
AATJ/JFLA Webinar

Deeper Engagement in Learning

July 21, 2020

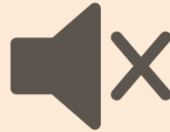
Presenter: Yo Azama
Salinas Union High School District

Facilitator: Yoshiko Saito-Abbott
California State University, Monterey Bay

Make the most of your virtual learning



Use the Chat function. Make use of the knowledge in the room. a



Mute your mic when the presenter is talking.



Keep your camera on when possible.



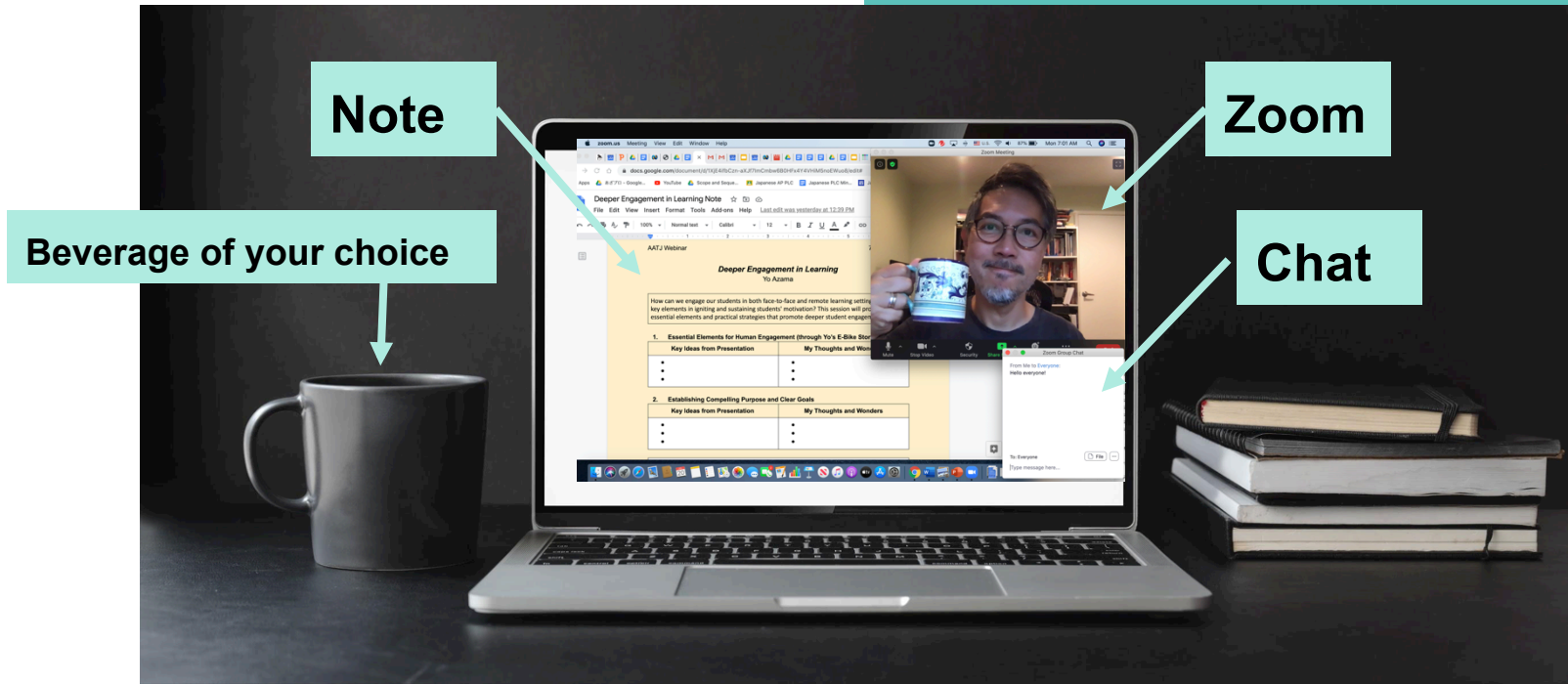
Difficulty with your wifi? Shut your video off to reduce your bandwidth.

Setting Up the Learning Environment

Before we begin,

- Access to Note Maker document
- Open chat box and say hello:-)

bit.ly/EngagementNote





2:32 PM on Saturday, June 13, 2020

The Hill Ride

My journey to stay healthy!

29.54 mi

[Distance \(?\)](#)

