

UPPING THE ANTE IN OUR LANGUAGE CLASSROOMS: TRAUMA-INFORMED PEDAGOGY DURING COVID TIMES

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5 Principles of Trauma-informed Care

Ensuring Safety

Establishing Trustworthiness

Maximizing Choice

Maximizing Collaboration

Prioritizing Empowerment

8 Principles of Trauma Informed Teaching and Learning



7 Principles of Resilience

- 1. Competence: When we notice what young people are doing right and give them opportunities to develop important skills, they feel competent.
- 2. Confidence: Young people need confidence to be able to navigate the world, think outside the box, and recover from challenges.
- 3. Connection: Connections with other people, schools, and communities offer young people the security that allows them to stand on their own and develop creative solutions.
- 4. Character: Young people need a clear sense of right and wrong and a commitment to integrity.
- 5. Contribution: Young people who contribute to the well-being of others will receive gratitude rather than condemnation.
- 6. Coping: Young people who possess a variety of healthy coping strategies will be less likely to turn to dangerous quick fixes when stressed.
- 7. Control: Young people who understand privileges and respect are earned through demonstrated responsibility will learn to make wise choices and feel a sense of control.

Key Questions

How do we create a structured, predicable, and flexible learning environment that fosters a sense of safety, respects each other's perspectives and experiences, and empowers students to grow competence and confidence in the target language and in themselves?

Where and how do we give students the opportunity to connect and collaborate with each other and their own communities in both the target language and their own?

What traits and behaviors should professors demonstrate in their teaching to minimize risk, nurture selfcare, and foster connection?

How do we design traumainformed language learning tasks and assignments that also achieve language learning goals?

Italian 201: Syllabus



CLASS APPROACH

Welcome to Italian 201! This is an Italian language course designed for students with 102 or equivalent experience in Italian. During the semester, while making progress toward developing linguistic competence and gaining knowledge of Italian culture, you will acquire awareness of the relationship between language and identity. Although the class will be conducted primarily in Italian, it will include moments when you will be encouraged to draw on your unique linguistic resources in order to negotiate and produce meaning. This approach recognizes and values the linguistic diversity of Emory students and responds to the learning needs of students in a multilingual/multicultural classroom.

Flexible Attendance Policy

ATTENDANCE POLICY:

I will take attendance each day. That said, this semester, because of the pandemic, some students might be sick or will need to go into isolation or quarantine. If you are sick or in quarantine, understand that I will be flexible about attendance, that I can Zoom you into the class, and that I can record our lesson if that is preferable to you. Please make sure to email me before our class so we can discuss your individual circumstances. For students in quarantine who are well, I will provide ways that you can keep up with your schoolwork. For those who are ill, we will create a personal catch-up plan that is acceptable to us both. **The key is to be in communication so we can find alternative solutions.**

Stress Management Clause

STRESS MANAGEMENT AND MENTAL HEALTH:

As a student, you may find that personal and academic stressors in your life, including those related to remote study, COVID-19, economic instability, and/or racial injustice, are creating barriers to learning this semester. Many students face personal and environmental challenges that can interfere with their academic success and overall wellbeing. If you are struggling with this class, please visit me during office hours or contact me via email at XXXX@emory.edu. If you are feeling overwhelmed and think you might benefit from additional support, please know that there are people who care and offices to support you at Emory. These services – including confidential resources – are provided by staff who are respectful of students' diverse backgrounds. For an extensive list of well-being resources on campus, please go to: http://campuslife.emory.edu/support/index.html. And keep in mind that Emory offers free, 24/7 emotional, mental health, and medical support resources via TimelyCare: https://timelycare.com/emory.

