

Scaffolding in Project- Based Learning: Podcast Project in Introductory Spanish for Heritage Speakers

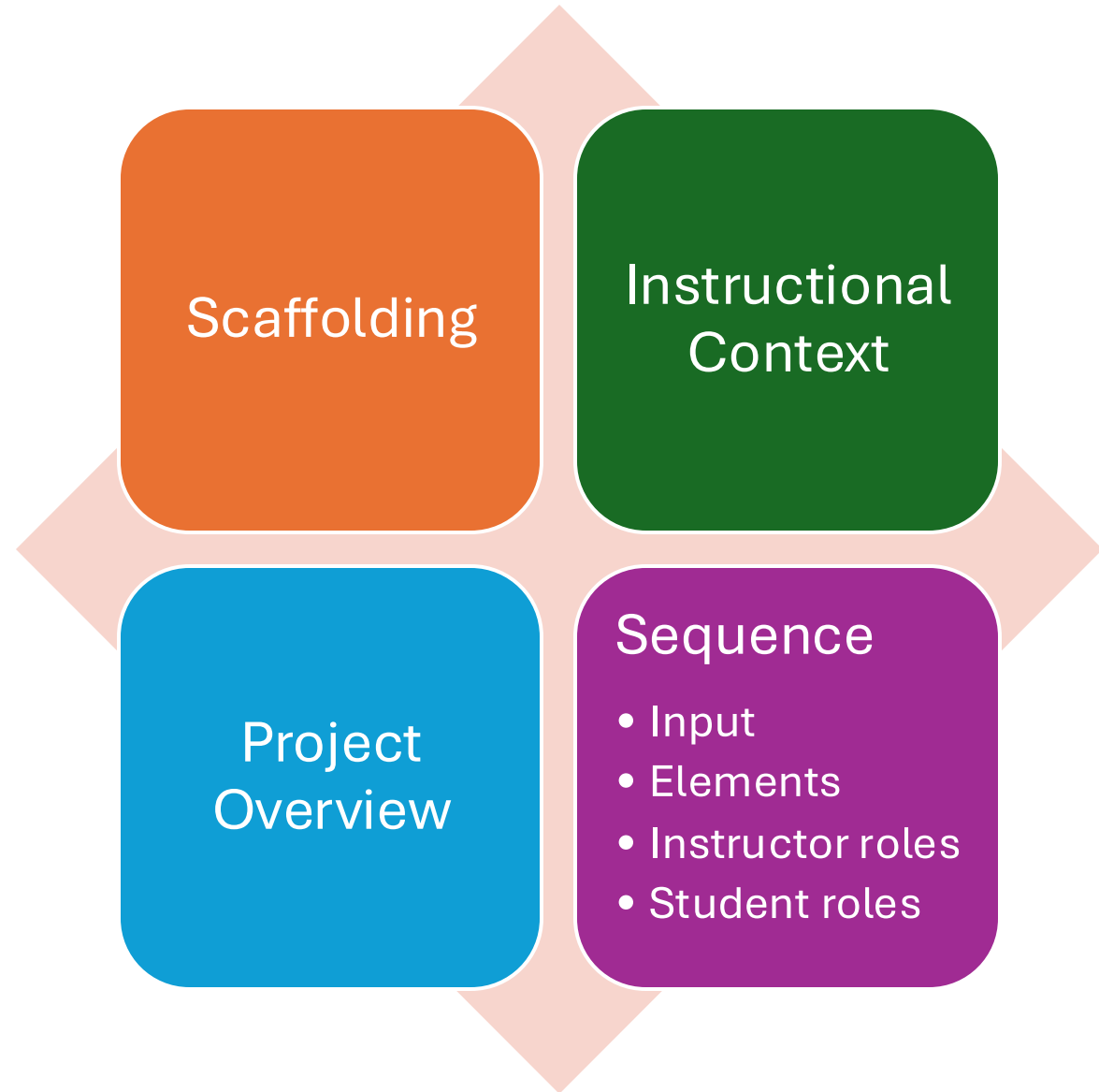
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SWALLT: Future of Language Teaching:
Embracing Multiple Literacies



Overview



What is scaffolding?

