

Technology Innovation Center

THE LANGUAGE FLAGSHIP

Building Immersive Learning Experiences through Simulations

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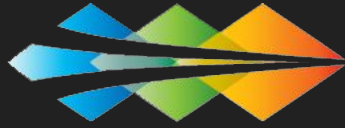
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Technology Innovation Center

THE LANGUAGE FLAGSHIP

The Context

The Theory

The Design Process

Implementation



Technology Innovation Center

THE LANGUAGE FLAGSHIP

Context

27 Language Programs

(22 institutions of higher education across the U.S.)

10 Overseas Centers

*(Brazil, China, Morocco, India, South Korea, Kazakhstan,
Tanzania, Turkey)*





Green Ideas, Inc.

财会 / 財會

人力资源 / 人力資源

法律 / 法律

生产 / 生產

公共关系 / 公共關係

培训 / 培訓

繁體:

Green Ideas, Inc. 是一個持續發展理念，致力於幫助其開拓一條綠色可持續發展有可提高的空間。我們的低，甚至逆轉其產品對環境客戶以及整個社會宣傳我們

进入 / 進入

Green Ideas, Inc

全球性的环保市场营销组织，我们秉承绿色可助各大企业进行环保方面的市场推广，并协助展道路。我们坚信各大企业在绿色生产方面皆

办公室文化 / 辦公室文化

中国的市场营销之道 / 中國市場營銷之道

职场交流之道 / 職場交流之道

职场人际关系 / 職場人際關係

合作伙伴降
市場營銷策略向

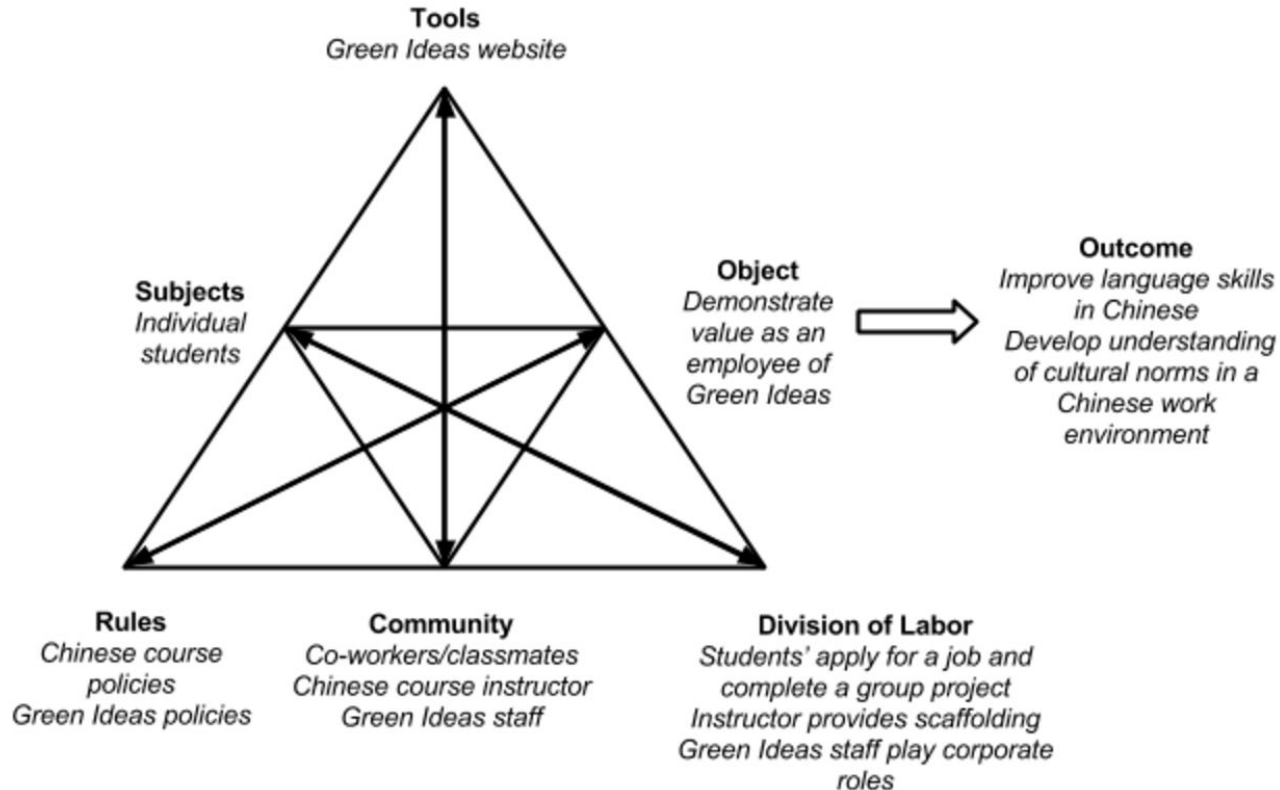
我們秉承綠色可
助推廣，並協助
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Activity Theory

AT is a theoretical framework for studying human activities as socially and culturally mediated phenomena (Engeström, 1987, 2001; Vygotsky, 1978)

AT can be used “to model and to represent a particular language learning activity as seen from the perspective of different actors participating in the learning activity” (Blin, 2004, p. 384).

