Sustained inquiry
- Authenticity
- Student voice & choice
- Reflection
- Critique & revision
- Public product

Source: http://www.bie.org/
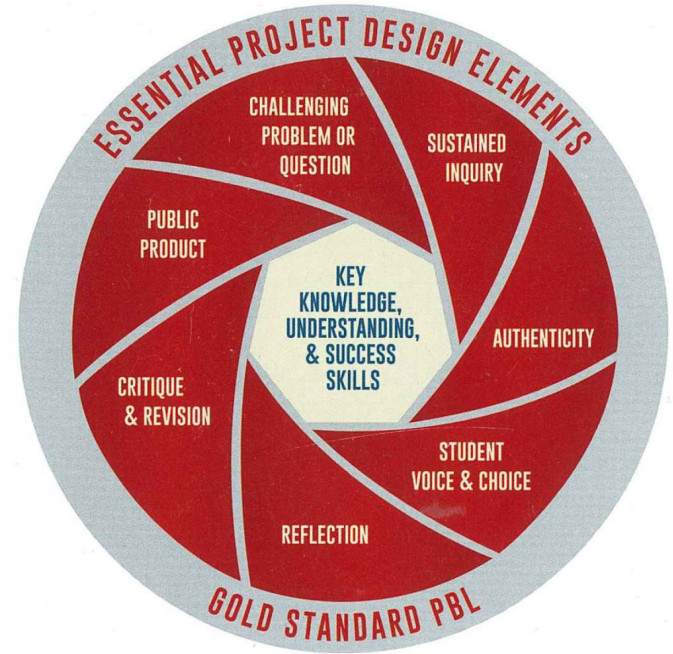
HQPBL Framework

Six criteria:

1. Intellectual challenge and accomplishment
2. Authenticity
3. Public product
4. Collaboration
5. Project management
6. Reflection

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From PBL to PBLL

- National Foreign Language Resource Center:
  - PD initiative on PBLL
- PBLL in CALL:
  - Technology-enhanced PBLL (Dooly & Sadler, 2016)
  - PBLL with technology (Thomas, 2017)
- PBLL and social justice
  - Leveraging PBLL to explore various social issues
- Challenge: implementing PBLL in beginner-level language courses

methodology

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Research aims

- To explore the effectiveness of using technology-enhanced PBLL in a second-semester Spanish language class

- To raise awareness and promote social justice in the University community

Research questions

1. What are some considerations for teachers interested in incorporating technology-mediated PBLL projects with a focus on social justice in their beginning-level language courses?

2. What are students' perceptions regarding the potential benefits and challenges of technology-mediated PBLL for promoting social justice?

Context

- 18 students, enrolled in 2nd semester Spanish course
- Communicative curriculum, 150 min per week
- "Lab" component 50 min per week:
  - PBLL Social Justice Project
  - 10% of final grade
- Social justice month at SCSU

Data for PBLL project

- Data included classroom artifacts:
  - PowerPoint presentations & lesson plans
  - Student-generated products
  - End-of-semester course evaluations about the project

Technologies used by students

- meme-generator tools (e.g., Mematic, Meme Generator)
- e-portfolio tool SeeSaw™ for sharing, "liking," and commenting on each other's memes
- PollEverywhere.com to vote on the best memes

Product Square

EXPECTED OUTCOMES
What are the expected outcomes? What standards will they address? Students will be able to to create memes in Spanish using the Social Justice Standards for K-12 in order to raise awareness and promote social justice in the SCSU community.

PROBLEM, QUESTION, CHALLENGE	AUTHENTIC, REAL WORLD PURPOSE
What real world problem, question, or challenge will your project address? How can we raise awareness and promote social justice in the SCSU community through memes in Spanish?	*What is the authentic real-world purpose for your project? What will be the impact of this project outside the classroom?* To increase the awareness of social justice issues among students and faculty at SCSU during the Social Justice month.

