Building Linguistic, Cultural and GLOBAL Competencies through Global Project-Based Language Learning

2016 NFLRC Online Symposium on Project-Based Language Learning: Inspiring Teachers, Transforming Learning

January 13, 2016
Overview

- This session provides insights on the efficacy of **Global Project-Based Learning (G-PBL)** as an instructional strategy used in a three week summer language immersion program for heritage language learners of Hindi and Urdu.

- **The session offers:**
  - Examples of pedagogical best practices in curriculum development, instruction and assessment.
  - Data on student learning outcomes and impact on teacher development.
  - Potential for application for various language proficiency levels, learning environments, and program models.
Project Background

Building Competency in Hindi and Urdu through Global Project-Based Learning
Theoretical Framework

The World Readiness Standards for Learning Languages (2014)

The five “C” goal areas stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring global competence to their future careers and experiences.

Project Based Learning: a teaching method in which students gain knowledge and skills by working collaboratively for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. [http://bie.org/objects/cat/research](http://bie.org/objects/cat/research)


Educating for Global Competence: Preparing Our Youth to Engage with the World (Asia Society & CCSSO, 2011)
Global Project-Based Learning

❖ **G-PBL: value-added component to PBL**
  ✓ Addresses the development of global competency using global content/issues as context for language learning
  ✓ Integrates daily opportunities for cross-cultural interactions, mediated by the use of technology into the learning process

❖ Global competence defined: the capacity and disposition to understand, and act on, issues of local/global significance

❖ **Dimensions of Global Competence → Modes/Standards**
  * Investigating the World →
  * Recognizing Perspectives →
  * Communicating Effectively →
  * Taking Action →
Interculturality and Global Competence

**Interculturality**

- Use language to interact appropriately in cultural contexts
- Use language to investigate, explain varying perspectives
- Experience language and culture through authentic interaction

**Global Competence**

- Knowledge of current global conditions and
- Interconnectedness of local and global issues
- Global issues are context for language learning
- Taking Action to promote equity worldwide

(Global Competence Matrix)
## New Content, Roles and Pedagogies

<table>
<thead>
<tr>
<th>Content From textbook</th>
<th>New Learning Agent Roles From teacher</th>
<th>Pedagogy From teacher-centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Thematic Curriculum Units</td>
<td>To Learning Facilitator who…</td>
<td>To Learner-Centered Instruction</td>
</tr>
<tr>
<td>• Standards-based</td>
<td>• Researches/learns about global content with students as the context for language learning/growth</td>
<td>• Engaged learners work mostly in pairs/small groups on real world tasks</td>
</tr>
<tr>
<td>• Global content is relevant, cognitively engaging</td>
<td>• Manages onsite/virtual learning teams</td>
<td>• Investigate global problems to find solutions, exhibit work to an authentic audience</td>
</tr>
<tr>
<td>• Integration of language, culture and content; authentic materials/technology</td>
<td>• Vested in the value of global engagement to foster intercultural conversations and partnerships</td>
<td>• Demonstrate progress toward learning targets in all modes through performances; self-assess progress</td>
</tr>
<tr>
<td>• Lessons support the goals of the unit; have clearly stated learning targets with “end goal” in mind</td>
<td>• Collaborates within professional networks onsite/virtually</td>
<td></td>
</tr>
</tbody>
</table>
Kean/STARTALK Program Themes  
(Curriculum based on Backward Design/UBD)

2012: Educating Children Worldwide

- To what extent is education equity an issue for both developing and other countries in the 21st century?

2013: Water Access, Safety and Sustainability in India and Pakistan

- Can India and Pakistan meet UN MDG 7 by halving the proportion of the population without sustainable access to safe drinking water by 2015?

2014: Protecting and Promoting Children’s Rights

- How do cultural beliefs affect children’s rights? Is it feasible to establish one universal meaning of children’s rights and to what extent would that impact the quality of children’s lives?
2015: The Role of Humanitarian Organizations in Addressing Local/Global Issues in India and Pakistan

To what extent have past and current initiatives undertaken by humanitarian organizations to address health and education issues in India/Pakistan been effective? Why/Why not?

