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Appendices for Developing Cultural Competence Through Authentic Engagement with a Playable Case Study

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**Appendices List for Developing Cultural Competence
Through Authentic Engagement with a Playable Case Study**

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Appendix I: Instructor Interview Protocol

Appendix A: Timeline of Educational Simulation Tasks Students Complete in Spanish

Day 1: Videocalls with Museum Staff (curator, educational director, and digital technician)

Task 1 - Staff meeting: Introduce yourself and your skills to the team, ask questions about the exhibition's goals, take notes

Task 2 - Gather historical background from the museum intranet: Review artifacts, summarize culturally authentic multimedia accounts for your targeted grade level (Grades 7-9 or Grades 10-12) for the introduction to your digital exhibit

Task 3 - Conference call with the museum's educational director: Discuss promising themes for your exhibition and select one

Day 2: Interview a Potential Donor of Spanish Civil War Artifacts

Task 4 – Meet with a potential donor: Introduce yourself, explain the exhibition's goals, investigate how the donor obtained her artifacts, request to photograph the artifacts

Task 5 - Catalog the collection for display: Review, title, and caption each item

Task 6 - E-mail the curator: Summarize your conversation with the donor, including the story of Miró's lost art, then request your next assignment

Day 3: Interview a Local Historian and High School Students

Task 7 - Interview a retired historian: Introduce yourself, describe three artifacts, and ask for more historical information and contemporary connections

Task 8 - Interview local high school Spanish-speakers: Find out what teenagers already know about the war and what else they would be interested in learning

Days 4 & 5: Curate a Digital Exhibit

Task 9 - Choose a theme: Identify a valuable lesson relevant to contemporary society from the history of the Spanish Civil War

Task 10 – Curate a digital exhibit: Use the theme to curate an exhibit of culturally authentic artifacts

Task 11 – Create exhibit text: Generate titles, captions, and explanatory text to guide viewers through the exhibit (e.g., an exhibit on “fake news” about the connections between propaganda materials from the Spanish Civil War and social media in contemporary society)

Appendix B: Job Announcement¹

Open Position: Assistant Curator

Position type: Contract

Location: Remote

The Museum of the Valley located in Madrid, Spain has an immediate opening for an assistant curator to design an online exhibit for secondary school students about the cultural impact of the Spanish Civil War on Spain to this day.

Primary Responsibilities and Duties:

- 1) Collaborate with assistant curators to assemble an online exhibit about the Spanish Civil War
- 2) Communicate with museum personnel via email and video conference
- 3) Negotiate with donors to acquire artifacts
- 4) Meet with historians and subject matter experts to determine the historical context of artifacts
- 5) Compose concise, historically accurate, culturally sensitive, regionally specific, and age-appropriate descriptions of artifacts
- 6) Provide prompt and thorough updates to the lead exhibit designer and museum curator

Requirements and Qualifications

The successful candidate will:

- Perform all job responsibilities in the Spanish language
- Interpret relatively uncomplicated, culturally authentic texts within their historical and cultural contexts
- Ask appropriate questions and interpret responses accurately both orally and in writing
- Give presentations about relevant topics in Spanish
- Compare cultural products and practices to understand perspectives of the individuals with whom you will interact
- Collaborate effectively with colleagues to accomplish your responsibilities

Knowledge and Education:

- At least 2 years of university-level Spanish language classes
- Conversational fluency in Spanish
- Understanding of cultural beliefs and practices of Spain a plus

Please register for access to the Museum's intranet dashboard to apply.

¹ Original student-facing materials were presented in Spanish. They have been included here in English for transparency.

Appendix C: Onboarding Survey–*Museo del Valle*

This survey will help us to learn more about your skills in preparation for the Spanish Civil War Simulation.

Demographics

- 1) What is your first and last name?
- 2) How did you learn about the Museum of the Valley curation position?
 - SPAN 311R or SPAN 312R (Spanish Conversation)
 - SPAN 345 (Iberian Civilization) with (name of instructor)
 - SPAN 378 (Spanish Teaching Methods) with (name of instructor)
- 3) Are you a heritage or native speaker of Spanish?
 - Heritage Speaker
 - Native Speaker
 - Neither a heritage nor a native speaker of Spanish

Proficiency

- 4) How would you RATE your overall ability to communicate in Spanish with others (with 0 being none at all and 100 being a lot)?
 - 0%
 - 10%
 - 20%
 - 30%
 - 40%
 - 50%
 - 60%
 - 70%
 - 80%
 - 90%
 - 100%
- 5) How would you DESCRIBE your current ability to understand and communicate in Spanish? (Please mark all that apply)
 - I can understand oral messages in Spanish.
 - I can understand written messages in Spanish.
 - I can communicate orally in Spanish real-life situations.
 - I can communicate orally in Spanish in academic, specialized, and public contexts.

- I can develop and articulate positions about the Spanish Civil War to an audience in Spanish.
- I can engage others in conversation about the Spanish Civil War in Spanish.
- I can evaluate how well written Spanish conveys meaning, informs, and persuades others about the Spanish Civil War.