- Coined by Wood et al. (1976) to describe adult support for child acquisition of skills
- "Instructional scaffolding is a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills. Just like the scaffold in the picture to the [right], these supports are temporary and adjustable. As students master the assigned tasks, the supports are gradually removed."

- IRIS Center, Vanderbilt University

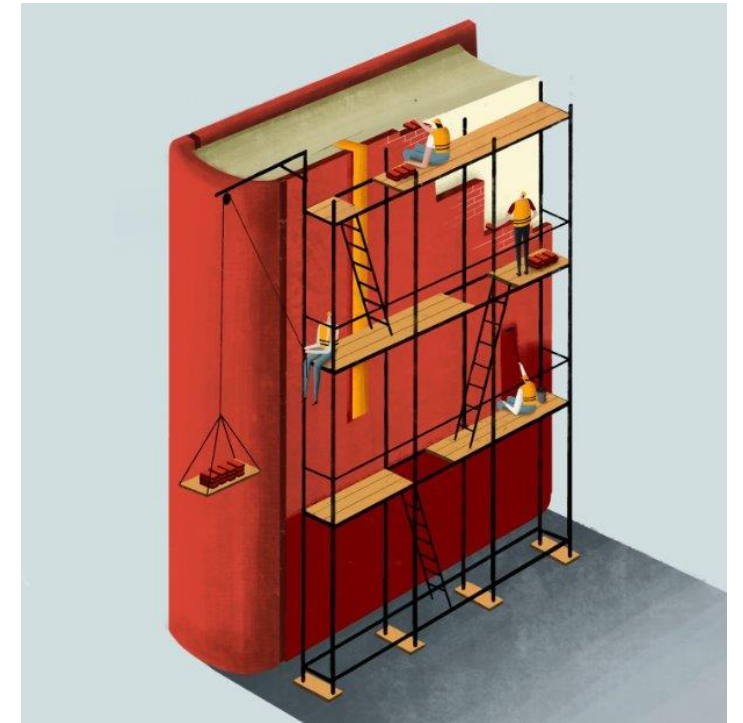
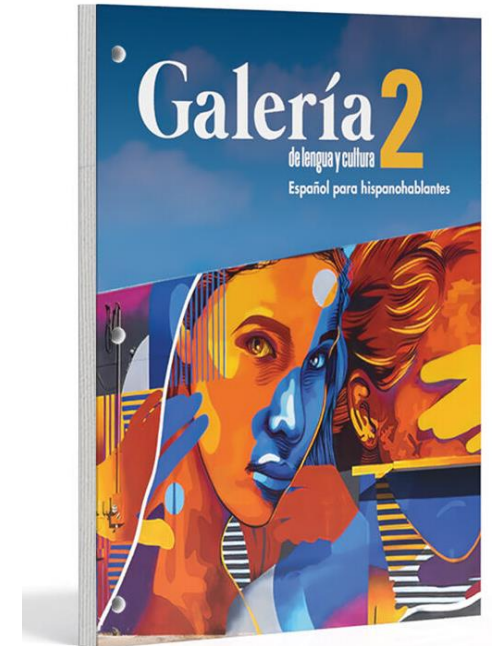