2:08:26

Moving Time

2,394 ft

Elevation

122 w

Weighted Avg
Power

699 kJ

Total Work

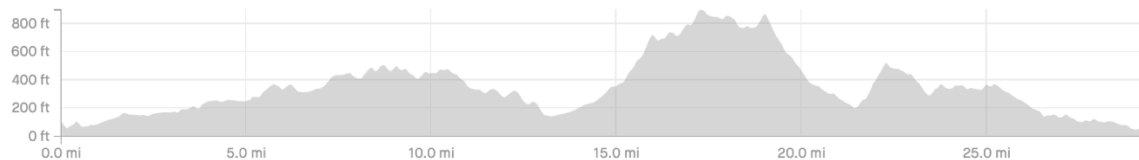
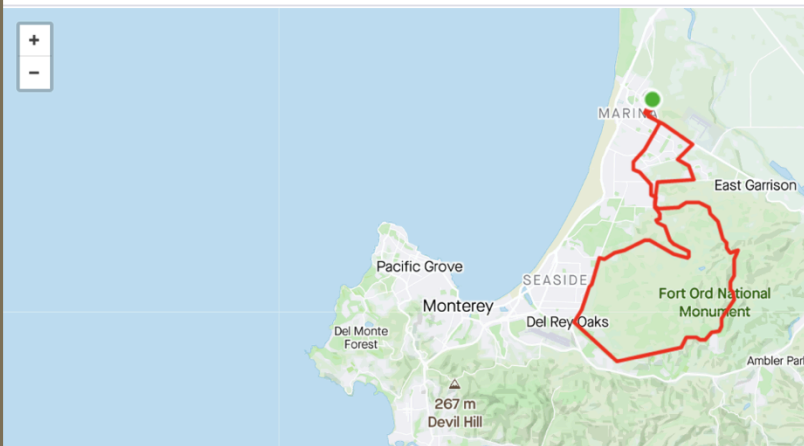


Add Others

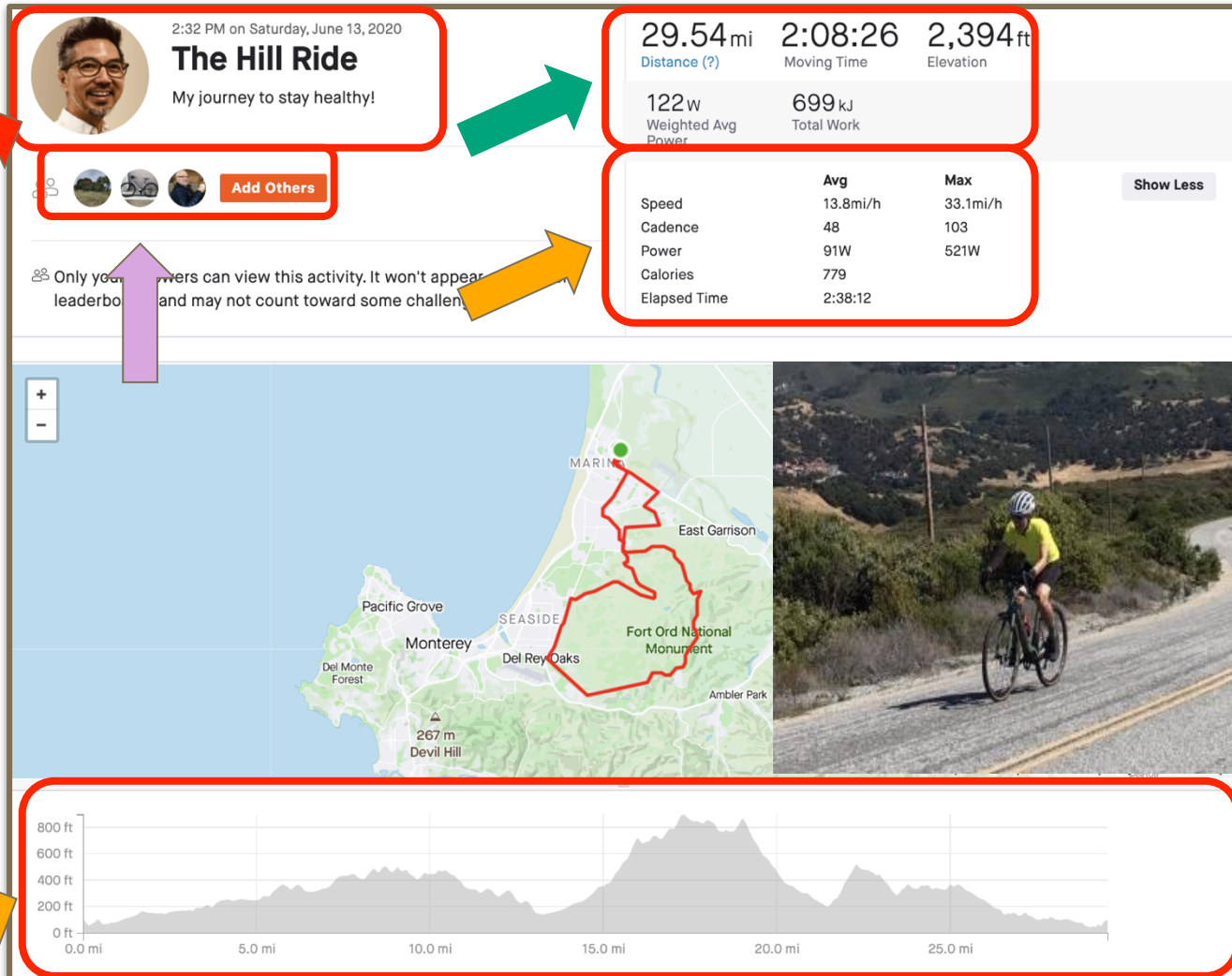
🔒 Only your followers can view this activity. It won't appear on segment leaderboards and may not count toward some challenges.

