

Instructor: Dongping Zheng, Ph.D. Associate Professor, zhengd@hawaii.edu

July 6-17: Tuesdays, Wednesday, Thursday, Friday: 8:00-12:00

Course Description

The course supports students' awareness and understanding of the role of technology for second language learning and use in and for the 21st century. In a globalized world, two of the most critical skills for having an edge are additional language skills and technology literacies. This course will help students systematically explore a wide range of emerging technologies for second language learning and use. Students will create projects to explore how learning technologies can augment one's capacity for learning a second language (and developing associated cultural understanding). Projects that can have an impact on real-world problems through involving and building communities (both local and international) are strongly encouraged. The course is relevant to students of second language studies, arts, sciences, communications, business or any majors who are interested in gaining and cultivating a multilingual and multicultural worldview.

Objectives

1. Identify major concepts in second language learning through technology.
2. Use second language-oriented technologies for “entrepreneurial”, exploratory second language learning purposes
3. Design and carry out projects involving second language-oriented technologies that potentially impact real-world problems.
4. Use writing and problem-based scenarios as ways to interact with and critically think about course content and gain *new literacies* skills.

Teaching Methods:

Problem-based scenario design/co-design for the reading and discussion

1. Design a problem-based scenario with your peers. You could modify the scenario that was designed by emulating the form from examples provided in the course management system, canvas.
2. Design hands-on activities with the focused theme to solve the scenario problem.
3. Bring your design to Prof. Zheng. Final revised questions after incorporating Prof. Zheng's feedback should be posted in the discussion forum by Sunday 5pm each day.
4. Upload and share your PowerPoint slides to class.

Project-based learning for hands-on activity design of the video creation project

Project-based second language learning and teaching was originally developed (in L1 contexts) by Kilpatrick and Dewey (e.g., Kilpatrick 1918) as an approach to learning and teaching which

focuses, holistically, on practical projects and group learning activities reflecting community- and societally-based needs (and tasks), in current developments this now relates closely with ecological perspectives on applied linguistics (van Lier, 2004). The required final project for this summer course should ideally be completed in dyads. You and your partners will design a project that reflects what you all care about, for yourself and for the world, focusing on second language learning (potentially including teaching and use as well, by negotiation with the instructor).

Assessment:

1. **Readings (40%)**
2. Reading reflections and blog responses-20%
3. Reading presentation – 10%
4. PBL Scenario leader – 10%
5. **Project – 30%**
6. Activity design (written product) – 10%
7. Video creation contribution –15%
8. Group presentation of the project – 5%
9. **Participation (10%)**
10. Attendance – 5 %
11. Participation – 5%
12. **Final exam (20%)**

Course Activities

1. Projects

On project hours, we will gather for 10 minutes before the hands-on projects for Q&A's. I will be available to help with project activities, which may include brainstorming project ideas, scaffolding students understanding the connection between projects and theory, helping solve technological problems, and other emerging problems, questions and concepts during the course of working with students on the projects.

Activity design

This project should ideally be completed in pairs. You and your partner will design a project that reflects what you care about, for yourself and for the world, focusing on second language learning (potentially including teaching and use as well, by negotiation with the instructor). You will need to coordinate with your partner(s) in class or on your blog to create a written paper that includes the problem statement, the underlying learning theories and philosophies, design of the activities, and reflection (minimum of 1750 words per student). In the final presentation, a short video clip is required to demonstrate how your design will function in its environment.

Video content

Increasingly, we gather new information about the world and disseminate our own views and creations through audiovisual means, notably videos. As a developing professional, being able to communicate with others about matters of interest through video production is a highly desirable 21st century skill. All “hands-on projects” will contain 3-5 minutes of video concerning learning a second (additional, etc.) language through technology. You can use all video clips or a combination of clips and ppt text (but must have sound). You will upload the project to a non-public space in <https://vimeo.com> and link it to your website with a short introduction and reflection. (A rubric for assessing the final project will be distributed.)

2. Blogging

Write a short reflection at the end of each week to reflect on the hands-on projects, readings and discussions on your personal blog (150 words per weekly blog for 4 days). Each day every student also writes a response to at least one of the peers’ blogs, which often ends up in an online dialogue (minimum 50 words). Due every day of instruction 9pm. (A rubric for assessing blogs will be distributed.)

3. Discussion leader

Each student will be responsible for a 15-minute presentation/critique concerning one of the regular class readings during the semester. The presentation should include (1) an analysis of the reading that reflects more than one perspective on L2 learning and technology, and (2) suggestions concerning a project that could arise from the reading. (Guidelines for leading discussion will be distributed.)

4. Online and face-to-face participation

Class participation means interaction with members of the class community, including the professor, both during class time and in our on-line (Laulima and other site) spaces. It is through participation that we understand our own ideas better as well as helping others learn.

5. Final exam

Reflective essay questions will be set concerning the topics covered during the semester. Date of exam according to UH schedule; in finals week.

Course expectations

- Turn in all assignments on pre-set deadlines in order to receive a full grade.
- Evaluate your own quality of postings in reference to the postings rubric (to be disseminated).
- Actively participate in class and online discussions and reflections in order to receive full 10% of participation.
- No late submissions will be accepted except in case of emergency.
- Contact the instructor right away if you foresee any reasons that may prevent you from submitting your assignments by the deadline.

