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Strategies for Creating a Culture of Respect

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NABE’s Perspectives is published four times a year on a bimonthly basis. We welcome well written and well researched articles on subjects of interest to our readers. While continuing to address issues facing NABE members, Perspectives aims to meet the growing demand for information about bilingual education programs and the children they serve. It is a magazine not only for veteran educators of Bilingual and English language learners but also for mainstream teachers, school administrators, elected officials, and interested members of the public.

Articles for Perspectives must be original, concise, and accessible, with minimal use of jargon or acronyms. References, charts, and tables are permissible, although these too should be kept to a minimum. Effective articles begin with a strong “lead” paragraph that entices the reader, rather than assuming interest in the subject. They develop a few themes clearly, without undue repetition or wandering off on tangents.

The Perspectives editors are eager to receive manuscripts on a wide range of topics related to Bilingual and English learner programs, including curriculum and instruction, effectiveness studies, professional development, school finance, parental involvement, and legislative agendas. We also welcome personal narratives and reflective essays with which readers can identify on a human as well as a professional level.

Researchers are encouraged to describe their work and make it relevant to practitioners. Strictly academic articles, however, are not appropriate for Perspectives and should be submitted instead to the Bilingual Research Journal. No commercial submissions will be accepted.

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Each issue of Perspectives usually contains three or four feature articles of approximately 2,000 – 2,500 words, often related to a central theme.

Reviews are much shorter (500 – 750 words in length), describing and evaluating popular or professional books, curriculum guides, textbooks, computer programs, plays, movies, and videos of interest to educators of English language learners. Manuscripts written or sponsored by publishers of the work being reviewed are not accepted. Book reviews and articles should be emailed to:

Dr. José Agustín Ruiz-Escalante
jare21@yahoo.com

Dr. María Guadalupe Arreguín Anderson
arreguima@aol.com

Columns are Asian and Pacific Islander Education and Indigenous Bilingual Education. (If you have other ideas for a regular column, please let us know.) These articles are somewhat shorter in length (1,000 – 1,500 words, and should be emailed to one of the editors below:

Asian and Pacific Islander Education
Dr. Clara C. Park: clara.park@csun.edu

Indigenous Bilingual Education
Dr. Jon Allen Reyhner: jon.reyhner@nau.edu

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NABE PERSPECTIVES + VOL. 40, ISSUE 1, 2017
Dear NABE Members:

The primary mission of the National Association for Bilingual Education (NABE) is to “advocate for educational equity and excellence for bilingual/multilingual students in a global society.” As such, it is also our primary responsibility to lead through education. We must serve as promoters of schools that demonstrate non-discriminatory and inclusive policies, practices and pedagogies. The shared mission of our schools should be to end the predictive value of race, class, gender and special capacities on student success. A high-quality public education is a civil right that should be made available to all people on equal terms. All children deserve access to an educational experience that fully and intentionally prepares them for the challenges and opportunities of democratic life.

We must seize every teachable moment to help our students understand, appreciate and respect people who are different from us. Our world has evolved to be a multilingual, multinational and multicultural world. Instructional focus and approaches must be changed to reflect this reality. It's about providing instructional opportunities for students that will help open windows to a world that has become smaller, more interconnected, more intricately interdependent and more intimate. It's about nurturing and maximizing linguistic capitals existing in multiple languages, offering multiple paths for learning that will help lead to lifelong advantages for students, regardless of their cultural linguistic and/or economic backgrounds. It's about reaching across borders to create enduring partners to mutually support high quality education for all students.

Now, more than ever, our students need to connect with their neighbors, their classmates and people within the community in which they live. Our English learners bring with them a wealth of cultural information, languages and perspectives that help enhance the worldviews of other students through daily interaction at school. It is imperative that these students be provided with an appropriate, value-added and evidence-based education program that enable them to reach high academic standards in English and their home language. At NABE, we recognize and affirm the immense benefits of high quality bilingual and/or dual/language education.

It has been proven that multilingual skills are needed to enhance national security and prosper in a global economy. People who possess these skills have a significant advantage over those who are monolingual. Dual language programs yield several important outcomes. They help increase mutual understanding and respect among students; produce bilingual/multilingual citizens with broadened worldviews and perspectives and develop responsible world citizens.

The recent US Presidential Election results brought about a deep feeling of uncertainty and tension among different groups and communities. Our students, especially English language learners and immigrants, need to be assured of our continued support and advocacy. Please stand united and offer them and their families this assurance plus a sense of hope from the NABE community.

You are NABE and NABE is us!

Warm regards,

Minh-Anh Hodge, Ed. D.
NABE President, 2016-2017
Did I say your name correctly?
Strategies for creating a culture of respect

Yee Wan, Ed. D., Santa Clara County Office of Education

Your name is possibly one of the most important words in the world to you.

Y: “Hello, my name is Yee.”
>: “Lee? Isn’t that a boy’s name?”
Y: “Yee, spelled Y-E-E.”
>: “Is Yee your last name?”
Y: “Yee could be a last name, but it’s my first name.”
or ...

Y: “Hello, my name is Yee.”
>: “Is it Yee? Did I say your name correctly?”
Y: “Thank you for asking. It’s pronounced Yee.”
>: “I have never heard that name before, does it have a specific meaning?”
Y: “Thank you for your interest. Yee means friendship in Mandarin Chinese.”

Which of the two encounters would you prefer to experience at school or work?

According to 2014–15 data from the U.S. Department of Education, more than 4.8 million English learners are enrolled in America’s public schools where currently they make up
approximately 10 percent of the nation’s total student population (U.S. Department of Education, 2016). English learners come from homes where their cultural backgrounds extend far beyond the United States; they speak a primary language other than English at home, and their names represent diverse language and cultural backgrounds. In California, English learners make up 24 percent of the state’s total student population (California Department of Education, 2016). In 2015–16, California’s English learners were reported to speak more than 67 languages. The diversity within the English learner student population makes it crucial for districts, schools, and classrooms to build a culture that is welcoming to these students and their parents as they build positive relationships. A first step is to create a community where everyone is learning and saying each other’s names correctly. Simply asking the question, “Did I say your name correctly?” sends the message that names and people matter in your community.

The Santa Clara County Office of Education in partnership with the National Association for Bilingual Education is leading the national My Name, My Identity: A Declaration of Self Initiative. The initiative is intended to help create a culture of respect in school communities across the nation by asking educators, parents, community members, and students to take the pledge to pronounce student names correctly and to honor their identities. In addition to the names English learners have that represent their language and culture, there are many other students whose names embody their own unique backgrounds.

My Name, My Identity

By pronouncing students’ names correctly, you can foster a sense of belonging and build positive relationships in the classroom, which are crucial for healthy social, psychological, and educational outcomes.

“As the public school population grows increasingly diverse, building relationships between home and school becomes more and more important. Good teachers help their students bridge the gap between what they know and what they need to learn. Teaching that embraces students’ cultural backgrounds, especially with the simple, yet powerful act of pronouncing their name correctly, makes these relationships even stronger.”

Jon R. Gundry, County Superintendent of Schools, Santa Clara County Office of Education, San Jose, CA

How Does this Initiative Benefit All Students?

In today’s 21st-century global economy, our future graduates will be likely to have a job that requires them to communicate with people from around the world.

Through teacher facilitation, students can become agents of change and discover ways to create a respectful culture within their school communities. They will increase awareness and appreciate the diversity that exists, learn to recognize diverse perspectives and discover ways to honor others’ languages, cultures and traditions. Most importantly, all students deserve to be respected in the classroom. This initiative also builds a sense of community among staff members in education communities. School is a community that prepares our students to succeed in the global world. To be a welcoming member of this global world, we can begin to model and show respect to each other in the school community by learning each other’s unique names, pronouncing them properly, and sharing our name stories.

“When I was a young boy, my family moved to Oregon from Colorado just after the beginning of fourth grade. My first day in this new class was one I will never forget. The teacher began taking roll, and when she saw my name, she became very frustrated and agitated. It turns out that I was the seventh Michael in her class, and the third “Michael S.” Without discussion, she immediately forced me to use my middle name, Jeffrey, or Jeff. I remember how confusing it was at first, because at school I was Jeff, and at home and elsewhere I was Mike. I felt as though she had taken away my identity, and made my first day in class embarrassing, and insulting. As time went on, the Jeffs out-weighed the Mikes,
and my name officially became “M. Jeffrey Schmidt”. In reflection, I am reminded how powerful and important our identity is, and how as adults and educators, we must make efforts to recognize, pronounce, and respect everyone’s name and identity for who they really are.”

— Jeff Schmidt, M.S.Ed, CTE Coordinator
Santa Clara County Office of Education, San Jose, CA

The My Name, My Identity Initiative will benefit all students as they develop these essential global competencies: effectively communicate with others from diverse cultures, recognize different perspectives and take actions to improve conditions. The pledge to support the My Name, My Identity Initiative will include these actions:

- Show respect to others’ names and identities in schools by pronouncing students’ names correctly
- Be a model for students by sharing information and resources about showing respect to others’ names and identities
- Spread the word about the importance of respecting others’ names and identities
- Share a “My Name Story” on social media
- Be proud of who I am and celebrate our differences

“Nothing is more inviting to students than to welcome them to class by name - even on day one. Taking the time to learn about each individual’s name—what it means, the history behind it, how it’s pronounced—shows students that I honor their unique contribution to our class and that they are respected and valued for who they are. The sense of community and belonging really does begin with that acknowledgment of identity—and it lasts throughout the year.”