Image: Edutopia

Instructional Context

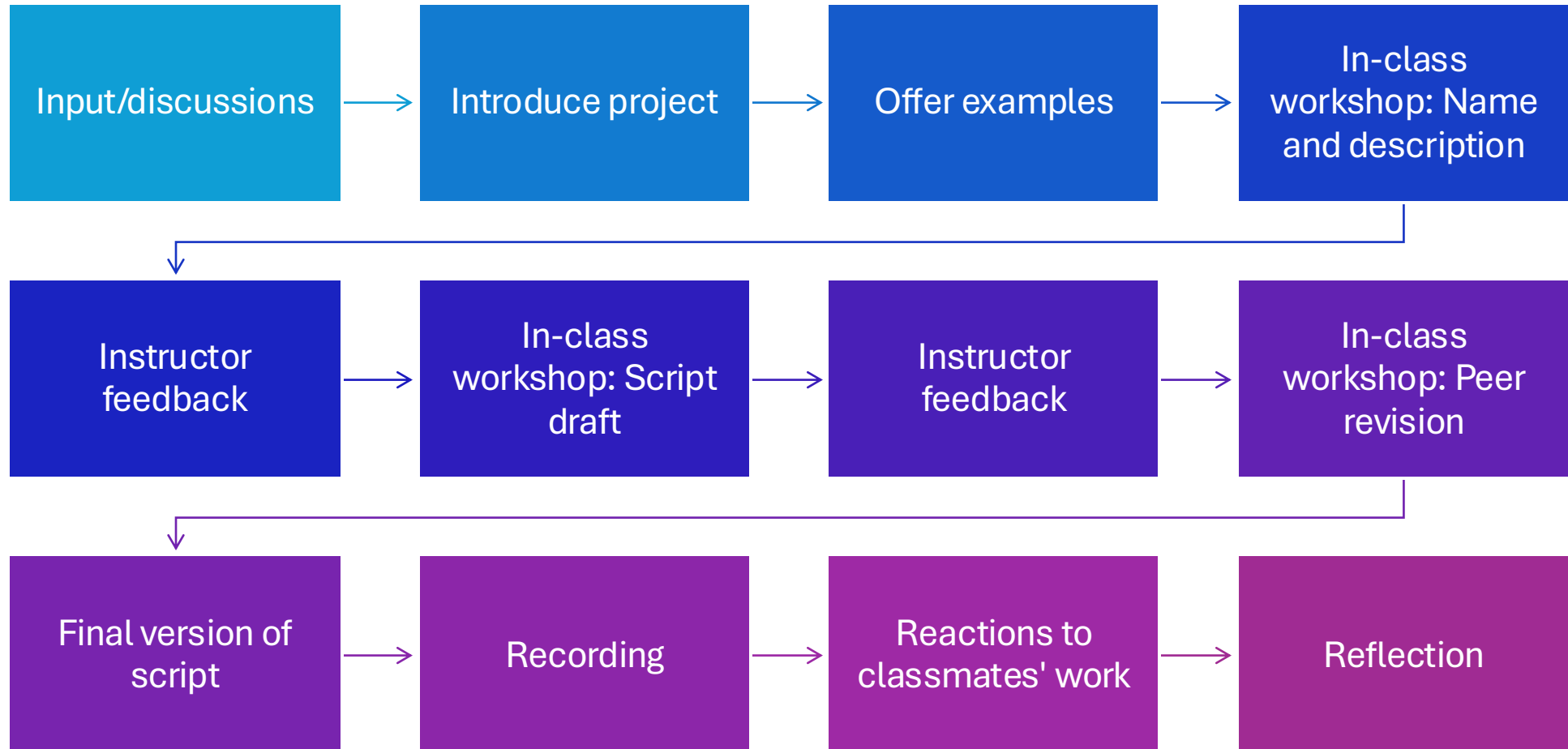
- **Course:** Introductory Spanish for Heritage Speakers
- **Population:**
 - Receptive and productive bilinguals
 - Generally strong community knowledge and listening/oral skills
 - Working on developing more advanced grammar, reading, and writing skills
- Flipped design: ~2hrs/week online + 2 class meetings/week 1:15
- **First project** of the term
- **Course objectives** targeted:
 - Develop critical and integrative thinking skills
 - Revitalize and expand existing language skills
 - Enhance understanding and appreciation of Hispanic and Latinx cultures and sociopolitical realities
 - Improve strategic speaking, reading, and writing skills



Project 1 – The Podcast (6-10-minute episode)

