

## Engaged Learning Project Draft Template

**Title of Project: International Junior Reporter**

**Subject(s): Spanish 4H/AP**

**Grade Level(s): 10-12**

**Abstract:**

Students choose one of the 21 countries where Spanish is the official language. The students will receive 7 suggested countries for research, if a group decides to do a different country than the provided ones, I will provide the same resources to them. They research at least two topics from a list provided by the teacher, including from Culture: indigenous languages, holidays, nutrition, music, films, minorities in the region, sub-cultures, LGBTQ, races, sports, etc. They also must research another topic from Government/Policies: immigration, civil rights, political views, minority rights, wealth distribution among citizens/immigrants, etc. Technology: how accessible is technology in the country, what type of technology is most commonly used, how it is used, disparity of technology access among the population, etc. Students will be assuming the role of investigative reporter and as an authentic task they will be comparing their findings with policies in the United States and their own personal culture. The students will perform research online, do virtual museum visits, visit the country's government websites and contact the country's consulates in the U.S. if any. Also, the students will research the country's currency and conversion to U.S. dollars.

**Learner Description/Context:**

This project is designed for students who are in their 4<sup>th</sup> and 5<sup>th</sup> year of Spanish and it will be conducted entirely in the target language. We will be visiting the computer lab, Media Center, using the laptop cart and their own devices such as, smartphone/tablets. Students may work in pairs but ultimately each student will be responsible for their own work. Students will bring elements of their own culture and beliefs into their project by comparing the different topics investigated to their own community. We will also investigate the different populations living in our county. I will create a lesson on how to do the research properly by creating a PowerPoint presentation on my own country of origin so that the students can learn how to achieve the maximum level. In this way, the students will get to know me in more detail and the culture that I come from, the history and some of the laws that are active in the country, and experience first-hand what are the expectations for the final product.

**Time Frame:**

The entire process will take 2 weeks. We will be conducting research part in class part at home. At my school we are in block schedule so this will make it easier to take the time and put in the work with the research and feedback to each student during the process. 2 weeks will allow us to make sure we are using the technology properly and also continue with the grammar and vocabulary lessons that we will need to complete the project.

**Standards Assessed:**

MLIV.IP1C Elicit and express opinions and information.

MLIV.IP1D Exchange personal reactions to spoken and written information related to the target cultures.

MLIV.CCC2C Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.

MLIV.CCC1C Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature

MLIV.P1D Give prepared presentations (near full control of present, past, and future tenses), using visual and technological support as appropriate.

MLIV.P1E Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLIV.CCC2A Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture.

MLIV.CCC4A Discuss information acquired through the use of media, entertainment, and technology in the target language.

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### **ISTE-S Standards**

#### **Empowered Learner**

1c- Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1d- Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

#### **Digital Citizen**

2a- Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

#### **Knowledge Constructor:**

3a- plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b- evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3d- build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

#### **Innovative Designer:**

4d- Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

#### **Computational Thinker**

5b- Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

#### **Creative Communicator**

6b- Students create original works or responsibly repurpose or remix digital resources into new creations.

6d- Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

#### **Global Collaborator**

7a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b- Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

7d- Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

#### **Learner Objectives:**

Throughout the process, the students will acquire knowledge of the different cultures we study in the advanced Spanish classes. In this class the focus is not just learning the mechanics of the language construction and pronunciation, but also the cultural aspect of the language. They will understand the different kinds of culture that coexist in a particular country. The students then will be able to compare and contrast the cultures and subcultures from the country they are researching and compare them with their own culture, and the subcultures in the United States. They will be able to point out differences and similarities among the cultures and how sometimes they can overlap. Overall the goal is for the students to become Global Citizens and acquire a global knowledge that goes beyond their own backyard.

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### **The “hook” or Introduction:**

In order to grasp the students' interest I will create my own presentation of my country of origin, Dominican Republic, and share with them the same topics they will be researching on their own for the country they choose. The students will have time to ask questions about the topics that I will present to them in the lecture and internalize the knowledge presented. We will have an activity after the lecture where the students will pick one of the topics presented and compare that cultural topic with one of their own culture. For example, the holiday the Day of the Dead is a holiday that is often compared to Halloween, but in reality it is not the same. So the students will compare these holidays and dissect the similarities and the differences from each other. In this lecture, the students to get to know me better in a different level than just the teacher they see every day. Seeing that I have put the same effort on creating my project will motivate them to seek out knowledge.

### **Process:**

I will contact other teachers and ask if they can do a webcast on their own country on cultural topics and play it for the students, he or she then will become one of our mentors for this project. On day one, the students will be exposed to the lecture that I will facilitate on the project that I created for my presentation. Then, the students will engage in group discussions of some of the topics presented throughout the lesson. Students will collaborate in a small research when comparing the cultural point chosen from the presentation with their own culture. My class is very diverse, so there will be multiple points of view for the same cultural topic based on each of their cultures.

