



“CREATING LANGUAGE ACQUISITION PATHWAYS
THROUGH EDUCATIONAL TECHNOLOGY
APPLICATIONS AND ACTIVE LEARNING”

A presentation by Mario Valdebenito Rodas



TALK AGENDA

1. Teaching Philosophy
2. From Theory to Practice
3. Project Examples
4. Open Conversation



WHO IS THE SPEAKER?

Mario Valdebenito Rodas

M.Ed. in “Learning, Media, and Technology” with 7+ years of experience as an Instructional Designer in Higher Education and many more as a multimedia developer.



THE FOUNDATIONS OF MY TEACHING PHILOSOPHY:

Zone of
Proximal
Development

Social
Constructivist
theory

Active
Learning and
Learner
Autonomy



“The most significant moment in the course of intellectual development, which gives birth to the purely human forms of practical and abstract intelligence, occurs when speech and practical activity, two previously completely independent lines of development, converge”

(Vygotsky, 1980, p. 24).



SOCIAL CONSTRUCTIVIST THEORY

Social Interactions

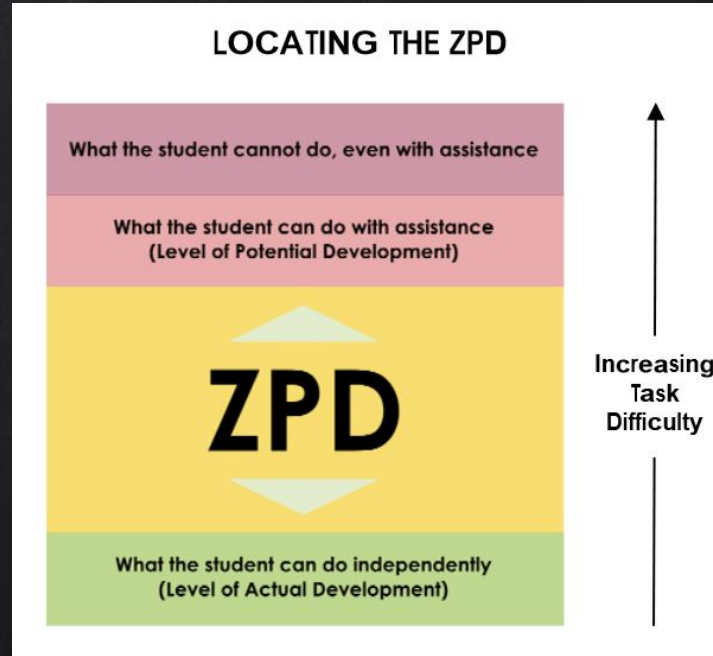
Zone of Proximal
Development (ZPD)

Situated Learning

Scaffolding



ZONE OF PROXIMAL DEVELOPMENT AND THE NEED TO SCAFFOLD



Lui, A. (2012)



ZONE OF PROXIMAL DEVELOPMENT (CONTINUED)

Faculty members as guiding figures through the learning process.

Students as mentors of one another through their learning journey.