2016: Hindi and Urdu for Careers in Medicine and Global Health

How do cultural perspectives related to the diagnosis and treatment of illness and disease continue to influence Indians and Pakistanis (whether living in home countries or abroad) and impact the successful treatment of illnesses?

What culturally-appropriate actions may be taken to overcome cultural barriers to the diagnosis and treatment of specific diseases that are widespread in India/Pakistan?
Lesson Planning Template

Lesson Title:                      Timeframe: Day #

Lesson Components

- Unit Essential Question(s):
  Targeted Lesson Essential Question(s):

- Lesson Content Understandings: Students will understand that …

- Materials & Resources: Internet Resources, Social Networking Tools, iPads, Laptop Computers, LCD Projector, 3-D Digital Fabricator, Videography equipment
<table>
<thead>
<tr>
<th><strong>Objectives</strong></th>
<th><strong>Learning Episodes/ Instructional Strategies</strong></th>
<th><strong>Formative Assessments/ Evidence of Learning (EOL hyperlinked)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
<td>Collaboration/Transfer of Learning/Coaching Lab (1:00 – 3:30) Extended Learning Tasks (3:30 – 3:45)</td>
<td>Collaboration/ Transfer of Learning/Coaching Lab</td>
</tr>
</tbody>
</table>
How do learners demonstrate meeting lesson targets? (Learning Tasks/Formative Assessments)

Learning Episode 1: Preparing for Cross-Cultural Interactions
✓ Discussion of interpretive readings/viewings as context for in Skype session, comparative analyses, questions for guided conversation

Learning Episode 2: Skype/Videoconferencing
✓ Culturally appropriate verbal exchanges (e.g., share research, justify points of view, express opinions on practices/perspectives, explain/resolve misinterpretations), presentation of products/performances for feedback from native students

Learning Episode 3: Debriefing/Reflection/New Learning
✓ Comparing/contrasting information, insights gained, analyze, synthesize and weigh new interpretive information gained (e.g., literacy chats, debates, blog posts)

Learning Episode 4: Transfer of Learning
✓ Collaborative creation of lesson products and performances for presentational purposes (e.g., multimedia messages, infomercials, slogans, political cartoons, interviews, Ted talks, op eds, Wikipedia articles, advocacy websites/products)

Gender discrimination  Video: Hindi EOL
Overview of education issues Video: Urdu EOL
Sample Student Performances

Skype/Videoconferencing Session
Slogans/Song Lyrics: Hindi EOL

Debriefing/Reflection/New Learning
(Experts’ Perspectives)
Venn-Diagram: Urdu EOL
Literacy text chat: Hindi EOL

Collaboration/Transfer of Learning
Political Cartoon: Hindi EOL
2014 Urdu Advocacy Website on Children's Rights
## Discussion

<table>
<thead>
<tr>
<th>How well does Global -PBL address:</th>
<th>World-Readiness Standards for Learning Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive, Interpersonal and Presentational <strong>Communication</strong> in an authentic cultural context?</td>
<td></td>
</tr>
<tr>
<td>Integration of language, <strong>Culture</strong> and meaningful content?</td>
<td></td>
</tr>
<tr>
<td><strong>Connections</strong> with other disciplines?</td>
<td></td>
</tr>
<tr>
<td>Making language and cultural <strong>Comparisons</strong>?</td>
<td></td>
</tr>
<tr>
<td>Active participation in local/global <strong>Communities</strong></td>
<td></td>
</tr>
<tr>
<td>Development of intercultural competencies?</td>
<td></td>
</tr>
</tbody>
</table>
## Pre- and Post- ASSESSMENT DATA

### Hindi Sample

<table>
<thead>
<tr>
<th>Name</th>
<th>Inf.OPI</th>
<th>Inf. RPT</th>
<th>Inf. WPT</th>
<th>CAPS Pre-Reading (580–642)</th>
<th>CAPS Post-Reading (642+)</th>
<th>NYU 12 PT Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kruti</td>
<td>Int-H</td>
<td>Int- M</td>
<td>Int-M</td>
<td>Transitioning 593</td>
<td>Expanding 648</td>
<td>12</td>
</tr>
<tr>
<td>Dhruva</td>
<td>Adv-L</td>
<td>Adv-L</td>
<td>Adv-L</td>
<td>Transitioning 626</td>
<td>Expanding 648</td>
<td>12</td>
</tr>
</tbody>
</table>

