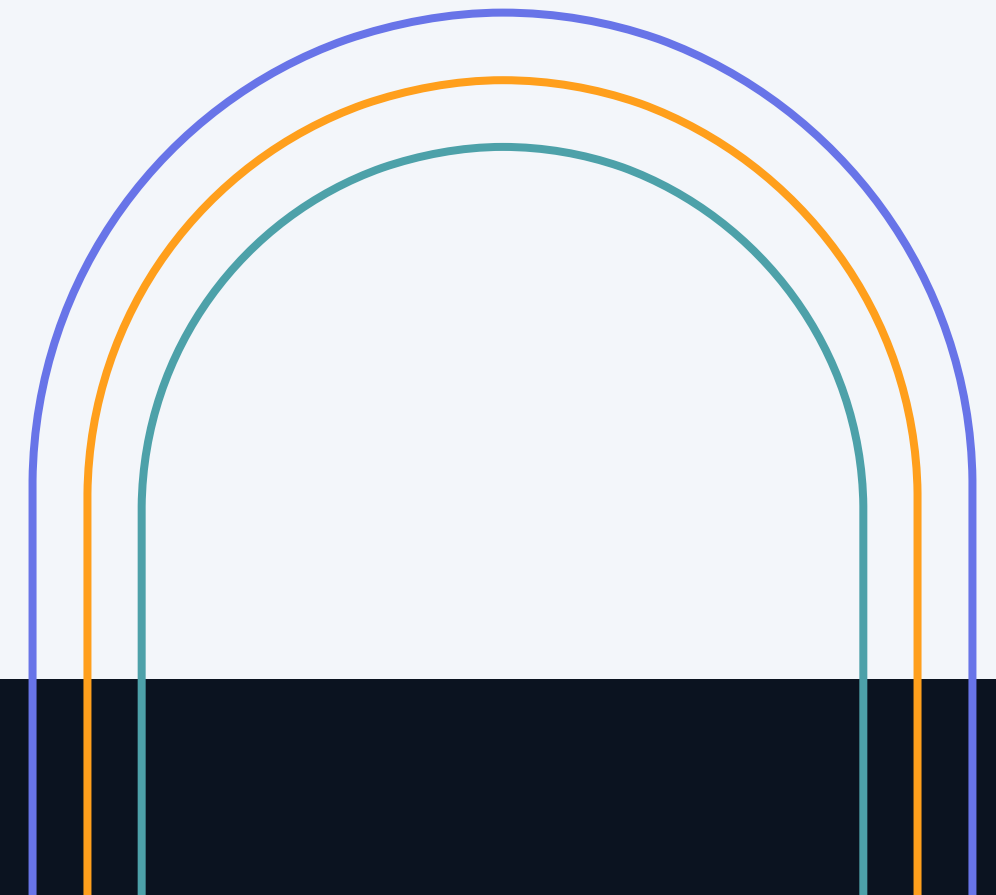



Digital Pathways to Multiliteracy:

**Cultivating Cultural Competencies in the
Second Language Classroom**



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Scan QR code for slides or go to
<https://bit.ly/SWALLT2024WPK>

01. Introductions:

- a.** why digital methods for language learning
- b.** inspirations: DH course model

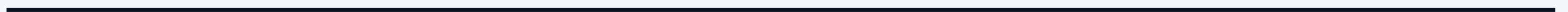
02. A Moment on Methods: maps, timelines, and image annotation

03. Practical Examples of Interactive Assignments for Multiliteracy Development

04. Considerations and Practical Tips for Integrating Digital Projects/Assignments

05. Conclusions

Overview





Benefits of Digital Methods for Language Instruction

Active Engagement

Interactive, hands-on activities promote active learning and deeper engagement with course material.

Multimodal Communication

incorporation of multimedia materials reflect how language is used in a digital and multimodal world


Authentic Contexts

situates language learning within authentic cultural contexts, enhancing real-world applicability and relevance.

Critical & Reflective Thinking

engaging with complex narratives, cultural artifacts, and historical contexts, students become critical thinkers who are more attuned to both linguistic subtleties and cultural diversity.





“ . . . the ways in which we adapt our uses of language in online environments are accompanied by broader changes in how we read, how we write, how we interrelate, how we construe and share knowledge, and ultimately how we understand ourselves in relation to the world. These changes are not borne by computers alone, but are tied to a broad array of social conditions influencing how the powerful cultural systems of technology, language, and literacy interact.”