	Avg	Max
Speed	13.8mi/h	33.1mi/h
Cadence	48	103
Power	91W	521W
Calories	779	
Elapsed Time	2:38:12	

Show Less



- **Compelling Purpose**
- **Clear Goals**
- **Essential Knowledge and Skills**
- **Skilled Individual**
- **Place to celebrate accomplishment!**



Organize an Engaging Lesson with Compelling Purpose

- **Compelling Purpose**
- **Clear Goals**
- **Essential Knowledge and Skills**
- **Skilled Individual**
- **Place to celebrate accomplishment!**

Japanese Programs @ Salinas Union High School District

Lesson

Topic: _____
Level: _____

Expected Lesson Duration: _____
Targeted Proficiency Level: _____

Sustainable Development Goals:
Essential Knowledge: peer pressures, high academic expectations, pressure to succeed

Essential Language Skills

Essential Questions:

-
-

Goals: Students will...

-
-

Organize an Engaging Lesson with Compelling Purpose

- **Compelling Purpose**
- **Clear Goals**
- **Essential Knowledge and Skills**
- **Skilled Individual**
- **Place to celebrate accomplishment!**

Japanese Programs @ Salinas Union High School District

Lesson 14: Under Pressure - Teenagers and Stress

Topic: Stress and Mental Health
Level: Japanese 3

Expected Lesson Duration: 2 Weeks
Targeted Proficiency Level: Intermediate Low

Sustainable Development Goals: #3 Health and Well-Being

Essential Knowledge: peer pressures, high academic expectations, pressure to succeed

Essential Language Skills: compare and contrast, relate to other's experience, give suggestions

Essential Questions:

- *How can culture influence the health of citizens?*
- *How can we improve our mental and physical health in the modern world?*

Goals: Students will...

- Give encouragement and practical stress relief methods to Japanese students who are experiencing stress by responding to their online posts
- Create a video message for Japanese teenagers in order to promote a balanced lifestyle, by relating to Japanese students' causes and symptoms of stress, and sharing their own methods of stress relief



bit.ly/StressLessonSample

Chat Time

Share your ideas with us!



“What are some ways we can establish a compelling purpose for learning?”

G.C	Task Characteristics	Key Tasks
Investigate the World	<ul style="list-style-type: none"> Recognize the value of each person in global community Explore the world with curiosity 	<ul style="list-style-type: none"> View data on the top stress relief methods for Japanese teenagers and identify which ones they also do
Recognize Perspectives	<ul style="list-style-type: none"> Keep an open mind Identify my personal perspectives and influences Examine the perspectives and influences of others Consider multiple perspectives and opinions Analyze cultural influences, connections, and contexts Empathize with others 	<ul style="list-style-type: none"> Examine how culture influences causes of stress and demonstrate understanding through a graphic organizer Take a survey on what symptoms of stress they are experiencing to find out how their own stress manifests Explore different methods of stress relief for Japanese teenagers and compare them to our own Rank the methods of stress relief for Japanese teenagers in order of what they find most useful or would like to try and give reasons
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Take Action	<ul style="list-style-type: none"> Use evidence and values to guide plans Assess options and consider the potential impact of planned actions Apply creative thinking and 	<ul style="list-style-type: none"> <u>Read online posts of Japanese teenagers experiencing stress, and send a response in which they empathize with the student, give recommendations on stress relief methods, and offer words of encouragement</u>

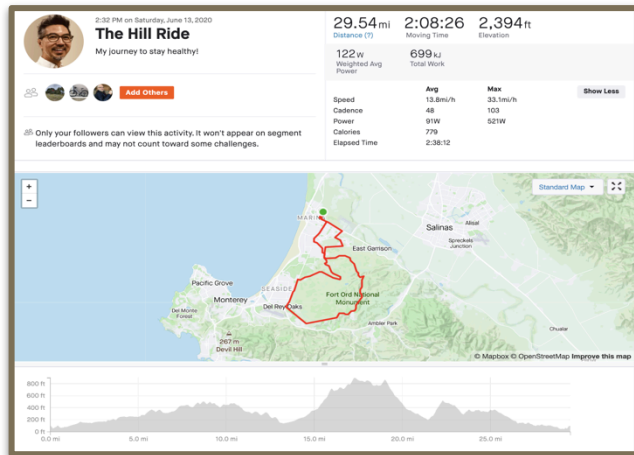
Lesson Design

Lesson Delivery



bit.ly/EngagementNote

Steps for Designing an Engaging Lesson



Know our **WHY**

- ☐ Compelling Purpose
- ☐ Clear Goals



Know our **WHAT**

- ☐ Essential Knowledge and Skills
- ☐ Meaningful Tasks



Know our **HOW**

- ☐ Learning Experience for All
- ☐ Reflection and Evaluation of Learning





SUSTAINABLE DEVELOPMENT GOALS



Things to consider when selecting a topic and establishing a compelling purpose



- Relevant to our students?
- Current?
- Cultural aspects?
- Age/developmentally appropriate?
- Meaningful?
- Appropriate rigor?
- Resources available?
- What's my personal connection to this topic?

Complete the sentences below.