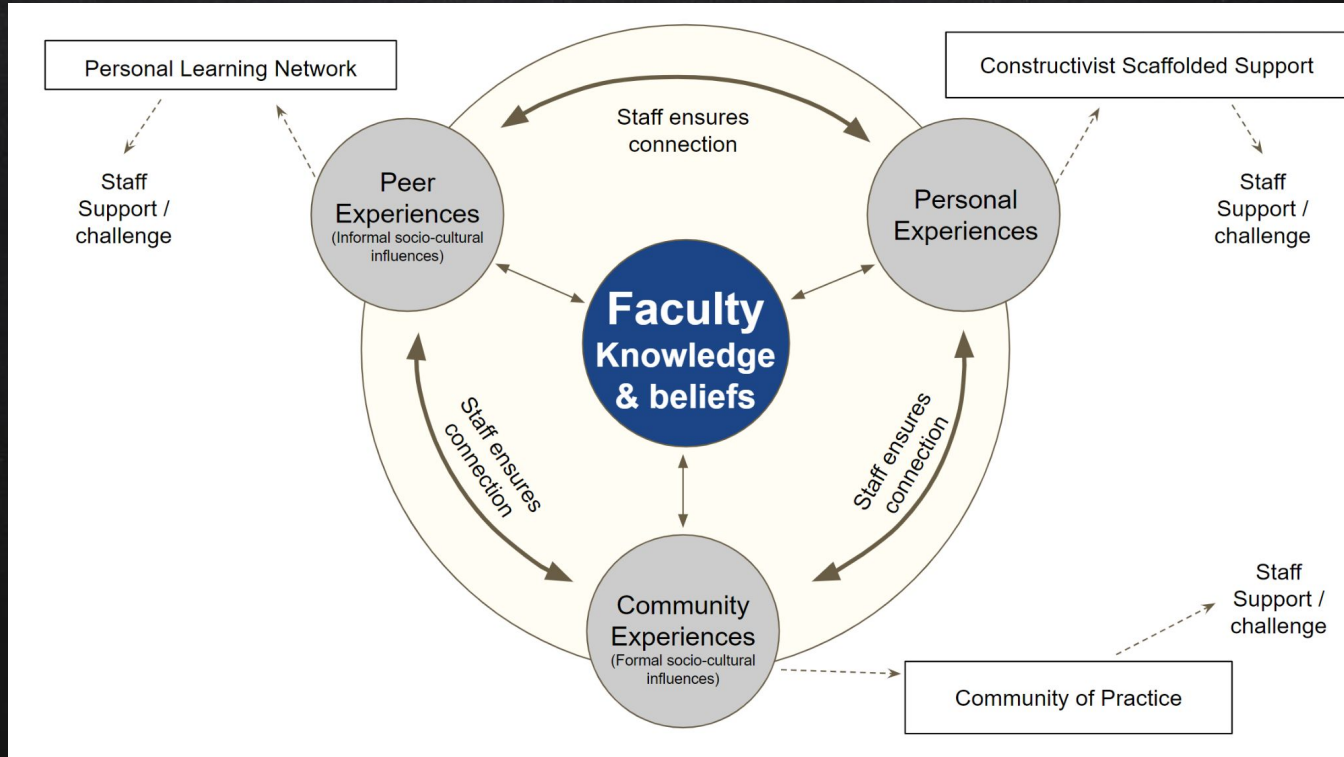
SCAFFOLDING HAS TWO FRONTS AS WELL:

Faculty

Students

INSTRUCTIONAL
DESIGNER

LASTLY, A NOTE ABOUT CONNECTING WITH FACULTY MEMBERS





FROM THEORY TO PRACTICE

Finding Needs
&
Opportunities

Consultations

ADDIE Model

ADDIE MODEL



CONSULTATION (INTAKE)



Needs Assessment

Project Timeline

Instructors' technological comfort level

Brainstorming and showcasing examples from other instructors

FINDING NEEDS AND OPPORTUNITIES (ANALYSIS)

Needs

What are the challenges normally faced during the instruction of the class?

What are the specific learning objectives you are trying to cover?

What type of feedback have you received in the past? Any takeaways we can consider?

Opportunities, defining scope

What is the class size?

How much time do you have allocated to cover the specific learning objectives?

What technological tools (if any) are being used by the class? How much class time could we allocate to prepare students for the project?

ADDITIONALLY,
UNDERSTANDING THE OPPORTUNITIES AND GAPS OF THE INSTITUTION WHERE
TEACHING AND LEARNING HAPPENS IS CRITICAL.



ONCE THE TECH
ALTERNATIVES HAVE BEEN
IDENTIFIED



ACCESSIBILITY EVALUATION

ADDIE MODEL



Home Page



Google Maps workshop

EXAMPLES

JAPANESE TRANSLATIONS

SMITH COLLEGE PROJECT

HOME

ABOUT PROJECT

TRANSLATED VIDEOS +

「ひらめき」(FALL 2020) +

「伝える?」(FALL 2019) +

INDIVIDUAL TRANSLATION +

PROJECT

TRANSLATION WORK AFTER

JPN350!

SHORT FILM TRANSLATION
"SORROWFULLY" - さめざめと MAIN PAGE

JANUARY 3, 2021

"REFLECTIONS" - さめざめと - ふりか
えりと反省など

JANUARY 3, 2021

"CHALLENGES, SOLUTIONS, AND THE
RATIONALES" - さめざめと - 翻訳の裏
側

JANUARY 3, 2021

Challenges when translating the video clips, solutions, and the rationales Caitlin: The most difficult aspect of the project for me [...]

「さめざめと」の翻訳の面白さ

DECEMBER 22, 2020

「さめざめと」の翻訳の面白さ ビータ歩美 同志社女子大学の学生が作った「さめざめと」という動画を翻訳するのはとても難しかった。翻訳家・経験者から、私にアドバイスをもらう意味も込めて翻訳することになった。その翻訳の面白さや、文化的なことも考えなくてはならないということが学んだ。グループと一緒に翻訳することで、様々な問題を乗り越えることができた。大変な作業だったが、最終的に完成した瞬間は、とてもやりがいを感じた。また、「さめざめと」の翻訳する経験のおかげで、英語と日本語の間の関係について考え直すことができた。そして、翻訳の面白さを知ることができた。

"LISTENING TO THE DIRECTOR'S
COMMENTARY" - さめざめと - 制作者
の声を聞くこと

JANUARY 3, 2021

How getting more information from the creators influenced the translation process? How did you reflect on her comments when revising [...]