— Robert Kern. Introduction to *Language, Literacy, and Technology*. p 2 (2015)





Meditating Memory: Digital Representations of Francoist Spain

by Wendy Perla Kurtz

Begin with "Welcome to DH150"

Background: Propaganda posters

Course Schedule & Computational

Methods

Week 2:

Network Analysis

The Second Republic:
Untangling Political
Networks (1931-1939)

Week 4:

Cultural Analytics

The Civil War, Visual
Propaganda, and Cultural
Analytics (1936-1939)

Week 5:

Image Annotation

The Franco Dictatorship
Visual Propaganda &
Cultural Analytics

Week 6:

Temporal Viz

The Transition (1975-1982)

Week 7:

Advanced Scalar

Collective remembrance &
Fine-tuning portfolios

Week 8:

Thick Mapping

Commemoration & Monuments

A CLOSE LOOK INTO THE MEDIA OF CONTEMPORARY SPAIN BY CALVIN GEE

Table of Contents

- Home
- Welcome to my DH150 Portfolio
- Political Network of the Second Spanish Republic
- Annotating Visual Propaganda of the Spanish Civil War
- Cultural Analytics of Propaganda Posters from the Spanish Civil War
- Timeline of Spain's Transition to Democracy
- Historical Memory Map of Malaga
- Index

Mujer!

IZQUIERDA REPUBLICANA

VICTORIA

Begin with "Welcome to my DH150 Portfolio"

Annotating Visual Propaganda of the Spanish Civil War



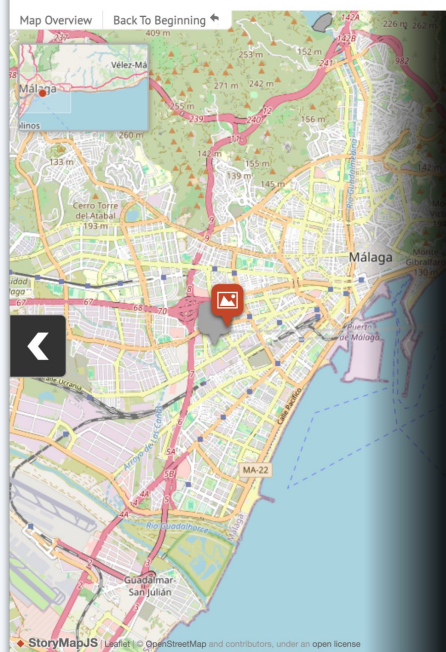
Issued by the Subsecretaría de Propaganda "This poster was issued by the Subsecretaría de Propaganda (Undersecretariat of Propaganda), an office of the central government which was headed by the renowned architect Manuel Sánchez Arcas." - UCSD Southworth Collection

DESCRIPTION ANNOTATIONS DETAILS CITATIONS SOURCE FILE

Hoy más que nunca, VICTORIA [Today more than ever, VICTORY]
Source: UCSD Southworth Collection

Beginning in 1936, the Spanish Civil War was a brutal and vicious affair between the Republicans and the Nationalists for the soul of the Spanish country. With each side vying for popular support, propaganda posters became an important tool for acquiring aid from both civilians and foreign governments alike. As a result of the low literacy rates, posters and visual media were the ideal ways

Historical Memory Map of Malaga



Exhumations at the San Rafael Cemetery

THE SAN RAFAEL CEMETERY

The old city cemetery of Malaga, Spain, was closed to further interments in 1987. It is located in the Cross Shrine district in the west of the city and was transformed into a funeral park in memory of the victims of the Spanish Civil War. Thousands of Malagans (an estimated 4500) were shot at the cemetery and buried in mass graves. The wall against which the thousands were shot has been preserved as a memorial.

The graves with registered people were transferred by their relatives to the current Cemetery Park of Malaga. The corpses of the mass graves are in a single pantheon which is covered by a large marble pyramid in which the names of those who were shot are inscribed. The site has been completely exhumed with more than 2800 bodies.

DESCRIPTION DETAILS CITATIONS SOURCE FILE

Timeline of Spain's Transition to Democracy

WELCOME TO MY DH150 PORTFOLIO (4/5)

NOVEMBER 22, 1975

KING JUAN CARLOS I CROWNED

Juan Carlos I was designated by Franco as the next king of Spain, and following Franco's death, was immediately sworn in. His goal was to transition Spain into a constitutional monarchy without leaving the confines of Franco's legal system.