1. Some of the topics that I care about and want my students to explore are _____
2. I would like my students to know _____ and be able to _____

bit.ly/EngagementNote

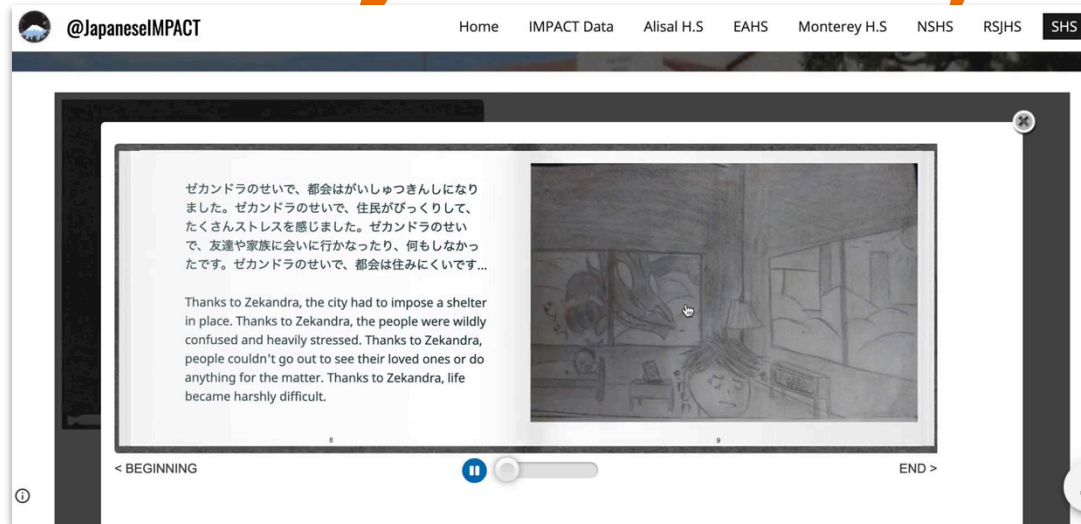
Chat Time

Share your ideas with us!



“What are some social topics that you deeply care about?”

Sample Outcome: Fighting Covid through a Children's Story



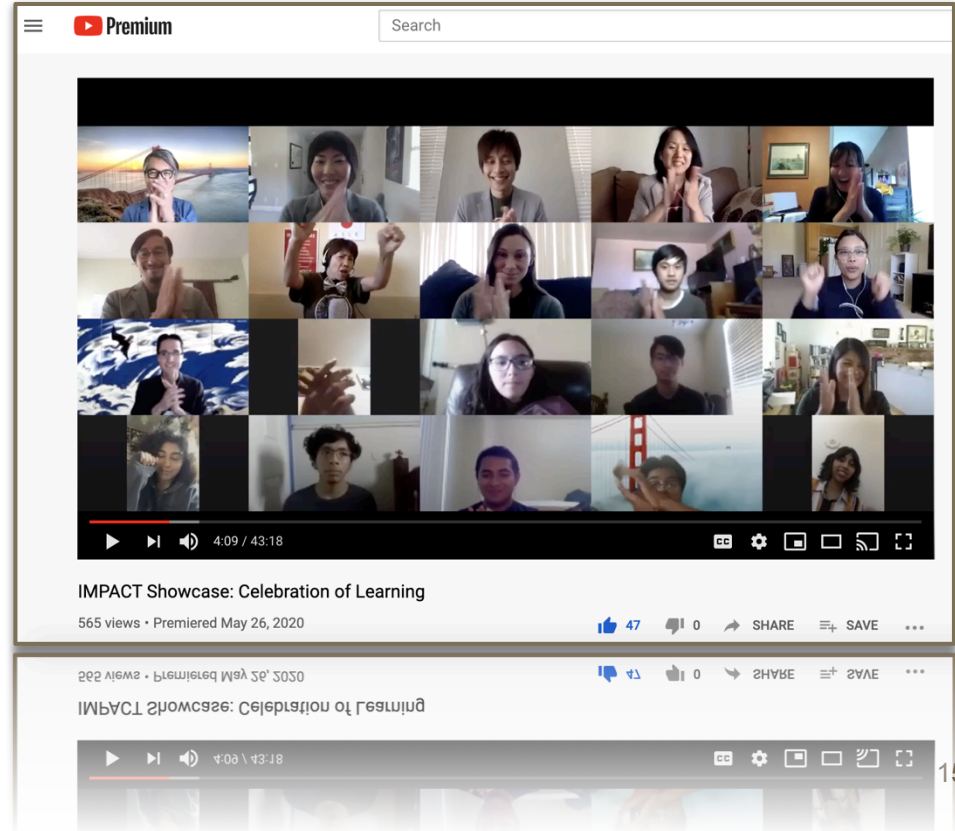
My project is a children's story reflecting my experiences with COVID-19. In my story, I intended not only to encourage people (even beyond children!) to play their part in fighting the virus (staying at home, wearing masks, etc.), but also to reassure those stressing about this trying time that we have a chance in beating this virus. In the process of making my story, I enjoyed drawing the pictures in the story the most, and I felt most proud of my use of the Japanese I've learned in the past couple of years in my story. *Gabriel G.*

