Language Learners Become Filmmakers: Connecting STEM, Digital Literacies, and Language Arts

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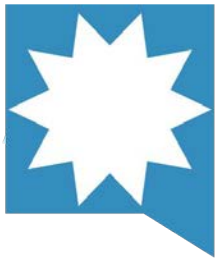

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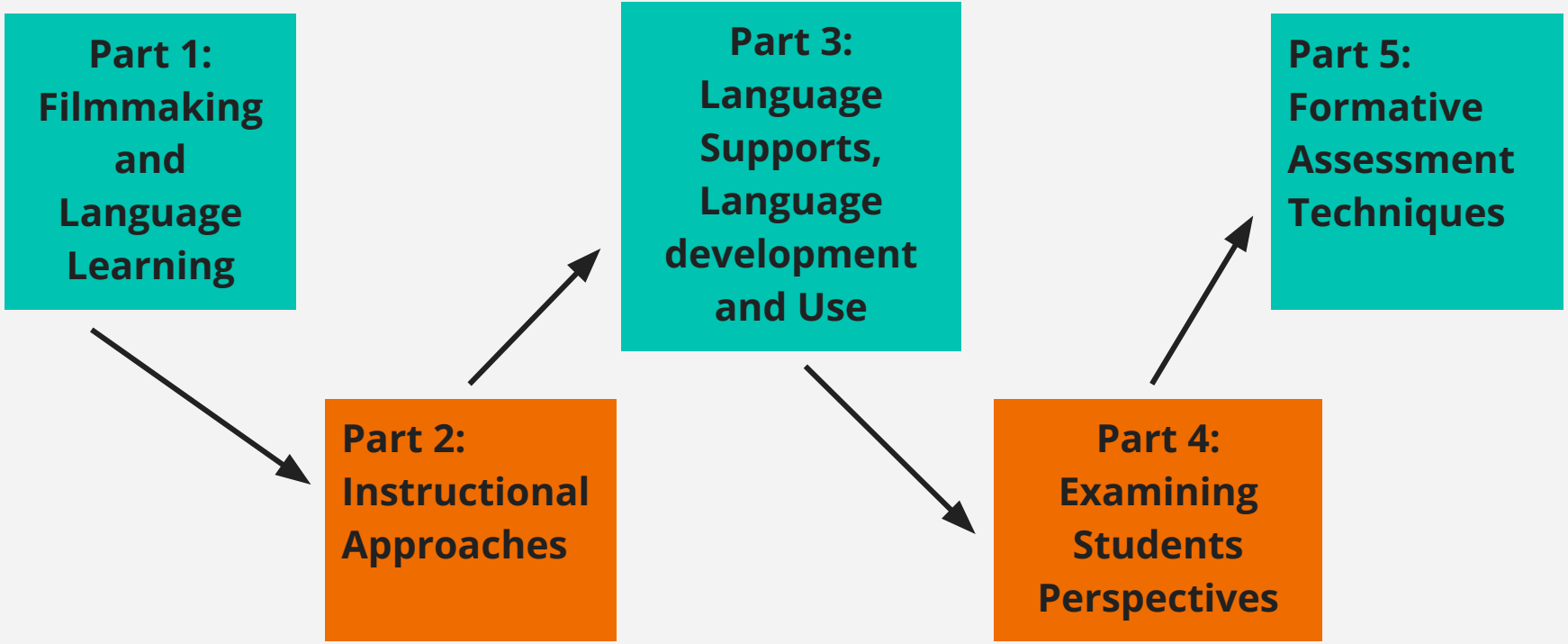
CERCLL

Center for Educational Resources in Culture, Language and Literacy

With heartfelt gratitude to our collaborating teachers, students, and the schoolwide community with whom we were honored to collaborate. We're grateful for all we have learned and continued to learn from you!

Welcome and Webinar Road Mapping



Each segment will have an interactive activity on a Padlet and will showcase one student-created film

Goals and Context

Website Overview: A Resource Portal

Film School for Global Scientists

About | What's happening | Curriculum & Instruction | Student Films | Resources

Teaching students to make meaning in multimodal ways is beneficial to the language learning context because it promotes the use of Spanish for heritage and second language (L2) speakers of Spanish through taking the emphasis off of the native speaker paradigm and emphasizing content area learning Tell your site viewers more about yourself. You can include a list of your skills, current job title, or future career goals.