— Niki Hinds, English and English Language Development Teacher, Branham High School, Campbell Union High School District, Campbell, CA

This initiative has gained support from many educational leaders across the country, which is demonstrated by the nearly 5,000 individual pledges and over 630 district pledges received.

“Congratulations to the Santa Clara County Office of Education in partnership with NABE for leading the impressive My Name, My Identity national campaign. I hope that the campaign will bring us closer to more inclusive supportive classroom environments throughout the county. All of our students deserve to have their names accurately pronounced. It promotes a strong personal identity. It will also connect students with their peers.”

— Dr. John B. King, Jr., former U.S. Secretary of Education, Welcome remarks at the NABE 2nd Annual Dual Language Symposium, June 30, 2016, Puerto Rico

Implementation and Connection to District and School Goals
Building a strong community is the foundation for school and district success. Historically, communities have used stories as a way of continuing tradition, language, and culture and connecting members with one another. What is a common shared experience where we can all begin to share our stories?

“Often times, as we tell the story behind our names, it leads to sharing about our culture, our family, and their origin. We connect on a deeper level. Even for our staff, who have worked together for years, we have learned something new about one another.”

— Lucy Hsu, Instructional Coach, Laurelwood Elementary School and Norwood Creek Elementary School, Evergreen School District, San Jose, CA

Districts and schools can inspire and mobilize the school communities to support the My Name, My Identity Initiative through sharing name stories as a strategy to take actions in affirming student’s identities, building positive school climate and engaging parents. These are essential factors to improving student outcomes.

Support from Administrators
Educational leaders from around the country have taken actions to have school boards adopt a resolution to support the My Name, My Identity Initiative and recognize its positive impact.

“At Laurelwood, it is our goal as educators to be intentional about learning correct pronunciation of students’ names. Our school has created learning opportunities for students and staff to share their name stories with each other. Through these stories, we were able to learn more about culture, identity, and proper pronunciation of names. In essence, it allowed individuals to become more self-confident and build on understanding of their peer’s differences. The mutual respect students and staff gain for each other through My Name, My Identity Initiative has clearly impacted our school culture in a positive way. We continue to learn from each other every day.”

— Hong Thi Minh Nguyen, Ed.D., Principal at Laurelwood Elementary School, San Jose, CA

“The My Name, My Identity initiative is a critical effort that merits the attention and support of all decision and policy makers. In the Tacoma School District, our Superintendent, Carla Santorno, made a pledge and wrote a letter declaring her support and asking all of her key administrators to engage in the campaign districtwide. As a result, almost every school building initiated multiple pathways for students, staff and parents to not only take a pledge to pronounce each student’s name correctly, but also to make a deliberate effort to connect with someone who comes from a different language and cultural background and learn about the significance of his/her name. Our National Distinguished Principal from Washington State shared, when she was in Washington DC receiving her award that 100% of her school staff, Reed Elementary, participated in the initiative. Our district is continuing our effort to garner 100,000 pledges by the end of 2017.”

— Minh-Anh Hodge, Ed.D., Executive Director for English Language Learners/Global Education Programs, Tacoma Public Schools and NABE President
Administrators and leadership team members can take the following actions:

- Model showing respect to students and their families by sharing their name stories in a school newsletter or on a Facebook page
- Encourage teachers to model and integrate respect for cultural and language diversity whenever possible
- Share resources for cultivating cultural proficiency such as the Teaching Tolerance Anti-bias Framework and Perspectives for a Diverse America which is a literacy-based curriculum that marries anti-bias and social justice content
- Plan family engagement activities that focus on having parents as authors share their name and cultural stories
- Encourage students to take the lead in promoting the My Name, My Identity Initiative (Figure A).

**Teacher Reflection**

I begin the school year with the “My Name” unit because I hope to foster a trusting and respectful environment within my classroom. What I find is that during the unit students become aware of their own voices, and realize that it is okay to use those voices within the wall of my classroom. There is such a rich and diverse pool of cultures and histories in San Jose, and when students are given the opportunity to talk about their own, the teacher becomes almost a bystander and the students steer the course. By the end of the 2-3 weeks, we all have a better understanding of each other. I know my students’ names and how to pronounce them and they know that I care enough to take the time to learn who they really are.

— Lyn Vijayendran, English Language Arts teacher, Chaboya Middle School, Evergreen School District, San Jose, CA

**Figure A. Student Led Project: My Name, My Identity**

How can students create real-life solutions that will improve conditions? At Quimby Oak Middle School in San Jose, CA, the School Site Council made the decision to designate the student leadership team as the lead in the My Name, My Identity Initiative. Some students were concerned about taking the pledge on the campaign’s webpage because of privacy issues. The leadership team came up with the idea to have students take the pledge in a Google form, which was created by the team. In addition, the student leadership team developed an action plan with four phases, which include 1) Recognize Identity, 2) Hello Week, 3) Take the Pledge, and 4) Continue the Mission. They presented the plan to teachers during a faculty meeting to seek the teachers’ support and input.

The students’ plan is to have the teachers share their name stories on YouTube. The rationale is to humanize the teachers, learn something about them, and have students see their teachers share their name stories first.

The leadership team is dedicating a “Hello Week” for students to find a buddy with whom to share their name story each day. For example, students have to find someone who has the same name. The teachers’ name video will be shown during the “Hello Week.” The teachers and students will also make a public display of their commitment to pronounce each other’s name correctly by signing their names on the school’s designated “My Name, My Identity” banner.

Through engagement in the My Name, My Identity Initiative, the student leaders feel empowered to help their peers find an easier way to get to know each other and explain where they come from. The student leaders are also very excited because they are stressing the importance of respecting others, which they hope will have a lasting impact in their classmates’ life beyond school.

“Our student leaders are helping their peers develop life skills - knowing how to show respect to others and making a positive change in our community.”

— Hilda Keller, Vice Principal, Quimby Oak Middle School, San Jose, CA
Many teachers have made a conscious effort to make their students feel welcome and valued. These teachers are very open in sharing how they have created an inclusive and respectful culture in their classrooms. At Chaboya Middle School in San Jose, CA, English Language Arts teacher Mrs. Lyn Vijayendran knows the names and something about her 150 sixth-through-eighth grade students within the first three weeks of school. She teaches a unit on names. She introduces several informational texts related to names and discusses the readings with her students. Students share their reactions and thoughts on the texts discussed in class in their journal entries. They also complete an interview with a parent and research what their own names mean. Students then watch and analyze several poetry slams on YouTube. At the end of the unit, students have to write a poem about their names and perform their original spoken word poem in front of the class.

The “Name” project is a powerful way for students to explore their names and identities, giving them a voice to share who they are in a creative manner. Teachers can structure the first and second weeks of the school year or a new semester with specific activities to learn students’ names and something about them. Below are some activity ideas:

- Have students decorate their name tents with graphics that represent their identities.
- Have students record their own names on Google Voice so that students can listen and learn to pronounce each other’s names.
- Engage students in a “Getting to Know You” activity. Provide a list of questions for students to use as guides during their discussions; have students practice pronouncing each other’s names. Provide students the opportunity to introduce one another to the rest of the class.
- Use literature that introduces children’s names and identities to create opportunities for students to learn about each other’s names and cultures (Gunn, Brice, & Peterson, 2014).

---

**My Name**

*By Jordan, Student, Chaboya Middle School, San Jose, CA*

When you say my name, you are singing a song
I give you the right to sing my song
You cannot go around singing the wrong words like it doesn’t matter ‘cause it matters to me

When you say my name, you are addressing the person I was yesterday,
The person I am today, and the person I will become tomorrow
Address me as an equal, not like some nobody
Because even though I’m not somebody big today,
I may make a difference tomorrow

When you say my name, remember
You are speaking the name of a country,
The name of a powerful river
That helped shape the earth we know

When you say my name, say it with respect
You say it how you think it should be pronounced,
And you not only hurt my name,
But you break my personality, my soul

When you say my name, say it right
My name doesn’t have
Some weird pronunciation
It’s Jordan

When you say my surname, think about what
My family’s past generations would be thinking of
It’s not some joke; it shows my ethnicities
It will always be a part of me,
Just like the nicknames that people come up with for me

So the next time you say my name,
Think about the consequences
Of how you say a simple
Two-syllable word,
‘cause you never know what that word means to someone
Have students write a Cultural Biography that addresses these questions:

- What is the meaning of your name(s) and how did you get your name(s)?
- How do you identify yourself racially? Ethnically? Culturally?
- Engage students in a discussion about the classroom culture that they would like to create (Figure B).

**Voices from Our Communities**

How do we know if the “My Name, My Identity” initiative is making a difference? Stories are powerful ways to share common experiences and lessons. A group of students in San Jose is among thousands of students who support the My Name, My Identity campaign. According to an interview with NBC Bay Area (May 2016), Michelle-Thuy and Angel said when people cannot bother to pronounce their names correctly, it often makes them feel “insecure,” “disrespected,” and even “inferior.” One student, Michelle-Thuy also said, “I feel really embarrassed, and I have this burden connected to me, but not anymore.”

Many supporters of this national campaign have shared other compelling stories.

