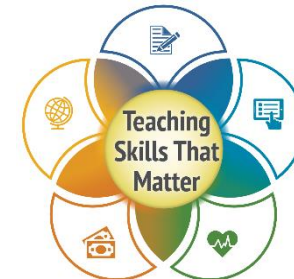# Digital Literacy: Folk Stories Project-Based Learning Lesson

Background: Use of social media among adults, particularly young adults, is common. Prior research (Bigelow, Vanek, King, & Abdi, 2017; Vanek, Bigelow, & King, 2018) suggests that creating opportunities to write in social media platforms leverages the comfort students feel creating text in such familiar and low-risk environments. In this project, students use social media posts and group work as prewriting activities in support of presentation preparation. The subject matter for the eventual presentation is a description or portrayal of an important folk story from the student's home culture. The project draws on the flexibility of language and a range of learning technologies to support process, research, presentation development, and dissemination. Flexibility with technology and app choices is critical for ensuring the completion of the final projects. Choices must align with the resources available, the technical proficiency and experience of the teacher, and the support available for students with low digital literacy proficiency (Silver-Pacuilla & Reder, 2008).

It is critical that students share their final projects in some way. To be fully digitally literate, one must be a producer of content. To feel part of the community of the digitally literate, one must be a contributor to the content on the web (Schradie, 2011). Note: This project is based on classroom research described in Vanek, King, & Bigelow (2018).

NRS Level(s): High Intermediate Basic Education, Advanced ESL

Project Title: Folk Stories	**Approximate Instruction Time:** The project can unfold over several weeks. It requires four 90-minute meetings.
Instructional Objective *(written in teacher language primarily derived from content standards and includes evidence of mastery)*: By the end of this project, students will be able to • Use a variety of research strategies (both digital and non-digital) to select a folktale or other important story from their culture and create a presentation using mixed media. • Collaborate on a team project, scheduling, charting, and assessing the team's work.	**Learning Target Statements** *(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project)* for learners' exit tickets, learning logs, or reflection: Content objectives: • I can use media to present a story from my culture. • I can gather and evaluate information from digital and non-digital resources (online, in print, images, or oral interviews). • I can use a rubric or checklist to self-assess my and my team's progress during the project. • I can use problem-solving strategies to address issues with technology. Language objectives: • I can collaborate to coordinate a project. • I can respond to feedback on my writing. • I can invite someone (orally and in writing) to participate in a project.

ELA/Mathematics/ELP Standard(s) Addressed:	**Main Standards Addressed**:
	CCR Level D:
	S/L2: Integrate and evaluate information presented in diverse media and formats.
	S/L5: Make strategic use of digital media to express information.
	W6: Use the Internet and technology to produce and publish writing.
	W7: Conduct short research projects.
	W8: Gather relevant information from print and digital sources.
	ELPS Level 5:
	ELPS 2: Participate in extended discussions. Express self clearly and persuasively.
	ELPS 5: Carry out both short and sustained research projects.
Central Skills Taught:	☑ Adaptability and Willingness to Learn ☑ Problem Solving
	☑ Communication ☑ Processing and Analyzing Information
	☑ Critical Thinking ☑ Respecting Differences and Diversity
	☑ Interpersonal Skills ☑ Self-Awareness
	☑ Navigating Systems

Language Demands: *(Include academic language, language skills, etc.)*	Tasks require use of domain-specific terms related to social media and online platforms (e.g., *post, comment, upload,* etc.) and document preparation (e.g., *align, elements, font, image, layout, line spacing, preferences,* etc.). Academic discourse is required while teams coordinate, collaborate, problem solve, and summarize their progress on the final product. For example, here are ways to express the sequence of the process: • While ____ researches ____ I'll ____. • The next step will be to … but afterwards we had better ... • At first, we will … but eventually we will … Sentence frames for requesting support during the process may also be helpful: • I'm unsure how to … • I'm struggling with … Can you help me? • This app is new to me. Could you explain how I …?		

| Assessing Mastery of the Objective(s) and Central Skills:

(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the project.) | **Proof of Learning:**

☑ Via observation of a team task (e.g., discussion, work on project)
☐ Via team self-assessment
☐ Via individual self-assessment
☑ Via team product
☐ Via individual product
☐ Other_____ | **Proof of Learning Tools:**

☐ Rubric
☐ Checklist
☐ Quiz
☑ Other <u>Self-Assessment Rubric and teacher rubric</u> | **Ongoing Formative Assessment**

☐ Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)
☐ Peer-to-peer quizzing
☐ Exit/admit tickets
☐ KWL charts
☑ Other <u>Engagement with technology</u> |

| Adaptations and/or Accommodations:

(How will you increase access to the content of the project? Identify differentiation strategies.) | **For lower level learners**, provide two or three product choices that use the same technology, then model and conduct whole-class practice with the digital tools the learners will use in their teams. Targeting one or two academic discourse frames will also be helpful at this level.