COMMUNITY PARTNERS	PRODUCT & PUBLIC AUDIENCE
Who will you be partnering with in the community (e.g., person, organization, business, etc.) to complete this project? Organizers of the Social Justice month at the SCSU to advertise the final event (i.e., meme exhibition and poster presentation).	What is your proposed product? Who is your proposed public audience (e.g., people outside the school and from the target language / culture / community) for the product? Meme exhibition and poster presentation for the SCSU community during the Social Justice month.

WHY DO L2 LEARNERS CARE?
Students in the beginning-level Spanish class will feel themselves part of the University mission to promote social justice by creating memes in Spanish that (a) work within the Teaching Tolerance Framework for Social Justice as well as (b) promote ideas that students believe are important.

activities

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http://socialjustice.southernct.edu

| Identidad (Identity) | Diversidad (Diversity) |
| Justicia (Justice) | Acción (Action) |

Normas de justicia social

https://www.tolerance.org/frameworks/social-justice-standards

1. Elige una norma & vocabulario

IDENTIDAD

1. Los alumnos desarrollarán identidades sociales positivas en base a su pertenencia a diversos grupos dentro de la sociedad.
2. Los alumnos desarrollarán lenguaje y conocimientos históricos y culturales que reafirmen y que describan con precisión su pertenencia a diferentes identidades colectivas.
3. Los estudiantes reconocerán que las múltiples identidades de las personas interactúan y crean individuos únicos y complejos.
4. Los estudiantes expresarán orgullo, confianza y un nivel sano de autoestima sin negar el valor y la dignidad de otras personas.
5. Los estudiantes reconocerán los rasgos de la cultura dominante, de su cultura de origen, y de otras culturas y entenderán cómo negocian su propia identidad en diferentes ambientes.

DIVERSIDAD

6. Los estudiantes se sentirán cómodos tanto con personas similares como con personas diferentes a ellos, e interactuarán de manera respetuosa con todas las personas.
7. Los alumnos desarrollarán el lenguaje y el conocimiento necesarios para describir con precisión y respeto cómo las personas (incluyendo ellos mismos) son tanto similares como diferentes entre sí y en comparación con otros individuos dentro de sus identidades colectivas.
8. Los estudiantes expresarán su curiosidad en torno a la historia y las experiencias vivenciales de otros e intercambiarán ideas y creencias con una mente abierta.
9. Los estudiantes responderán a la diversidad desarrollando empatía, respeto, comprensión y conexión.
10. Los estudiantes examinarán el concepto de diversidad en contextos sociales, culturales, políticos e históricos en lugar de analizarlo de manera superficial o excesivamente simplificada.

Los meme de bullying

Meme generators

Normas de justicia social: Bullying

Identidad

4. Los estudiantes expresan **orgullo**, **confianza** y **un nivel sano de autoestima** sin negar el valor y la dignidad de otras personas.

Acción

16. Los estudiantes expresan **empatía** al ver que **otras personas son excluidas** o **maltratadas debido a su identidad**, y preocupación cuando ellos mismos
experimenten lo mismo a causa de prejuicios.

2. Meme project template

Meme (ej., .jpeg)	Norma de justicia social	Palabras clave	Descripción
YO SÍ PERTENEZCO AQUÍ Southern *Find yourself here* Y TÚ TAMBIÉN	**Identidad (1):** Los alumnos desarrollarán **identidades sociales** positivas en base a su **pertenencia** a **diversos grupos** dentro de la sociedad.	Identidad, pertenencia, grupos sociales	Decidí crear este meme en base de la Norma de Justicia Social #1 sobre **identidad**. Me gusta **pertenecer** a los **grupos sociales** de Southern. Somos una **comunidad diversa** y celebramos nuestras **diferencias**. Nuestras **diferencias** nos hacen más fuerte.