**My two sons often told me that their names have been mispronounced at school. I told them that their names are important and represent who they are. It is okay to teach others how to pronounce their names correctly. I wholeheartedly support “My Name, My Identity” because this will make all the kids feel important and belong to the school.**

— Elva Elena, a mother of two sons

**Even though my first name, Laurie (from Latin “Laurel”), seems easy to pronounce, it is mispronounced more often than not. I used to correct people who called me Lori, Lora, Laura, Laurel, Lauren, even Lorena, but over the last 10 years or so, I just stopped trying. Now, I’m inspired by the campaign to ask people to pronounce it correctly. In my case, it is pronounced “L-ah-ree” (with no long o).**

— Laurie Nesrala, Consultant, California Association for Bilingual Education

**Figure B. Engaging Students in Meaningful Discussion About Classroom Culture**

Present three scenarios to the class:

A) A class in which the teacher does not know your name and only a few peers know your name;

B) A class in which the teacher does not know your name and your peers only know the names of the students who often answer the teacher’s questions; and

C) A class in which the teacher knows your name and everyone else knows your name, and something about you.

“Students, you are new to my class and I don’t know you. It is very important to me to know who is in my class. Today I would like get your input in creating our classroom culture. I am going to share three scenarios and tape the scenarios in different places in the classroom. You are going to walk to the sign of the classroom you would like to be in. However, once there are ten people in a group you must choose another one and become a committed member.

Once you form your group, discuss how such a classroom would make you and your peers feel and how you would convince your best friend to join this classroom. Please record your arguments. Each group will have five minutes to present their arguments along with five questions and answers raised by your peers.”

Time for student discussion.

“I would like to remind everyone of the norms in our class.
Please use respectful language such as ‘Would you please clarify the statement that you just made?’ ‘Have you considered …?’ ‘I respectfully disagree … because …’ etc. In about 15 minutes, we are going to converge as a group and each group will have an opportunity to present their arguments.

Group C, are you ready to convince your best friend to join your classroom?”

After all of the groups have a turn to present, ask:

“If you have changed your mind, please walk to the sign that represents the classroom of your choice. For the next step, what do we need to do to create this classroom of your choosing? We will brainstorm some ideas tomorrow and we will need your help to create a welcoming and respectful community. Think about what is one personal commitment you can make.”
Figure C. A Sample Multi-Day Lesson: Creating a Respectful School Culture

This is an outline of a multi-day lesson that can be adapted by K-12 classroom teachers. This lesson can integrate English Language Arts, English Language Development, Social Studies, Arts, and Technology.

Lesson Objectives

Students will:
- Understand more about their own name and other’s names
- Recognize the impact of repeatedly mispronouncing someone’s name and its impact on others
- Take action to create a respectful school environment that values diversity

Learning Targets for Students

- I can explain why I should respect someone’s name. I can also explain ways in which to show that respect.
- I can create a visual representation to bring awareness to the importance of creating a respectful school environment that values diversity.

Possible questions for investigation

- Why should we show respect for someone’s name?
- How do we show respect for someone’s name?
- What do names from all cultures have in common?
- Why is a person’s name important to him/her?
- Why do you think your name is important to your identity?
- How do people from different cultures show respect for names?
- What is the relationship between one’s name and his/her identity across cultures?

Rationale for investigating these questions

- Develop awareness of identity, culture, and respect for diversity by building a respectful and inclusive learning environment
- Recognize perspectives, others’ and their own, articulating and explaining such perspectives thoughtfully and respectively
- Develop strategies to communicate ideas effectively with diverse audiences

Instructional Sequence

- Ask students if they know the meaning of their names. Some students might not have thought of this question.
- Invite student volunteers to share the meaning of their names.
- Ask students to share if they have had an experience when their names were mispronounced and how they felt.
- Read a book or essay for each grade span. See suggested book list below.
- Discuss and compare perspectives from the reading.
- Ask students to research the meaning of their names or the reasons they were given a name (interview a family member) after brainstorming interview questions.
- Ask students to interview a peer or a friend who is from a different culture (it could be a group of students connecting via Skype).

Possible Projects

- Students write an opinion/argumentative essay on the importance of showing respect to others.
- Students create a poster (Grades K-3), video or infographic (Grades 4-12) to convey the importance of creating a respectful school environment that values diversity.

Recommended Literature or Informational Text

- The Name Jar, by Yangsook Choi (Preschool – Grade 2)
- My Name Is Jorge on Both Sides of the River, by Jane Medina (Grades K-4)
- My Name Is Maria Isabel/Me llamo María Isabel, by Alma Flor Ada (Grades 2-5)
- My Name, from The House on Mango Street by Sandra Cisneros (Grades 6-12)


Continued >
During a company meeting, new employees were being introduced and asked to stand up for recognition. As the head of Human Resources was introducing new employees, I knew I was going to be announced next. He made an awkward face, gave a very pathetic attempt, and then said, “I don’t even know how to pronounce it or the name you preferred to be called. What amazed me was that almost every person in the room had their own story to tell about their name. I have never had an instructor before who took the time to make sure each person felt so comfortable, and his thoughtfulness in making sure every person felt heard and respected set the tone for the rest of the day.”

— Tou Wan Meng Moua

At a workshop I attended recently, the instructor took the time at the beginning to share with us the personal history of his name. After sharing his own story, he allowed each person to share theirs with the group, whether it was how to pronounce it or the name you preferred to be called. What amazed me was that almost every person in the room had their own story to tell about their name. I have never had an instructor before who took the time to make sure each person felt so comfortable, and his thoughtfulness in making sure every person felt heard and respected set the tone for the rest of the day.”

— Giulia Seminatore, Employee at the Santa Clara County Office of Education, San Jose, CA

Voices from Our Communities” also published in CABE 2017 Multilingual Educator: My Name, My Identity: Building a Culture of Respect.

Conclusion

The vision of the “My Name, My Identity” Initiative to build a culture of respect within education communities across the nation, resonates with many educators, students and community members. We know that this initiative will help our students to develop global competence, to become more effective communicators, and to build relationships with others from diverse language and cultural backgrounds. Collectively, we can model for our diverse students by learning each

Resources for Teachers

Teaching Tolerance has developed many resources for teaching about identity and building a positive school culture. These are free resources that teachers can use:


Reprinted with permission of Teaching Tolerance, a project of the Southern Poverty Law Center. www.tolerance.org.

For more lesson and curriculum ideas, please visit http://www.tolerance.org/classroom-resources or the My Name, My Identity Resource page https://www.mynameidentity.org/resources.
other’s names and building relationships through honoring name stories in our communities. When we empower our students’ voices and honor the language and cultural assets that they bring to schools, we will actualize our vision of creating an inclusive and respectful learning environment.

Take the pledge at www.mynamemyidentity.org and help to spread the word by sharing your name stories at the Campaign’s Facebook page http://bit.ly/mynmyid or Twitter #mynamemyid.

**References**


**About the Author**

Yee Wan, Ed.D., Director of Multilingual Education Services for the Santa Clara County Office of Education and former president of the National Association for Bilingual Education (NABE)

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**Acknowledgements**

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Special thank you to the students at Katherine R. Smith Elementary School for supporting the campaign and allowing us to include the image of their beautiful faces in the My Name, My Identity promotional materials.

Leaders at the Evergreen School District: Denise Williams, Ruth Stephens Radle, Aaron Brengard, Dr. Hong Nguyen.

NABE: Dr. Minh-Anh Hodge, Dr. Santiago Wood.

U.S. Department of Education: Dr. Libia S. Gil.
By pronouncing students’ names correctly, you can foster a sense of belonging and build positive relationships in the classroom, which are crucial for healthy social, psychological, and educational outcomes.

Words have meaning and names have power. — Author Unknown

My Name, My Identity
By pronouncing students’ names correctly, you can foster a sense of belonging and build positive relationships in the classroom, which are crucial for healthy social, psychological, and educational outcomes.

Take the Pledge at mynamemyidentity.org

Share Your Name Stories:
facebook bit.ly/mynmyid
twitter #mynamemyid

Katherine R. Smith
Elementary School
San Jose, CA
“We are here because you want to learn about technology. Your children know more than you. You want to be at the same level as your children…. The university is going to bring tablets and you are going to bring your phones… We will have dinner… I also want the teachers to learn; we will learn together. We are all going to come for 8 weeks, we are going to share stories and at the end we will be best friends.”

These were the opening remarks of the Site Supervisor of the childcare center at the parent invitational meeting for the Family Digital Storytelling Program. This was the beginning of a collaboration project with long-term implications. Together, a preschool, its families and teachers, local university professors, and a nonprofit organization would develop a parental outreach initiative that addressed an East Los Angeles (L.A.) community’s growing interest to learn about mobile technology and to preserve its unique cultural and linguistic attributes.

Implementing the family digital storytelling literacy program was one way for the preschool to integrate technology learning and promote foundational literacy skills in the home language and to preserve its unique cultural and linguistic attributes.

Implementing the family digital storytelling literacy program was one way for the preschool to integrate technology learning and promote foundational literacy skills in the home language and to preserve its unique cultural and linguistic attributes.

In addition, the home serves as a primary site where young children develop foundational technological literacies, now that mobile technology is ubiquitous in families’ daily lives. Young children’s exploration of smart devices as interactive media is more widely accepted in early childhood education (NAEYC, 2012), and educators are expected to integrate technology in a developmentally appropriate manner. The program drew on families’ home practices of oral storytelling in Spanish and technology use by using mobile technology and apps to create digital stories that were reflective of participants’ daily cultural practices.

Culturally and Linguistically Relevant Familial Outreach Initiatives

Since the end of the twentieth century, a clear strand of research has been established confirming the impact of the home environment on young children’s success in school (Fuligni & Brooks-Gunn, 2004), and as a space for fostering multiple literacies (like technology) and rich language practices that are culturally embedded and relevant to families’ everyday lives (Davidson, 2009; Delgado-Gaitan, 1990; Moll et al., 1992). The role of oral language development is a strong precursor to print literacy skills (Burns et al., 1999) and by providing young children with a firm foundation in their first language, parents of emerging bilingual learners give them a basis for learning to read and write in both their home language and English (Goodrich et al., 2013).