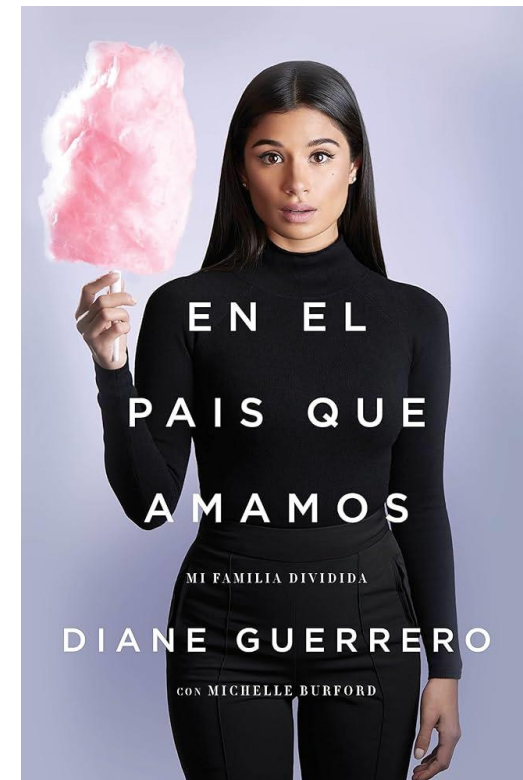
- **General theme:** Hispanic or Latinx identity in context
- **Examples of themes:** "First Generation Students at UCLA". "The Best Taco Trucks in Los Angeles", "Día de los Muertos"
- **Steps:**
 1. Form a group of 2-3 people.
 2. Choose a theme and specific format for your episode.
 3. Write a rough draft of your script.
 4. Receive comments from the professor. Revise the draft.
 5. Receive comments from your classmates. Revise the draft.
 6. Record the podcast and upload to Bruin Learn (UCLA's LMS).
 7. Listen and comment on your classmates' podcasts.
- h/t to Juliet Falce-Robinson, Tania Varela, and Julia González Calderón who designed this project with a grant from EPIC (Excellence in Pedagogy and Innovative Classrooms)

Sequence



Input/discussion

- Goals:
 - Activate students' community knowledge and experience
 - Explore themes in the HL
- Materials:
 - Module 1: ¿Quiénes somos? Who are we?
 - Readings: "What is identity?"; *En el país que amamos*
 - Linguistic targets: nouns, adjectives, spelling/written accents
 - Module 2: ¿Cómo nos relacionamos? How do we relate to one another?
 - Readings: *El jamón del sándwich*; "El dialecto"
 - Linguistic targets: adjectives, adjective agreement, possessive adjectives





Hablen: Con sus compañerxs, contesten las siguientes preguntas:

- ¿Cuál es tu nombre completo?
- Deletrea tu nombre y apellido. Tu compañerx escribe lo que dices.
- ¿Por qué te llamas así? ¿Hay una historia familiar detrás de tu nombre?
- ¿Te gusta tu nombre? ¿Sí o no? ¿Por qué?



La identidad

Escribe lo que piensas cuando piensas en tu identidad. Puedes considerar las facetas que ves en el gráfico.



Hablemos

- ¿Qué características de tu identidad has heredado de tus padres?
- ¿Qué características desarrollaste por tu propia cuenta?
- ¿Te gusta escuchar alguna música en particular?
- ¿Qué cosas te disgustan o incomodan?



Hablen con sus grupos

- ¿Cuáles son algunas ventajas de vivir en una comunidad bi- o multicultural?
- ¿Cuáles son algunos desafíos que enfrentan las comunidades bi- o multicultural?
- ¿De qué países y culturas son las personas que viven en tu vecindario? ¿Como expresan estas personas sus culturas?
- ¿Conviven en tu familia varias culturas?

Introduce project & offer examples

- Review the instructions for the project in detail
- Allow students to ask questions about the project
- Request any grouping preferences (2-3 students/group)
- Offer examples:
 - Radio Ambulante
 - Duolingo Spanish Podcast
 - Así Como Suena
- **Prompt:** Listen to an episode of one of these or another podcast in Spanish. Prepare to discuss in class.
- **In-class discussion:** *What podcast did you listen to? What was the episode about? What was the format (conversation, question and answer, storytelling, etc.)? Did you like it?*



Part 1: Name and description

- **Instructions:** *1-2 paragraphs that explain what the podcast will be about. Think about: Why will your audience want to listen to it? What will the first episode be about? Who will participate?*
- Workshop style during class time, brainstorm
- If students do not have an idea coming to mind, refer them back to material from the input, e.g., the "What is identity?" reading, *En el país que amamos*, etc.
- Circulate and make suggestions, ask and answer questions.
 - E.g., [students explaining their different cultures, one whose family is from México, one from Nicaragua, and one from Argentina/Uruguay)]
 - My question: *Will this be for people who know some things about your cultures already, or for people who know nothing at all about it?*
 - Format – Conversation, storytelling, question & answer, etc.