What are our goals?

The goals of the project further align with the mutliliteracies framework (New London Group, 1996) because students will collaborate across linguistic identities to transform the "Available Designs" (the film clip resources, their scientific knowledge, and their linguistic knowledge) into "Designing" by making-meaning through discussion in Spanish and communal classroom discussions. Lastly, students will use Film School for Global Scientists to "Design" or transform their learning by creating and sharing their film projects.

Filmmaking and Language Learning

Why Pair Language Learning with Film Making?

Film making is a ***visual form of media arts***. Storytelling creates the context for meaning making. Language learning, language use and communication is nested in meaningful experiences.

Why Pair Language Learning with Film Making?

Language Learning to Advance Understanding

Language learning is embedded in a **context that speaks** to the immediate community.

Language Use is **Contextualized, Meaningful, Personally Relevant, and Important** to the Learner

Language Learning as Connection, Collaboration, & Community

Contextualized language

Create to learn

Filmmaking

Creativity

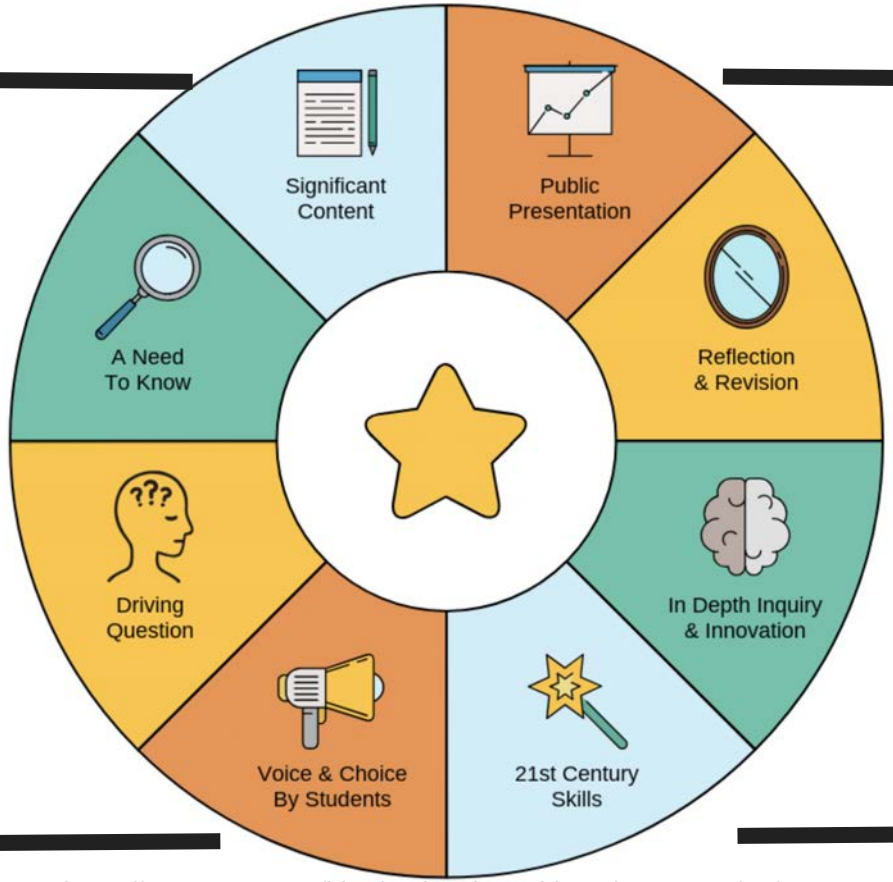
Self-expression through language (s)

Bidirectional expertise

language is situated and alive and used in purposeful ways

Filmmaking is a Process Nested in Project-Based Learning

Purpose drives the process



Addressing an Authentic Audience

Learning Language In Context

Digital Literacies Multimodality

https://venngage.com/blog/project-based-learning-examples/

Accepting of Approximations in Language Use

Language Rehearsal, Collaboration, and Oral Practice Throughout

Topic Knowledge & Vocabulary → Communication in Context → Digital Literacies And Multimodal Expression → Meanings are Situated & Contextualized

Soy agua

Padlet: How film making link to language learning?