Other Emory resources include:

- Counseling & Psychological Services
- Office of Spiritual & Religious Life
- Student Case Management and Interventions Services
- Student Health Services Psychiatry
- Support During A Crisis: A Guide for Faculty & Staff
- Emory Anytime Student Health Services

Equity Clause

EQUITY

This course aims to ensure that every student has equal access to opportunities, networks, and supports within the class to ensure their success. Additional class costs were kept to a minimum and readings were selected with racial and gender equity in mind. Anyone who has difficulty securing course materials, housing, or food and believes this may affect their course performance is urged to contact Campus Life and/or the BBA program office (and, if comfortable, the professor) to see what resources are available

GUIDELINES FOR ENGAGEMENT:

- · Listen respectfully, without interrupting.
- Respect one another's views, even when you disagree with them.
- Criticize ideas, not individuals.
- Commit to learning, not debating.
- Avoid blame and speculation. Support your argument with evidence.
- What is said in class stays in class. Hard conversations and statements should remain between members of the class creating a brave space.
- Speak from the "I" perspective: don't assume that you can speak for members of a group that you are a part of

"Il mio posto preferito" Presentation

STUDENTS SHARE:

A number of Tuesdays over the course of the semester, one person from the class will take fifteen minutes to talk about and show us their favorite place in the world. We look forward to learning more about yours.





Quizzes: 10 of 12

CANVAS QUIZZES:

Every Tuesday you will take a short Canvas quiz on the grammar that we are studying during the first 15 minutes of class. We will begin class with these quizzes and the answers will be fill-in-the-blanks, multiple choice, matching, or a combination of these formats. You will be asked to complete 12 questions and I will count 10 of them.





Clearly Defined Routine & Translanguaging

Below is our routine.

Weeks 1-3 of prompt work:

Every weekend, you will need to meet for an asynchronous hour with your writing/presentation group to go over Thursday's prompt. During your meeting, please go through the following process:

- 1. 1 person reads the piece out loud
- 2. Everybody in the group says one thing they like about the piece
- 3. The group engages in a translanguaging discussion about any words from other languages that have been inserted by the author into the writing and tries to find an equivalent Italian word to insert in their place.
- 4. Group members will then provide suggestions about content and grammar to the author.
- 5. Once the group has gone through this process with one group member, the group will begin the same process with another group member.
- 6. Once everyone from the group has read and received feedback, all members will take a few minutes to edit their piece according to the suggestions provided by group members. Everyone should keep the revised version in case they decide to use it for a workshop piece. It is important to revise these pieces with group members there in case the author has questions about their suggestions.
- 7. On the Canvas assignments page, each group member will post an evaluation of group member individual engagement during the asynchronous hour. I will post this form to Canvas shortly.

Weely Personal Prompts related to chapters

Scrittura / Prompt:

Mi preoccupo del futuro.

Scrittura / Prompt:

Una memoria splendida.

Scrittura / Prompt:

Spero che....

Scrittura / Prompt:

Abbiamo litigato.

Scrittura / Prompt:

Qualcuno stava male.

Scrittura / Prompt:

Che significa la lingua Italiana per te? Scrittura / Prompt:

La mia passione.

Scrittura / Prompt:

Una memoria complicata.

Scrittura / Prompt:

È come un colpo di fulmine.

Structure and Predictability in CHN201 and 402

GOAL: to ensure safety, establish trust, and build confidence





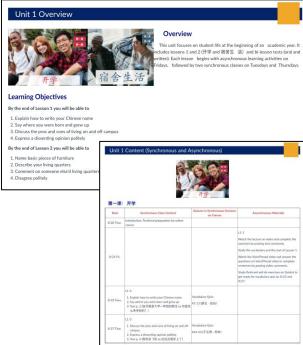
| ▼ Unit 1: Lessons 1 and 2 and Unit Tests | | |
|--|---|--|
| ii. | Unit 1 Overview and Learning Objectives | |
| iii) | Unit 1 Content | |
| Î | Unit 1 Assignments | |
| P | Unit 1 Class Recordings/PPT | |
| î | Unit 1 Test Information | |
| 卽 | Unit 1 Oral Test Video Submission | |



Structure and Predictability in CHN201 and 402

GOAL: to ensure safety, establish trust, and build confidence







Low-Stakes and High-Stakes Assignments

GOAL: to ensure safety, to build confidence and competence, to amplify student voice