Acknowledging that the transfer between a child’s first and second language is not a direct process, but a complex one that is a part of a dynamic system of language acquisition (Daftarifard & Shirkhani, 2011), we posit that utilizing oral language skills in families’ first language to create digital stories will enrich children’s language experiences and positively influence their literacy and language development.

By learning about storytelling and mobile technology, parents can use their home language and cultural practices to support their children’s literacy development. It is critical that families’ funds of knowledge (Moll et al., 1992) be placed at the center of the curricular goals of a familial outreach program and be used as a vehicle for learning (Ladson-Billings, 1995). Programs that are reflective of families’ needs, communities, and daily practices empower families (Mandel Morrow et al., 2010). This project facilitates a learning environment that centers families’ “culture-specific literacy practices and ways of knowing” (Auerbach, 1995, p. 651) in the curriculum by drawing on Latino families’ daily use of mobile technology, in tandem with their home practices of oral storytelling (in Spanish).

The Pew Internet and Family Life Project (2013) notes that the rate of smart device use amongst Hispanic adults is higher.
than the US average. This indicates that Latino parents’ smart devices offer young children an opportunity for learning at home and serve as one tool to use in early technology learning. This connects with the recent attention to technology learning in early childhood that suggests preparing our youngest learners with foundational skills needed to actively participate in and contribute to the technological advances of the twenty-first century (Aladé et al., 2016; Aronin & Floyd, 2013; Johnson, 2016; Moomaw & Davis, 2010). However, public preschools that serve minoritized populations in low-income areas struggle to fund and sustain high quality initiatives, including technology and high quality parental outreach, (Bassok & Galdo, 2016).

Can digital storytelling resurrect the age-old art of storytelling for Latino families in an effort to heighten the importance of family stories, strengthen school-family partnerships, and foster the heritage language? Can digital technology serve as the platform to capture cultural practices and while developing technology and early (bi)literacy skills? This article looks at a family digital storytelling program as one way that educators can partner with linguistically diverse parents, integrate technology into language learning, and foster multilingualism in young children.

**Family Digital Storytelling Program Overview**

In early 2016, university professors began meeting with the Vice President of Operations of the Mexican American Opportunity Foundation (M.A.O.F.), a non-profit organization in East Los Angeles whose mission is to “provide for the socio-economic betterment of the greater Latino community of California, while preserving the pride, values and heritage of the Mexican American culture” (M.A.O.F., 2016). The aim of the preliminary meetings was to establish a program that would foster high quality, research-based practices regarding parental outreach, technology, and heritage language to the preschools that the M.A.O.F. oversees while keeping in line with their mission to preserve Mexican American culture. One site was selected to host the family digital storytelling program.

We hosted an informative afterschool meeting with families to invite them to the program and it turned out that teachers were also interested in attending. To accommodate schedules, the sessions were scheduled on Thursday evenings, lasted for eight consecutive weeks, and included dinner. Children of all ages were welcome; as the parents learned about digital storytelling, the children participated in parallel activities with undergraduate pre-service teachers. We utilized a dynamic approach to bilingualism in the program; participants were given agency to negotiate their linguistic repertoires, using whichever language they felt was appropriate for different tasks (García & Kleifgen, 2010). All sessions were facilitated in Spanish; however, participants were encouraged to use whichever language with which they were most comfortable.

Each session followed a workshop approach that included a demonstration, time to practice and time to share. After eating and socializing, the professors presented a mini-lesson that focused on one essential oral storytelling skill that was aligned with overarching learning objectives [Insert Figure 1]. Sometimes these mini-lessons were conducted with adults and children together and other times separately, depending on participants’ interests, needs, and their progress in creating a digital story. Afterwards, participants practiced this skill in small groups. For example, during the first session, the professors presented a mini-lesson on how storytelling kindles memories and familial connections. One professor told a captivating story in Spanish about her grandmother from Guadalajara and stated that recording this story digitally ensured that her grandmother’s legacy would live on with her children and grandchildren. With emotions and cultural connections heightened, participants were eager to discuss meaningful memories in groups. This activity served as an icebreaker for participants and cultivated interest in learning the art of storytelling and preserving memories in digital formats.

Focused instruction about technology complimented the storytelling mini-lesson. [Insert Figure 2]. Initially, we planned to use iPads provided by the university to develop stories. However, due to issues with Internet connectivity, all participants ended up using their smartphones. The digital stories were made with two different mobile applications: Little Story Creator for iOS platforms and Com Phone Storymaker for Android devices. These apps were chosen for their clean interface and user friendliness; participants simply touched icons with clear symbols for photos, text, and voice recording to create different aspects of their story. Mistakes could easily be erased and recreated as stories evolved. The adults built their digital stories each week by adding digital artifacts (photos) and by orally recording their stories. It was evident that through the use of their first language, the stories were richer and full of emotion. They collaborated with each other and received one-on-one support as necessary from the professors and undergraduate volunteers. Eventually, a few worked independently with the app and supported others.

During the sessions, the children also worked on storytelling and technology skills. Instead of developing one digital story, the children compiled a portfolio of short stories using the Little Story Creator app on the iPad. One story that the children created included taking pictures of participating in their favorite activity at the childcare center and narrating what they were doing. Children were encouraged to use Spanish, their home language, to tell their stories, but ultimately chose which language (Spanish or English) to use.

**Successful Aspects of Program**

To determine to what extent the family digital storytelling program met the goals, we analyzed the data collected during the weekly sessions, including initial and post surveys, participants’ final digital stories, and a focus group interview with the site director and a teacher and parent representative.

As an essential component to culturally relevant curriculum, the participants’ interests guided the content and the digital artifacts included in the story. Participants relived moments like driving through the mountains and seeing snow for the first time, hosting family members visiting from abroad, and spending a day at Disneyland. Their photographs captured the authenticity of their lives; instead of trivialized notions of culture (e.g. food, holidays, and customs), participants captured the unique attributes of their daily lives and unveiled who they are outside of the school setting. Nearly all participants told their story in Spanish; one told it in English.
All of the parents and teachers indicated on the final survey that they had amplified their knowledge about oral storytelling and mobile technology. The majority stated that they told stories more often and used mobile technology more frequently than before the program. Several of the adults commented that they learned more about their smartphones in general. They developed skills like taking pictures, connecting to the cloud (iPhoto or Google Photos), searching for and downloading photos, and sending text messages. They also experienced an increased level of comfort with technology; they were no longer afraid to make mistakes while using their phones.

Perhaps the most intriguing findings were the comments about the importance of the relationships formed during the program. Below are samples of written comments from the final survey:

“Me gusta compartir mis historias con los demás padres, hablar, socializar, aprender como grabar mis recuerdos.”

“Me gustó mucho convivir con nuevas personas y escuchar sus historias.”

“Lo fácil que es comunicarse con ellos por medio de la semejanza de nuestras vivencias.”

The adults noted that through storytelling, they learned about each other’s lives and developed relationships that extended beyond the sessions. During the interview, teacher and parent representatives explained how the convivencia that began during the program became integrated into the school day. Parents began speaking more frequently with their child’s teacher and with each other. Pick-up and drop-off conversations included much more than discussing the child’s progress; participants shared more and more of their lives with each other. Furthermore, parents began to speak socially with other teachers in the school. The culturally relevant experiences that sustained the digital storytelling program seemed to have fostered meaningful relationships within the whole school community.

Areas for Improvement
We can expect that as the parents and teachers learned meaningful skills and formed relationships with each other, the children’s educational experience at school and home would be enhanced. However, the main area for improvement for this program, in our opinion, is linking the children’s and adult’s experiences with digital storytelling. The children did create their own stories and there were times when they shared them with their parents. There were also times when the parents shared their stories with their children. However, these moments were few and only consisted of participants presenting their progress. We also expected that the teachers would practice what they learned and begin to capture children’s stories in the classroom, but that did not occur. There is a need for an ongoing series that goes beyond the eight weeks to fully implement these practices.

Looking Ahead
Capitalizing on the intergenerational aspect of this program in a way that also facilitates more linguistic interaction in the home language is key in moving this project forward. As we continue this program in the fall, we plan to make the following changes. First, both children and adults will work in a workshop framework, permitting for more individualized instruction. Parents will be able to develop storytelling and technological expertise at their level and share this knowledge with their child. Teachers will be able to develop skills that can be included in their classroom pedagogies. Second, children will be more active in developing stories and parents and children will collaborate, perhaps through the use of Cloud technology. Finally, participants can learn to use multiple apps to create various types of stories, like cartoons, and or more sophisticated stories, like iMovie. They may also create websites or use social platforms to share their work. This will amplify technological literacies and opportunities to engage with children through technology.

Without a doubt, effective parent engagement in early childhood requires teachers to know the familial and community dynamics, be willing to work side by side with parents, and design open spaces for learning that meet the needs of the families. The fact that the majority of the preschool teachers and staff attended the sessions opens the possibility for teachers to implement what they learned in their classrooms. In addition, motivated administrators who are willing to provide parent information sessions for new projects, who work alongside their teachers to problem-solve ongoing issues, and engage in new learning, and who are willing to invest the time to sustain innovations play critical roles. The Site Supervisor was particularly motivated, as she organized the initial meeting with parents and motivated her staff to attend with the intention of improving classroom practice. Furthermore, collaboration between teacher practitioners and university professors can open sites to new ideas and can optimize the learning of new technologies in preparing families for the 21st century.