The coronation of Juan Carlos I

The Death of Francisco Franco

Spain appointed as prime minister

Democratic Reform

The Amnesty Law of 1977

King Juan Carlos I crowned

I chose to look at the standard deviation of saturation and the standard deviation of brightness. I knew I wanted to choose brightness as one of my variables because I wanted to see how the brightness effects the tone of the poster. For my second variable, I played around with the other variables in relation to brightness and saturation was the one that stuck out the most. I noticed that the majority of the posters are vivid with higher saturation and brightness. When looking at the least bright posters, it doesn't catch my attention. It looks dull. I think the strategy for these propaganda posters was to make them eye-catching, which is the reason why the creators of the posters stuck with mostly red and white. What I wanted to see most was how the posters changed throughout the period of the war. So a variable I would try to include in this data is 'date'. I know that towards the end of the war, there were less resources for printing and color, so I wanted to see which specific posters were made during that time.



DESCRIPTION DETAILS CITATIONS SOURCE FILE

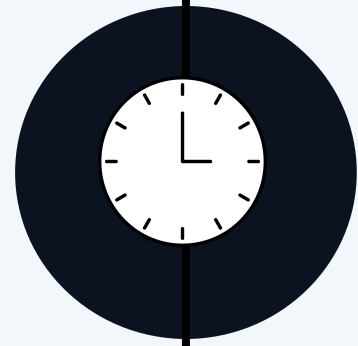
Hue vs Brightness



Digital Methods for Second Language Acquisition



Digital
Mapping



Timelines

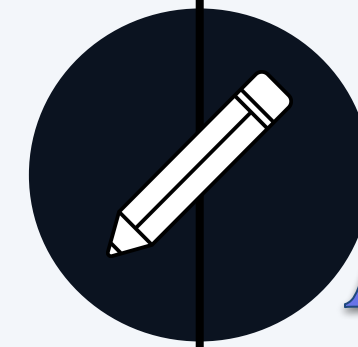


Image
Annotations

01.



Digital Mapping

Connecting Language to Space & Place

methodologies: digital mapping



Relevance to SLA

- allows students to connect language learning to real-world geographic and cultural contexts.

Cultural Competencies

- encourages students to explore and understand the cultural significance of various regions where the target language is spoken.

Interactive & Multimodal Learning

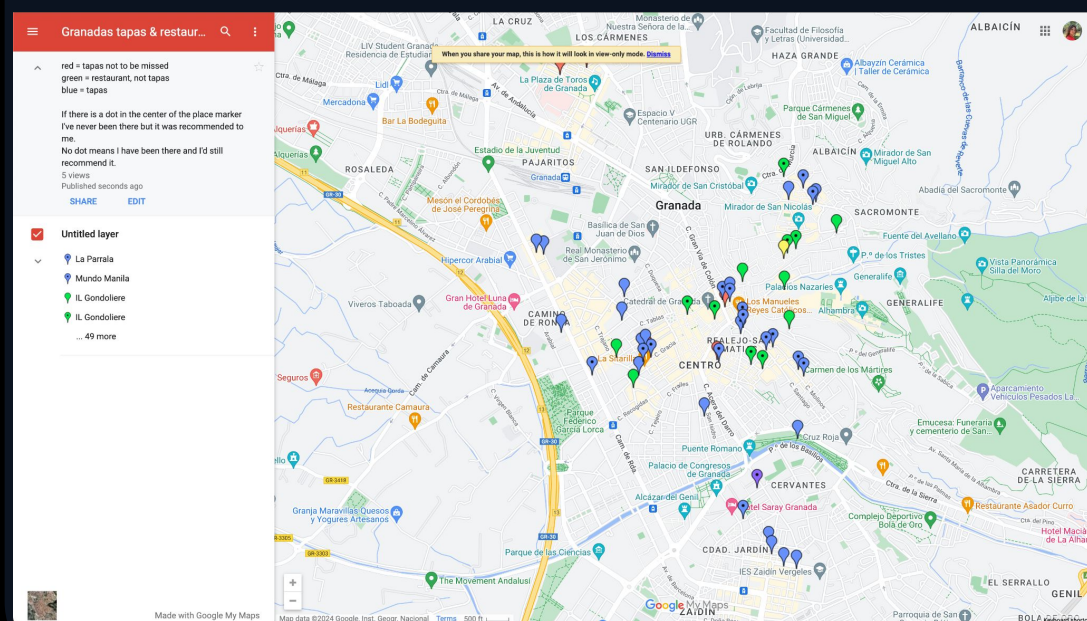
- combines text, visuals, and audio, engaging students through multiple sensory inputs
- helps develop a deeper understanding of language and its cultural contexts.