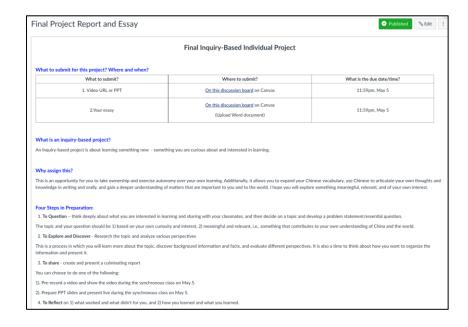
Assessment formats are divided into <u>"low-stakes"</u> and <u>"high-stakes"</u>. "Low-stakes" assignments are informal homework designed to help you get ready for synchronous classes, articulate your own experiences and connect with your peers without the pressure of grades, or prepare for high-stakes assessment. They will be graded on timely completion and you will receive brief feedback. "High-stakes" assessment, on the other hand, are graded based on timely completion as well as linguistic accuracy, among other criteria. They include all quizzes, tests, pair media reports, and final project. See below for details.

| High Stakes | Participation | 10% |
|----------------|---|-----|
| | Vocabulary Quizzes (8) | 10% |
| | Bi-Unit Tests (2) | 15% |
| | Final Project and Paper (1) | 10% |
| | Pair Media Reports (2) | 10% |
| | Essays (3) | 20% |
| Low Stakes | Preview Assignments on VoiceThread (8) | 10% |
| | "Our Stories": Short Videos on Flipgrid (4) | 5% |
| | Speaking Assignments: Synchronous Sessions with | 10% |
| | Laoshi (4) | |

Flexibility and Choice

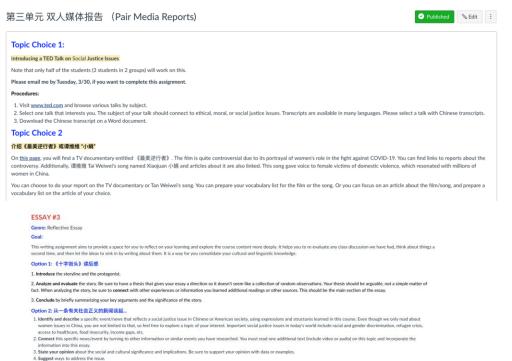
GOAL: to be inclusive, to recognize different strengths and learning styles, to empower students





Plus One Approach for Flexibility and Choice

GOAL: to be inclusive, to recognize different strengths and learning styles, to empower students



Plus One Approach for Flexibility and Choice

GOAL: to be inclusive, to recognize different strengths and learning styles, to empower students

1. Extra Credits

There are two ways to earn extra credits.

First, earn one extra point by attending two Chinese cultural events and write a short response (200 characters) for each event on Canvas. Responses are due on the last day of classes.

Second, earn an additional one extra point by answering questions in instructional videos by adding your written comments. Note that not all instructional videos include questions.

Extra Credit Opportunities

There is a series of videos accompanying most lessons in Integrated Chinese Volume 3. If you correctly answer the questions on the videos that correspond to the lessons in a unit, you will receive up to three extra points on the bi-lesson test. The videos are in the module "Videos for Extra Credits" on Canyas.

Connection and collaboration in CHN201 and 402

GOAL: to empower students, to support each other, to build community of learners

- Critical engagement with texts in synchronous classes
 - Thought-Questions-Epiphanies (TQE) Collaborative Writing on Google Slides
 - Discussion during Zoom sessions with native speakers
- Co-creation of Knowledge
 - Media reports
 - Final project

Connection and collaboration in CHN201 and 402

GOAL: to empower students, to support each other, to build community of learners





https://docs.google.com/presentation/d/1H4PjEP-ygdM-_v78FSIFNx2RDPgEEnd7qA7igYl5YX4/edit?usp=sharing

Trauma-informed Activities in CHN201 and 402



Informal Writing on Discussion Board

I. Introduction

We assign an informal writing exercise in Discussion Board during the third week of each unit. These assignments aim to provide a platform for you to reflect on your own experiences during this challenging time, to express yourselves and learn about your classmates' thoughts and experiences, and to use newly acquired Chinese vocabulary and grammar patterns in meaningful ways.