*Linguafolio was also administered as a pre- and post-assessment*
# Assessment Data: NYU 12-Point Test 2012-2014

## HINDI DATA

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2012 (N=17) (17/17→credit)</th>
<th>2013 (N=11) (10/11→credit)</th>
<th>2014 (N=17) (15/17→credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SCORE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>N=Students</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

## URDU DATA

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2012 (N=14) (7/14→credit)</th>
<th>2013 (N=10) (8/10→credit)</th>
<th>2014 (N=11) (8/11→credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SCORE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>N=14 Students</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**NYU Test Score Reported and Credits Granted**

- 0-6= 0
- 7-9= 4
- 10-12= 8
Issues

Urdu pre-testing data show scores are consistently lower in all areas and significantly lower in reading and writing than Hindi.

WHY?

✓ Development of speaking and literacy skills varies greatly due to limited access to Urdu and the means to improve it.
  o Socio-economic factors
  o Religious beliefs prohibit access to movies, media
  o Cultural practices at home

Addressing the problem

o Pre-program online sessions for literacy development bridge the gap with spoken Urdu and assist students in meeting program entry proficiency requirements.
Data show significant increases in literacy skill development over the brief 3-week immersion experience for 50% of students.

**WHY?**

- Due to transfer of skills to Urdu through exposure to Quranic Arabic script (similar to Urdu script) in religious studies for some students- however, literacy skills may tend to plateau at a certain level due to the complex nature of the script for other students…

- Students who visit Pakistan often or who are recently immigrated are able to make significant gains in literacy skill development as anticipated.
End-of-Program Student Survey Results

What features of the program were most beneficial in helping you improve your language skills in Hindi/Urdu?

Responses in order of frequency:
1. Use of technology (Skype sessions, digital projects, social networking tools)
2. Interacting with Indian/Pakistani students and classmates on group projects
3. Leaning about a global issue in depth and how it affects people in India and Pakistan
4. Not using a textbook
Do you feel your ability to read and write Hindi/Urdu has improved?

Responses in order of frequency:

1. Improved
2. Improved more than expected
3. Greatly improved
It was a completely new experience to use Urdu not in its grammatical or mechanical sense, but rather as a method of communication with actual students in Pakistan as part of an enriching technological experience.

I was apprehensive about how much Hindi I was really going to learn when we were simultaneously supposed to be discussing the complex topic of education equity and gender issues. However, even by the half way point of this course I can truthfully say that I learned more Hindi that I thought possible. I find myself breezing through paragraphs in Hindi that I never dreamed I could read, better yet, comprehend.

There was never a day that I walked out of the classroom without learning something new, not only about Urdu but about the youths in Pakistan and their struggles to access and attain a proper education.

I was blessed with a chance to gain insights first-hand on existing issues surrounding education in India by speaking with the experts from NGOs such as Keshavji and Anandji as well as the principal of the Mayoor School, Nirajji and journalist Anuragji.

This course pushed me to a higher level of thinking while learning about issues in Pakistan. The advocacy element of this program really appealed to me.
Impact on Teacher Development: MA Degree in Hindi/Urdu Language Pedagogy

❖ **Need:** Address the current lack of a strong infrastructure at national and state levels to support Hindi/Urdu teacher development and research in the area of Hindi/Urdu-specific second language pedagogy

❖ **Goals:**

Build capacity in the development of a pool of Hindi/Urdu pedagogy specialists/Community of Contemporary Pedagogical Practice that will:

❖ Create learning environments that value diversity and global engagement

❖ Integrate learning experiences that promote content-aligned explorations of the world to facilitate international and intercultural conversations and partnerships, and to assess students’ global competence.
Key Program Design Features

- Integration of innovative learning technologies and language-specific best practices in face-to-face and online learning environments
- The use of pedagogical approaches to foster the development of global competencies through language learning
- Content area expertise and resources: NYU, South Asia Institute, Columbia University, University of Texas, Austin, The National Heritage Research Center, UCLA, Berkley, CARLA, University of MN
- Ease of program replication for other critical need languages thereby cultivating mainstream interest in pedagogy in critical need languages in the language education field
~ 2015 STARTALK Student Program Video ~