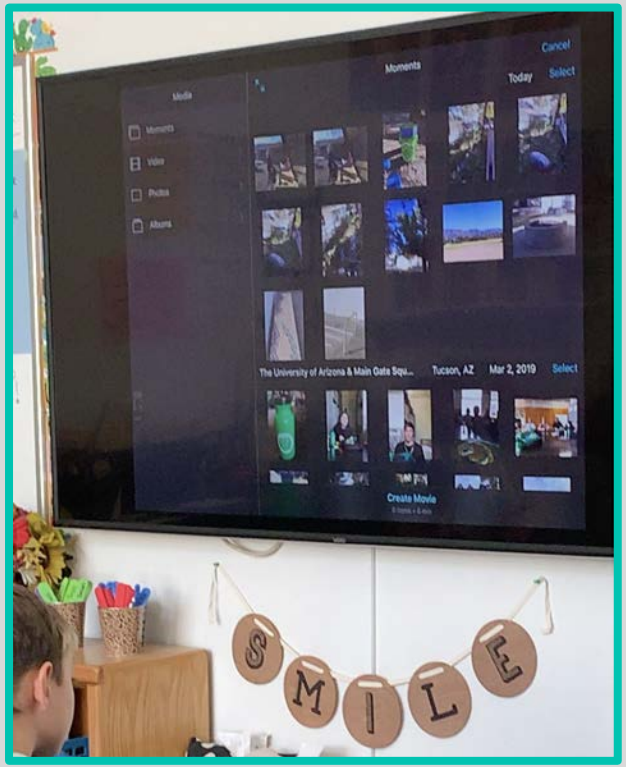
What content areas could be supportive match between filmmaking and language learning?

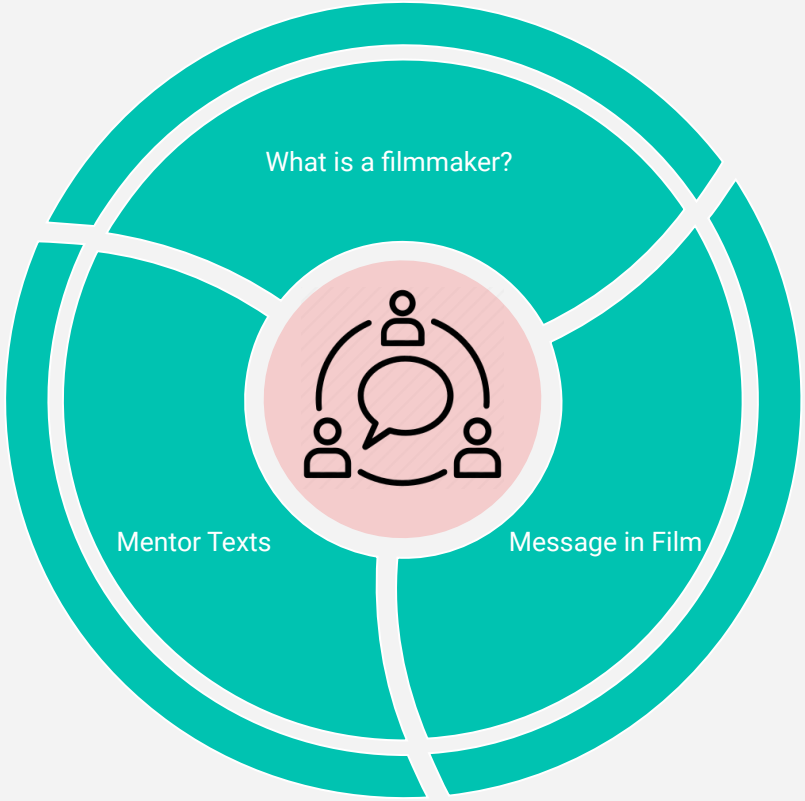
How might pairing support beginning, intermediate, and advanced language learners?