OOTB Tools: Mapping

1

Google MyMaps

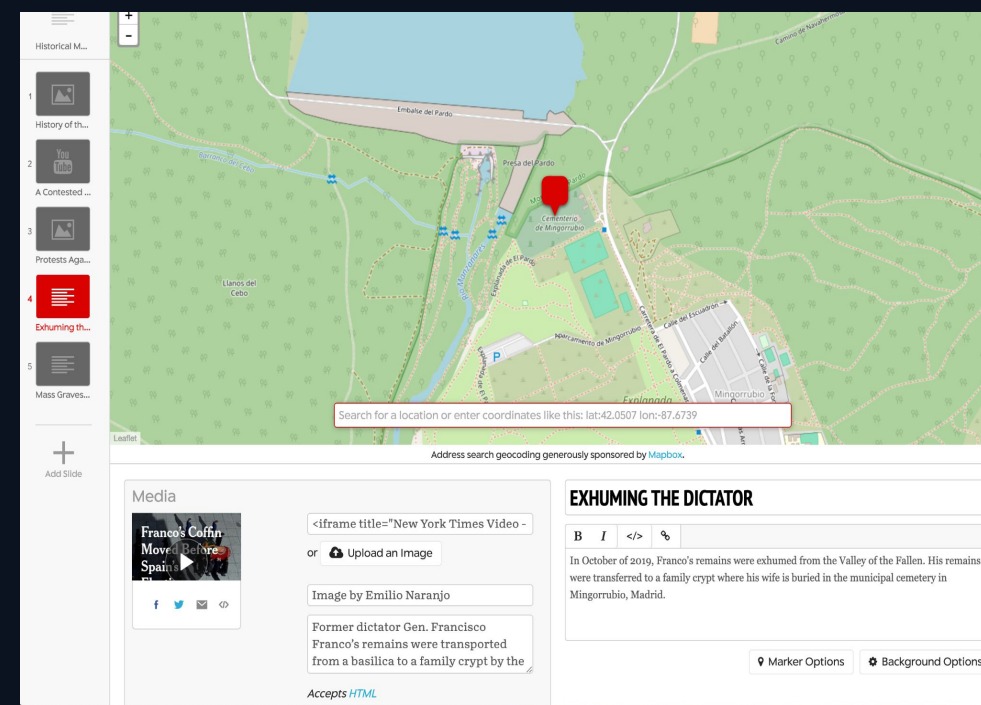
- Easy to use
- Integrate image and video
- User-defined navigation
- Limited customization options



2

StoryMap JS

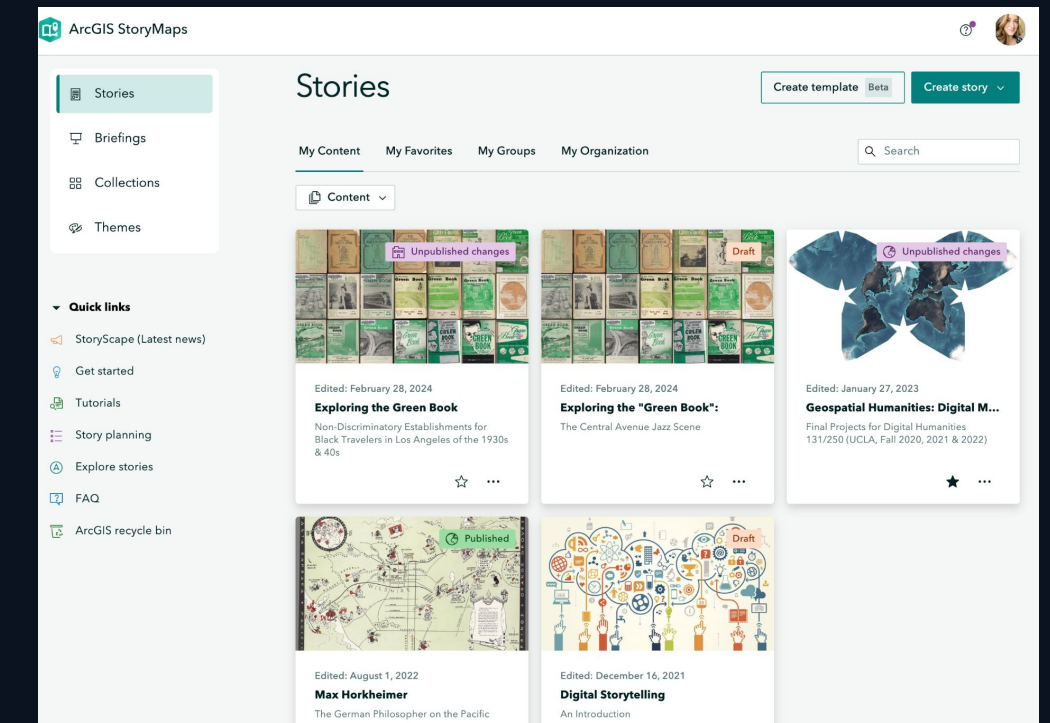
- Knightlab suite of tools
- Linear walk through
- Integrate images, video, audio, data viz, articles, etc.
- Free and open-source