"TO FUTURE BUDDY TRANSLATORS" - さ
めざめと - 翻訳に興味がある人へ

SDGS MAGAZINES 8/19 Smith College Project

FALL 2020



JPN301 – SUSTAINABLE DEVELOPMENT MAGAZINES

INSTRUCTORS' SCAFFOLDING PATHWAY

Sustainable development UN
Goals – Class deliverable

H5P Interactive Content
development

Linguistic Landscape (Google
Street View exploration)

Class Blogging
(WordPress)

DRIVING CONCLUSIONS OF THE PROJECT

1. Technology can't be the main focus of this. Human interactions should be. (Google Slides)
2. We need to provide channels and instances for students to connect with their (local and international) peers. (Slack and Zoom)
3. We need a place where all their projects live and can be presented to a wider audience. (WordPress)
4. We want them to have a product that could be part of their portfolio of work after graduation.

LEARNING OBJECTIVES

1. Learning about a social issue of your interest
2. Learning about the issue on both global and local levels; generating ideas for actions to help solving the issue.
3. Sharing your own values, interests, opinions, etc. to achieve mutual understanding.
4. Developing language/communication skills
5. Learning to collaborate
6. Contributing to a wider community

Groups of 4 students (must include local students and Internationals)



Select topics of interests, compare cultures through conversations with team members.



Design a magazine presenting their topics of interest as well as their driving conclusions on approaches taken by the countries and the cultural differences they might imply

SUSTAINABLE DEVELOPMENT MAGAZINES

SDGS MAGAZINES JPS'201 Smith College Project

FALL 2020



JAPANESE TRANSLATIONS

JAPANESE TRANSLATIONS

SMITH COLLEGE PROJECT

HOME

ABOUT PROJECT

TRANSLATED VIDEOS +

「ひらめき」(FALL 2020)
INDIVIDUAL ESSAY +

「伝える？」(FALL 2019)
INDIVIDUAL TRANSLATION +
PROJECT

TRANSLATION WORK AFTER
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SHORT FILM TRANSLATION “SORROWFULLY” – さめざめと MAIN PAGE

JANUARY 3, 2021



“REFLECTIONS” – さめざめと – ふりかえりと反省など

JANUARY 3, 2021



“CHALLENGES, SOLUTIONS, AND THE RATIONALES” – さめざめと – 翻訳の裏 側

JANUARY 3, 2021

Challenges when translating the video clip, solutions, and the rationales Caitlin: The most difficult aspect of the project for me [...]

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“LISTENING TO THE DIRECTOR'S COMMENTARY” – さめざめと – 制作者 の声を聞くこと

JANUARY 3, 2021

How getting more information from the creators influenced the translation process? How did you reflect on her comments when revising [...]



“TO FUTURE BUDDY TRANSLATORS” – さ めざめと – 翻訳に興味がある人へ

LEARNING OBJECTIVES

1. Develop basic skills in translating videos (e.g., transcribing videos, using technology to add captions).
2. Analyze the differences between the languages and cultures, as well as take the target audience into consideration when translating.
3. Learn about copyright and ownership when translating videos online.
4. Practice and experience public scholarship.

DRIVING CONCLUSIONS OF THE PROJECT

1. Technology can't be the main focus of this. Human interactions should be. (YouTube closed captioning software)
2. We want students to spend little to no time struggling with the YouTube CC process, and we want them to easily collaborate with one another (Google Drive/Docs)
3. We want them to have a product that could be part of their portfolio of work after graduation.

CHINESE FOOD PROJECT

Chinese Food Project

HOME STUDENT PROJECTS ABOUT PROJECT

Chinese Food Project

HOME STUDENT PROJECTS ABOUT PROJECT

Home Page



LEARNING OBJECTIVES:

1. Creatively apply their language skills to authentic settings
2. Deepen their culture knowledge by putting the language use into social/geographical/historical contexts
3. Reach out to the Chinese speaking community to get first hand exposure experiences
4. Expand students learning experiences through creating their own final products.



OTHER PROJECTS HAVE INCLUDED:

- ✕ Digital Storytelling
- ✕ Online Blogging
- ✕ Digital Research Poster's development
- ✕ Online Zines
- ✕ Interactive Content development (e.g. Image hotspots)
- ✕ Creative Writing through international collaboration
- ✕ Wikipedia Editing Events



THANKS!

Any questions?

You can find me at
www.mvaldebenito.com

Linkedin: <https://www.linkedin.com/in/mariovaldebenito/>