Most importantly, this work acknowledges the importance of the use of the heritage language in parent engagement activities with implications beyond this work. We need to make a concerted effort to honor the home language and cultural practices in schooling and social environments. Fostering multiple languages will have a significant impact on learning not only in education but on the use of technological advances. This storytelling project reminds us of the power of steadfast commitments to building relationships with teachers, parents and students and university communities. When it comes to preparing children for the 21st century, heritage languages, digital skills, and collaboration matters.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>OBJECTIVE #1 Cultural Practices/Personal Experiences</td>
<td>Family shares beliefs, stories, and values about their personal lives and cultural practices that they enact on a daily basis and/or special events (e.g. holidays, foods, customs, etc). Also, their individual interests and strengths are included in the story.</td>
</tr>
<tr>
<td>OBJECTIVE #2 Story Structure/Genre</td>
<td>Family identifies and develops the structure of a story according to various genres. (We approach genre from a fluid perspective and uphold the structure of storytelling that is culturally relevant to the family.)</td>
</tr>
<tr>
<td>OBJECTIVE #3 Digital Storyboard</td>
<td>Family creates a story structure within the context of the digital storyboard. The storyline depicts coherent ideas that are interesting to the audience.</td>
</tr>
<tr>
<td>OBJECTIVE #4 Fluency</td>
<td>Family uses varied pace, expression and intonation to reflect the story (e.g. voices, emotions, mood).</td>
</tr>
<tr>
<td>OBJECTIVE #5 Inclusion of Digital Artifacts</td>
<td>Family identifies and utilizes multiple digital artifacts to support their story.</td>
</tr>
<tr>
<td>OBJECTIVE #6 Descriptive Language</td>
<td>Family uses descriptive words and phrases to expand on the digital artifact within the structure of the story.</td>
</tr>
<tr>
<td>OBJECTIVE #7 Oral Narration</td>
<td>Family orally narrates the story in their home language according to the story structure/genre.</td>
</tr>
<tr>
<td>OBJECTIVE #8 Editing</td>
<td>Family revises work to improve and clarify story through self-monitoring strategies and feedback from others. Final version of digital story includes oral narration, multiple digital artifacts, and a story structure aligned with genre.</td>
</tr>
<tr>
<td>OBJECTIVE #9 Communication of Final Work</td>
<td>Family shares story in a variety of settings, including large group, small group, and on the Internet. Story is presented in a clear, concise manner suited to the purpose, setting and audience using appropriate language.</td>
</tr>
<tr>
<td>OBJECTIVE #10 Parent-Child Interaction</td>
<td>Parent engages with child while sharing digital stories by using some of the following techniques: asking questions before, during, and after the story; elaborating on their child's ideas; and/or confirming their child's contributes to the story.</td>
</tr>
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<table>
<thead>
<tr>
<th>Objective</th>
<th>Description (Adapted from the International Society for Technology in Education Standards)</th>
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</thead>
</table>
| OBJECTIVE #1 Technology Operations and Concepts | Family demonstrates a sound understanding of technology concepts, systems, and operations with focus on the use of the iPad or similar mobile technology.  
  a.) Transfer current knowledge to learning about tablets/mobile technology.  
  b.) Understand and use a tablet/mobile technology.  
  c.) Select and use applications effectively and productively.  
  d.) Troubleshoot systems and applications. |
**Objective**

<table>
<thead>
<tr>
<th>Objective #2</th>
<th>Creativity and Innovation</th>
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<tbody>
<tr>
<td>Family demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology to develop a digital story that documents their lives.</td>
<td></td>
</tr>
<tr>
<td>a.) Apply existing knowledge to generate new ideas, products, or processes.</td>
<td></td>
</tr>
<tr>
<td>b.) Create original works as a means of expression.</td>
<td></td>
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**Objective #3**

<table>
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<tr>
<th>Research and Information Fluency</th>
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<tbody>
<tr>
<td>Family applies digital tools to gather, evaluate, and use information.</td>
</tr>
<tr>
<td>a.) Plan strategies to guide inquiry (e.g. brainstorm artifacts to include in story).</td>
</tr>
<tr>
<td>b.) Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media (e.g. photographs, videos, music). Digitize sources as needed.</td>
</tr>
<tr>
<td>c.) Evaluate and select information sources and digital tools based on the appropriateness to storytelling.</td>
</tr>
<tr>
<td>d.) Organize data on a digital storyboard to render a final digital story product.</td>
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**Objective #4**

<table>
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<tr>
<th>Communication and Collaboration</th>
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<tbody>
<tr>
<td>Family uses digital media and environments to communicate and work collaboratively</td>
</tr>
<tr>
<td>a.) Interact, collaborate, and publish with family members.</td>
</tr>
<tr>
<td>b.) Communicate information and ideas effectively to multiple audiences using a variety of media and formats (e.g. presentations in class, uploading work to website).</td>
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**Objective #5**

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<tr>
<th>Digital Citizenship</th>
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<tr>
<td>Family understands human, cultural, and societal issues related to technology and practice legal and ethical behavior.</td>
</tr>
<tr>
<td>a.) Advocate and practice safe, legal, and responsible use of information and technology (e.g. photographs, Youtube, music, etc.).</td>
</tr>
<tr>
<td>b.) Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</td>
</tr>
<tr>
<td>c.) Demonstrate personal responsibility for lifelong learning.</td>
</tr>
<tr>
<td>d.) Exhibit leadership for digital citizenship.</td>
</tr>
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**References**


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**About the Authors**

**Dr. Jen Stacy** is an Assistant Professor in the Liberal Studies Department at California State University, Dominguez Hills. Her research focuses on the interaction between schools and newcomer families, with particular emphasis on how schools’ parental outreach initiatives shape the holistic educational experiences of Spanish-speaking families. Her email address is jstacy@csudh.edu.

**Lilia E. Sarmiento** is an Associate Professor in Teacher Education at CSU Dominguez Hills. She specializes in curriculum and instruction in bilingual and dual programs, early literacy and English Language Development.

Contact: lsarmiento@csudh.edu
Tools and resources for educators, school support staff and parents to support the educational success of undocumented and refugee students.

American Federation of Teachers  
www.aft.org/immigration

Share My Lesson  
www.sharemylesson.com/immigration

Colorín Colorado: ELL Resources  
www.colorincolorado.org/immigration
An American Indian school principal interviewed by Terry Huffman lamented:

No Child Left Behind has changed teaching so much. I mean, assessment is the drive and it’s like we are forgetting the child…. We are leaving the child behind because we have forgotten teaching styles and, like I said, the language and the culture. That has all been put on the back burner when they should actually be up front. (Huffman, 2013, p. 95)

Huffman notes this principal’s view of NCLB reflects the view of most of his interviewees. Her views also reflected the findings of the National Indian Education Association’s 2005 study, Preliminary Report on No Child Left Behind in Indian Country. This study found that federal government’s effort through the No Child Left Behind Act of 2001 to improve the education of ethnic minorities in the U.S. was deeply flawed, and its focus on English language skills and math led to the slighting of the teaching of pretty much everything else, including tribal cultures.

Terry Huffman’s 2013 study, American Indian Educators in Reservation Schools, summarizes the results of interviews with 21 American Indian educators (14 teachers and 7 principals) on five reservations in South Dakota and Montana with an average of 18 years experience. Half had attended tribal colleges and he found that 12 were affinitive educators, most interested with personal relations with students, and 9 were facilitative educators, most interested in effective instruction, with both types
Too often schooling separates Indian children from their parents and heritage rather than strengthening Indian communities and helping students build strong positive identities.

References

About the Author

Jon Reyhner teaches at Northern Arizona University (NAU). He has written extensively on Indigenous education and language revitalization, including co-authoring Language and Literacy Teaching for Indigenous Education and American Indian Education: A History. He maintains a Teaching Indigenous Languages website at http://nau.edu/til with links to full text on-line copies of his ten co-edited books on language revitalization and culture-based education published by NAU. His newest book is Teaching Indigenous Students: Honoring Place, Community, and Culture published by the University of Oklahoma Press.

supporting the teaching of tribal cultures. This book is a follow-up to his American Indian Higher Educational Experiences: Cultural Visions and Personal Journeys (Huffman, 2008) that also found Indian educators highlighting the importance of Indian cultures and languages.

The academic achievement issues faced by many American Indians and other students does not end with teachers and what goes on in their classrooms, which have been the focus of most recent educational reforms. “Virtually all the challenges identified” by the educational leaders Huffman interviewed “were related to larger social issues in the community,” including poverty (Huffman, 2013, p. 74). In fact increased pressures on teachers to raise student achievement, including threats of job termination, has aggravated a longstanding problems of teacher morale and turnover and made teaching a less attractive profession. Teacher shortages are being noted today not only on Indian reservations, but nationwide.

Huffman’s interviews and comprehensive review of the literature on Indian education highlight the historical use “of formal education … as a weapon in the assault on indigenous cultures,” leading to a “general disregard for education” and “persistence indifference on reservations toward education” by some Indians (2013, pp. 27, 69 & 115). In fact, “A few participants describe another peculiar, albeit disconcerting, tendency for some families to actively discourage the academic success of their children” (2013, p. 61). Indian schools can be places for becoming white (Peshkin, 1997), leading to “academic apathy” (Huffman, 2013, p. 65) and “formal education being “used as a weapon in the assault on indigenous cultures” and indigenous identities (Huffman, 2013, p. 115). Too often schooling separates Indian children from their parents and heritage rather than strengthening Indian communities and helping students build strong positive identities.

