PROJECT-BASED LEARNING FOR KOREAN (HERITAGE) LANGUAGE LEARNERS

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• Introduction: Project-Based Learning
• Principles and Procedure (Sample Projects)
• Participant Activities
• Discussion and Conclusion
I. PROJECT-BASED LEARNING
What are projects?
NOT all projects done in classroom may be considered as examples of PBL (Grant, 2010; Larmer & Mergendoller, 2010)
What are projects?

Driving questions focusing on real-world scenarios & various acceptable solutions (Barell 2007; Grant 2010)

Personally meaningful to students for their maximum involvement in solving the problem (Larmer & Mergendoller, 2010)

Specification of student roles within the context of the project (Barell, 2007)
John Dewey

- An “active learner”
- Learning through hands-on experience
- Engaging with the actual social environment
### Influential works

<table>
<thead>
<tr>
<th>Jean Piaget</th>
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</thead>
<tbody>
<tr>
<td>- Information gained through experiences &amp; interactions</td>
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<tr>
<td>- Combining existing knowledge with new knowledge</td>
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<tr>
<td>- The significant role of errors and uncertainties in the process of learning new knowledge</td>
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</table>
Influential works

Lev Vygotsky

• ZPD

Zone of Proximal Development

Skills too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person.

What is Known
What is not Known

Learning

http://explorable.com/social-development-theory

• Co-constructing knowledge between individuals with minimal support
What is PBL?

• Using authentic, real-world projects
• Based on a highly motivating and engaging question, task, or problem
• In the context of working cooperatively to solve the problem

(Bender, 2012:7)
Components of PBL

PBL involves

- Content knowledge
- Higher level of academic skills

(Grant, 2010; Larner and Mergendoller, 2010; Marzano, 2007)

PBL requires

- Processing information
- Critical thinking
- Problem solving
- Collaborative working
- Time management
- Operating technology
- etc.

http://chps-tandl.wikispaces.com/Problem-Based+Learning

www.bie.org
www.innovationunit.org
Why PBL for Korean heritage language learners?

- **Ethnic Ambivalence:** beginning adolescence
  - (Orellana, Ek, & Hernandez 1999; Tse 1998)

- **Ethnic Emergence:** a renewed interest in their ethnic heritage
  - (Cho 2001)

- **Aural Skills**
  - (Polinsky & Kagan, 2007)

- ‘Ear learner’
  - (Reid, 1998)

- HL use declines as children begin formal education
  - (Cho et al. 2004, Carreira & Kagan 2011)
Why PBL for Korean heritage language learners?

- Connecting to communities (Lynch 2008)
- Building on Proficiency (Kagan & Dillion (2009))
- Content-based/ authentic materials (Kagan & Dillion (2009))
- Cognitive development (Kagan & Dillion (2009))
PBL & ACTFL 5C’s

http://chps-tandl.wikispaces.com/Problem-Based+Learning

http://www.actfl.org/
How PBL can help Korean language learners meet the standards effectively?
ACTFL 5C’s

Cultures
Gain knowledge & understanding of other cultures

Connections
Connected with other disciplines & acquire information

Comparisons
Develop insight into the nature of language & culture

Communication
Communicate in languages other than English

Communities
Participate in multilingual communities at home & around the world
“communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature”

Communication - PBL

- **Interpersonal**
  - Various participants

- **Interpretational**
  - Various topics
  - Various types of text

- **Presentational**
  - Various tools
  - Various settings
“Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered contexts in which the language occurs.”

- **Cultural practices**
  - Better understanding on cultural practices & perspectives

- **Cultural products**
  - Better understanding on cultural products & perspectives
“Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker”

Connections - PBL

- Furthering Knowledge
  - Expanding knowledge
  - Relating information (other subjects)

- Broadening perspectives
  - Access to multilingual communities
  - Global leader
“Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world”
“Students participate in the multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways”

Communities - PBL

- Broader base
  - Using & learning the language outside of the classroom

- Life-long learning
  - Personal enjoyment & enrichment
Principles

http://pbl-online.org/pathway2.html
1. Begin with the End in Mind

- Develop a project idea
- Decide the scope of the project
- Select Standards
- Incorporate simultaneous outcomes
- Work from project design criteria
- Create the optimal learning environment

http://pbl-online.org/end_in_mind/emoverview/emoverview.html
2. Craft the Driving Question

A good Driving Question should:

✓ Drive the project

✓ Capture a project theme or a "big idea"

✓ Point students toward mastering content and skills that enable them to answer the question

✓ Not be easily solved or answered
2. Craft the Driving Question

Practice: Which question is effective and why?