6) How would you RATE your overall understanding of the Spanish Civil War (with 0 being none at all 100 being a lot)?

- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%

7) How would you DESCRIBE your current understanding of the Spanish Civil War? (Please mark all that apply.)

- I can describe the principal geographic regions and cultures involved in the Spanish Civil War.
- I can analyze political, social, artistic, and religious developments that occurred during the Spanish Civil War.
- I can recognize and describe key artifacts, people, places, and events from the Spanish Civil War.
- I can compare and contrast cultural products, practices, and perspectives from the Spanish Civil War with those from my own culture.
- I can use my cultural and historical knowledge of Spain to research people, places, and events from the Spanish Civil War.

8) How would you rate your overall technological proficiency (with 0 being none at all and 100 being a lot)?

- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%

- 80%
- 90%
- 100%

9) How would you describe your current technological proficiency? (Select all that apply)

- I can find information I need on the internet
- I can participate in video chat/conferencing
- I am comfortable using available resources to learn how to use an unfamiliar website

Personal Perceptions

10) What do you expect to experience during your time as a curator for the museum?

11) What concerns or questions do you have about performing your tasks remotely through a website dashboard?

We thank you for your time spent taking this survey. Your response has been recorded.

Appendix D: Exit Survey

This survey will help us to learn more about your experience at the Museum of the Valley and your work on the Spanish Civil War exhibit.

Demographics

- 1) What is your first and last name?
- 2) How did you learn about the Museum of the Valley curation position?
 - SPAN 311R or SPAN 312R (Spanish Conversation)
 - SPAN 345 (Iberian Civilization) with (name of instructor)
 - SPAN 378 (Spanish Teaching Methods) with (name of instructor)
- 3) Are you a heritage or native speaker of Spanish?
 - Heritage Speaker
 - Native Speaker
 - Neither a heritage nor a native speaker of Spanish

Proficiency

- 4) How would you RATE your overall ability to communicate in Spanish with others (with 0 being none at all and 100 being a lot)?
 - 0%
 - 10%
 - 20%
 - 30%
 - 40%
 - 50%
 - 60%
 - 70%
 - 80%
 - 90%
 - 100%
- 5) How would you DESCRIBE your current ability to understand and communicate in Spanish? (Please mark all that apply)
 - I can understand oral messages in Spanish.
 - I can understand written messages in Spanish.
 - I can communicate orally in Spanish real-life situations.
 - I can communicate orally in Spanish in academic, specialized, and public contexts.

- I can develop and articulate positions about the Spanish Civil War to an audience in Spanish.
- I can engage others in conversation about the Spanish Civil War in Spanish.
- I can evaluate how well written Spanish conveys meaning, informs, and persuades others about the Spanish Civil War.

6) How would you RATE your overall understanding of the Spanish Civil War (with 0 being none at all 100 being a lot)?

- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%

7) How would you DESCRIBE your current understanding of the Spanish Civil War? (Please mark all that apply.)

- I can describe the principal geographic regions and cultures involved in the Spanish Civil War.
- I can analyze political, social, artistic, and religious developments that occurred during the Spanish Civil War.
- I can recognize and describe key artifacts, people, places, and events from the Spanish Civil War.
- I can compare and contrast cultural products, practices, and perspectives from the Spanish Civil War with those from my own culture.
- I can use my cultural and historical knowledge of Spain to research people, places, and events from the Spanish Civil War.

8) How would you rate your overall technological proficiency (with 0 being none at all and 100 being a lot)?

- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%

- 80%
- 90%
- 100%

9) How would you describe your current technological proficiency? (Select all that apply)

- I can find information I need on the internet
- I can participate in video chat/conferencing
- I am comfortable using available resources to learn how to use an unfamiliar website

Personal Perceptions

10) How would you describe your experience as a curator for the museum?

11) How would you describe your experience performing your tasks for the museum remotely through the website dashboard?

Learning Activities

12) Which aspects of your work at the museum helped you to learn?

To what extent do you think each of the following activities supported your Spanish on a scale of 0 to 100 (with zero being not at all and 100 being very much).

- 13) Discussing things with my whole class
- 14) Listening to lectures from my teacher
- 15) Participating in one-on-one conversations with a native speaker
- 16) Participating in debates/discussions with a small group
- 17) Presenting information I learned to others in Spanish
- 18) Reading factual information online in Spanish
- 19) Reading e-mails from other people in Spanish
- 20) Recording video messages for others
- 21) Reviewing culturally authentic photos
- 22) Taking notes during group discussions in Spanish
- 23) Working with a small group
- 24) Writing e-mails to others in Spanish

21st Century Skills

Please rate your proficiency in the following skill areas on a scale of 0 to 100%, where 0 indicates that you cannot perform the task listed and 100% indicates that you feel fully confident in performing all aspects of the task listed.