Huffman found the educators who participated in his study “generally regard a strong cultural identity reinforced by culturally relevant pedagogy and curriculum as important to the success of students” (2013, p. 140), which supports his transculturation theory that a strong sense of Native identity helps Native people to be academically successful. As Huffman writes, “Transculturation theory rests on the fundamental assertion that a strong cultural identity promotes effective participation in mainstream institutions” (2013, p. 159).
Proyectos de ciencia en pares: relaciones de confianza y disonancia pedagógica para el futuro docente bilingüe

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Son las cuatro de la tarde y en la biblioteca de la escuela primaria Los Árboles se encuentran padres de familia, catedráticos universitarios, y 23 pares conformados por un estudiante de primaria y un futuro docente. Es un día especial ya que se exhibirán proyectos de indagación de ciencia generados en pares adulto-niño dentro de un contexto extracurricular vespertino en La Clase Mágica (LCM). La audiencia espera ansiosa mientras un niño de quinto año presenta, utilizando un iPad y un proyector, lo que ha aprendido acerca de los OVNIS (Objetos voladores no identificados), los extraterrestres y secretos que el gobierno guarda. Durante la sesión, Patricia, la aspirante a maestra que ha trabajado por 10 semanas con el presentador en un formato de pares, observa, anima con la mirada y finalmente felicita a su compañero al terminar: “¡Muy bien!” mientras la audiencia hace preguntas y comentarios. Para Patricia, ésta ha sido una experiencia en la que su estudiante ha sobrepasado todas sus expectativas y para quien pronostica un futuro prometedor: “He’s very knowledgeable and knows a little bit about everything… I see him doing great things when he grows up.” [Sabe mucho y conoce un poco de todo. Lo veo logrando grandes cosas cuando crezca].

El evento descrito ilustra de manera breve la conclusión de un semestre en el cual un grupo de 22 futuros docentes bilingües se involucraron activamente como guías y mentores en un formato de proyectos en pares. La reflexión y aprendizaje de Patricia respecto a la capacidad investigativa del estudiante con el que trabajó es de gran relevancia, no sólo porque se da dentro del proceso de su formación como docente, sino por las acciones del aspirante que propiciaron este proyecto. En este artículo, las autoras presentan los detalles relacionados con el caso de un par aspirante-alumno con el fin de explorar las experiencias de aprendizaje que se generaron para el futuro docente o aspirante dentro de proyectos colaborativos de investigación científica extracurriculares en el contexto de LCM.

Aunque las investigaciones relacionadas con las interacciones entre adultos y niños generalmente se enfocan en la transformación/aprendizaje a nivel niño, en este estudio deseamos llamar la atención también respecto al impacto que este tipo de proyectos colaborativos de investigación científica en una comunidad predominantemente mexicana ejercen en el aprendizaje de los futuros docentes bilingües. La premisa bajo la cual operamos sugiere que los programas de preparación de maestros bilingües juegan un papel crucial en el diseño de experiencias que impacten la visión del aspirante de manera positiva antes de que se integre al sistema público. De manera específica, proponemos que dichas experiencias los deben empapar ideológicamente para que tengan la capacidad de convertirse en docentes competentes desde un punto de vista cultural; que tengan una visión positiva de sí mismos como maestros; que desarrollen un conocimiento epistemológico dinámico y que desarrollen destrezas pedagógicas bilingües y biculturales (Sheets, Flores, & Clark, 2011).

Marco Teórico y Justificación para el Uso de Pares Adulto-Niño dentro de LCM

La intervención deliberada y a tiempo y durante el periodo de formación del docente es vital, sugiere Pajares (1992) ya que las perspectivas, creencias y teorías adoptadas ya sea formal o informal difícilmente cambian una vez que el docente inicia su carrera en el magisterio. Con esto en mente, en este estudio de intervención se experimentó con un diseño social que incluyó parejas adulto-niño con la meta común de iniciar y concluir un proyecto de investigación de ciencia en la cual participó un candidato a maestro y una niña/o de nivel elemental, ambos bilingües. La colaboración que se da en parejas dentro de LCM es parte de un diseño deliberadamente planeado en el que se buscó que los integrantes del par tuvieran la oportunidad de conocerse tanto a nivel personal como académico.
Es sabido, señalaba Nieto (1999) que la enseñanza y el aprendizaje giran en torno a las ‘relaciones’ personales y colectivas que se establecen entre educador y educando. De hecho, son los factores morales y afectivos los que determinan el éxito o fracaso de una lección (Iozzi, 1989).

Marco Teórico

Dentro de los experimentos de diseño social en los que participan futuros docentes y estudiantes, varios conceptos propuestos por Vygotsky (1978) son de relevancia particular e incluyen la zona de desarrollo próximo o potencial, el elemento del compañero más competente, y el aprendizaje gradual asistido (o scaffolding). Visto como tal, el compañero más competente aporta perspectivas, conocimiento, y destrezas con las cuales enriquece no sólo a su compañero sino a sí mismo. Esa transformación mutua, que representa uno de los propósitos de los diseños de convivencia social tiene ramificaciones importantes y dentro de LCM se da dentro de interacciones aspirante-protegido en el que además de asumir ambos de manera intermitente el rol de compañeros más competentes ambos pasan por un proceso de transformación tanto en el ámbito pedagógico como de proficiencia académica.

Respecto a la zona de desarrollo potencial, Vygotsky (1978) hizo amplia referencia al desarrollo cognoscitivo en el contexto de interacciones adulto-niño, con atención específica en el niño. En este sentido, el adulto puede, de manera deliberada diseñar tareas que impulsen un aprendizaje real ya que en palabras de Vygotsky: “La zona de desarrollo potencial nos permite proponer una nueva fórmula, la cual indica que el único aprendizaje que cuenta es aquel que se da un nivel más avanzado en relación con el nivel de desarrollo inicial” (p. 89).

Describiendo el Contexto dentro de LCM

Esa investigación representa un fragmento de un estudio más complejo que inició en el 2009 cuando la Academia de Excelencia Docente (ATE por sus siglas en inglés) estableció una asociación entre la Universidad de Texas en San Antonio y Los Árboles, una escuela primaria localizada en un vecindario predominantemente mexicano. A partir del 2009 y teniendo siempre como guía los principios básicos de LCM como el uso de la tecnología; la mezcla del juego con aprendizaje académico; y una cultura de colaboración que apoya la distribución de conocimiento (Gallego, 2001), cada semestre las actividades dentro de LCM han tomado un toque particular relacionado con el instructor a cargo. Para
la primavera del 2012, los instructores de LCM decidieron implementar un enfoque de indagación en base a proyectos. LCM abre un espacio donde es posible no sólo llevar a cabo proyectos de indagación sino exploraciones pedagógicas en las cuales todos aprenden: protegidos, aspirantes e investigadores. En LCM, este tercer espacio, como zona de desarrollo potencial (Gutiérrez, 2008) se incluyen actividades que distan de ser remediales o con énfasis en destrezas básicas. Aquí, el espacio pedagógico se abre a las posibilidades que en la primavera del 2012 tomaron la forma de proyectos definidos como auténticos al basarse en intereses del estudiante, abarcar conocimiento académico, incluir una exploración activa, conectar al estudiante con un adulto, y concluir con un producto tangible (Katz y Chard, 2000). Dentro del grupo participantes se incluyeron 26 aspirantes a maestros de UTSA inscritos en los cursos de Metodología de la Ciencia y en Comprensión de Lectura. Además participaron 25 niños de primaria de Las Palmas incluyendo 10 niños y 15 niñas. Durante 10 semanas, los participantes de La Clase Mágica se reunieron y trabajaron en un Proyecto de indagación.

Metodología

Los experimentos que giran en torno a diseños sociales representan una metodología híbrida que reclama el término ‘experimento’ y lo adopta como un término creativo que abre espacios para experimentar pedagógicamente y en el cual el investigador es al mismo tiempo un participante involucrado que juega un papel clave en el proceso de praxis mediada que impulsa el cambio en los participantes, sus prácticas y su contexto, incluyendo la universidad (Gutiérrez y Vossoughi, 2010, p. 102). Con el fin de entender los procesos transformativos que se suscitaron dentro de este experimento, hemos decidido adoptar un enfoque cualitativo para lo cual seleccionamos el caso de una pareja ejemplar dentro de las 22 que participaron durante la experiencia. El énfasis investigativo en un caso cualitativo es importante, ya que permite al investigador adentrarse en la enseñanza y el aprendizaje que se suscitan en ‘la vida real’. De acuerdo con Yin (2003), un estudio de caso es una estrategia ideal para contestar preguntas referentes a “¿qué” y “¿cómo?” además esta metodología ayuda al investigador a entender no sólo como las personas interpretan sus vivencias, sino “cómo construyen susmundos y qué significado le atribuyen a sus experiencias” (Merriam, 2009, p. 5). En resumen, un caso de estudio se lleva a cabo dentro de los límites de sistemas sociales tales como personas, organizaciones, y comunidades locales. Los sucesos generados dentro de tales sistemas sociales se documentan y analizan en su contexto natural y con fuentes de información que generalmente incluyen documentos, entrevistas y observaciones (Swanborn, 2010). El propósito de este estudio consistió en explorar el papel que el aspirante juega en la culminación exitosa de un proyecto extracurricular de ciencia y el impacto que esta experiencia tiene en sus perspectivas como docente. Aunque este estudio de intervención se llevó a cabo con los alumnos de primaria en mente, el enfoque en este artículo no es el impacto en el aprendizaje, lo cual amerita un espacio propio, sino la manera en que el futuro docente influye en el proceso y cómo la experiencia lo impacta a él/ella. Por lo tanto las preguntas investigadas incluyeron: a) ¿Qué tipo de interacciones aspirante-alumno predominan durante el desarrollo de un proyecto extracurricular exitoso? ¿De qué manera contribuyen los proyectos extracurriculares de La Clase Mágica en la formación (ideológica/pedagógica) del aspirante?