A. What were the causes of the Great Depression?

B. How has the Great Depression affected the United States?

http://pbl-online.org/driving_question/dqPractice/dqpractice1A.html
2. Craft the Driving Question

Practice: Which question is effective and why?

A. What were the causes of the Great Depression?

B. How has the Great Depression affected the United States?

*Driving Questions should encourage synthesis and analysis, rather than listing or reciting answers.*

http://pbl-online.org/driving_question/dqPractice/dqpractice1A.html
3. Plan the Assessment

- Align the products or performances for the project with the outcomes
- Know what to assess - establish criteria to assess each product and performance
- Create rubrics for the project

http://pbl-online.org/PlanTheAssessment/Overview/overview.html
4. Map the Project

✓ Organize Tasks and Activities (e.g., scaffolding for content/skills)

✓ Decide How to Launch the Project

✓ Gather Resources

✓ Draw a "Storyboard"

http://pbl-online.org/Map/mapProject.html
**Example of project activities: **Analysis

- ✔ Analyzing perspectives *(panel discussions, debates, seminars)*
- ✔ Error analysis
- ✔ Operational analysis
- ✔ Semantic feature analysis *(Mapping- words, concepts, central ideas)*
- ✔ Comparing/classifying

http://pbl-online.org/Map/mapexplore/mapexplore1.html
5. Manage the Process

- Identify Needs for Differentiated Instruction
- Use Project Management Tools
- Plan for Evaluation and Reflection
**Principles**

**Project Management Tools**

- Student Investigation Brief
- Tuning Protocol
- The Fishbowl Method
- Progress Report
- End-of-Project Self-Assessment Sheet

http://pbl-online.org/ManagetheProject/projectoverview/projectoverview.html
PROCEDURE
(SAMPLE PROJECTS)
PROJECT I: K-POP AND GLOBALIZATION

KPOP IN EUROPE

Number of Tourists to Chuncheon

Exports of Korean Cultural Products

No. of views of Korean music videos by country

Source: Youtube
1. Level: Intermediate

2. Question: What role does pop culture play with regards to globalization?

Interactive Korean: Intermediate (Nam-Kil Kim, in process)
4. National Standards (5C’s):

COMMUNICATION
1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS
3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

COMPARISONS
4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES
5.1 Students use the language both within and beyond the school setting.
## Scoring Rubric

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content/ Organization</td>
<td>25 points&lt;br&gt;The content includes a clear statement of purpose/ theme and is creative, compelling and clear. Includes properly cited sources.</td>
<td>20 points&lt;br&gt;The content includes a clear point of view with a progression of ideas and supporting information. Includes properly cited sources.</td>
<td>15 points&lt;br&gt;The content does not present a clearly stated theme. Includes few citations and few facts.</td>
<td>10 points&lt;br&gt;Content lacks a central theme, clear point of view and logical sequence of information. No citations included.</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>25 points&lt;br&gt;The narrator and interviewers use rich and varied vocabulary and grammar, with minimal errors (comprehension not affected)</td>
<td>20 points&lt;br&gt;The narrator and interviewers use a moderate variety of vocabulary and grammar, with occasional errors (comprehension not affected)</td>
<td>15 points&lt;br&gt;The narrator and interviewers use limited vocabulary and grammar. Errors sometimes interfere with comprehension</td>
<td>10 points&lt;br&gt;Vocabulary and grammar are inconsistent with the course level; Errors frequently interfere with comprehension</td>
<td></td>
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<tr>
<td>Teamwork</td>
<td>25 points&lt;br&gt;Student met and had discussions regularly. All students on the team contributed to the discussion and were part of the final project. Team members showed respect with each other.</td>
<td>20 points&lt;br&gt;Students met and had discussions regularly. Most of the students on the team contributed to the discussion and were part of the final project. Team members mostly showed respect with each other.</td>
<td>15 points&lt;br&gt;Only a couple of team meetings were held. Most of the students on the team contributed at some level, but a majority of the work was done by one or two.</td>
<td>10 points&lt;br&gt;Meetings were not held and/or some of the team members did not contribute at all to the project. Low levels of respect were evident within the team.</td>
<td></td>
</tr>
<tr>
<td>Quality /Timeliness</td>
<td>25 points&lt;br&gt;The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.; All project deadlines were met.</td>
<td>20 points&lt;br&gt;Movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect; Most project deadlines were met. Those that were late did not have significant impact on the finished project.</td>
<td>15 points&lt;br&gt;Video was very fragmented and choppy with little to no audio reinforcement.; Many project deadlines were not met, resulting in some impact on the finished project.</td>
<td>10 points&lt;br&gt;There was no movie, or tape was totally unedited with no transitions or audio support of any kind; Deadlines were regularly missed, having a significant impact on the final project.</td>
<td></td>
</tr>
<tr>
<td>Final Score</td>
<td></td>
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</table>
5. PROCEDURE:

1) Discuss materials to narrow down the topic, e.g., diplomacy, tourism, business, fashion, etc.
Supplementary Materials

1. 12 K-Pop Fashion Trends
   http://en.korea.com/blog/handb/12-k-pop-fashion-trends-youll-love/

2. Bringing K-Pop to the West

3. K-pop craze boosts Korea’s public diplomacy (3rd of 4 pages)
   http://www.asiaone.com/News/AsiaOne%2BNews/Asia/Story/A1Story20130128-398379/3.html

4. Psy's 'Gangnam Style': Why this Korean pop song has become a crossover hit
   http://articles.economictimes.indiatimes.com/2012-09-26/news/34102073_1_gangnam-style-psy-gangnam-style

5. How does pop culture help us to understand globalization?
   http://www.globalizationstudies.upenn.edu/node/526

6. 기 소르망 프랑스 파리 정치대학 교수
   http://article.joinsmsn.com/news/article/article.asp?total_id=7966032&cloc=olink%7Carticle%7Cdefault
5. PROCEDURE:

2) Fill out Initial Plan (roles, thesis, schedule, etc.) and KWL Chart.
5. PROCEDURE:

3) Conduct research and interview Korean and English speakers.

4) Submit an audio file of Korean interview.

5) Write a storyboard/timeline.

Sample Storyboard
5. PROCEDURE:

6) Submit a Preliminary Script and receive Feedback

7) Produce and present a 4~5 minute-video.

8) Assessment, peer evaluation, and reflection.
VIDEO SAMPLE 1: “IS HALLYU A FAD?”
VIDEO SAMPLE 1: *IS HALLYU A FAD?*

**Students’ Academic Background & Interest**

1. History/Narrative Studies; Environmental Studies
2. Friends from Korea; Interest in K-pop; K-pop dance club
VIDEO SAMPLE 1: IS HALLYU A FAD?

Students’ Questions

1. When popularity rose for K-pop and K-dramas how popular is traditional culture?
2. Are there any efforts to raise awareness of traditional culture?
Some of Their Findings

“The scale of globalization is still growing ... [e.g., Southeast Asia and other nations]... But to be truly global the criteria are not even complex....catering to audiences with what will be popular in the here and now... [some effort to raise awareness of traditional culture – e.g., history drama] ...”
Achievement of Standards [Communication, Culture, Connection, Comparison, Community]

• Presented a given topic effectively through multimedia resources.
• Demonstrated their understanding of K-pop and related perspectives.
• Connected their knowledge to this project, e.g., other classes such as ‘Korean visual art’ and ‘Introduction to films’.
• Used Korean beyond school settings: Interviewed Koreans.
• Compared different perspectives on Korean pop culture through interviews and presentations.
VIDEO SAMPLE 1: *IS HALLYU A FAD?*
VIDEO SAMPLE 2:
OBJECTIFICATION OF K-POP IDOLS
Students’ Questions

1. How are K-pop idols affected (public/body image, scandals) by “Netizens”?
2. Are they treated as commodities?
VIDEO SAMPLE 2: OBJECTIFICATION OF K-POP IDOLS

Some of Their Findings

• ”Netizens can be crazy”, e.g., petitioning Jay Park to commit suicide.
• “Slave contract” with TVXQ and lawsuits.
• “Public image is everything”: e.g., extreme diet, suicide, etc.
Students’ Backgrounds [e.g., “Connection” and further]

1. International Relations; Public Relations (Communications)/East Asian Area Studies
2. Personal interests in K-pop/dramas
3. Taken ‘Korean visual arts’ and other Korean culture courses
4. A student sought further research on the topic as undergraduate Korean Studies Fellow
VIDEO SAMPLE 2: OBJECTIFICATION OF K-POP IDOLS
1. **LEVEL:** Advanced

2. **QUESTION:** *How (positively or negatively) does mass media influence the Korean society?*
VIDEO SAMPLE 3: 광주 항쟁과 미디어
VIDEO SAMPLE 4: 류현진과 미국 언론의 영향
Questions

1. How can we help Korean language learners expand their knowledge and skills?
2. How can we help students apply their knowledge and skills to real-life situations?
3. How can we promote students’ higher-order thinking skills?
4. How can we better prepare our students for the global job market?
III. PARTICIPANT ACTIVITY
실습

*Project-Based Learning을 한국어 수업에 어떻게 적용할 수 있을지 프로젝트 계획표를 작성해 볼시다.