Celebration of Learning Event

Student Feedback

- *"I was having doubts about how it would turn out , and I doubt myself a lot, but doing this project kind of helped me realize that I can make things work out if I really put my mind to it."*
- *"I'm glad that I could create even a little impact towards this pandemic that everyone is going through. Additionally, I'm proud of myself being able to try out and test all these cool exercises and foods. What I would do differently is managing my time more efficiently."*

bit.ly/JapaneseImpactProject



Organize an Engaging Lesson with a Compelling Purpose

- **Compelling Purpose**
- **Clear Goals**
- **Essential Knowledge and Skills**
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- **Place to celebrate accomplishment!**

Japanese Programs @ Salinas Union High School District

Lesson 14: Under Pressure - Teenagers and Stress

Topic: Stress and Mental Health

Expected Lesson Duration: 2 Weeks

Level: Japanese 3

Targeted Proficiency Level: Intermediate Low

Sustainable Development Goals: #3 Health and Well-Being

Essential Knowledge: peer pressures, high academic expectations, pressure to succeed

Essential Language Skills: compare and contrast, relate to other's experience, give suggestions

Essential Questions:

- *How can culture influence the health of citizens?*
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Goals: Students will...

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bit.ly/StressLessonSample

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- ✓ Compelling Purpose
- ✓ Clear Goals