- If you miss a class due to an emergency, it is your responsibility to take the initiative to make up what you have missed. It is hoped that you develop rapport with your peers through class projects, so that you have a working support community to rely on. You will need to send me an email if you cannot make a class and tell me how you plan to make up the class content. You can miss a maximum of two classes without a 2-point deduction.
- Plan your workflow during the week so that you make use of your time most productively.
- The instructor will not remind you concerning what you need to hand in or submit. It is your learning experience and you should be in charge.

Department of SLS statement regarding respect and behavior in the classroom

We expect our classrooms to be comfortable/healthy/productive learning environments, in line with the [UHM Student Conduct Code](#). Please familiarize yourself with this Code to know your rights and responsibilities as a student while at UHM. Cultural dynamics and issues—of ethnicity, race, gender, class, sexual identity, religion, politics, and relationship to land and place—can be controversial in ways that affect us personally. Recognizing this we nevertheless should manifest respectful behavior to one another, as it is an essential condition for carry on intellectual discussion and for maintaining a comfortable, healthy, and productive learning atmosphere. As university faculty and students, we have responsibilities to one another to ensure that learning takes place in an intellectually safe and hostility-free environment.

Academic honesty

Please refer to the UHM Student Conduct Code, including revisions in E7.208. Note that “plagiarism” is the failure to correctly cite any words or ideas which are not your own. You should always reference the sources of your information. Plagiarism also includes using (or sharing) others’ essays, exams, etc., re-using your own work, and the use of pre-written, purchased, or downloaded materials. If you have any doubts about plagiarism or how to cite work and ideas referred to, please consult the instructor.

Daily Schedule and Topics

The activities are arranged to prioritize alternate reading and hands-on activities each day. During the first two hours, readings will cover emergence of technologies and language skills. These readings will be mediated through instructor mini-lectures and student analyses and contributions. During the last two hours, students in groups will explore how to use technologies to enhance language skills through hands-on activities, usually supported by one background reading, to be selected in consultation with students and reflecting the interests of the students in the specific semester.

Day 1 Icebreaking, Introduction to Problem-Based Learning, and Project-based learning

Day 2 The world is open and the Entrepreneurial Learner [“someone who is constantly looking for new ways to learn new things”]

Day 3 Action-based Learning and its curriculum design

Day 4 Social media: Reading, writing, listening, and speaking

Day 5 Mobile-assisted language learning: Ecology and place-based learning

Day 6 Video Games and Virtual Reality: Taking skilled linguistic actions

Day 7 Theories of Language: Project-based learning activities

Day 8 Presentations and hands-on peer evaluations

Required Readings

Blattner, G. and Fiori, M. (2011). Virtual Social Network communities: An investigation of language learners' development of sociopragmatic awareness and multiliteracy skills. *CALICO*, 29(1). Retrieved from, <https://calico.org/memberBrowse.php?action=article&id=891>

Bonk, C. J. (2009). *The world is open: How Web technology is revolutionizing education*. San Francisco, CA: Jossey-Bass.

Barton, G., & Unsworth, L. (2014). Music, multiliteracies and multimodality: Exploring the book and movie versions of Shaun Tan's 'the lost thing'. *Australian Journal of Language and Literacy, The*, 37(1), 3.

Brown, J. S. (2012a). *Learning in and for the 21st Century*. Singapore: National Institute of Education.

Buck Institute for Education (2015). Gold Standard PBL: Essential Project Design Elements.

Holden, C. L., & Sykes, J. M. (2011). Leveraging Mobile Games for Place-Based Language Learning: *International Journal of Game-Based Learning*, 1(2), 1–18.
doi:10.4018/ijgbl.2011040101

Lave, J., & Wenger, E. (1990). *Situated Learning: Legitimate Peripheral Participation*. Cambridge, UK: Cambridge University Press. Chapter 1

Cummins, J. (2006). Identity texts: The imaginative construction of self through multiliteracies pedagogy. In O. Garcia, T. Skutnabb-Kangas, & M. Torres-Guzman. (eds.) *Imagining multilingual schools: Language in education and globalization*. Clevedon, UK: *Multilingual Matters*., 51-68.

Thoms, J. J., & Poole, F. (2017). Investigating linguistic, literary, and social affordances of L2 collaborative reading. *Language Learning & Technology*, 21(2), 139–156.

Thorne, S. L. (2008). Transcultural communication in open internet environments and massively multiplayer online games. In S. Magnan (ed.), *Mediating Discourse Online*(pp. 305-327). Amsterdam: John Benjamins.

Tuan, Y.-F. (1977). *Space and place: the perspective of experience*. Minneapolis, MI: University of Minnesota Press.

Ushioda, E. (2006). Language Motivation in a Reconfigured Europe: Access, Identity, Autonomy. *Journal of Multilingual and Multicultural Development*, 27(2), 148–161. doi:10.1080/01434630608668545

Van Lier, L. (2004). The ecology and semiotics of language learning: A sociocultural perspective. Norwell, MA: Kluwer Academic Publishers. Chapter 2: Theories of Language

Zhao, Y., Zhang, G., Lei, J., & Qiu, W. (2016). *Never send a human to do a machine's job: correcting the top 5 EdTech mistakes*. Thousand Oaks, CA: Corwin/SAGE.

Zheng, D., Newgarden, K., & Young, M. F. (2012). Multimodal analysis of language learning in World of Warcraft Play: Languaging as values-realizing. *ReCALL*, 24(3), 339-360.

Prerequisites

This course does not require any prerequisites

Required Readings

Selected chapters and articles available in course management system, canvas.