We will grade your writings on timely completion, meeting all requirements, interesting content, and creative use of Chinese. We will not deduct points for vocabulary or grammatical errors.

2. Topic - Choose one of the following.

1). My Comfort Food / Restaurant During the Pandemic 疫情中给我带来(dàilái, to bring)快乐的食物 (shíwù, food) OR 疫情中给我带来快乐的饭馆

Do you have a favorite food or restaurant during the pandemic? What food brings your comfort? In this essay, we ask you to introduce your favorite comfort food or your favorite restaurant to your friends. It can be from any cultures/cuisines. Please 1) describe the dish (origin, ingredients, tastes, occasions for serving it, etc.) or the restaurant (location, type of food, taste, etc.) and 2) explain why it brings you comfort and joy.

If possible, include a recipe and/or a photo of the dish, so your classmates can try to make it.

2). My favorite Brand 我最喜欢的牌子

Do you have a favorite brand? It can be a brand for any type of merchandise - clothing, stationary, daily necessities, cars, stores, etc. Please 1) describe the brand and the products, and 2) explain why you like it and if it makes your life easier during the pandemic.

Please include photos, videos, or websites so your classmates can learn more about your favorite brand.

3. Requirements

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推荐一本书或一个电影

8 Responses • 56 views • 12 Comments • 2.5 hours of engagement

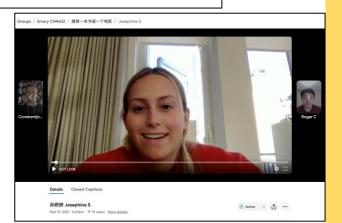
同学们好!

你最近看了什么书或者电影?请你推荐你最喜欢的一本书或者一个电影。请包括下面的内容。

- 1. 书的封面或者电影的宣传画。
- 2. 大概的内容或故事情节,
- 3. 为什么你觉得你的同学和老师会喜欢这本书或这个电影,
- 4. 最后, 请大家回复任何一个人的视频。
- 注: 书或电影可以是英文、中文、或其它语言的。



Short videos on Flipgrid



Trauma-informed Activities in CHN201 and 402





Preview Video Assignment

Media Reports

One-on-one Speaking Assignment

第三単元口语作业 When: Thursday, March 25 Where: Zoom: https://emory.zoom.us/my/teaheaven What: Please prepare your answers to the following questions before meeting with me. We will choose one or two questions to discuss. There will be time for you to share your concerns, questions, or suggestions about the course as well. 1. 我们的中文课已经上了一半了,你觉得房从开学影现在学影了什么。你在哪万面进步撒大?下半学期你的学习目标是什么? 2. 文章显示,中国的性毒扰案件项不足通。这是否说明中国基本上设有性骚扰的问题?为什么? 3. 文章显示,中国的性毒扰案件项不足通。这是否说明中国基本上设有性骚扰的问题?为什么? 3. 文章显示,中国自型2005年才出现在中国的法律中,性骚扰的定义在2021年才开始生效。你觉得什么原因可能导致这种现象? How Long: 10 min. Grading: Low-stakes, based on completion and articulation of thoughts in complete and connected students using the appropriate vocabulary. No deductions for pronunciation or grammar errors. Sign-up: Use the link below to sign up for a time slot by the end of the day on 3/23. https://docs.google.com/document/d/1rmEyD9EuR89zSBlxzg_W4j0bW1x_YXEZfDobghqOgl/edit?usp=sharing

As we all emerge from the pandemic, what are we going to keep from what we've learned and what will we stop doing? The fact is that every person goes through difficulty in their lives, even when there isn't a pandemic. We don't know when one of our students is going through a hard time, but we will continue to be flexible when they are.





Resources

- Resources for trauma informed teaching strategies (CFDE)
- TI principles and practices table from Janice Carello
- Trauma Informed Teaching Strategies by Jessica Minahan
- The How and Why of Trauma Informed Teaching by Alex Shevrin Venet
- A Crash Course on Trauma-Informed Teaching by Angela Watson
- Trauma-Informed Teaching During Covid-19
- Leveraging the Neuroscience of Now by Mays Imad