Know our WHAT

- ✓ Essential Knowledge and Skills

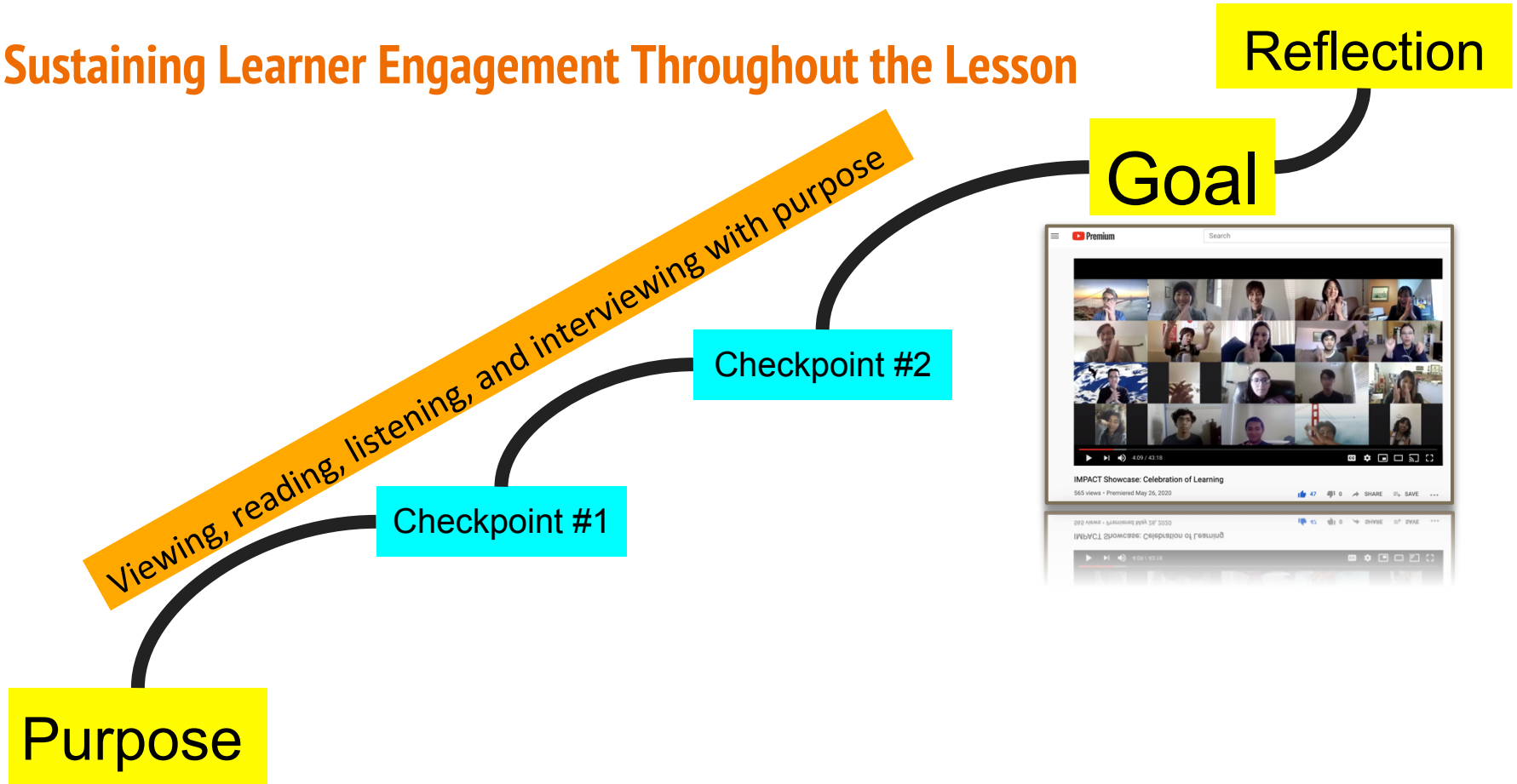


Know our HOW

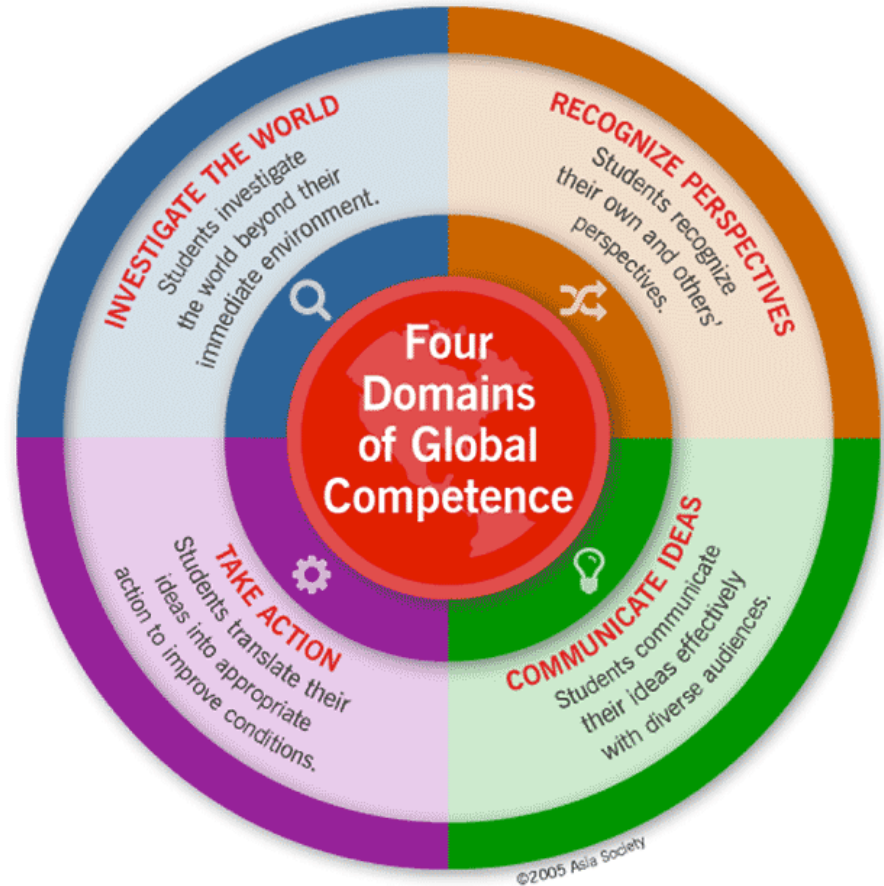
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- ❑ Learning Experience for All
- ❑ Reflection and Evaluation of Learning



Sustaining Learner Engagement Throughout the Lesson



Global Competence Framework



bit.ly/StressLessonSample

Steps for Designing Engaging Lessons

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- ✓ Learning Experience for All
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Lesson Design

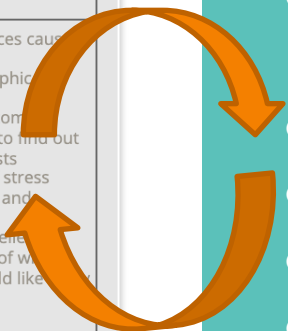
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Lesson Design

Lesson Delivery

- 
- Safe Environment and Brave Environment
 - Clear Instruction
 - Shared expectations and purposes
 - Ask good questions
 - Available Support
 - Inclusive Practice
 - Sense of Humor
 - Listen more
 - More!

