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CARLA Social Justice Workshop

**Be Like water:
Amplifying Asian Voices
in Language Education
with Flexibility and
Resilience**

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In this workshop...

- Workshop learning objectives
- Getting to know you
- What are Asian Voices
- Amplifying Asian Voices in teaching
- Summary and Q&A
- CARLA announcement

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Why Asian Voices?

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A recent publication

- How do these Chinese language teachers understand social justice and understand integrating social justice in their teaching?
- What do these Chinese language teachers do to integrate social justice in their teaching?

The Modern Language Journal

Original Article | Open Access

Crossing the River by Feeling the Stones: Understanding and Integrating Social Justice in Chinese Language Class

KAISHAN KONG

First published: 13 November 2022 | <https://doi.org/10.1111/modl.12804>

SECTIONS PDF TOOLS SHARE

Abstract

Recent global social unrest—anti-Asian violence in particular—was a wake-up call compelling Chinese language teachers to not only reflect on their emotions but also actively incorporate social justice in their curriculum and instruction. Yet, research on social justice in Chinese language classrooms is scarce. Building on recent work on teacher agency, this study investigated 10 Chinese language teachers, originally from mainland China and Taiwan, about their understandings and practices of social justice in their teaching. Findings identified 3 major dimensions that influenced their understandings and practices—namely, community, curriculum, and, more importantly, culture. (Re)shaping their understandings and adapting pedagogical skills were ongoing processes through which the teachers experienced complex feelings, support, and challenges; nonetheless, they drew on their agency to embed social justice in their teaching, manifested through (a) centering social justice topics in curriculum and instruction, and (b) creating a justice-oriented environment. This study explored social justice in the landscape of Chinese language education and provides implications for teaching and teacher education.

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Summary of findings

- Embedding Social Justice in Curriculum and Instruction
- Creating a Social Justice-Oriented Class Culture

Kong, K. (2022). Crossing the river by feeling the stones: Understanding and integrating social justice in Chinese language class. *Modern Language Journal*, 106(4), 726-743. <https://doi.org/10.1111/modj.12204>

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Social Justice Standards

The Learning for Justice Anti-bias Framework

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Turning Asian Voices into Actionable Plan

Prioritize our voices to amplify: What can we do? What can't we do?

Short-term goals and long-term goals

Articulate your specific needs

Identify allies to amplify this movement

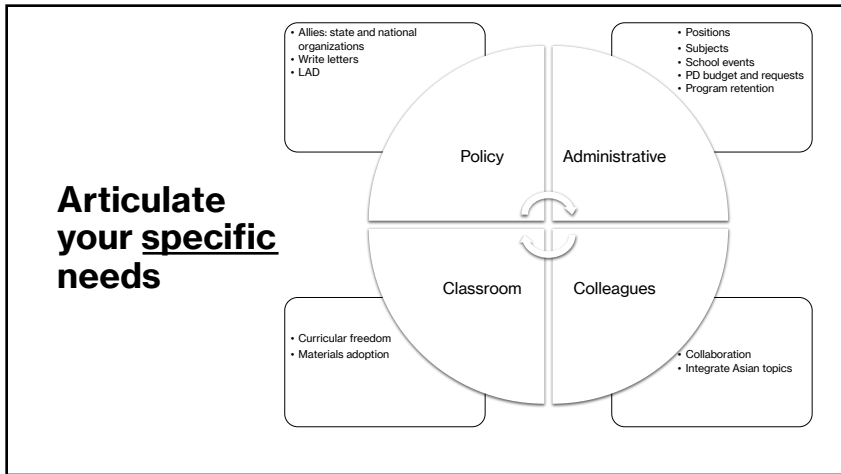
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Community

- Make yourself visible in as many aspects as possible
- Be involved
- Don't underestimate the degree of involvement
- Identify allies (school district, administration, colleagues across disciplines, students)

Kong, K. (2022). Crossing the river by feeling the stones: Understanding and integrating social justice in Chinese language class. *Modern Language Journal*, 106(4), 726-743. <https://doi.org/10.1111/modj.12204>

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Learning Climate

Learning climate refers to **the prevailing mood, attitudes, standards, and tone in the clinical or classroom environment**. A negative climate can feel hostile, chaotic, and out of control. A positive climate feels safe, respectful, welcoming, and supportive of learning.