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Instructor feedback

- **Round 1:** Content, pose questions, make suggestions, remind them to bring in sources to support their argument/message
- Suggested sources:
 - Readings from class
 - Lectures from other classes (e.g., the group doing their podcast about music in Spanish discusses a lesson from an ethnomusicology class)
- Suggestions to play portions of songs they discuss



Part 2: Script rough draft

- **Instructions:** *The rough draft is the first version of the script for your podcast. The script can be simply one page with the topics, subtopics, and order in which you will address them, or it can be a detailed script with the tentative dialogue of each participant. The rough draft will be shared with members of another group to get comments and suggestions for improving it.*
- Workshop style, in-class
 - Circulate, asking questions, making suggestions
 - If students get stuck, suggest they start by introducing themselves and their theme, looking back at the **Name and Description** piece they turned in
- Discuss the format of instructor feedback: Via Google Doc, content and graded elements but also linguistic feedback



Instructor feedback

- **Round 2:** Content, ask questions, make suggestions
- **ALSO:** Grammar/spelling feedback with a specific focus on the linguistic targets from class
- Review the grading rubric and make suggestions based on the rubric



Peer revision

- Workshop style
- Task-based, focus on content
- Switch scripts with a partner
- Format:
 - Checking for required elements (title, reference to Latinx/Hispanic identities, conclusion)
 - Interpretation: *What message does the reader receive from the script? What sources are noted? How is the theme connected to the overall theme of Hispanic/Latinx identity?*
 - *What questions do you have for the authors?*

Lee el borrador del guión de tus compañeros y contesta las siguientes preguntas. Agrega sugerencias.

1. **Título:** ¿Hay un título atractivo? _____

2. **Introducción:**

¿Hay una presentación del tema? _____

¿Hay una variedad de sustantivos y adjetivos y concordancia de género y número?

Sugerencias*: _____

3. **Desarrollo del pódcast:**

¿El guión tiene referencia explícita a las identidades latinas o hispanas en contexto? _____

¿Tiene una estructura que fluye bien? _____

¿Hay referencia a fuentes (*sources*) que apoyan el argumento? _____

Sugerencias*: _____

4. **Conclusión:**

¿Hay una conclusión para el pódcast? _____

¿Termina de manera original? _____

Sugerencias*: _____

Interpretación

¿Cuál es la idea central del pódcast de que leíste? _____

¿Cuáles son las fuentes (*sources*) de información que citan en el guión? _____

¿Cómo está el tema conectado con el tema general de la identidad hispana o latina en contexto?

¿Qué preguntas tienes para el grupo? _____

Part 3: Final draft of script

- **Instructions:** *The instructor will revise the draft and return it to students with corrections and suggestions, and the students will implement them to finalize the script.*
- Students use feedback from the instructor, their peers, and their own edits.
- They review the rubric again.



Part 4: Podcast Recording

- **Instructions:** *The episode of the podcast should last between 6-10 minutes. The final result is uploaded to Bruin Learn (LMS).*
- Quick Audacity (free audio recording software) tutorial
 - Functions: recording, cutting, pasting, removing background noise, etc.
- Class session for recording
- Instructor is available during the recording



Part 5: Reactions



- **Instructions:** *Each student will listen to the podcasts of their classmates and comment with their reactions on at least two of them.*

Reflection



Some possible questions:

- *How did it go for you?*
- *Which steps felt easier or more difficult?*
- *What was your favorite part?*
- *How was it working with your group?*
- *What else would you like me to know?*

Selected references

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- What is Instructional Scaffolding? (2024). IRIS Center. Vanderbilt University. Retrieved November 14, 2024 from <https://iris.peabody.vanderbilt.edu/module/sca/cresource/q1/p01/>
- Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of child psychology and psychiatry*, 17(2), 89-100.

Thank you!

Questions? Materials? emauffray@g.ucla.edu