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

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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

Part 1: Filmmaking and Language Learning
Part 2: Instructional Approaches
Part 3: Language Supports, Language development and Use
Part 4: Examining Students Perspectives
Part 5: Formative Assessment Techniques

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

5th Grade Spanish
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 multiliteracies 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
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?

- Genres are multiple: from poetic to scientific and everything in between
- Encourages authentic and flexible language use to communicate a message to an audience for a purpose
- Taps into iterative processes of creation, rehearsal, revision, and reflection
- Reading, Writing, Listening, Speaking, Communication, and Visual Learning are all integrated
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 is situated and alive and used in purposeful ways
Filmmaking is a Process Nested in Project-Based Learning

Purpose drives the process

- Significant Content
- Public Presentation

Addressing an Authentic Audience

- Reflection & Revision
- In Depth Inquiry & Innovation

Learning Language In Context

- A Need To Know
- Driving Question
- Voice & Choice By Students

Digital Literacies Multimodality

- 21st Century Skills
Video Channel Presentation

Accepting of Approximations in Language Use

Digital Literacies and Multimodal Expression

Topic Knowledge & Vocabulary

Communication in Context

Digital Literacies and Multimodal Expression

Language Rehearsal, Collaboration, and Oral Practice Throughout

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

What is a filmmaker?

Mentor Texts

Message in Film
What is a filmmaker? Building a new identity

¿Qué hace el cineasta?

Filmmaking is more than just fun -- it's a way to communicate your unique perspective and message using your creativity!
What is a Mentor Text and how does it support filmmaking and Language learning?
Discussion: Learning to analyze a film - Tone and message. 0.48-1.47

Teacher: 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

Teacher: 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

School Campus

Sweetwater Wetlands & Santa Cruz River Heritage Project
Public Viewing of Beyond the Mirage for School Community

School Wide Viewing and Appreciating student Films

Public screening of students films for the whole school
Fluye
“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/eie3a9z2facnrkIr
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
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

<table>
<thead>
<tr>
<th>Project Stage</th>
<th>Storyboard</th>
<th>Language development and use</th>
<th>Film Compilation</th>
<th>Impact Outcome</th>
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</thead>
<tbody>
<tr>
<td><strong>Questions Asked</strong></td>
<td>What kinds of content knowledge will your students demonstrate in film?</td>
<td>What kinds of language skills will your students develop by making films?</td>
<td>How can filmmaking help students make meaning of content in your curriculum?</td>
<td>How will students think differently about what they are learning in your class by making films?</td>
</tr>
<tr>
<td><strong>Evaluation Type</strong></td>
<td>Content Assessment</td>
<td>Language Assessment</td>
<td>Outcome Evaluation</td>
<td>Impact Evaluation</td>
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</tbody>
</table>
What’s in the Water
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/onquhqq4eppgbjdz
Wrapping up
## Take-Aways

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>Language development and use</td>
<td>Desire to understand the world around them and communicate ideas</td>
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<tr>
<td>Voice and choice</td>
<td>Flexibility in topics and language forms</td>
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<tr>
<td>Varied language forms</td>
<td>Emergent to convey specific messages</td>
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<tr>
<td>Multimodal meaning-making</td>
<td>Language is reinforced with the curation of modes: imagery, sound, and other modes and semiotic resources through the use of different filming techniques</td>
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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/1FAIpQLSdBda3QAAwWsrlpd_-TQcaopYvlK3yK3-hXzUNK5EdURFMX9Q/viewform
Keep the Conversation Going

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Thank you!
Check out our Website
Sent out with the Webinar Recording