

## **Group 1**

Krystal, Carolina, Andrea, Helene, Ramón

Theme: Community

Problem: How can we protect our community from natural hazards?

- fires, earthquakes, COVID-19, tornados, floods
- good to give students a choice of which problem to focus on

Product: social media campaign, brochure, flyer, after-school presentation to community members

- could be differentiated by age/proficiency level
- resources might exist in English but not Spanish, or community members might not know how to access the Spanish resources

## Group 2

Chinese Group:

Members: Liqin, Hsiu-hsien, Xiao Li, Ching-Hsuan Wu, Hong Jiang, Yi Zhou

Mixed Level: high school and college students

**Theme** options: Community?

1. Business Chinese (community services to immigrants, refugees, etc.)
2. #16 How do we know what to believe?(identity.....)
- 3.

**Problem/Situation:** #10 How can we help our community to know our service provided on campus?

**to be continue...**

**Product:** brochure, poster, social media group (WeChat, facebook) website, final presentation inviting community to attend, flyer on campus and in the Chinese community, article for a local newspaper introducing the “why, what, where, how” of the service.

## **Group 3**

### **Polish & Russian Group:**

Susan Bauckus

Varvara Kurylova

Izolda Wolski-Moskoff

Justyna Zych

Victoria Barsky

#### **I. Theme: Food**

##### **Problem:**

1. How does food represent heritage identity? (Brochure or video featuring Polish/Russian stores, restaurants, festivals, recipes, interviews with community members, typical products difficult to buy in the US, traditional dishes for different holidays and celebrations in Poland and Russia, etc.)
2. How to prepare a welcome package for new community members? (A kind of guidebook about local Polish/Russian stores, businesses, restaurants, festivals, etc.)
3. How to make a real Polish/Russian dinner in the US? (Brochure with recipes, interviews with community members, information on where to buy necessary ingredients).

#### **II. Theme: Tourism**

##### **Problem:**

1. Travelling to Polish/Russian places/towns on a budget. A vlog/video comparing different hotels and places of interest and restaurants and/or others (optional and depending on the proficiency level). The tasks to do prior to that include reading or watching reviews in the

target language, compiling summaries (or summary tables). Optional: writing a rationale why one wants to visit a certain place - family connection, historical significance, modern/hype/cool city to visit.

2. Visiting Polish/Russian neighborhood (in an American city) on a budget. As above - a vlog or a video. A potential problem (there might not be enough reviews in the target language).

## Group 4

## **Group 5**

Christine, David, Jazmin, Julianne, Paola, Raquel

Spanish: mixed and specialized HL courses (middle, high school, university)

Theme:

- Mental health (within current social reality- e.g., COVID-19)

Problem:

- How can we provide access to mental health resources to people in our local (school) community?
  - Stress, anxiety, → how to mediate, problem solve, self-help
- Goal: to reduce stigmas, help those who aren't likely to actively seek these resources

Product:

- Each group works on a different aspect of mental health
- Can be modified by level
- Posters, flow charts, google forms (surveys), website, infographics (e.g., word cloud), video (e.g., PSA, vlog), article for local (school) paper

## **Group 6**

Members: Erika Campanharo, Edvan Brito, Arturo Diaz

Language: Portuguese (mixed levels - elementary & university)

Theme: Family

Problem (Situation): Documenting current reality with images

- How current reality affects family life, self, and community?
- Personal emotions
- Social issues (COVID, social unrest, remote learning, social distancing, emotional health)

Product:

- Students select images demonstrating their new social reality
- Images with citations, descriptions, blogs, news articles, interviews
- Publish a newspaper, create a photo gallery exhibition

## Exit Cards

- Aha moment: I loved how Maria was describing how she used the PBL in her class. I particularly liked the one about the professions. I realized how this topic could be a good fit for my intermediate class next semester. We will be talking about this topic in one of the units of the textbook and so I plan on developing this theme with my students over the semester.
- My question is about *Community of inquiry*, could we explore a little bit more this concept and its relevance for PBL, please?
- I am still wondering about the logistics of running PBL in a large group of students (i.e. timing, what do we do when groups finish at different times, how do we assess projects, etc)
- Aha moment: I love how PBL also relates to task-based teaching and promoting meaningful communication in the HL and L2. My department is very coordinated and does not have, nor care about implementing an HL track. I sometimes get discouraged by the activities that the coordinators have ready-made for us. This week has really energized me to think outside the box and to modify the mechanical text book activities to make them more purposeful and relevant to students' lives and their interests. Thank you! <3
- I have a question: When working with PBL, do you recommend just giving one final grade, or do you think it is a better idea to give different grades for steps completed in the process of completing a PBL.
- Aha moment: I was amazed to find how easy PBL adapts to world languages. Earlier this year I had to work on a PBL project and my peers insisted only science based topics lend themselves to PBL, now I can prove them wrong!
- Aha moment: I was confused at the PBL's P stands for at the beginning, e.g. project, performance, problem etc. After the discussion, I have a clear picture of it now. Therefore, the theme+problem/situation+product draws the whole picture. By the way, I really like the POLL functions as comprehension and re-check. Great workshop so far!
- During today's activities (Friday 7/10), I was thinking about immigration as a highly relevant theme to most of my students, but I know that it is also a highly politicized and sometimes triggering topic for many students, so I wondered if you had any suggestions on how to allow students to research controversial topics (in a high school setting) and present differing opinions without fear? I know this has a lot to do with building a classroom community, but I thought there might be steps that could be embedded into the PBL process to help with this as well.
- Thank you for another interesting session! Working in groups on choosing themes has helped me to think about possibilities that different themes offer. And even though I initially thought that perhaps some themes are less relevant to LCTLs, today I realized that it really depends on how you approach them. I still need to work more on different types of products, though. I guess the biggest issue for me is to think of a product that would be "extended work" and not a "larger task".