Learner Climate & Orientation - SMPH Intranet - UW-Madison

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Critical Incident Questionnaire (CIQ)

Please take about five minutes to respond to the questions below about this weekend's class. Don't put your name on the form - your responses are **anonymous**. If nothing comes to mind for any of the questions just leave the space blank. At the next class we will **share the group's responses** with all of you. Thanks for taking the time to do this. What you write will help us **make the class more responsive to your concerns**.

← comfort

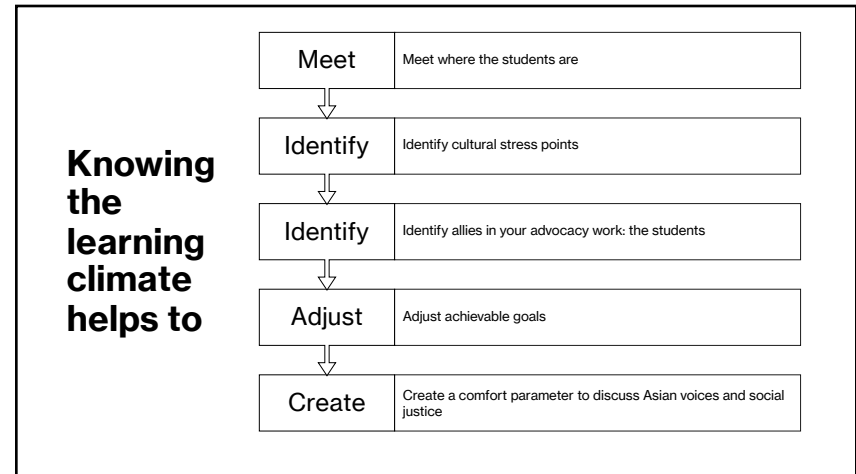
← continuous

← purposeful

- At what moment in class this weekend did you feel most engaged with what was happening?
- At what moment in class this weekend were you most distanced from what was happening?
- What action that anyone (teacher or student) took this weekend did you find most affirming or helpful?
- What action that anyone took this weekend did you find most puzzling or confusing?
- What about the class this weekend surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs).

<http://www.stephenbrookfield.com/critical-incident-questionnaire>

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Essential Questions

- What lasting understanding do you want your students to have?
- What impactful questions are worth lifelong inquiry?

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Example:

Multicultural Paris: Exploration of la Goutte d'Or

CARLA Social Justice Curricular Unit

Who are Parisians?

How is cultural diversity represented in the neighborhood of la Goutte d'Or?

What do national symbols communicate about identity, diversity, and inclusion?

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Example: Food

- How did Asian food adaption in the United States reveal their experience in early immigration?
- In what way(s) does food reflect Asian American's cultural resilience?
- What is the relationship between food access and cultural in(ex)clusion?

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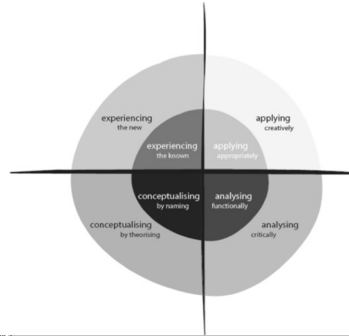
Example: Food

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Multiliteracies

- Different genres of materials
- Modalities of practice
- Connect learning within and beyond the classroom
- Foster multiple skills
 - Experience: immersion, express ideas, share experiences
 - Conceptualizing: unpacking textual features
 - Analyzing: connecting the content to social, cultural and historical contexts
 - Applying: Producing language in creative ways
- <https://newlearningonline.com/learning-by-design/pedagogy>
- <https://carla.umn.edu/literacies/glossary.html#pedagogy>



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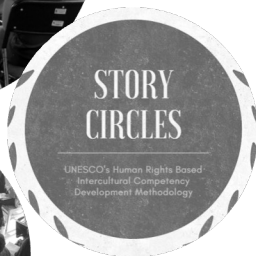
Counternarrative against “Model Minority”

Collectively, the model minority stereotype refers to the idea that Asian Americans are relatively problem free, hardworking, and perseverant, and it constitutes a powerful typecast for Asian Americans today. (p.1)

Kiang, L., Huynh, V. W., Cheah, C. S., Wang, Y., & Yoshikawa, H. (2017). Moving beyond the model minority. *Asian American Journal of Psychology*, 8(1), 1-6.