3

ArcGIS/StoryMap

- ArcGIS product
- Freemium version
- Ask about institutional access (we have it at UCLA!)
- Rich, multimodal storytelling



sample assignments: digital

mapping

Beginning Language Class

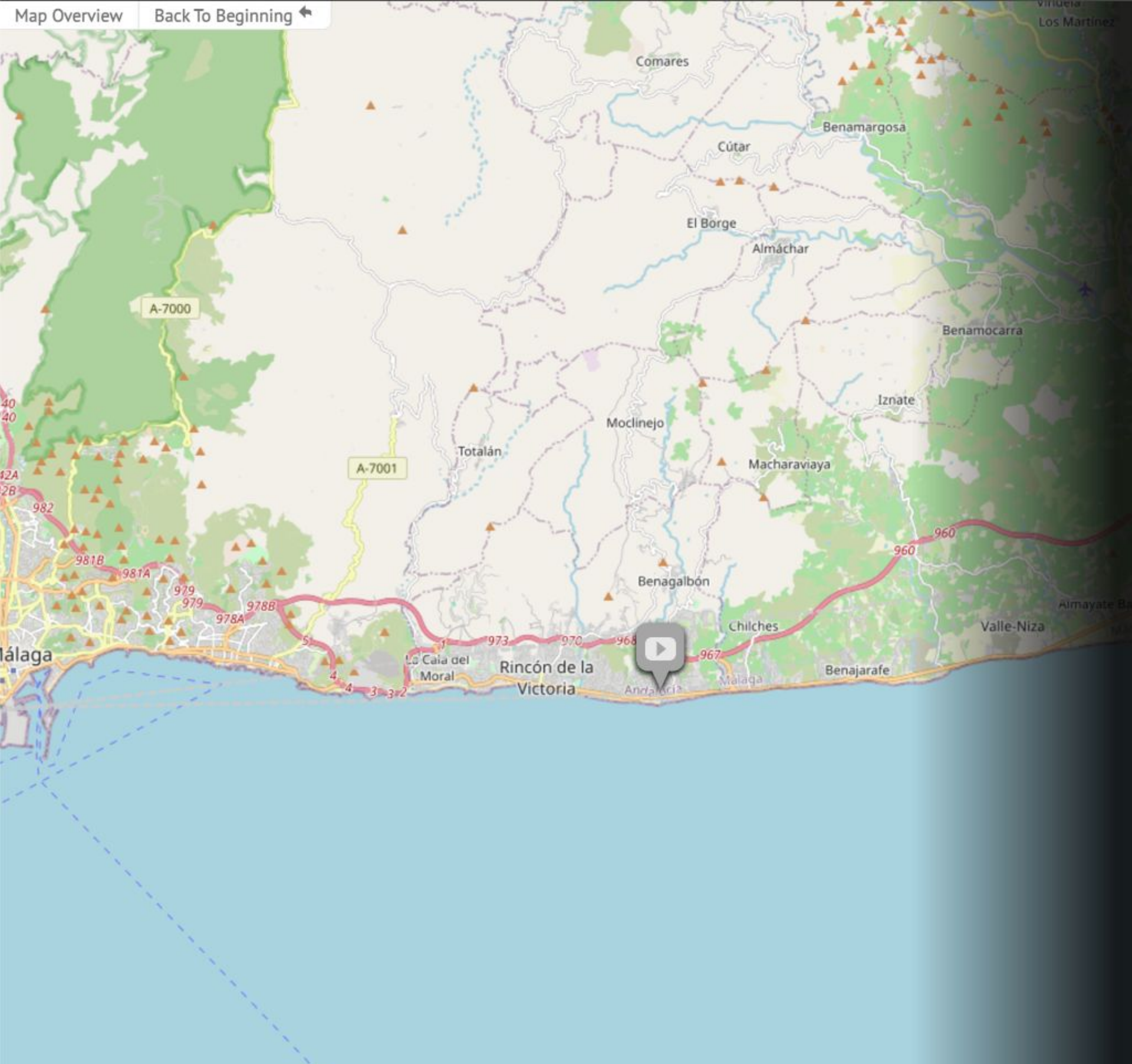
"Cultural Landmarks of [Target Language] Regions"