Activity System in the Simulation



Simulation design process

Simulation **objective**: Enable learner to experience the world of work in a multinational corporation as a means for bridging academic and professional language skills. Experience to include:

- **Research** company and **apply** for position of interest
- **Interview** and gain regular position, or internship
- Undergo worker **orientation** (HR / company policies, assessment)
- Perform team-based **research** task related to one's position
- Make formal **presentation** as a team
- Receive “supervisor” **feedback; revise, resubmit** [flowchart](#)

Simulation design process

Simulation **scope**: Chinese courses from 205 → 486, ranging from “threshold” participation (= partial & preparatory) to full participation

205 Intermediate Business Chinese

- Compare typical business résumés in English and Chinese
- Browse Chinese-language job listings and develop personal résumé targeting specific position

305 Advanced Business Chinese

- Research, browse, target and apply, interview, hire, HR
- Carry out team-based Advanced level targeted task for a specified division of Green Ideas, Inc.

486 Selected Readings in Chinese (content-based)

- Research, browse, target and apply, interview, hire, HR
- Carry out team-based Superior level targeted task for a specified division of Green Ideas, Inc.

Simulation design process

Simulation **stakeholders and contributions**: Language Flagship Technology Innovation Center grantor and team members, instructors, learners, community of business practice (CoP)

→ **LFTIC**: theoretical grounding and concept, funding, company structure & website wireframe, initial position- and task-design

→ **Instructors**: input to shape instructional approaches/ scaffolding to match learners' developmental levels

→ **Learners**: input on own concentrations and interests resulted in creation of additional positions

→ **CoP**: models and templates for learner product



About Us	Portfolio	Professional Development	Administration & Finance	Marketing Services	Corporate Social Responsibility	Product A Division (Instructional Project)
Company History	Air	Brand Development	Human Resources	Data Analysis	Overview	Research & Product Planning
People (profile pages)	Water	Executive Training	Procurement	Strategy	Investors	Accounting
Org Chart	Land	Marketing Analytics	Accounting / Finance	Creative Services	Customers	PR / Communications
Our Philosophy	Solar	Strategic Planning	PR / Communications	Media Reach	Environment	Marketing
Careers (Job Ads)	Wind		Legal	Online Marketing	Employee	Customer Service
Our Partners (Nike, China Steel, Apple China, etc.)	Geothermal		Training / Safety (Tutorials)			



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Simulation design process

Development **process**:

- Initial brainstorming: company vision/mission
- Company structure and website wireframe
- Materials development: executive profiles, company info, positions, tasks, HR training modules
- Pedagogical interventions designed with instructors
- Consultation, revision
- Implementation ← *we are here*
- Iterative re-design
- Extension of Green Ideas, Inc. simulation to other languages

Simulation design process

Design **characteristics**:

Holistic: Company conceived of as a complex organism

Realistic: Input sought from stakeholders; “tools and rules” adopted from CoP; products portfolio-ready for learners’ future use

Flexible: Positions and tasks addressed actual student specializations and interests; pedagogical interventions stressed scaffolding rather than “dumbing down” of tasks

Extensible: Green Ideas, Inc. branches can be developed for many languages and markets

Implementation

- Nov 2015 Finalized website wireframe
- Dec 2015 Website is launched
- Jan 2016 Finalized storyboard activities, main project, and assessment criteria
- Feb Finalized tasks and instructional material; recruited students
- Mid-March Students applied for jobs and sent in applications
- Apr Conducted Skype **interviews**
- Mid-Apr Students were sent the **tasks** in groups of three or four
- May Students **present** their group tasks & submit reports

Job Interview

Job Interviews: each student is invited for an individual 15 to 20 minutes interview. Interview questions are designed based on real world interview experiences: 8 questions for advanced learners; 5 questions for intermediate learners.

Scaffolding: instructors integrated résumé writing and interview questions in the curriculum.

Student Tasks

Student Tasks: Tasks are designed to match different language levels and their roles in the company. For instance, marketing researcher, HR specialist, or translator.

Mentor: Students are asked to submit weekly reports to a senior employee in the company during the task.

Student-created artifacts produced during the simulation are collected and analyzed to investigate the effectiveness of the simulation for learning the Chinese language and culture in a Chinese work environment context.