https://padlet.com/jill_castek/connections

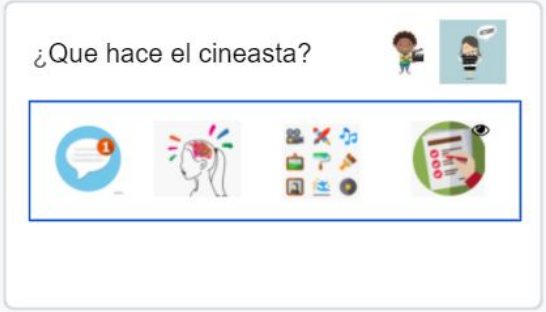
Instructional Approaches

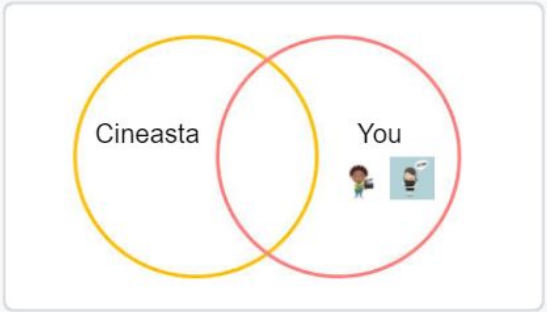
Curriculum


Moments
Cancel
Today
Select
Create Movie
SMILE


What is a filmmaker?
Mentor Texts
Message in Film

What is a filmmaker? Building a new identity





Mentor Texts

What is a Mentor Text
and how does it support filmmaking and Language learning?

Message

Discussion: Learning to analyze a film- Tone and message. 0.48-1.47

T: What did you notice?

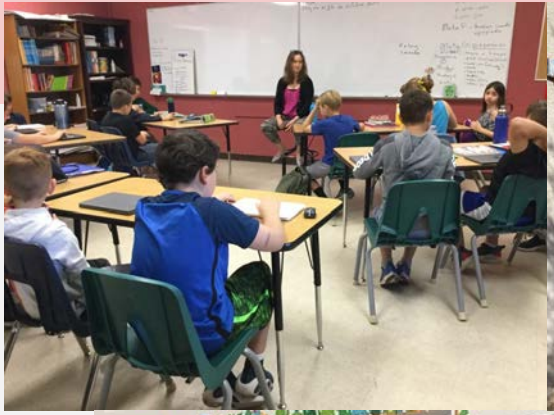
Kids: (1) I noticed that you spoke in Spanish and wrote a little script. (2) I noticed that, cause you wanted to make it sort of sad or dramatic you did it more in black and white and had some sad music

T: Yes, I used these techniques to create a mood of sadness. Was it effective?

Kid: I think I would use a little more of sad music, I would make it a little bit higher (unintelligible)

Collaboration and Fluidity in implementation

- Water Unit implemented in Science and Spanish Classes
- Filmmaking with Support from Technology & Film Production teachers
- Incorporate Outdoor field experiences



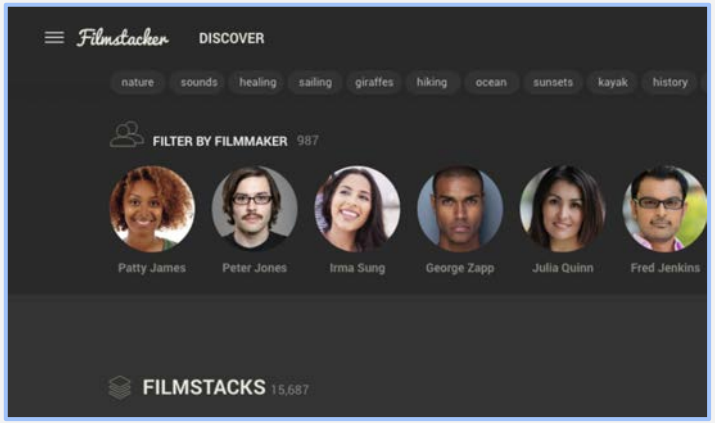
Collaboration and Fluidity in implementation

10th and 5th grade students collaboration for script writing & storyboarding processes

Connection to Different locations within the school campus and places in the community

Outdoor Field Experiences

Public Viewing of Beyond the Mirage for School Community



School Wide Viewing and Appreciating student Films

Fluye

Padlet

> “The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives”
>
> Robert John Meehan