- **Objective:** Introduce students to basic vocabulary and cultural contexts through mapping important landmarks.
- **Description:** Students will use a simple mapping tool to create a map of 5-7 significant cultural landmarks in a region where the target language is spoken. They will add brief descriptions in the target language, including basic vocabulary (e.g., names, colors, locations, historical facts) and simple phrases about why each landmark is important.
- **Example Tasks:**
 - *Identify the name of each landmark;*
 - *Provide one to two simple sentences describing each location;*
 - *Include relevant images or video links to reinforce vocabulary acquisition.*

Advanced Language Class

"Historical and Cultural Shifts in [Target Language] Communities"

- **Objective:** Explore complex cultural, historical, and socio-political contexts through mapping.
- **Description:** Students will create an interactive digital map using a more advanced platform like ArcGIS StoryMaps or StoryMap JS. They will research and map historical events, movements, or changes in a region relevant to the target-language culture (e.g., immigration patterns, political revolutions).
- **Example Tasks:**
 - *Create at least five map points with in-depth descriptions.*
 - *Integrate multimedia elements such as videos, primary sources, or images.*
 - *Provide critical analysis in the target language, connecting historical changes to cultural impacts.*



HISTORICAL MEMORY IN MALAGA

There are at least 76 mass graves spread throughout the Malaga province containing over 7,000 bodies, some of which have been exhumed. The largest mass grave is the San Rafael cemetery.

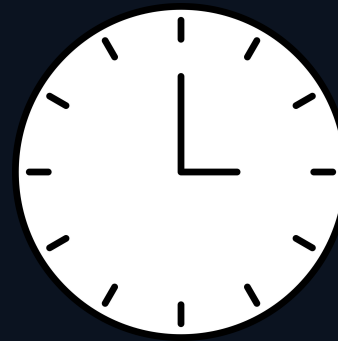
[Start Exploring](#)



StoryMap JS Example



02



Temporal

Sequencing Historical and Cultural Narratives
Visualizations

methodologies: timelines



Relevance to SLA

- provide a structured way for students to comprehend and express sequences of events using temporal markers
- connects linguistic elements like past, present, and future tenses

Cultural Competencies

- allows learners to explore the history of a language, its literature, and cultural practices.

Engagement with Complex Narratives

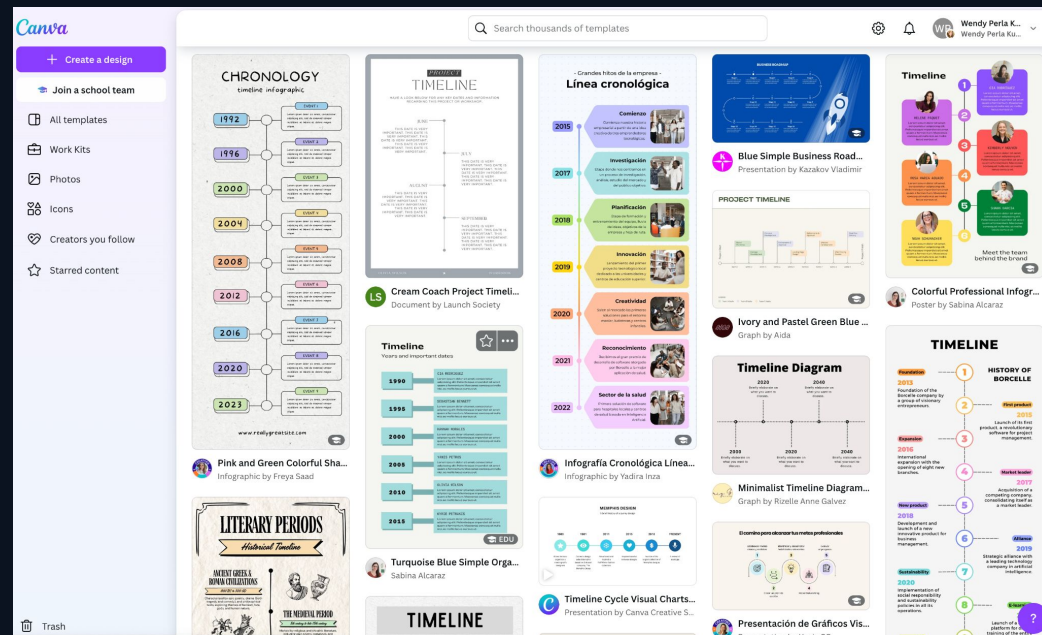
- encourage the synthesis of complex data and stories.
- Learners must consider historical, cultural, and contextual elements