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Lesson Design

Distance

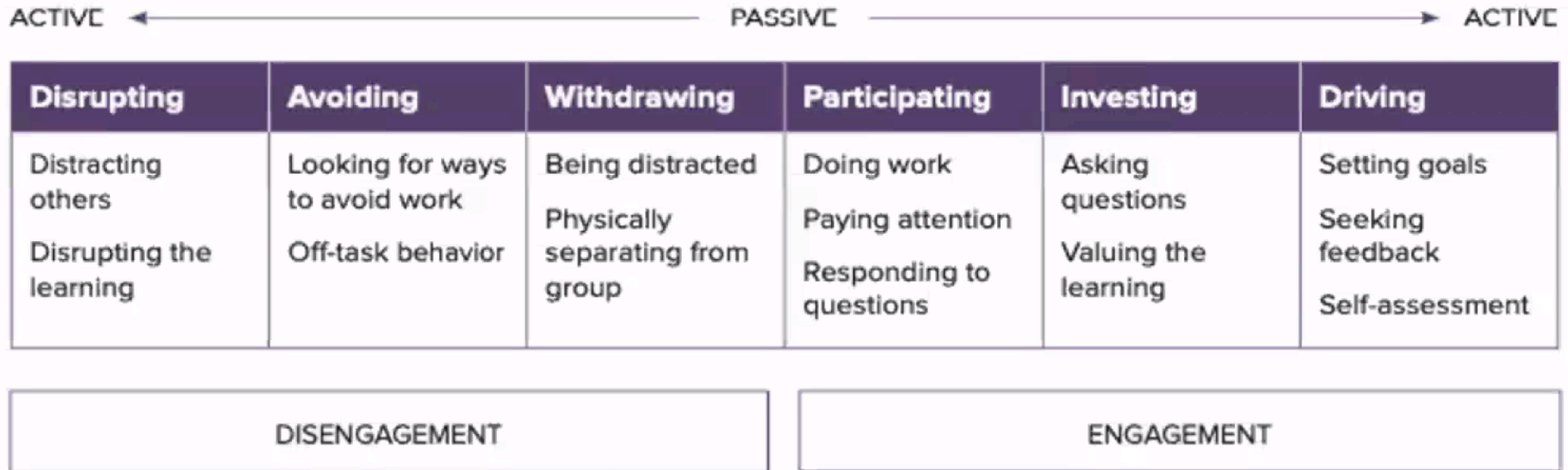


Lesson Delivery

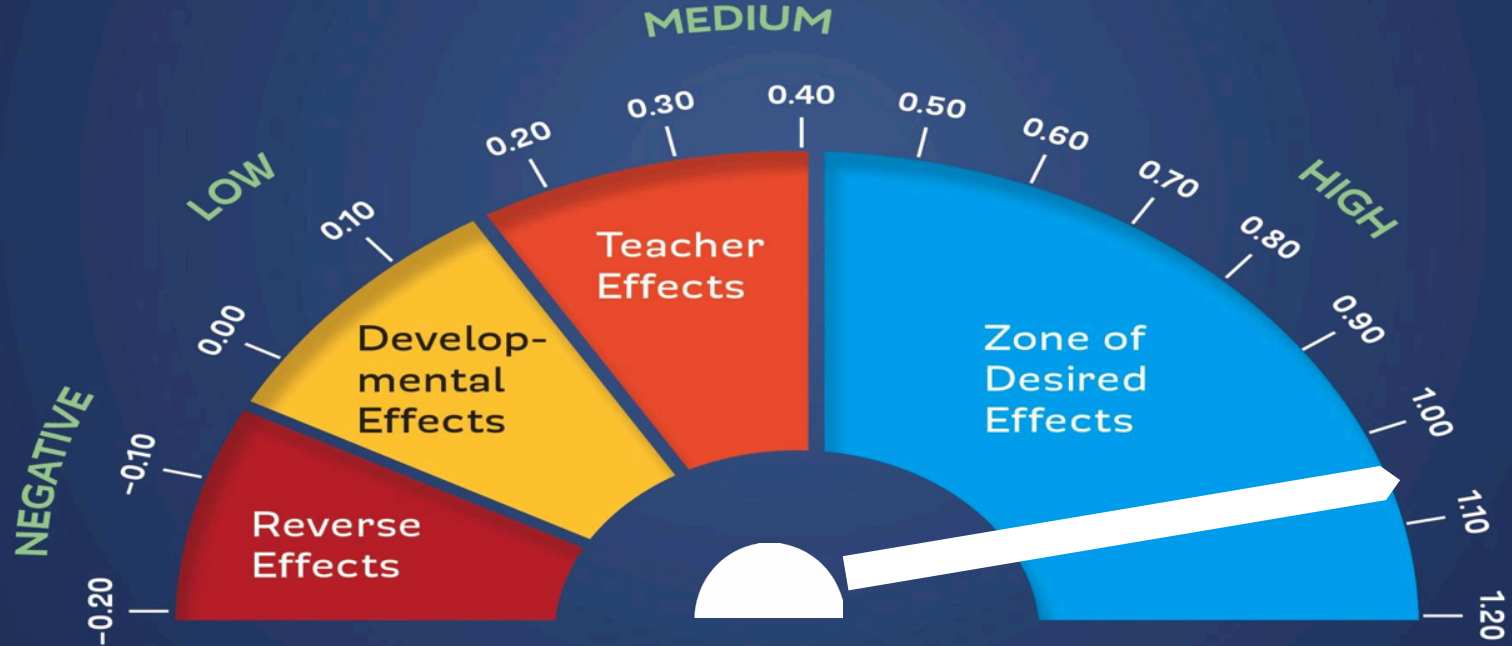
- Keep things simple with Google (Hyper Doc, Classroom, Youtube, etc)
- Focus on tasks, not apps
- Provide space for students to ask questions to and collaborate with each other
- Feedback
- Teacher Credibility

Characteristics of Engagement and Disengagement

Figure 6.1 A Continuum of Engagement



Teacher Credibility: $d = 1.09$



Hattie 2020

Four Components of Teacher Credibility

Trust

Competence

Dynamism

Immediacy

STAY SAFE

What's my purpose for teaching?



Music Playlist

bit.ly/YoPlaylist



The Japan Foundation, Los Angeles Resources!

Lena Kelly (Advocacy Coordinator at
The Japan Foundation, Los Angeles)

Advancing Our Teaching Practice: Designing and Conducting Oral Interpersonal Group Tasks



This video focuses on the interpersonal oral group tasks amongst High School students. This activity requires clarifying the purpose, roles, and context for conversation. Students were split into small groups and discuss about what type of impression they would like to give to others. The group task allows students to share their own ideas, respond to others, and record themselves with their laptop for self-analysis. The students were able to self-analyze their own improvements and compare themselves with an evaluation rubric.