3. Chequéalo con Profe

4. Súbelo a SeeSaw

5. "Me gusta" 2 memes

6. Comenta en muchos memes

SEE SAW COMMENT RULES

1. Write at least one complete sentence.

2. Be positive.

3. Use **one** emoji.

Example: You did a great with your writing. 😎

public product

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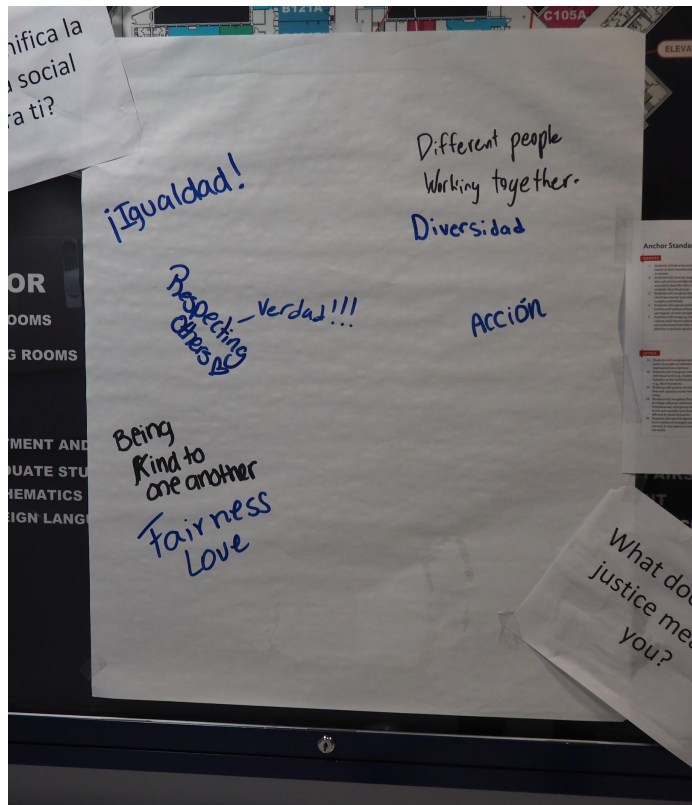
End-of-semester course evaluation questions

Overall experience: What did you **like most** about the project and why? What did you **NOT like** about the project and why?

Benefits & challenges: In what ways do you think the project **benefited** you (as well as your classmates and community)? What were your **challenges** during the project?

Project tasks & activities: Which project-related tasks and activities did you find most **successful** and why? Which tasks or activities did you find **problematic** and why?

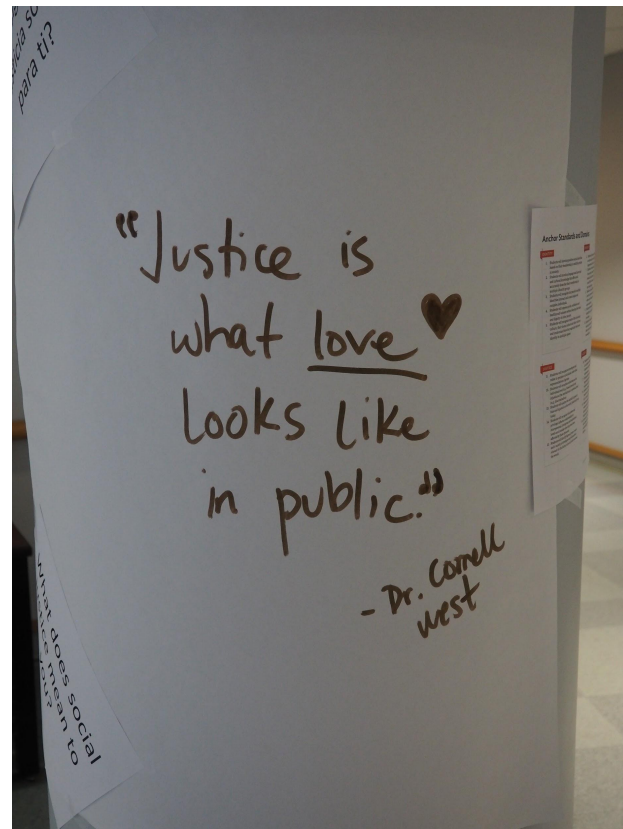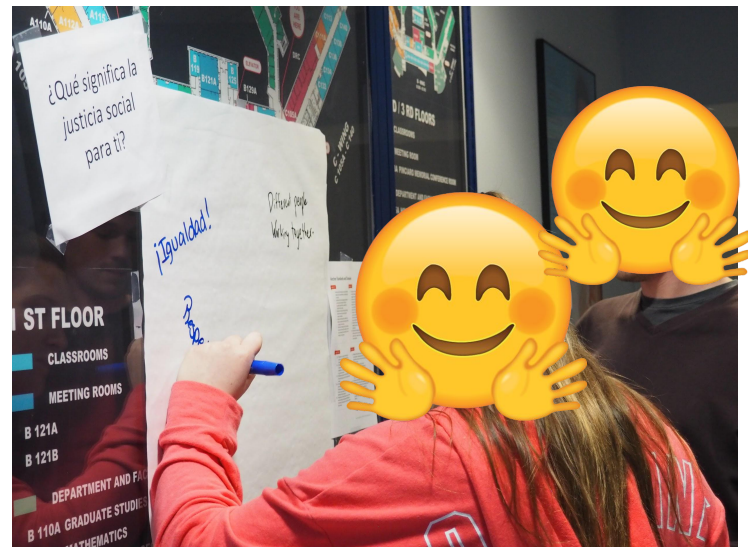**Technologies:** What technologies did you find **most and least helpful** while working on the project?