OOTB Tools: Timelines

1

Canva

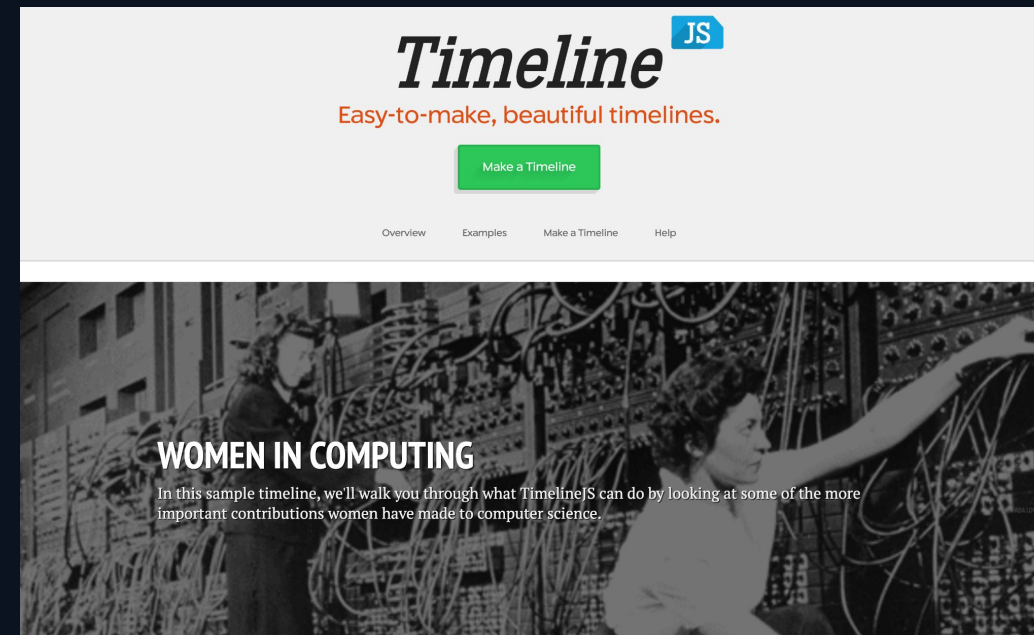
- Easy to use
- Google authentication
- Integrate image and video
- Limited customization options



2

Timeline JS

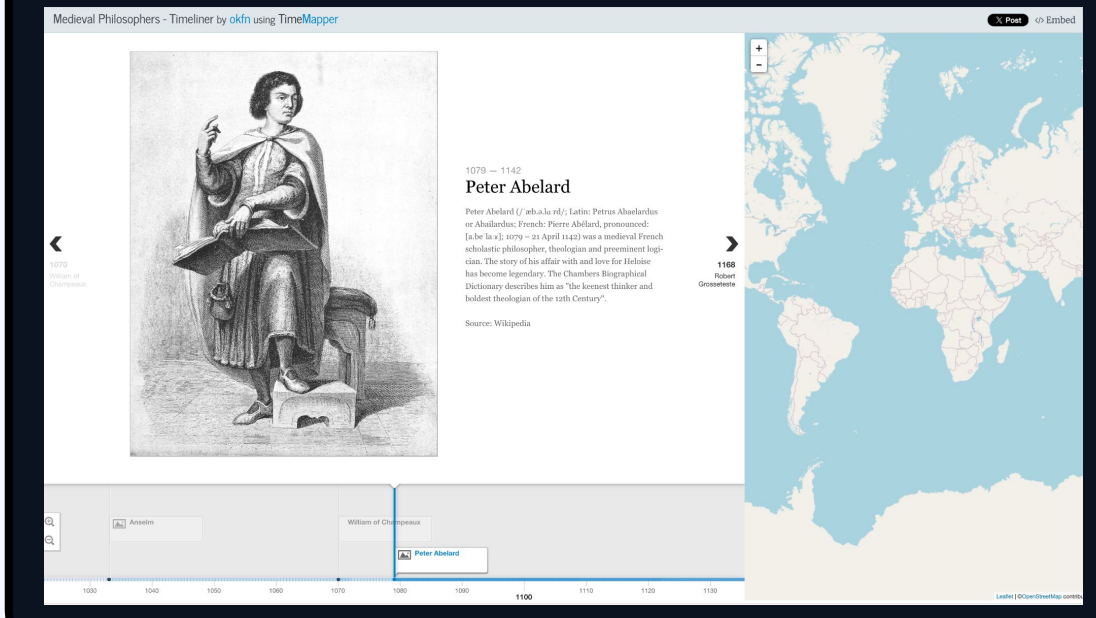
- Knightlab suite of tools
- Built through a Google Sheet template
- Easy for collaboration
- Free, and open-source