El criterio para la selección de Celina y su estudiante se llevó a cabo tomando en cuenta a los aspirantes que hubiesen terminado todas las notas de campo correspondientes a las sesiones. Luego, al azar elegimos un caso para el análisis.

Participants y Escenario

Para entender cómo se desarrollan las interacciones entre los participantes y cómo resuelven problemas de manera conjunta, es importante indicar lo que cada miembro del equipo contribuye.

**Figura 1. Algunos factores interpersonales que intervienen dentro de las parejas aspirante-protegido en LCM.**
Recolección y Análisis de Datos

Los datos recolectados incluyeron notas de campo, entrevistas, reflexiones de los estudiantes, documentos tales como notas de los estudiantes, fotografías, y productos finales. Las notas de campo incluyeron dos secciones principales. En la primera sección, los aspirantes incluyeron observaciones de los eventos y ambiente físico en el que participaron. En la segunda sección los aspirantes reflexionaron respecto a las experiencias y su significado a nivel personal. Dada la importancia de esos datos, los investigadores/profesores explicaron a los aspirantes lo crucial del proceso para evitar confundir las observaciones con lo que se cree que el evento observado significa (Merriam, 2012). Otra fuente importante de datos fueron las entrevistas en las que los pares narraron su experiencia al llevar a cabo estos proyectos. Las entrevistas se llevaron a cabo durante la semana anterior a la presentación final de los proyectos. Así mismo, se coleccionaron notas o cartas escritas por los alumnos mismos en los que hacían referencia al avance de su proyecto del día. Finalmente, fue posible reunir notas de los estudiantes, escritas en ‘hojas de tarea’ que llenaban cada que se reunían y que se llevaban a casa para pedir apoyo de sus padres. Para contribuir a la credibilidad de este estudio, los investigadores utilizaron la triangulación de los datos anteriormente mencionados, es decir, “se compararon y combinaron diferentes fuentes de evidencia para lograr un mejor entendimiento del tema”…para verificar que diferentes perspectivas se han tomado en cuenta (Robert-Holmes, 2011 p. 72).

Para lograr un mejor entendimiento de los datos coleccionados relacionados con el par compuesto por Celina y Eduardo se llevó a cabo un análisis inductivo, es decir, trató de reducir y organizar la información recopilada. Inicialmente se descartó la información que no tuviera relación con el proyecto. Luego, en base a la literatura, se leyeron los datos con especial atención a el tipo de patrones de interacción que Celina estableció para guiar el proyecto identificando categorías temáticas tales como “comunicación abierta” “comunicación divergente”, temas que luego se convirtieron en “preguntas” “sugerencias” “consejos”. Luego nos enfocamos en las reflexiones en las notas que Celina escribió. Inicialmente, identificamos categorías como “sorpresa”, “perspectiva positiva” “expectativas futuras” y “enseñanza interdisciplinaria”, etc.

Resultados

Interacciones Aspirante-Alumno Abiertas: Generando Proyectos de Ciencia en Confianza

Convertirse en ‘estudiante de sus estudiantes’, aprendiendo ‘con ellos’ y ‘de ellos’ es imprescindible para establecer un clima de confianza en el aula de clases (Nieto, 1999). Este proceso es también paso esencial en la formación intelectual del educador quien al convertirse en investigador de sus estudiantes (Giroux, 1988), se arma de herramientas para informar su propia enseñanza. Al analizar la dinámica pedagógica y los patrones de interacción que dieron como resultado este proyecto (aspirante-estudiante) las notas de reflexión en LCM y las entrevistas indicaron que cada reunión se dio dentro de un patrón de interacción en el que predominaron las preguntas abiertas y las sugerencias.

El tipo de interacciones en los que el adulto ceden mucho del control al estudiante y limita sus intervenciones para que el menor sea libre para dar rienda suelta a su creatividad han sido definidas por Hoogsteder, Maier y Elbers (1996) como interacciones de formato didáctico y tienen como finalidad transformar al niño en un colaborador competente. Estas interacciones se caracterizan por el uso de instrumentos comunicativos abiertos los cuales incluyen comandos, peticiones, órdenes, y respuestas en la forma de gestos y actitudes no verbales.

El intercambio didáctico durante la conversación inicial entre Celina y Eduardo estableció el tono y dirección que continuaría durante el transcurso del proyecto. Para los aspirantes esta experiencia también proporcionaba una oportunidad de establecer conexiones entre el curso de metodología de la ciencia que de manera paralela llevaban en adición a esta experiencia extracurricular. La primera nota de campo de Celina indicaba lo siguiente:

Yo comencé por preguntarle qué cosas le interesaban a él e hicimos una lista. Las dos cosas que más le llamaron la atención fueron los tiburones y el pez payaso. Para reducir al búsqueda, le pregunte, “¿Qué te gusta más de las dos opciones?, ¿Qué cosas te gustaría saber de cada uno?, etc.” Eduardo respondió, “Me gustaría saber más de los tiburones porque quiero saber cómo son…”

Este escenario fue la base para establecer ‘relaciones de confianza’ que a lo largo del proyecto se dieron dentro de un marco de conversaciones aspirante-alumno en el que el aprendizaje gradual asistido sirvió de base para avanzar de una etapa a otra del proyecto. En un marco didáctico, las ‘relaciones de confianza’, ameritan un análisis por separado en el que se disciernen tanto ‘las relaciones’ como ‘la confianza’. Como aspirante, Celina entendió que involucarse en el proyecto de Eduardo representaba un compromiso que iba más allá del resultado final e implicaba relacionarse con Eduardo como persona y enterarse por ejemplo de que sus padres “compraron un carro nuevo de color gris con muchos asientos; o de que durante el descanso de primavera ayudó a su mamá a organizar un ‘baby shower’ además de visitar a su abuelito; o de que hace tiempo su papá le regaló un diente de tiburón para colgárselo en el cuello. En las relaciones que se dan dentro del ámbito escolar todo es crítico, sugería Noddings (1992), importa por lo tanto quien es el maestro, quien es el estudiante, y lo que ambos pretender lograr por separado y en conjunto.

Para Celina, establecer una relación a nivel personal, fue paralelo a la confianza inherente en su comunicación con Eduardo. Dicha confianza reflejada en los instrumentos comunicativos utilizados estuvo presente en la forma de consejos, preguntas abiertas, comentarios y acciones durante las etapas intermedia y final del proyecto como lo refleja la Tabla 1.
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<th><strong>Tabla 1. Etapas de un proyecto de investigación.</strong></th>
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<td><strong>Proyecto de Tiburones</strong></td>
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En este contexto de aprendizaje informal, dichas conversaciones abrieron espacios para la generación de proyectos de ciencia en confianza, es decir espacios amigables que aceptaban la flexibilidad, el cambio y la infusión de nuevas ideas.

En resumen, la relación de confianza entre Celina y Eduardo fue bidimensional. Por una parte, Celina conoció a Eduardo como persona. De manera paralela, Celina utilizó instrumentos comunicativos que no sólo colocaban a Eduardo como productor y guía de su propio aprendizaje sino que de manera consistente, Celina mostró confianza en la capacidad de Eduardo para tomar decisiones y llevarlas a cabo. Algo que humaniza el proceso y que Freire (2003) define como fe en el educando.

**Disonancia que Transforma en el Contexto de Ciencia: El Futuro Educador como Aprendiz**

Aunque las semanas previas al inicio del proyecto fueron de incertidumbre para las aspirantes debido a la naturaleza abierta de las indicaciones iniciales en las que se les pedía que contribuyeran a la generación de proyectos generados por el estudiante mismo, la mayoría de los futuros maestros inmediatamente pasaron de la incertidumbre a la sorpresa y sostuvieron esa sorpresa a través de las 10 semanas. En la reflexión relacionada con el primer encuentro que se dio con Eduardo en la que se le preguntó cuál tema de ciencia le interesaría investigar, Celina narró cómo su “amiguito” inmediatamente se involucró en una lluvia de ideas, las cuales luego evaluó decidiéndose por el tema de “Los Tiburones”. Ante el asombro de Celina, Eduardo pasó luego a preguntas más específicas (¿Por qué les gusta la sangre a los tiburones?) y sugirió consultar dos fuentes de información incluyendo la red y la biblioteca.

En el proyecto de indagación, pude notar que Eduardo sabía cómo usar el internet muy bien para su corta edad.

Validar y reconocer a Eduardo como poseedor y generador de conocimiento fue clave en la enseñanza, reconoció Celina, quien en la siguiente reunión notó “la capacidad que tienen los niños cuando les damos la oportunidad de escuchar en lo que ellos están interesados...Lo que me impresionó es que está sólo en segundo grado y ya tiene una gran exploración por la ciencia”.