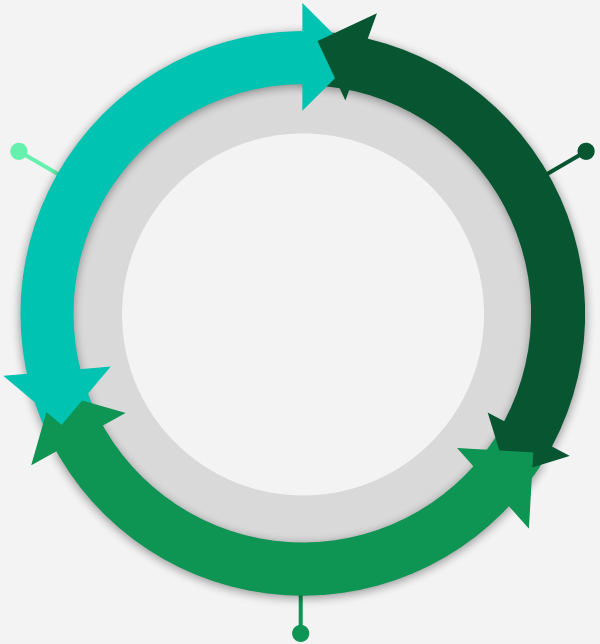
Thinking about your own contexts and learner populations, what would be some adaptations you could make to implement filmmaking as a strategy for second language acquisition?