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Creating a space for story sharing to foster constructive discussion








- Structured yet flexible method for developing intercultural competence in a variety of contexts
- UNESCO methodology to connect people, discover **common humanity** and **nurture empathy**
- Dr. Darla Deardorff

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Story Circles

	Welcome, introduction, overview	10-15 minutes
	Introduction to Story Circles	10 minutes
	Get into small groups	5-10 minutes
	Story Circles in small groups	35-45 minutes
	Whole group debrief and conclusions	15-minutes

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Reflection tools

<p><i>What?</i> <i>So what?</i> <i>Now what?</i></p>	<ul style="list-style-type: none"> • What? What did I learn from this experience (about myself, about others, about navigating differences?) • So what? Why is this learning important? • Now what? What will I do now as a result of this learning?
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Reflection tools

<p>Document change <i>(Ritchhart et al., 2011)</i></p>	<p><i>“I used to know . . . now I know . . .”</i></p> <p>or</p> <p><i>“Earlier I couldn’t . . . now I can . . .”</i></p>
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Reflection tools

<p>3Cs</p>	<ul style="list-style-type: none"> • Connections: What connections are there between the stories you heard and your own experiences? • Concepts: What key ideas or insights emerged from the stories that are important and need further reflection? • Changes: What changes or adjustments in attitudes, thoughts, or actions are needed in order to navigate differences better in the future?
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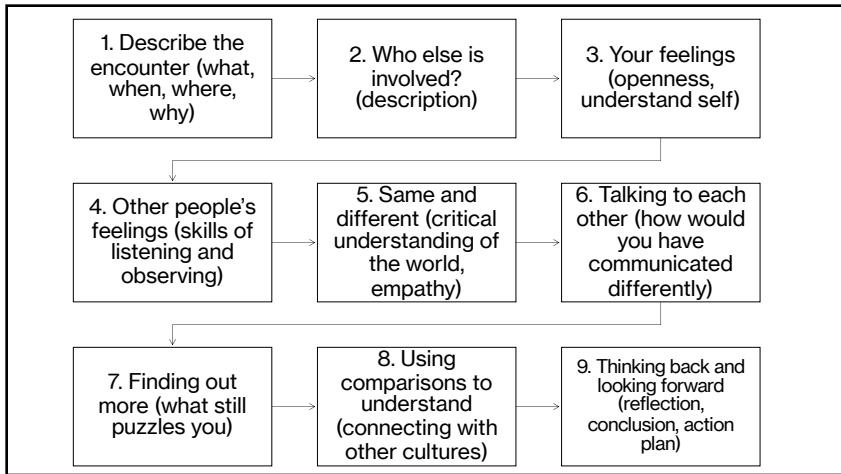
AIE: What and When

The AIE is a set of resources designed to encourage people to think about and learn from intercultural encounters they have had either face to face, through visual media such as television, magazines and films, or through the internet.

	After a school holiday
	After a school trip
	After a major event
	Preparing for study abroad
	Community service

<https://www.coe.int/en/web/education/-/new-isbn-publications-autobiographies-of-intercultural-encounters>

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Language Scaffolding-Example

Describe how you felt at the time by completing these sentences.

- ▶ My feelings or emotions at the time were ...
- ▶ My thoughts at the time were ...
- ▶ What I did at the time was ... (For example, did you pretend you had not noticed something that was strange? Did you change the subject of the conversation which had become embarrassing? Did you ask questions about what you found strange?)

<https://www.coe.int/en/web/education/-/new-isbn-publications-autobiographies-of-intercultural-encounters>

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Language Scaffolding

Example: when reflecting on your reaction in the experience

- ✔ ▶ The way I acted in the experience was appropriate because what I did was ...
- 🧠 ▶ I think I could have acted differently by doing the following ...
- 😊 ▶ My reaction was good because ...
- ❤️ ▶ I hid my emotions by ...
- 🧠 ▶ I think the best reaction from me would have been ...