For an ASE class, learners can work more independently and use the lessons from GCFLearnFree.org to teach themselves and then peer tutor their teammates on the digital tools they decide to use for the project. Adding a written summary of the project experience would also increase the challenge for these learners. | | |

		CENTRAL SKILLS	MATERIALS
Working collaboratively, the class chooses a topic based on a real-world issue affecting the learners' lives.	**The teacher asks the students to reflect on important stories that illustrate aspects of their culture that they value.** The teacher can share valued examples from his or her own culture, demonstrating how these cultural representations are fairly easy to access through a simple web search. The teacher has students form groups based on home language (since the class has English language learners). The students then discuss favorite folk stories using whatever language they are comfortable with. The teacher shares that students, working independently or in small groups, will develop a presentation of a chosen story to be delivered to the class.	• Interpersonal skills • Respecting differences and diversity • Self-awareness	• Laptop • Projector
The learners decide what they would like to create as a final product, such as a presentation, video, or brochure.	**The groups determine the end products.** • The teacher gives several examples: infographics, short videos, PowerPoint presentations, annotated images in a booklet, etc., encouraging the groups to make use of technologies to which they have previously been introduced. • The groups consider and choose from a list of possible end products that would be suitable for presenting the story of choice. • The groups decide on the final audience for the presentation—the class, the school, or the larger community.	• Adaptability and willingness to learn • Navigating systems • Self-awareness	• Laptops/Chromebooks • Web access • Interest/skills survey

The learners choose their roles and responsibilities for completing their project.	**The teacher helps the students determine team roles.** The teacher uses a simple interest/skills survey to determine team roles. Items might include the following: I am comfortable with … • finding information online; • coordinating the project; • creating remixed media from sources found online; • writing; • contacting and talking to people in the community; and • creating movies with my phone.	• Adaptability and willingness to learn • Self-awareness	
Learners determine the necessary resources for their project.	**The teacher has the students brainstorm a list of possible sources of information.** The teacher encourages students to consider a variety of sources of information for their presentation, including the internet, books, family members, community elders, experts from local community-based organizations, and museums.	• Navigating systems	

Groups start doing their research. Remember this is an ongoing project, so some work can be done individually, some in teams in the classroom, and some in the community. **Learners could consult resources in their first language, giving them access to a broader range and complexity of resources. The final product would still be in English (as suggested by Van Dyke-Kao & Yanuaria, 2017).** **The teacher can provide language supports needed to complete the tasks.**	**The teacher introduces project activities or events.** • The teacher guides the students as they begin their search online. Note that this may require different levels of support depending on prior experience with internet searches. The teacher instructs the students to search for the best representation of the story they want to share and to post it on the class secret Facebook group page, along with a short description of why the group has chosen it. The students invite others to comment. The teacher should allow class time for posting and commenting, encouraging the students to ask questions about the story. If the class is using Canvas, Moodle, Schoology, or some other learning management system, the teacher can set up a discussion there for this activity. However, with this option, the advantage of using social media relevant in most students' daily life is lost. • The teacher supports the students as they reach out to elders, family, and communities that can share their perspectives on the chosen story. The teacher provides class time for students to search the internet for experts from museums or community-based organizations and then craft an e-mailed invitation. • The teacher provides modeling and guidance to help the students write interview questions for family members about their chosen story. The teacher also supports the students as they set up documents in Google Docs for listing the questions and recording notes on the responses. Some possible questions: Do you know about [the story]? How did it make you feel when you heard it as a child? How does it make you feel when you hear it today? What do you think it means? Why do you think it is an important part of our culture?	• Adaptability and willingness to learn • Interpersonal skills • Navigating systems • Processing and analyzing information	• Laptops • Web access • Class Facebook page

Groups start doing their research (continued)	Teacher-provided supports include these:		
	• Just-in-time lessons on required technologies, including internet search applications; Facebook; Google Drive; Google folders; Google Doc formatting and sharing; e-mail; and whatever else comes up. The students can go to GCFLearnFree.org for self-directed learning if the teacher's explanations, demonstrations, and supports are not enough.		
	• Lessons about e-mail conventions and the proper register for polite requests.		

| Create the final product. The teacher, peers, and class volunteers can provide on-going feedback. | **The students develop the final products.**

The teacher asks the students to work in their groups and develop their final products. These are among the options:

• Recreate in English a folk story found in only one's home language. Use media found online to add pictures. Format this as a digital story, PowerPoint presentation, or simple media-rich Google doc.