https://padlet.com/voguilve/eie3a9z2facnrklr

Language Supports, Language Development, and Use

Filmmaking Process in Three Steps

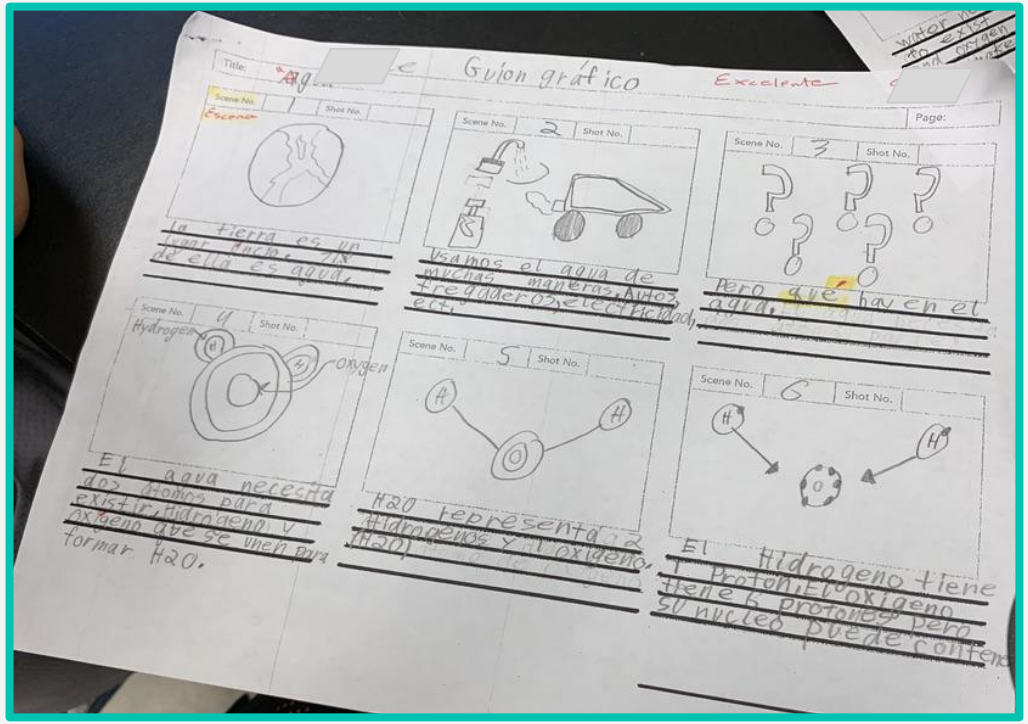
Storyboard



Strategies for language development
E.g. translation

Collaboratively Compiling

Story Maps



- Unpacking the topic
- Organizing thinking
- Visual Design and language

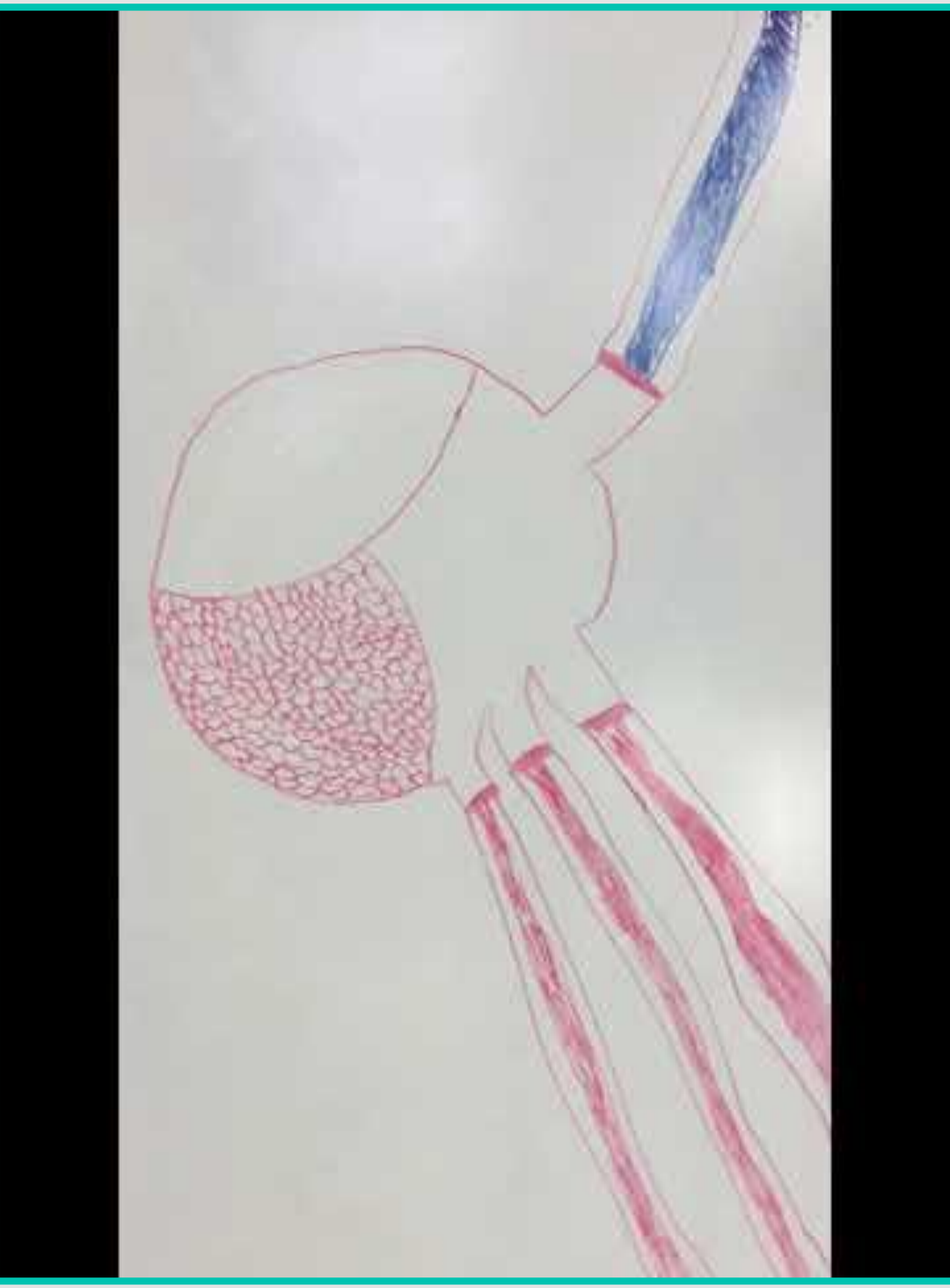
Language development

- Own background knowledge
- Online Translators
- Teachers & Peers
- Integrated communication system

Language Use- Collaboratively Compiling

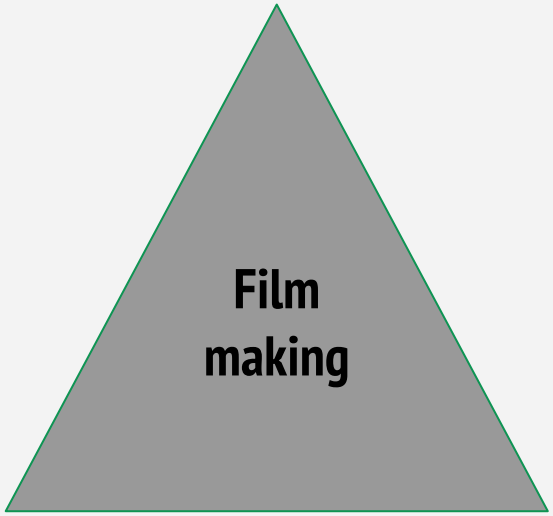
- Driven by the learners
- Expertise exchange
- Media production
- Rehearsal & Feedback

