Be Like water: Amplifying Asian Voices in Language Education with Flexibility and Resilience

Kaishan Kong 孔凯珊, Ph.D.
Associate Professor of Chinese
University of Wisconsin-Eau Claire
kongk@uwec.edu

In this workshop...
- Workshop learning objectives
- Getting to know you
- What are Asian Voices
- Amplifying Asian Voices in teaching
- Summary and Q&A
- CARLA announcement

A recent publication

The Modern Language Journal
Crossing the River by Feeling the Stones: Understanding and Integrating Social Justice in Chinese Language Class

Why Asian Voices?

- How do these Chinese language teachers understand social justice and understand integrating social justice in their teaching?
- What do these Chinese language teachers do to integrate social justice in their teaching?
Summary of findings

• Embedding Social Justice in Curriculum and Instruction

• Creating a Social Justice-Oriented Class Culture

Social Justice Standards

The Learning for Justice Anti-bias Framework

Turning Asian Voices into Actionable Plan

Prioritize our voices to amplify:
What can we do?
What can't we do?

Short-term goals and long-term goals

Identify allies to amplify this movement

Articulate your specific needs

Community

• Make yourself visible in as many aspects as possible
• Be involved
• Don’t underestimate the degree of involvement
• Identify allies (school district, administration, colleagues across disciplines, students)
Learning Climate

Learning climate refers to **the prevailing mood, attitudes, standards, and tone in the clinical or classroom environment**. A negative climate can feel hostile, chaotic, and out of control. A positive climate feels safe, respectful, welcoming, and supportive of learning.

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Critical Incident Questionnaire (CIQ)

Please take about five minutes to respond to the questions below about this weekend's class. Don’t put your name on the form - your responses are **anonymous**. If nothing comes to mind for any of the questions just leave the space blank. At the next class we will share the group's responses with all of you. Thanks for taking the time to do this. What you write will help us make the class more responsive to your concerns.

1. At what moment in class this weekend did you feel most engaged with what was happening?
2. At what moment in class this weekend were you most distanced from what was happening?
3. What action that anyone (teacher or student) took this weekend did you find most affirming or helpful?
4. What action that anyone took this weekend did you find most puzzling or confusing?
5. What about the class this weekend surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs).

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Knowing the learning climate helps to

- **Meet** Meet where the students are
- **Identify** Identify cultural stress points
- **Identify** Identify allies in your advocacy work: the students
- **Adjust** Adjust achievable goals
- **Create** Create a comfort parameter to discuss Asian voices and social justice

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Articulate your specific needs

- Policy
- Administrative
- Classroom
- Colleagues
- Collaborative

- Positions
- Subjects
- School events
- PD budget and requests
- Program retention

- Curricular freedom
- Materials adoption

- Positions
- Subjects
- School events
- PD budget and requests
- Program retention

- Allies of state and national organizations
- Write letters
- LAD

Learner Climate & Orientation - SMPH Intranet - UW-Madison
Essential Questions

- What lasting understanding do you want your students to have?
- What impactful questions are worth lifelong inquiry?

Example: Multicultural Paris: Exploration of la Goutte d’Or

CARLA Social Justice Curricular Unit

Who are Parisians?

How is cultural diversity represented in the neighborhood of la Goutte d’Or?

What do national symbols communicate about identity, diversity, and inclusion?

Example: Food

- How did Asian food adaption in the United States reveal their experience in early immigration?
- In what way(s) does food reflect Asian American’s cultural resilience?
- What is the relationship between food access and cultural in/exclusion?

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Multiliteracies

- Different genres of materials
- Modalities of practice
- Connect learning within and beyond the classroom
- Foster multiple skills
  - Experience: immersion, express ideas, share experiences
  - Conceptualizing: unpacking textual features
  - Analyzing: connecting the content to social, cultural and historical contexts
  - Applying: Producing language in creative ways

- https://newlearningonline.com/learning-by-design/pedagogy
- https://carla.umn.edu/literacies/glossary/html/pedagogy

Counternarrative against “Model Minority”

Collectively, the model minority stereotype refers to the idea that Asian Americans are relatively problem free, hardworking, and perseverant, and it constitutes a powerful typecast for Asian Americans today. (p.1)


Creating a space for story sharing to foster constructive discussion

- Structured yet flexible method for developing intercultural competence in a variety of contexts
- UNESCO methodology to connect people, discover common humanity and nurture empathy
- Dr. Darla Deardorff

Story Circles

- Welcome, introduction, overview: 10-15 minutes
- Introduction to Story Circles: 10 minutes
- Get into small groups: 5-10 minutes
- Story Circles in small groups: 35-45 minutes
- Whole group debrief and conclusions: 15 minutes
Reflection tools

What? What did I learn from this experience (about myself, about others, about navigating differences?)

So what? Why is this learning important?

Now what? What will I do now as a result of this learning?

Document change (Ritchhart et al., 2011)

“I used to know . . . now I know . . .”

or

“Earlier I couldn’t . . . now I can . . .”

Reflection tools

3Cs

• Connections: What connections are there between the stories you heard and your own experiences?

• Concepts: What key ideas or insights emerged from the stories that are important and need further reflection?

• Changes: What changes or adjustments in attitudes, thoughts, or actions are needed in order to navigate differences better in the future?

AIE: What and When

The AIE is a set of resources designed to encourage people to think about and learn from intercultural encounters they have had either face to face, through visual media such as television, magazines and films, or through the internet.

After a school holiday

After a school trip

After a major event

Preparing for study abroad

Community service

1. Describe the encounter (what, when, where, why)
2. Who else is involved? (description)
3. Your feelings (openness, understand self)
4. Other people's feelings (skills of listening and observing)
5. Same and different (critical understanding of the world, empathy)
6. Talking to each other (how would you have communicated differently)
7. Finding out more (what still puzzles you)
8. Using comparisons to understand (connecting with other cultures)
9. Thinking back and looking forward (reflection, conclusion, action plan)

Language Scaffolding-Example

Describe how you felt at the time by completing these sentences.

- ► My feelings or emotions at the time were ...
- ► My thoughts at the time were ...
- ► What I did at the time was .... (For example, did you pretend you had not noticed something that was strange? Did you change the subject of the conversation which had become embarrassing? Did you ask questions about what you found strange?)

Translate and recreate a poster

Students file reports (bilingual site) https://www.asianvoices.org/
Gather evidence of students’ learning

Adopt a *variety* of assessments

Formative and Summative

Don’t forget the language, culture and social justice outcomes

General assessment ideas

- Image description
- Role play
- Design buttons (my example)
- Creating a civic duty poster

Younger learners
Less language demand

- Critical reflection
- Writing an op-ed essays
- Writing responses to social media information
- Writing a thank-you note to an Asian advocate/influential person/public figure
- Write to your political representatives

Profound thinking and discussion
Higher language demand

Adopt and Adapt: CARLA Social Justice Assessment Rubric

https://carla.umn.edu/socialjustice/templates.html

Thank you & Questions & CARLA announcement

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