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.
- 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
The Hill Ride
My journey to stay healthy!

<table>
<thead>
<tr>
<th>Distance (7)</th>
<th>Moving Time</th>
<th>Elevation</th>
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<tbody>
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<tr>
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Only your followers can view this activity. It won't appear on segment leaderboards and may not count toward some challenges.
- 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!

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

Esential 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

Japanese Programs @ Salinas Union High School District

bit.ly/StressLessonSample
Chat Time

Share your ideas with us!

“What are some ways we can establish a compelling purpose for learning?”
<table>
<thead>
<tr>
<th>G.C</th>
<th>Task Characteristics</th>
<th>Key Tasks</th>
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<tbody>
<tr>
<td>Invest in Your World</td>
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<td>Recognize the value of each person in global community</td>
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<td>Explore the world with curiosity</td>
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<td>Recognize Perspectives</td>
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<td>Keep an open mind</td>
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<tr>
<td>Identify my personal perspectives and influences</td>
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<td>Examine the perspectives and influences of others</td>
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<td>Consider multiple perspectives and opinions</td>
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<td>Analyze cultural influences, connections, and contexts</td>
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<td>Empathize with others</td>
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<td>Communicate Effect</td>
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<td>Actively listen to others</td>
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<td>Consider the audience and communicate appropriately</td>
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<td>Share ideas and context with diverse audiences</td>
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<tr>
<td>Engage in civil discourse</td>
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<td>Take Action</td>
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<td>Use evidence and values to guide plans</td>
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<td>Assess options and consider the potential impact of planned actions</td>
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<td>Apply creative thinking and innovation</td>
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<tr>
<td>Key Learning Events</td>
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<tr>
<td>Examine how culture influences causes of stress and demonstrate understanding through a graphical organizer</td>
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<td>Take a survey on what symptoms of stress they are experiencing to find out how their own stress manifests</td>
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<tr>
<td>Explore different methods of stress relief for Japanese teenagers and compare them to our own</td>
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<tr>
<td>Rank the methods of stress relief for Japanese teenagers in order of which they find most useful or would like and give reasons</td>
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<tr>
<td>In pairs, share what is stressing them out and give each other words of encouragement</td>
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<td>In groups, share their causes and symptoms of stress, and give suggestions on methods of stress relief</td>
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<td>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</td>
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</table>
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
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 ______________
Chat Time

Share your ideas with us!

“What are some social topics that you deeply care about?”
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
- Skilled Individual
- Place to celebrate accomplishment!

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
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bit.ly/StressLessonSample
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Sustaining Learner Engagement Throughout the Lesson

Goal

Checkpoint #1

Checkpoint #2

Reflection

Purpose

Viewing, reading, listening, and interviewing with purpose
Global Competence Framework

bit.ly/StressLessonSample
Steps for Designing Engaging Lessons

Know our WHY
✔ Compelling Purpose
✔ Clear Goals

Know our WHAT
✔ Essential Knowledge and Skills

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<tr>
<td>Investigate the World</td>
<td>• View data on the top stress relief methods for Japanese teenagers and identify which ones they also do</td>
<td>• Understand how culture influences causes of stress and demonstrate understanding through a graphic organizer</td>
</tr>
<tr>
<td>Recognize Perspectives</td>
<td>• Examine how culture influences causes of stress and demonstrate understanding through a graphic organizer</td>
<td>• Take a survey on what symptoms of stress they are experiencing and find out how their own stress manifests</td>
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**Lesson Design**

- Recognize the value of each person in the global community
- Explore the world with curiosity

**Lesson Delivery**

- In pairs, share what is stressing them out and give each other words of encouragement
- In groups, share their causes and symptoms of stress, and give suggestions on methods of stress relief

- 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
Lesson Design

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

More!
Lesson Design

- 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**

<table>
<thead>
<tr>
<th>Disrupting</th>
<th>Avoiding</th>
<th>Withdrawing</th>
<th>Participating</th>
<th>Investing</th>
<th>Driving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distracting others</td>
<td>Looking for ways to avoid work</td>
<td>Being distracted</td>
<td>Doing work</td>
<td>Asking questions</td>
<td>Setting goals</td>
</tr>
<tr>
<td>Disrupting the learning</td>
<td>Off-task behavior</td>
<td>Physically separating from group</td>
<td>Paying attention</td>
<td>Valuing the learning</td>
<td>Seeking feedback</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Responding to questions</td>
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<td>Self-assessment</td>
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</tbody>
</table>

DISENGAGEMENT

ENGAGEMENT

Berry, 2020
Teacher Credibility: $d = 1.09$
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)
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

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
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
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
- 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