Water in the human body



Padlet

Role of the teacher



Role of technology

Role of the students

How do we see the roles changing? How do these elements working together?

https://padlet.com/voguilve/hch0xh1mas90

Examining Students' Films & Students Perspectives

Insights from the Students' Films

- Unique ways to tell stories
- Contextualized language
- Language choice
- Interactive language use
- Language Practice

Insights from the Students' Interviews

"I learned **a lot about a lot about water** which I didn't already know about and I also learned a bunch of different, a bunch of **new Spanish words that really helped me with this, my film**".

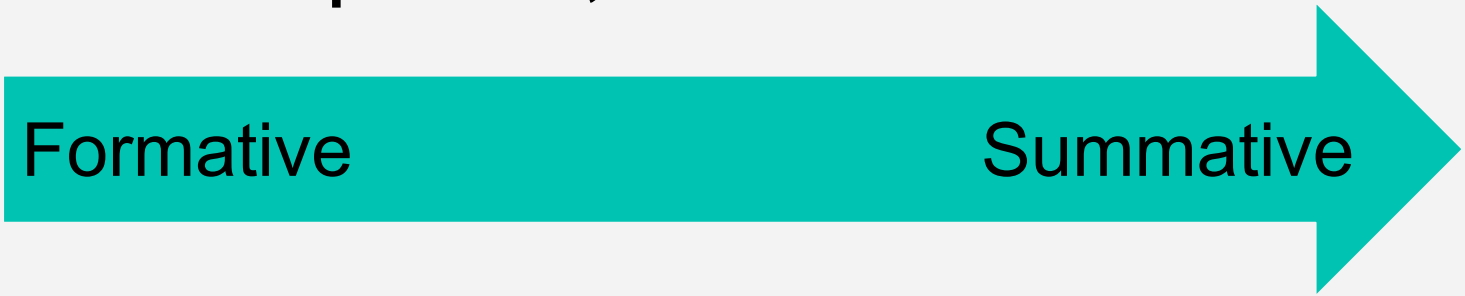
"it's **very easy to memorize Spanish words by kind of matching them up with the video**....
You can say "**Oh look that's a river! "Oh it's that!"** and you could, you know, see what everything is and you´d be like **Oh that's a *Rio*!**"

"**I used to think filmmaking was just a "Take one, action cut!"** ... there´s this bunch of other **stuff that you need to do....Putting together the movie, finding the right scene like cutting off and putting in the noise and off noise, different music.**."

"We got a lot of **inspirational by looking at images and thinking how we could describe that in Spanish**, make that into a film"...