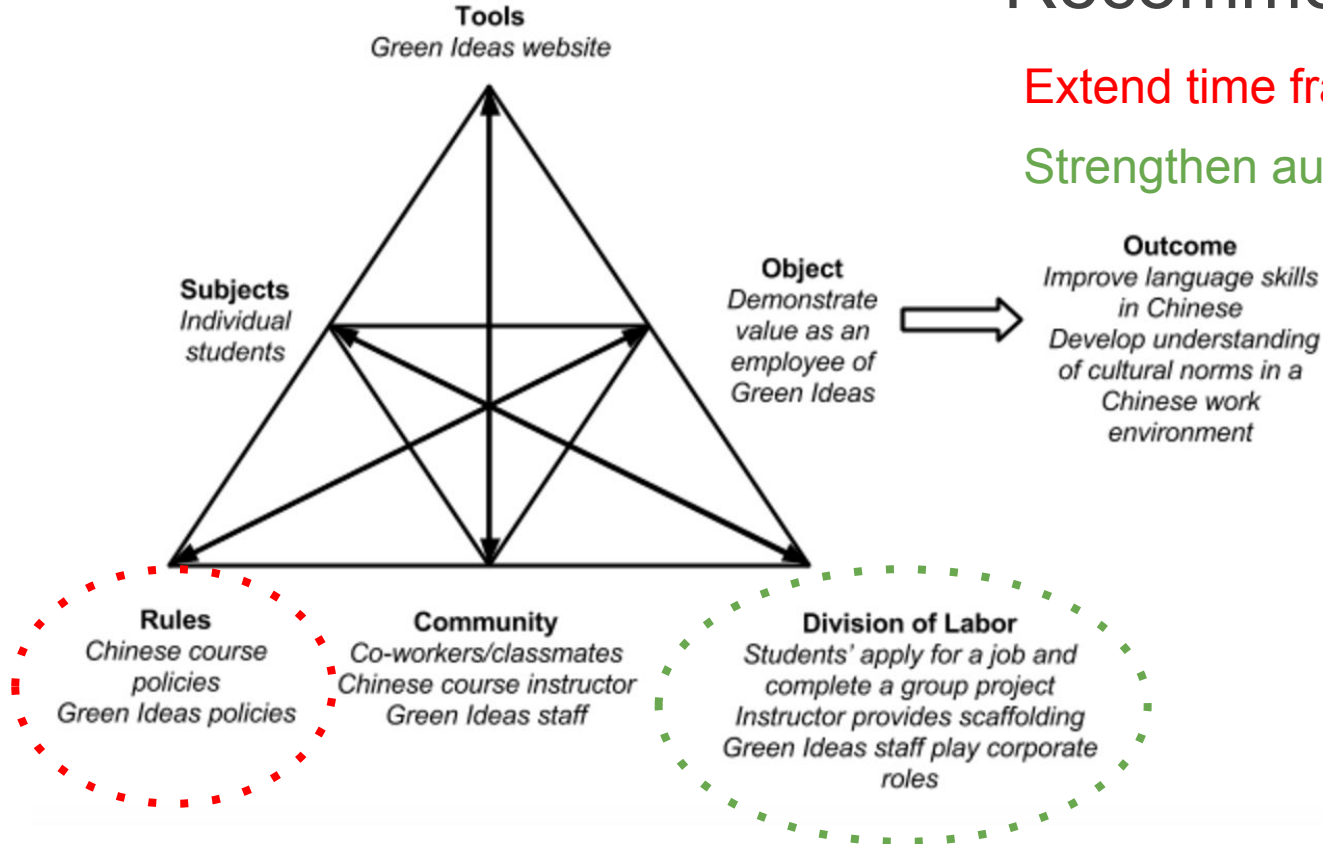
Example of Project Task

Tesla wants to expand the market of its Powerwall home (solar) battery system into China. Guangzhou, China is holding the 8th Guangzhou International Solar Photovoltaic Exhibition and Tesla would like to participate in order to promote the Powerwall. The students' task is to learn about China's solar energy policy and then analyze the need of home solar power systems in China. The students write a report about how Tesla can adapt their products to meet Chinese consumers' needs. Tesla would also like some sample brochures and posters to display at the exhibition. The posters and brochures should be in both Chinese and English with the same content and with adaptations to accommodate cultural context.

Recommendations

Extend time frame

Strengthen authenticity



Recommendations for next iteration

1. Extend time frame → more chances for feedback, iterative drafting
2. Strengthen authenticity by emphasizing corporate culture → Learners focus on real-life purposes rather than academic purposes (task performed for client rather than teacher); students take questions to supervisor in company rather than to teacher

What's Next?



Implement recommendations from first pilot

Involve participants from another U.S. Institution

Involve a Flagship Center Abroad

Draft teacher recommendations

Pilot in an additional Flagship Language

Mahalo