3

TimeMapper

- Timeline + map + media



sample assignments: timelines

Beginning Language Class

“A Day in My Life”

- **Objective:** Develop time-based vocabulary and reinforce grammar structures.
- **Description:** Using Canva or Timeline JS, students will create a timeline of their daily routines. They will add events (e.g., waking up, eating breakfast, going to class) with simple sentences in the target language describing what they do at each point in time.
- **Example Tasks:**
 - *Add at least six key events with times.*
 - *Include one image or icon per event.*
 - *Use at least one verb conjugated in the present tense for each description.*

Advanced Language Class

“Cultural Evolution and Language Change”

- **Objective:** Analyze historical developments and their influence on language and culture.
- **Description:** Using Knightlab’s Timemapper, students will create a timeline tracking significant cultural or linguistic changes over a specified period (e.g., the evolution of slang, literature movements). They will provide detailed explanations and contextual analysis for each point on the timeline.
- **Example Tasks:**
 - *Identify and describe at least six key events or trends.*
 - *Incorporate primary sources (e.g., excerpts from literary texts, audio recordings).*
 - *Provide an analytical reflection on how each event influenced language or cultural identity.*

03



Image

Analyzing and Interpreting Visual Culture

Annotation

methodologies: image annotation



Relevance to SLA

- invites students to describe, analyze, and discuss visual representations in the target language.
- encourages vocabulary building and complex grammatical structures.

Cultural Competencies

- allows students to explore the cultural meaning behind art, photos, and symbols.

Enhanced Critical Thinking

- helps learners decode the implicit messages and narratives embedded in visual materials.
- prompts analysis, reflection, and interpretation

OOTB Tools: Annotation Tools

1

IIF through

LMS

- Built into your LMS
- Use library collections
- low barrier to entry
- private to your class only



2

Genially

- Commercial product with freemium accounts available
- Add hotspots to photos, maps, diagrams, GIFs, etc!
Convert static pictures into click-to-explore visuals with video, audio, links, & more.



3

Scalar

- Open-source Content Management System (CMS) by USC
- Built for non-linear, multimodal storytelling
- Sophisticated annotation options for images, videos, code, etc.



sample assignments: annotation

Beginning Language Class

Everyday Life in [Target Language] Culture"

- **Objective:** Build vocabulary and comprehension by analyzing images from the target-language culture.
- **Description:** Students will use Genially to annotate a series of culturally relevant images (e.g., markets, street scenes, festivals). They will label objects, people, and actions in the target language and provide simple sentences or phrases explaining what is happening in each scene.
- **Example Tasks:**
 - *Label at least five objects or people in each image.*
 - *Write a short caption or description in the target language using newly learned vocabulary.*
 - *Discuss in small groups what they learned about the culture from the images.*

Advanced Language Class

"Cultural Symbolism and Interpretation in [Target Language] Literature and Art"

- **Objective:** Encourage critical analysis of symbolic elements in cultural artifacts.
- **Description:** Using Genially, students will select an artwork or photograph and annotate key elements in the target language. Annotations should provide interpretive commentary on symbolism, historical context, and cultural significance, with references to other works or cultural practices where appropriate.
- **Example Tasks:**
 - *Annotate at least seven elements or segments of the artwork/literature;*
 - *Use advanced grammar and complex sentence structures in explanations*
 - *Relate each annotation to a broader cultural or historical theme.*

Click on the buttons



Genially for image annotation



**THE GREAT
WALL OF CHINA**



Text



Back

Add background audio

Search elements

Select stickers Buttons Markers

Only buttons with text

Grid of interactive buttons including:

- Home, Menu, Play, Stop
- Location, Lock, Left Arrow, Right Arrow
- Plus, User, Right Arrow, Refresh
- Circle, Ellipsis, Info, Star
- Search, Question Mark, Exclamation Mark, Left Arrow
- Quote, Play, Stop, Speaker
- Envelope, Square, Link, Link
- Download, Heart, Like, Comment
- Checkmark, X, Bell, Shopping Cart
- Settings, Phone, Clock, Share
- Refresh, Location, Star, Code



04.



**Considerations and Practical
Tips for Implementing Digital
Tools**



Considerations and Practical Tips

scaffolding

for different technical proficiency levels

method selection

align digital activity with classroom
goals

**promote
creativity &
collaboration**

boost engagement and foster
ownership

05.



Conclusions



gracias!

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