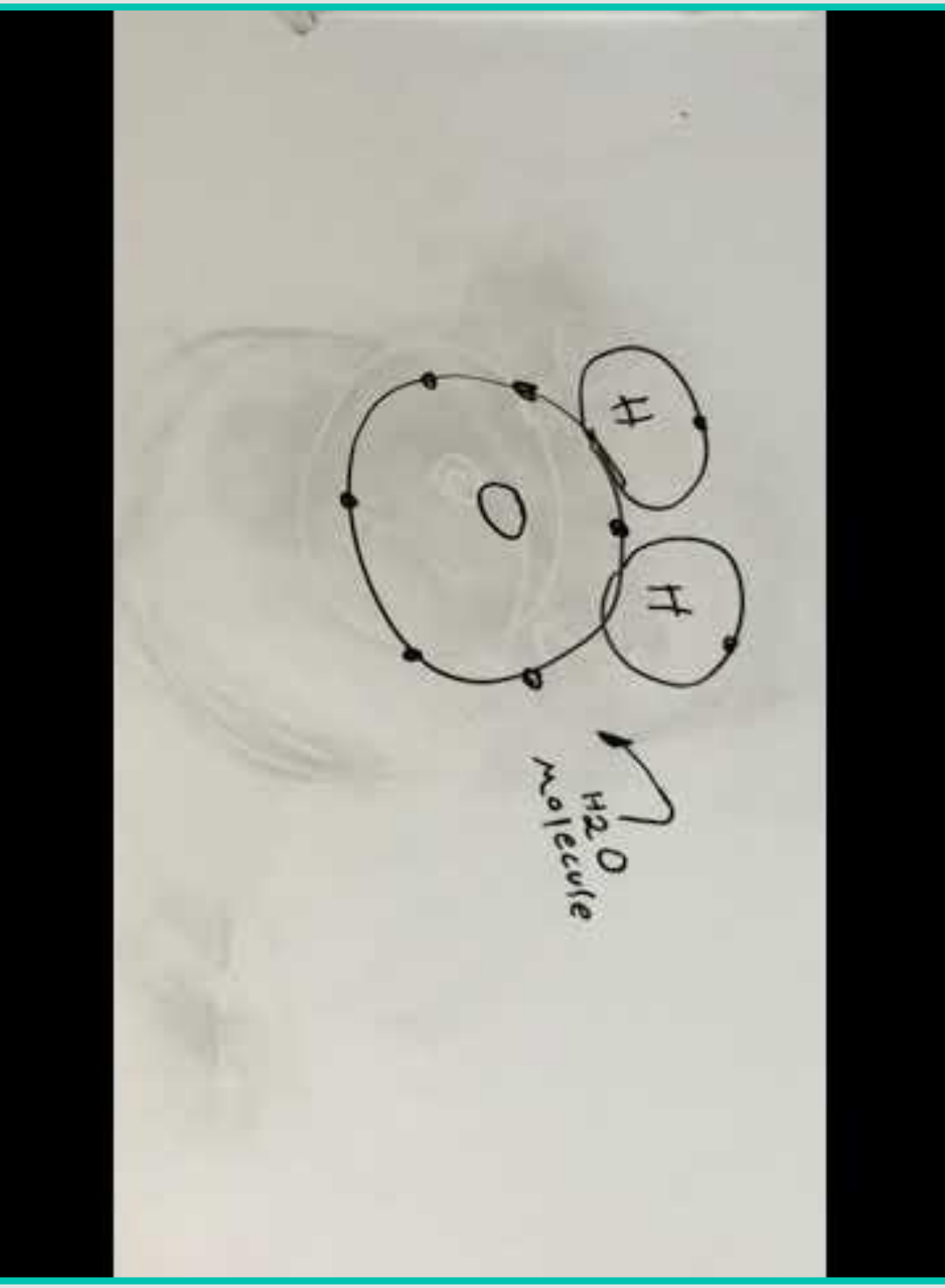
Formative and Summative Assessment Process

Watch Sample Films, and Think About Assessment



Project Stage	Storyboard	Language development and use	Film Compilation	Impact Outcome
Questions Asked	What kinds of content knowledge will your students demonstrate in film?	What kinds of language skills will your students develop by making films?	How can filmmaking help students make meaning of content in your curriculum?	How will students think differently about what they are learning in your class by making films?
Evaluation Type	Content Assessment	Language Assessment	Outcome Evaluation	Impact Evaluation

What's in the Water



Padlet

What kinds of content knowledge can your students demonstrate with film?

What kinds of language skills will your students develop by creating films in your class?

How will students think differently about what they are learning in your class by creating films?

https://padlet.com/jjsummers906/onquhqg4eppgbjdz

Wrapping up

Take-Aways

Language development and use	Desire to understand the world around them and communicate ideas
Voice and choice	Flexibility in topics and language forms
Varied language forms	Emergent to convey specific messages
Multimodal meaning-making	Language is reinforced with he curation of modes: imagery, sound, and other modes and semiotic resources through the use of different filming techniques

Q&A

We are recruiting teachers from rural, underserved, and/or Title I schools for the Spring cohort for ***Worlds of Experience.***

Participants will work collaboratively to design and implement an **International Immersive Virtual Field Experiences** for their students and share the process with participating educators and schools.

Fill out an interest Form by Dec. 17, 2021:

https://docs.google.com/forms/d/e/1FAIpQLSdBda3OAAwWsrlpd_-TQcaopYvlK3yK3-hXzUNK5EdURFMX9Q/viewform

Keep the Conversation Going

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