Impact on Spanish language learning: How did the project affect your **Spanish language learning**?

Awareness of social justice" How did the project affect your **awareness and understanding** of issues related to **social justice**?

Future directions
Would you **recommend** using this type of project in other Spanish courses? Why or why not? What **changes** would you make?

results

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RQ1: Suggestions & recommendations for teachers

- In beginner-level courses, tech-mediated PBLL is challenging but not impossible
  - Think about authentic multimodal texts
  - Memes: "rich" in content, accessible in language
- Scaffolding is critical for beginning-level PBLL
  - Macro- and meso-scaffolding: Modelling, template with examples, independent construction
  - Micro-scaffolding: one-on-one help in the lab, more challenging to stay in the TL

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R2: Student perceptions of benefits (content-focus)

"It benefited me and my classmates by further spreading awareness."

"I think it helped spread ideas of social justice and with Spanish listeners."

"Helped me to learn new things."

"I liked that it focused on Social Justice, which is a major issue in this generation."

"I liked the project as a whole. It gave us time to find some humor in Spanish."

"This project allowed us to combine our new Spanish skills with our creativity which made the project more fun."

"I enjoyed the meme project because it was something that the school does as a whole."

R2: Student perceptions of benefits (form-focus)

"Helped me learn Spanish."

"It was helpful in showing how certain phrases are totally different in Spanish."

"It taught me new words/phrases."

"I was able to pick up a couple extra words en espanol."

R2: Student perceptions of drawbacks (content-focus)

"I disliked that it was presented in the way that it was, I felt it was under appreciated."

"Not many people showed up to the presentation."

"... talking with my peers in class was problematic because a lot of them loved to cheat from me."

R2: Student perceptions of drawbacks (form-focus)

"Challenge: getting the right translation for the meme."

"Impact on Spanish Language Learning: It didn't."

"Challenges included coming up with statements powerful enough to make a difference."

limitations, future directions & conclusion

Limitations & future directions

- Limited data sources:
  - Interview the students
- Small-scale project:
  - Expand to multiple sections and across the semester
- Limited time resources within the general Spanish 101 curriculum:
  - Devote more time & opportunities for teachers' PD in PBLL & SJ
- More of a PBL rather than PBLL experience
  - Change the "form-focus" to be more inductive rather than pre-planned (deductive)
- Amorphous (i.e., university community at large) non-Spanish-specific target audience:
  - Include Spanish-speaking local community as target audience

Conclusion

- Provide scaffolding when implementing PBLL (especially in beginning-level language courses):
  - "Joint construction" of memes (do one together as a class)
- Utilize the Product Square to plan the PBLL experience
  - Focus on Community Partners & Target Audience
- Advantage of using social justice for content-based instruction (PBL)
  - Don't forget the second "L" by including many opportunities to focus on language (FonF)

Thank you! ¡Gracias!

Questions? Comments?

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