• Produce a video of one student reading the story in the home language, followed by another reading an English translation of the story.

• Create a brochure or infographic that conveys key imagery for the story and serves as "an advertisement," exciting classmates to explore the story online.

• Write a formal book report that summarizes the story and includes an explanation of its history, cultural significance, and personal relevance.

The students will work on the end products for one 90-minute class session each week. At the end of each class, they will post something indicating the progress they have made and a description of what they have recently learned. For example, if a community elder came in to talk to the group, they might post a picture, along with a few key ideas that the elder shared. If the students were able to complete a few pages of the English translation of their story, they could post it, or they could post a picture that will be part of their final product and explain why it is important.

During this process, the teacher provides class time for the project work and time-sharing posts about it on Facebook (or in the classroom LMS), including time for students to read and respond to others' posts.

At the end of the 4 weeks, each group can post a link to their final product. | • Communication
• Interpersonal skills
• Navigating systems
• Problem solving
• Processing and analyzing information
• Respecting differences and diversity | • Laptops/Chromebooks
• Web access |

Learners share the product.	**The teacher helps the students share work by creating opportunities for a broader audience**. The students should consider sharing project products with family members, teachers and administrators at local schools, or community members. They could host an event to share the final products with an audience determined by input from the different groups. For some groups, sharing their products with the class is sufficient, while other groups might be motivated to post their products on the school website. Others may wish for a larger audience that includes community members. The teacher involves students in the organization of this event by assigning tasks like creating invitations and sending e-mails, encouraging their engagement through appropriate language and the provision of technology assistance.	• Communication	• Varies by project
Assessment through self, peer, and audience feedback.	**The teacher sets up a system for ongoing evaluation.** Success is gauged weekly on the basis of student engagement and collaborative work developing the end product, student willingness to work with a range of technologies, and the quality and completeness of the final product. Evaluation materials include the following: • The Engagement, Collaboration, and Technology Use Rubric (Appendix A), which should be used weekly and can also be given to students for periodic self-evaluations • A final product evaluation rubric crafted to align with the medium employed	• Critical thinking • Self-awareness	• Engagement Collaboration and Technology Use Rubric (Appendix A) • Final product rubric

Recommended steps adapted from Maximizing the benefits of project work in foreign language classrooms, by B. Alan and F. Stoller, 2005, *English Teaching Forum, 43*(4), 10–21; *Teaching adult English language learners: A practical introduction, by B. Parrish, 2019,* Cambridge University Press, Cambridge, England; Knowledge in action: The promise of project-based learning, by H. Wrigley, December 1998, *Focus on Basics, 2*(D), 13–18. The sample project was adapted from Parrish 2019.

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Appendix A. Engagement, Collaboration, and Technology Use Rubric

Student name: _____	3	2	1	Comments
Engagement	Very positive. Showed interest, enthusiasm, and a willingness to participate.	Somewhat positive. Showed some interest and willingness to learn.	Indifferent. Was minimally responsive or unresponsive.	
Class involvement	Made appropriate contributions. Listened attentively to others, was alert and on task, and made an effort to contribute.	At times contributed. Listened to others most of the time. Needed reminders to use time productively.	Seldom contributed or listened to others.	
Class conduct and respect for others	Was respectful and considerate to other students and the teacher. Demonstrated interest in others' cultures and values.	Was respectful at times. Expressed adequate interest in others' cultures and values.	Indifferent to concerns of others. Was engaged in unrelated activities.	
Cooperative learning	Used time productively when working in a pair. Participated fully as a member of a group.	Used time somewhat productively when working in a pair or a group. Partially contributed.	Made minimal contribution in a pair or a group.	

Student name: _____	3	2	1	Comments
Use of language and discourse useful for problem solving	Described problem and possible solutions clearly. Responded thoughtfully to feedback and contributions of others.	Described problem and possible solutions adequately. Minimally acknowledged feedback and contributions of others.	Struggled to communicate problem or possible solutions. Unable to respond to feedback from others.	
Use of technology and media	Accessed suggested media and employed technologies fluently. Drew on a range of media and digital strategies in response to problem.	Accessed suggested media and employed technologies adequately with support. Stuck to teacher-suggested media and digital strategies in response to problem.	Struggled with media and technologies. Struggled with teacher-provided strategies and resources.	

Next week, work toward these goals:

Total:_____/18