



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



A presentation by Mario Valdebenito Rodas



# TALK AGENDA

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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

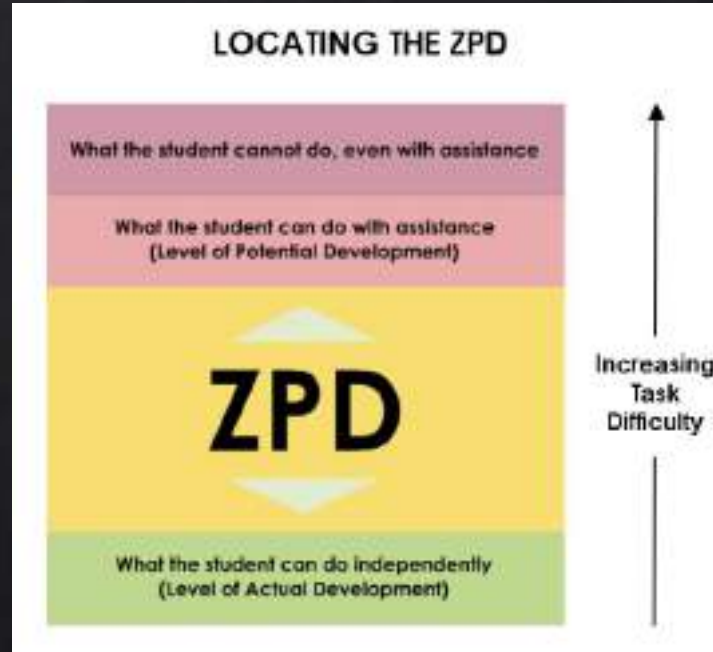
Zone of Proximal  
Development (ZPD)

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.





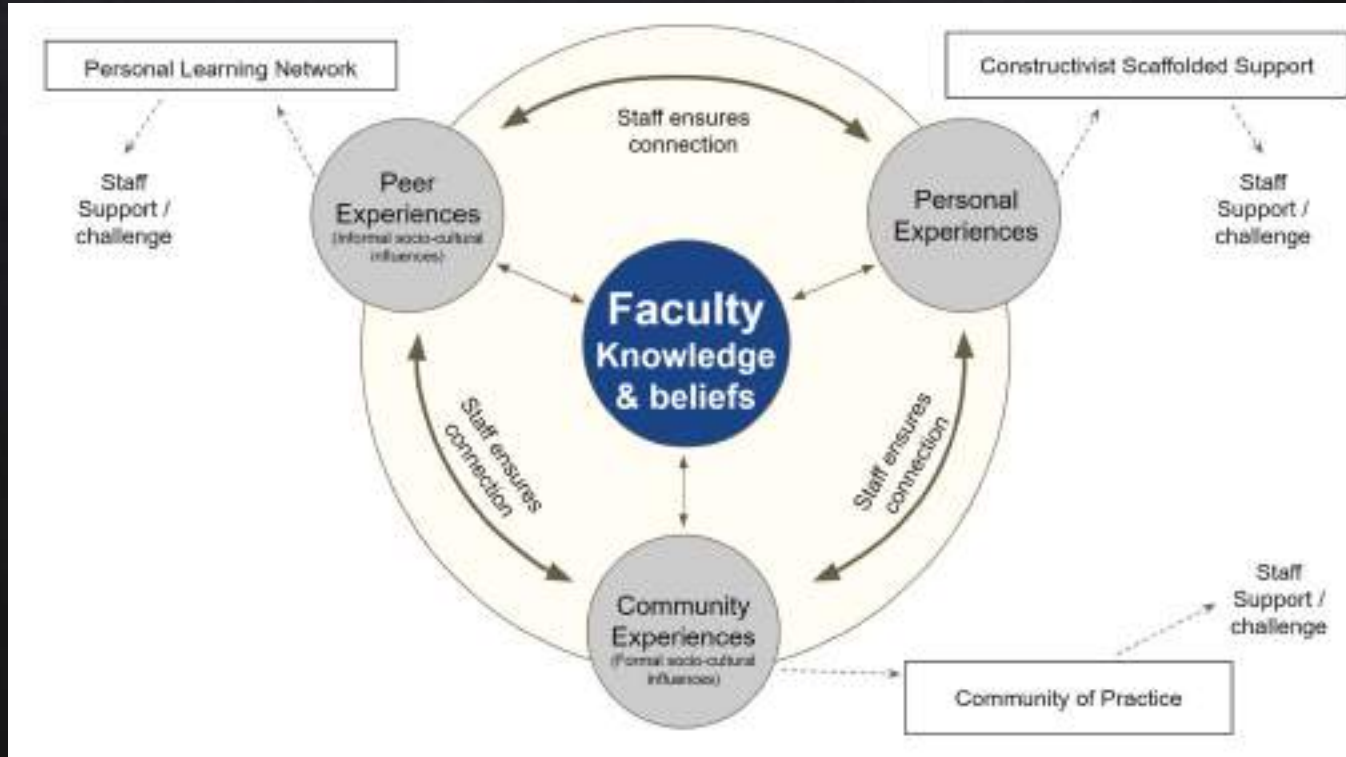
SCAFFOLDING HAS TWO FRONTS AS WELL:

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

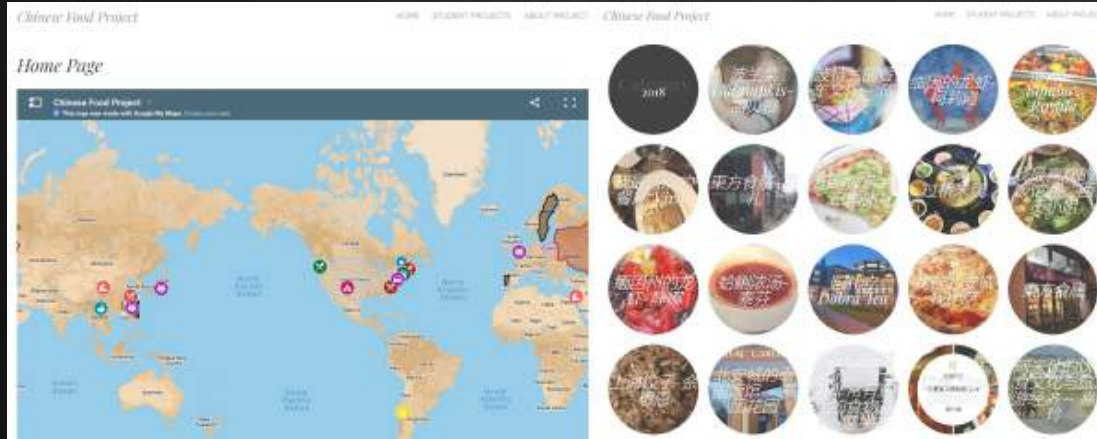




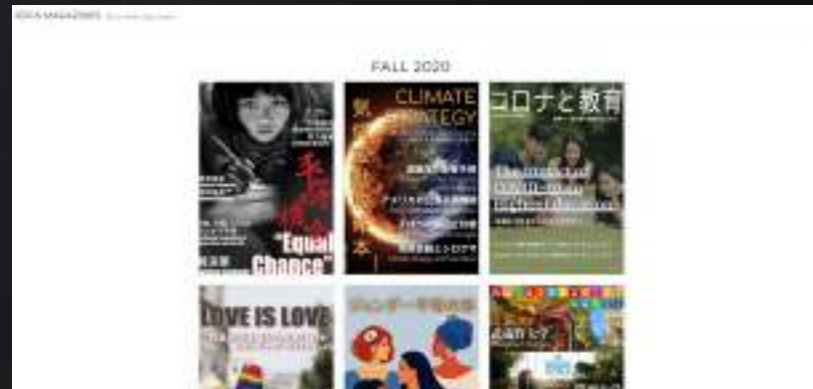
# ACCESSIBILITY EVALUATION

# ADDIE MODEL





# EXAMPLES



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 - 持続可能な開発目標

FALL 2020



# JAPANESE TRANSLATIONS

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**JAPANESE TRANSLATIONS**  
SARTH 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 JPN2001



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

JANUARY 2, 2021



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

JANUARY 2, 2021

Challenges when translating the video clip, solutions, and the rationales. Can't be. The most difficult aspect of the project for me :L



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

JANUARY 2, 2021

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



**"REFLECTIONS" - さめざめと - ふりかえりと反省など**

JANUARY 2, 2021

**「さめざめと」の翻訳の面白さ**

DECEMBER 22, 2020

「さめざめと」の翻訳の面白さをレポートが実 岡山女子大学の学生が作った「さめざめと」という映画を翻訳するのは、とても難関で、興味深い経験だった。私は翻訳はもともと言葉の意味を訳すことだが、その翻訳が自然な日本語で、文化的なことも考えなくては行かないというところが個人的に、グループと一緒に翻訳するよさ、様々な意見と意見の相違が面白いが、大変な作業という経験をした。また、「さめざめと」の翻訳する経験のおかげで、言語と文化の関係について考えるようになったことも多くある。翻訳して、楽しんでくれたらいいな。



**"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



# 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?

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