- Aha moment: to learn about PBL and see the possibility that it can be applied to language classes of different levels, and to hear about different ideas from other colleagues. Question: I am focusing on teaching beginner level heritage students whose oral proficiency level is probably intermediate low or novice high. I would like to see more PBL examples suitable for this group of students. I have a feeling that it is easier and more interesting to design projects for intermediate or advanced level students.
- Aha moments: I am most impressed with the organization and conciseness of the materials that your team prepared. This PD is by far the best one among all the PD programs that I have ever participated in in years. I truly enjoy the theoretical aspects in your lectures in both synchronous and asynchronous sessions because they provide me with conceptual frameworks to examine my practice, and they also methodically approach the topics related HL in a manner that gives us big pictures and their substantive elements. Thank you all!
- Aha moment: I particularly appreciated a detailed and in-depth description of a linguistic profile, as well as socio-affective needs of a typical HL speaker, that were presented in the Module # 1 and in Maria's lectures during our Zoom meetings. I was aware of the majority of these characteristics but now I feel that I have a much better understanding of different challenges and issues commonly experienced by HLLs. It made me realize the importance of their personal link to their heritage language too, even if they don't speak it and learn it almost from scratch. I also found the macro approach to teaching HLLs very useful and inspiring, as well as "from to" principle that seems to be really effective while teaching HLLs. I like the idea of building on strong skills of students instead of emphasizing their linguistic lacks and issues.
- Question: For a course that combines work in the community/public institutions and a PBL approach, how could we prepare our students to face real situations that could be socially problematic (if, for instance, they work in an immigrant refuge, hospitals, or centers for preventing domestic violence...)? In a course where students publish their final product (essay, report, etc.), are there specific ethnographic tools or concepts they should be using to both keep themselves safe, but also maintain an adequate ethics frame to protect the community? If not a use of ethnographic tools, what would you recommend?
- Aha moment: The pedagogical theories and the examples are really helpful. I went through every single lesson and completed all the thought exercises. I am so happy to have found PBL and see the enthusiasm and success stories shared by Maria. Questions: 1. In one of the videos, Maria mentioned that she gave dictations to the students and the reason for doing so. I wondered whether the dictations are graded. 2. I would love to see a sample of a PBL syllabus for both lower and upper levels 3. When students of a PBL class present their products from different disciplines, for example, medical field, financial field, computer..., there are usually a lot of jargons understood only by the presenters. I would like to find out how Maria addressed this issue.

4. Since students will be using a lot of new academic vocabulary, to what extent are they allowed to read from the script/paper they have prepared in advance? Sometime, some students ignored the rule about not to be reading straight from the notes, but they would still be doing it at the time of presentation. Aha moment: I really enjoyed 1) the learning materials which are well-organized and clearly-illustrated; 2) the POLL for reviewing and engagement, great to start a class! I'd apply this to my teaching in fall.

Question: Can we access all the learning materials (videos and transcripts) after we finish the workshop? We learned a lot and need to come back and review them from time to time.

- Aha moment: I recently started teaching HL in my institution and my teaching was based on a trial-error practice. I'm also following a textbook that established the syllabus for me and I don't feel comfortable with this. I had read about some of the topics presented in the workshop, but this in-deep and systematic approach is helping me to understand better the relevant issues related to HL. I had so many doubts regarding how PBL could be applied to the HL class, but everything is making sense now class after class. I just think it demands a lot of work from the instructor to control all the variables in the class and put everything together. It would be ideal if we just teach one or two classes in a semester, but I'm concerned about how to balance teaching (4 courses), service, and research in my institution. Still, I need more examples on how to build a whole course based on PBL, how to assess students, provide linguistic topics inserted in the projects, etc.
- Question: My only regret is that I'm teaching an intensive course during summer and I don't have enough time to devote to the workshop. I'd love to review the videos during the month of August. Would we have access to this after we finish the workshop?