<https://www.coe.int/en/web/education/-/new-isbn-publications-autobiographies-of-intercultural-encounters>

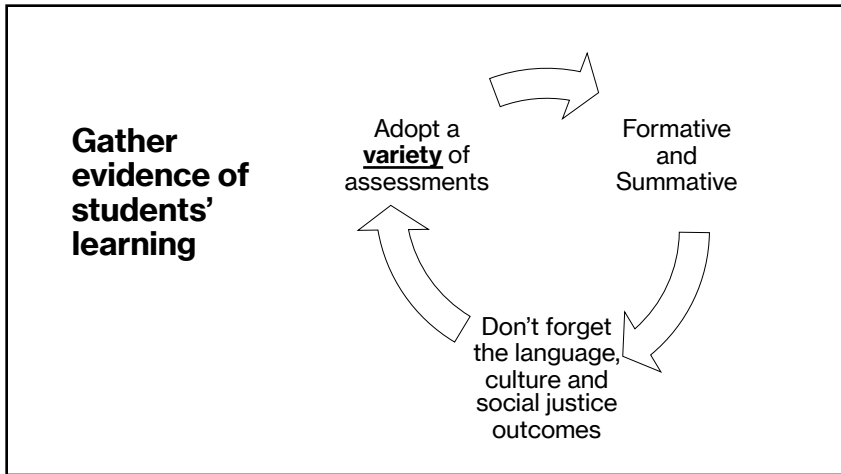
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Translate and recreate a poster

Students file reports (bilingual site)

<https://www.asianamvoices.org/>

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Adopt and Adapt: CARLA Social Justice Assessment Rubric

Social Justice Summative
Assessment: Rubric

CARLA

This rubric provides general indications of how to assess students' performance on the unit final assessment. Adapt it as needed to fit the specifics of the assessment your students will complete, keeping in mind your learning objectives and the targeted linguistic, social justice, cultural, and textual content.

UNIT ASSESSMENT PLAN			
Formative Assessments	Targeted Learning Objective(s)	Summative Assessments	Targeted Learning Objective(s)
K-W-L chart	1, 2, 3	Identity statement	4
Reading guides (3)	1, 2	Reflective journal entry	1, 2, 3, 4
Critical reflections (2)	1, 2, 3, 4	Art show	3, 4
Image description	2, 3		

Social Justice Understandings <small>(To what extent does the student's work reflect critical thinking, objective taking, and insights about the social justice theme(s)?)</small>	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Content Knowledge <small>Does the student show sufficient mastery of the major concepts, data, and/or other factual information in the unit?</small>	Provides an extremely clear, accurate, and detailed representation of the content information. Effectively synthesizes various information sources and data.	Provides a clear, accurate, and somewhat detailed representation of the content information without synthesizing ideas.	Provides limited or no evidence of complex, detailed, and critical understanding of the social justice theme(s).
Language Control <small>To what extent does student language use contribute to effective communication of the message?</small>	Strong use (range & accuracy) of targeted unit vocabulary. Few errors using targeted unit grammar or targeted conventions and mechanics of the product's genre (e.g., spelling, formatting).	Good use (range & accuracy) of targeted unit vocabulary. Some errors using targeted unit grammar, conventions, or mechanics impede communication.	Basic or limited use of targeted unit vocabulary. Errors using targeted unit grammar, conventions, or mechanics impede communication.

<https://carla.umn.edu/socialjustice/templates.html>

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General assessment ideas

<ul style="list-style-type: none"> ○ Image description ○ Role play ○ Design buttons (my example) ○ Creating a civic duty poster 	<p>Younger learners Less language demand</p>
<ul style="list-style-type: none"> ○ Critical reflection ○ Writing an op-ed essays ○ Writing responses to social media information ○ Writing a thank-you note to an Asian advocate/influential person/public figure ○ Write to your political representatives 	<p>Profound thinking and discussion Higher language demand</p>

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Thank you & Questions & CARLA announcement

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