Para los futuros docentes, estas oportunidades de interacción resultaron cruciales en generar una disonancia respecto a las expectativas con las que iniciaron. Finalmente, la meta en este tipo de diseños investigativos es que se genere un reto a la perspectiva de déficit respecto a estudiantes de grupos no dominantes (Gutiérrez y Vossoughi, 2010). Esas perspectivas a priori de los futuros maestros difícilmente cambian, afirma Pajares (1992) a menos que durante ciertos puntos de su formación, éstos enfrenten momentos de discrepancia o contradicción que los lleven a generar una visión diferente respecto a lo que pueden esperar en sus futuros alumnos.

Esta experiencia directa con un sólo estudiante fue clave también para en validar no sólo la capacidad del estudiante para generar proyectos relacionados con temas de su interés sino en descubrir como el mismo proyecto llevó a su “compañeroito” a entrelazar de manera natural diferentes materias del currículo como cuando investigó las dimensiones del tiburón más chico y del más grande, o cuando dibujó un modelo de un diente de un tiburón. La intersección de las disciplinas en torno a los temas en los que los estudiantes están interesados se da de manera natural como lo indicó Celina: “Lo que se me hace muy interesante es que al momento que los estudiantes están aprendiendo de la ciencia, también están aprendiendo estrategias y habilidades de escritura, lectura, y tecnología.” Esto no se da por casualidad, reconoció Celina y la clave es reconocer cuáles son los intereses del niño, lo cual es crítico, pues “una vez que estamos en el salón dejamos esos intereses al lado y no pensamos en el gran potencial que puede contribuir al salón de clases.”

**Pasando de la Disonancia a la Prolepsis**

Crear y diseñar experiencias que enfrenten al aspirante con sus perspectivas para que se perciba impactando el futuro, es parte de una pedagogía de posibilidad (Freire, 2007). Esta visión anticipada llamada prolepsis es definida como “un mecanismo cultural que coloca el fin en el inicio. Es decir, el aspirante se percibe en el futuro como un docente competente” (Gutiérrez,Bien, Selland y Pierce, 2011, p. 239). No sólo es crítica la percepción positiva del estudiante sino la visión futura de sí mismo como alguien que percibe posibilidad de transformación a nivel profesional como lo expresa Celina: “A través de La Clase Mágica he aprendido muchísimas cosas que serán útiles como futura maestra... he aprendido que un proyecto de indagación no sólo se puede enseñar a los estudiantes de grados superiores, pero también a los de edades tempranas.”

**Conclusiones**

En este experimento de diseño social observamos lo que ocurre en una estructura...
aspirante-alumno cuando ambos entran en una dinámica de dar y recibir en un ciclo cuya evolución se dio en etapas bien definidas. Dichos ciclos y su continuidad nos trajeron a la mente el simbolismo que la cultura azteca atribúa al caracol. En nuestro caso, visualizamos una espiral de tres fases. Inicialmente, el diálogo generó posibilidades, nuevas perspectivas y un examen de la posición individual. En este contexto de aprendizaje informal, dichas conversaciones abrieron espacios para la generación de proyectos de ciencia en confianza, es decir espacios amigables que aceptaban la flexibilidad, el cambio y la infusión de nuevas ideas. Posteriormente, como sucedió con Celia y Eduardo, llegó la fase de co-construcción de significado. Parte delo que se aprende por medio del diálogo, afirmaba Noddings (1992) es la capacidad de razonamiento interpersonal, ya que en este espacio dialectico se llega a compromisos, se sintetizan ideas, y se resuelven problemas. Luego, como afirmaba (Vygotsky, 1986), estos intercambios a nivel social facilitan la construcción de significado o desarrollo del pensamiento a nivel individual generando una espiral infinita.

La estructura de la escuela formal de las escuelas públicas en los EUA ha robado experiencias en las cuales de primera mano desarrollen una relación estrecha con un estudiante de comunidades diversas para que la curiosidad innata y pensamiento complejo del que son testigos al interactuar no sean una ‘sorpresa’ sino una expectativa. Al enfrentar una disonancia entre lo que esperaba y lo que encuentra, el aspirante habrá acumulado un repertorio de vivencias con los cuales enfrentar sistemas de educación pública que operan con perspectivas de déficit.

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Thunder Boy Jr.

Reviewed by Atticus Antonio Solis, Camille Esperanza Solis, and Ellen Riojas Clark.

Thunder Boy Jr. is a children's book written by Sherman Alexie, a National Book Award winner and illustrated by Yuyi Morales, a Caldecott Honor-winner. The main threads in the book are about identity, names, and a father and son. The book is from the perspective of the son, Little Thunder and centers around the age-old question, who am I? and what his name says about him.

A most important figure in the literary world, Sherman Alexie is a poet, novelist, performer, filmmaker, and writer of children's literature. I first became aware of Sherman Alexie upon reading his award-winning book Reservation Blues and then, loved his movie, Smoke Signals. Alexie is a tribal member of the Spokane/Coeur d'Alene group. He grew up on the Spokane Indian Reservation in Wellpinit, Washington and this is the context of which he writes. He has received the PEN/Faulkner Award, The National Book Award for Young People's Literature, the American Book Award, the PEN/Malamud Award and the Dos Passos Award. He is certainly, a most recognized author.

Yuyi Morales lives in Xalapa, Mexico, is binational as she lived for a time in California and travels between Mexico and the US frequently. Yuyi is an author and an illustrator whose books have won the Pura Belpre Award for illustration several times, the Golden Kite Award for Picture Book Illustration, as well as the Jane Addams Children's Book Award for Harvesting Hope: The Story of Cesar Chavez. In 2015, Yuyi Morales received the Caldecott Medal for writing and illustrating Viva Frida, a most beautiful book.

The reviewers of the book, Atticus Antonio at time of the review were 8 years old and in the 3rd grade and 2nd grader Camille Esperanza Solis (6 years) are siblings who live near Lafayette, Louisiana. After each one read Thunder Boy, Jr., we discussed the book and they then answered my questions about the book for this review.

Dr. Clark: What did you like about the story?

Atticus: I liked when he is trying out different names. Like if he climbed a mountain, he could pick a real cool name like Touch the Clouds. He wants a name that is about something cool he's done, like Full of Wonder.

Camille: Or a more cool name like Not Afraid of Ten Thousand Teeth, because he could touch a wild orca and he wouldn’t be scared of him because maybe the orca would be scared of him.

Dr. Clark: Why did you like the story?

Atticus: It's funny and that's why children should read it. The nicknames are really, really funny. But when he uses burp and fart it's funnier because you are not suppose to use fart when you talk [lots of laughs]. Burp is used more often than fart. Because fart is only a toilet word not a living room word. He also does things that I like to do. Like climbing mountains.

Camille: Well, fart is not acceptable because it's a potty word though you can say burp in the living room and the dining room. It’s
funny like you and me when we burp and fart. It is a good story.

**Dr. Clark:** Why do you think names are important?

**Atticus and Camille:** Names tells you who we are. Cool name makes you cool. I think bolt for a name is cool. I don’t think the name lightning boy is cool. But I don’t like either one, I like cooler names.

**Camille:** Its funny in the story when the little boy changes his name from thunder to lightning. Lots of kids don’t like their names. I love my name.

**Dr. Clark:** How do you think the character felt regarding his name? Why was his name important?

**Atticus:** Well, in real life, lightning is better. It’s the air hitting other particles. It is so dramatic to see. But thunder is cool because you can’t see it. Lightning messes up what you see. It also messes up because it can start fires and can kill. So you can’t have a name like lightning because you would be dangerous.

**Camille:** Thunder doesn’t do harm and lightning does harm. But thunder is scarier and lightning can be prettier. I like names that are nicer.

**Dr. Clark:** Tell me whom you are named for? Why do you think your name is important?

**Atticus:** Solis comes from the word sun. Atticus is the name of a famous person in a book. He did many good things in Louisiana. And Antonio is my great grandfather’s name who was a good man who did good things. Its important to know who you are so that when you introduce your self and you tell everyone your name, they will know who are. So, I am good to know!

**Camille:** My name is Camille Esperanza Solis. Camille is a flower in French. Esperanza means hope. I’m like her, your aunt, our aunt. She loved very nice things and nice things make me feel special. I like pretty things and dresses like she did. I like to have hope, too.

**Dr. Clark:** What does your name reflect? What cultures does your name express?

**Atticus:** It tells people your history and countries. I am Spanish, Mexican, French, and English. I like my name because it is not the same as everyone else. Thunder Boy Jr. didn’t want to have the same name like his father, he wanted his own name.

**Camille:** I am the same as Atticus. When people hear my name they love my name. Some people can’t say Esperanza right so I have to show them. Because I can speak in Spanish.

**Dr. Clark:** Did you like the illustrations? Why?

**Atticus:** The illustrations are like what a kid could draw. I liked the patterns and the colors even though the all actions were not intense. I like how the pictures are about what is happening.

**Camille:** Atticus, these drawings are more intense. You can draw all beautiful things but it’s not right about a story. You can take a picture and it is just like it is but these picture are what you want them to look like. I loved them. I liked the eyes and the smiles.

**Dr. Clark:** Why do you think the Author wanted to write a children’s book about this subject?

**Atticus:** Because it’s important to have the right name so you can be like your name.

**Camille:** We won’t tell you what the name is but it is so perfect for him.

**Dr. Clark:** What ages can read this book and still enjoy the book?

**Atticus and Camille:** Everybody will like it.

**About the Authors**

**Atticus Antonio Solis** is now 9 years old and in the third grade and **Camille Esperanza Solis** is 6 and in the first grade. They attend St Peter and Paul Catholic School in Lafayette, Louisiana.

**Ellen Riojas-Clark** is Professor Emeritus at the University of Texas at San Antonio. Her e-mail is Ellen.clark@utsa.edu.