- 조 짜기
- 계획표 내용 논의 및 작성 (30분)
- 발표 및 피드백 (20분)
- Q&A (10분)
Guidelines

*한국어 수업에서 프로젝트를 어떻게 실행할지 아래 사항에 따라서 함께 토론하고 발표해 보세요.

<실습 내용>

1. 수준 결정 및 주제 선정: 학생 수준을 결정하고 주제를 아래 <프로젝트 예시>에서 고른다.
2. 질문 제기: 학생들의 수준에 맞게 사고를 유도하는 질문을 만든다.
3. 결과물: 결과물의 형태 및 새로 습득할 지식/기술에 대한 목표 설정한다.
4. 평가 기준 설정: 구체적 평가 기준 (5C’s 적용 & Rubric) 및 지침 사항을 제시한다.
5. 지도 활동: 프로젝트 착수 및 수행을 돕기 위해 어떤 활동을 할 것인지 계획한다.
6. 프로젝트 발표 후 활동: Evaluation/Reflection의 방법을 결정한다.
## Project Examples

### A. Folktales: Family issues & Wealth

<table>
<thead>
<tr>
<th>1. 송쥐 왕쥐:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Question</strong>: 송쥐가 21 세기 미국에서 산다면? 이야기를 통해서 가족의 형태에 대해 분석 및 토론하고 현대적 관점에서 이야기를 다시 써 본다.</td>
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<thead>
<tr>
<th>2. 홍부와 늑부:</th>
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<tbody>
<tr>
<td><strong>Suggested Question</strong>: 바람직한 부자(재벌)의 모습은 무엇인가? 홍부와 늑부를 읽고 각각 어떻게 부자가 되었는지 그리고 재산을 어떻게 관리하고 다루는지 비교한다. 이상적인 부자의 모습에 대해 발표한다.</td>
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</table>

### B. Traditions & Current events

<table>
<thead>
<tr>
<th>1. 설날/추석/추수감사절:</th>
</tr>
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<tbody>
<tr>
<td><strong>Suggested Question</strong>: 한국 사람들이 명절에 왜 스트레스를 받는가? 명절을 지내는 과정에서 어떤 문제가 발생하는지 등을 알아보고 문제 해결 방법을 제시한다. (예: 명절 중 후궁의 해결방법)</td>
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<tr>
<th>2. 한국 결혼식 풍습</th>
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<tbody>
<tr>
<td><strong>Suggested Question</strong>: 결혼식을 어떻게 실용적이고 의미 있게 치를 수 있을까? 결혼식 풍습의 문제점과 원인을 파악하고 바람직한 예식 문화를 제안한다.</td>
</tr>
</tbody>
</table>
## Project Examples

### C. Community & Environment

1. 지역사회의 비즈니스:
   • **Suggested Question:** 우리 지역의 비즈니스를 어떻게 활성화시킬 수 있을까?
     신문이나 인터뷰를 통해 지역 비즈니스의 현황 및 문제점을 파악하고 해결책을 모색한다.

2. 음식물 쓸레기:
   • **Suggested Question:** 어떻게 우리 학교의 음식물 쓸레기를 줄일 수 있을까?
     학교 내 음식물 쓸레기의 실태와 원인을 파악하고 해결책을 제시한다.

### D. History: Songs, Immigration

1. 역사와 노래:
   • **Suggested Question:** 이 노래는 어떻게 그 시대의 역사 의식을 표현하는가?
     한국인(부모님이나 기타 인터뷰 대상자)이 자주 부르던 노래 중 시대상을 반영하는 것을 찾아보고 그
     노래가 한국의 어떤 역사적 사건과 어떻게 관계가 있는지 발표한다.

2. 한국인의 이민사:
   • **Suggested Question:** 한국인의 이민사의 모습은 어떻게 변하고 있나?
     가족이나 이웃을 인터뷰 하고, 기타 관련 자료를 조사한 후 이민사의 흐름에 대해 발표한다.
질의 & 응답
Selected References


Thank you!