Video Link:

[Designing and Conducting Oral Interpersonal Group Tasks](#)

Advancing Our Teaching Practice: Designing and Conducting Oral Interpersonal Pair Tasks



This video focuses on conducting oral interpersonal pair tasks amongst High School students by making students fill out an online health survey to discuss mental health. The teachers discuss with Mr. Azama first about their lesson plan, the importance of demonstrating the task with students, and providing useful phrases (gambits) to facilitate conversations. Students are assigned roles in facilitating the conversations. Afterwards, students report via writing on what their partner said regarding their survey.

Video Link:

[Designing and Conducting Oral Interpersonal Pair Tasks](#)

Advancing Our Teaching Practice: Focusing on Form in a Dialogue Context Through PACE



This video focuses on the PACE (Presentation, Attention, Co-Construction, and Extension) model, which is an effective approach to teach grammar and structure as a concept. The lesson was for students to be able to describe a reason for their actions. Popular manga/anime series, “My Hero Academia” was used to teach ~から, which is used to explain/provide reasoning. Mr. Chien first observed Ms. Kamimura’s class in how the lesson was conducted and brought the lesson in his own class.

Video Link:

[Focusing on Form in a Dialogue Context Through PACE](#)

Advancing Our Teaching Practice: Focusing on Comprehensible Input



Using gestures to make content comprehensible

This video focuses on the use of comprehensible language by paraphrasing, using examples, and providing context. The lessons discussed about surface level learning but being able to address stereotypes and their own identity. Teachers provide relatable content by providing their own personal stories, sharing their own journey to where they are now, and using new and repetitive terms. These are ways for teachers to connect with students on a personal level. Ms. Hashiba used her own childhood images and stories to relate with students.

Video Link:

[Focusing on Comprehensible Input](#)

Advancing Our Teaching Practice: Designing and Conducting Interpersonal Communication Tasks



This last video focuses on the importance of creating an environment for meaningful exchange between both teachers and students. The lesson takes place in a college setting and deals with students learning how to introduce themselves and learning about each other. The teacher encourages age-appropriate talking points for students and introducing communication tools (gambits). Also, the teacher uses the expressions provided for examples so the students learn effectively on how phrases can be used.

Video Link:

[Designing and Conducting Interpersonal Communication Tasks](#)

COVID-19 Relief Grant



Purpose:

To support Japanese courses which are financially impacted by COVID-19 outbreak during the 2020-21 academic year

Amount:

Up to \$10,000

Application Period:

Now through 9/30/2020 or until funding is exhausted (whichever comes first)

How to apply:

Contact Mamiko Nakai (language@jflalc.org)

Further Information:

You can find the details of application and other available grant programs at our website.

<https://www.jflalc.org/grants-jle>

The Japan Foundation, Los Angeles Resources

At our The Japan Foundation, Los Angeles website, we have resources for students as well as for teachers. Please check out our teachers resources link for more information about our video and website resources!

For more information:

<https://www.jflalc.org/jle-teachers-resources>

Advancing Our Teaching Practices:

<https://www.jflalc.org/jle-teachers-resources#AATJ>



American Association of Teachers of Japanese Resources

On AATJ's website for teaching & classroom resources, there are video and resource links for past webinars. There is also [#みんなでがんばりマスク](#) project where JFLA and AATJ collaborated via [JFLA Instagram](#) to showcase students' works through these difficult times.

For more information:

<https://www.aatj.org/classroom-resources>





Breakout rooms (25 minutes)

Survey and Evaluation for this Webinar: <https://bit.ly/3eESSU4>

- Board members may not be in your breakout room; then identify a facilitator in your room
- Please introduce each other (name and affiliation)
- Discussion topics can be:
 - What resonated with you?
 - What questions might you have?
 - Others
- Facilitators: Please write discussion summary on the padlet <https://bit.ly/2ZHkGTu>
- Please return to the main room after your discussion.

AATJ/JFLA Webinar

August 8, 2020

Title: Promoting Social Justice and Antiracism in Japanese Language Teaching

Ryuko Kubota, Ph.D. University of British Columbia

Michelle Lupisan, Salinas High School (Salinas CA)

Clayton Frederick, Everett Alvarez High School (Salinas CA)

AATJ membership

Membership registration: <https://www.aatj.org/membership> (January 1 - December 31)

- Quarterly newsletter, semiannual journal
- Member rate for two annual conferences (ACTFL, AAS)
- Professional development programs
- Japanese National Honor Society (high school or college level)
- National Japanese Exam
- Membership in a regional or state Japanese language educators' association
- Teacher Awards
- Special Interest Groups

Nominate for an Outstanding Teacher Award

The AATJ Teacher Awards recognize outstanding teachers who demonstrate excellence in teaching, advocacy, and leadership in Japanese education both locally and regionally. AATJ customarily presents the awards to the recipients during the ACTFL Annual Convention each November.

2020 NOMINATIONS ARE NOW OPEN: **Due date July 31, 2020**

Awards are given annually in two categories:

- K-12 Level Teacher Award
- Community College/College and University Level Teacher Award

Nominate now: <https://www.aatj.org/prodev-awards>