The following day, the students will select their groups and randomly select the country which they will be researching. I put the names of the countries in a hat and they select from the hat. Even though they are upper level Spanish students, this always creates a fun atmosphere and sense of adventure. Then the students will be given their first task, which is to create a Google Doc that allows them to collaborate at the same time. Then we will go to the computer lab to work on this task. The students will be given time frames to complete the tasks. Depending on how demanding the task is they will have from minutes to the end of class. This will keep us on track and keep the deadline we have assigned. Also this will keep everyone working together on the same level, even though some students may work ahead if the task is deemed complete by the teacher.

Days 3-5, the students will attend the computer lab/computer cart and begin collecting data for their projects. This process will take longer than normal because their research will be conducted in the target language, and the information that is not in Spanish needs to be translated into the language. Students will start collaborating from the start, those students who complete their day research early, there will be some, will be helping other students who need help.

The teacher will take the role of Facilitator for this task because the students will be working in groups there will be a lot of peer learning and collaboration. The teacher will answer questions when needed and walk around monitoring the students to make sure they stay on task and minimize “down” time.

Directing the task: the students will be directing their own task by working together with the group they selected or they can work with other students who have the same topics as them with another country. I will give students choices on how they would like to work on their project.

Assessing the process of learning: the students will have in class deadlines to meet every day of the project. The students will receive credit towards the project for each task they complete on time. Completion of the task is based on my assessment on what it means to be completed.

Accomplishing the task: the students will be accomplishing each task as deemed. Most of the time we will be in the language lab/computer cart for them to work together. For the final product, the students will use their smartphones to record their portion of the video.

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On days 6-8, the students will be putting the information together in their collaborative Google page and writing the dialog for the final video presentation. During the filming, the group will act as stage hands while the “on camera” student is performing their task. We will have a run-through stage where the students will self-assess and assess one other video of their peers using the attached rubric for self/peer assessment rubric. After I successfully evaluate all the videos, we will create a Facebook page where the students will upload their final product and we will contact the other Spanish teachers so they can play it to their classes for recruiting into upper level Spanish.

### **Product:**

The students will be collaborating through Google Docs and giving each other feedback throughout the process as well as the teacher. The students will produce a video based on their findings “news” style. This will require the all the previous requirement plus graphics and transitions on their video production that is visually pleasing. Also their video should have subtitles in both English and Spanish. This will be meaningful to students because they will be able to compare and contrast their own cultures, beliefs, political affiliation with countries around the world and in their own community. We will use/care about the product by introducing it to lower level Spanish classes, teachers and the community, which is the reason there will be subtitles in English and Spanish on the video. We will create a Facebook group where the students can post the videos.

### **Technology Use:**

Students will use the computers in the lab, the lab cart, their cellphones and tablets. They will use Google Docs to collaborate on the project, the internet for research. We will record our final project and share it on a Facebook group account. This is an integral part of our project because it allows us to publish our work. Computer apps that allow us to have subtitles in both languages are also important in this project because we will conduct the speaking part in Spanish other people need to be able to understand. All this technology supports the Engaged Learning below by letting us produce the task.

### **References and Supporting Material:**

The teacher will need to provide access to the computer lab/computer cart by reserving in advance with the Media Center. Students will receive a more extensive list of resources during the process of the task. The self/peer assessment is attached. The evaluation rubric for the project is attached.

### References:

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*What modifications have you made since you submitted your "idea" for feedback?*

I added some faculty members to become mentors in this project. I gave 7 suggested countries as a start, if a group decides to research a different country than the ones provided, they will receive the research information as well. As recommended by some peers and the instructor, I also believed that the project was weak on that area, so I decided to include this on the process of learning. Also I added some math activities where the students research the currency of the country they research and do some conversions to U.S. dollars and see how their vs. our economy works.

*Which indicators of Engaged Learning will be high in this lesson and Why?*

Standards-Based – the students will be working on several of the World Language standards above.

Challenging – students will be required to engage in application and evaluation of the material and the use of the technology needed to produce the task.

Authentic/Meaningful – students will be taking on professional roles, use technology that enables them to perform the task, grapple with open-ended questions about culture, and politics.

Student-directed – this project requires the students to make decisions and to take responsibility related to their own learning.

Culturally Responsive – this task incorporates their own cultural and linguistic knowledge to achieve the product, their prior experiences will determine the path the students take during the production and the strength of their cultural traditions.

Collaborative – the students will be collaborating with each other and also looking for collaboration outside of the classroom.

Explorer – the students will be immersing themselves into new ideas they may have not considered before through their research they will find differences and similarities with their own community and those of a different country.

Performance-based – the final product video will be graded and viewed by a real audience, and assessed with a rubric.

*Which indicators would you like to strengthen?*

Collaborative, I want to find more mentors for my students outside of the classroom.

*What LoTI level do you think this lesson would be and Why?*

I believe this can be a 5 because the students will be conducting research through different sources of media, virtual visits to museums and other government/cultural entities in the target country. The final product will be a video that will be edited by the students with subtitles both in English and Spanish, then they will upload to the website for further consumption by an audience.

*What help would you like to receive from us?*

I took into consideration the peer coaching, and the instructor's suggestions while revising this Engaged Learning Project. Whatever feedback on this EL project will be appreciated.