- 25) COMMUNICATION: I can engage in meaningful conversation, understand and interpret spoken language and written text, and present information, concepts, and ideas in my native language
- 26) COMMUNICATION: I can engage in meaningful conversation, understand and interpret spoken language and written text, and present information, concepts, and ideas in a language other than my native language
- 27) COLLABORATION: I can learn from, share responsibility with, and make compromises with team members to achieve a common goal.
- 28) CRITICAL THINKING AND PROBLEM-SOLVING: I can analyze and synthesize information to explore issues and problems from different perspectives.
- 29) CREATIVITY & INNOVATION: I can develop, implement, and share new ideas with others in imaginative ways to make useful contributions to my team or field of study.
- 30) INFORMATION LITERACY: I can access, critically evaluate, and effectively use online resources in legal and ethical ways.
- 31) MEDIA LITERACY: I can evaluate the media I encounter and explain how they reflect and influence cultural beliefs and behaviors.
- 32) TECHNOLOGY LITERACY: I can effectively use technology to research, evaluate, organize, and communicate information.
- 33) FLEXIBILITY & ADAPTABILITY: I can adapt to varied roles and responsibilities, working open-mindedly and effectively in a climate of ambiguity and changing priorities.
- 34) INITIATIVE & SELF-DIRECTION: I can prioritize, complete tasks, reflect on my progress, and set goals for my continued professional growth without direct oversight.
- 35) SOCIAL & CROSS-CULTURAL SKILLS: I can productively leverage diverse perspectives, my cultural understanding, and my social networks to increase the creativity and quality of my professional work.
- 36) PRODUCTIVITY & ACCOUNTABILITY: I can take responsibility for my own learning and progress by actively working to increase my content knowledge in my field.
- 37) Tell us more about your experiences with Museum of the Valley.

We thank you for your time spent taking this survey. Your response has been recorded.

Appendix E: Project Assignment Sheet

Purposes: This assignment will:

- 1) Deepen your understanding of historical and cultural perspectives on the Spanish Civil War.
- 2) Develop 21st century skills typically required in professional settings. These skills include *Communication, Critical Thinking & Problem Solving, Collaboration, Creativity, Information, Media, & Technology Literacy, Social and Cross-Cultural Skills, Initiative & Self-Direction, and Productivity & Accountability.*

Project: Collaborate to assemble an online museum exhibition about the Spanish Civil War.

Process: Complete the following tasks IN SPANISH each day.

- Form a group of 4.
- Read the Job Opening (first day only).
- Check your *Museo del Valle* Inbox each day.
- Complete daily tasks assigned by museum personnel.
- Participate in video conference calls (with museum personnel, donors, and historians).
- Read relevant articles, e-mails, and reports (of interest to you—you do not need to read all of them).
- Select and caption exhibition artifacts from the gallery.
- Write a daily report to the exhibition's principal curator.

Product:

- View the artifacts in the gallery.
- Choose a theme for your group's exhibit.
- Select artifacts related to your group's theme.
- Caption each artifact in Spanish:
 - Name each image.
 - Describe the image.
 - Explain the relevance of the artifact to your theme.
- Complete each of these tasks on the museum website.

Prose: All work for this project should be in formal academic Spanish.

Public

Audience: The target audience for this assignment is high school students in Spain and the U.S.

Due Date: April 5

Appendix F: Evaluation Checklist

Course Section: 8:00 a.m. / 9:00 a.m. **Name:** _____

Theme:

Consists of a phrase that connects:

- 1: Abstract concept
- 2: Historical issue
- 3: Modern-day issue
- 4: Intriguing to teens

_____/4

Artifact Selection:

- 1: Relevant to exhibit's theme
- 2: Represents a cultural component
- 3: Represents an historical component
- 4: Represents multiple perspectives

_____/4

Artifact Titles:

- 1: Artifacts named
- 2: Clearly labeled
- 3: Historically accurate
- 4: Highlight relationship to exhibit's theme

_____/4

Artifact Descriptions:

- 1: Provide information not obvious from image itself
- 2: About the purpose of the cultural product or practice
- 3: Obtained through additional research
- 4: Interesting to teenagers

_____/4

Artifact Explanations:

Explain:

- 1: Importance of artifacts during the Spanish Civil War
- 2: Relationship of artifacts to the exhibit's theme
- 3: Thematic context of artifacts (cultural, historical, social)
- 4: Modern-day connections or unique insights

_____/4

TOTAL:

_____/20

Appendix G: Project Rubric

	4 – Exemplary	3 – Proficient	2 – Developing	1 – Emerging
<p>Theme of Exhibit</p> <p><i>(Develop a theme that connects the past to modern-day teens)</i></p>	Theme consists of a phrase the connects an abstract concept, a historical issue, a modern-day issue , and the images in the exhibit in intriguing ways that encourage typical teenagers to explore deeper layers of meaning	Theme consists of a phrase that connects an abstract concept, a historical issue , and the images in the exhibit	Theme consists of an abstract concept connects the images in the exhibit	Theme consists of a general category that names the most visible aspect of the images in the exhibit
<p>Artifact Selection</p> <p><i>(Choose artifacts that represent your theme)</i></p>	Selected artifacts represent multiple historical and/or cultural perspectives relevant to the exhibit’s theme	Selected artifacts represent cultural products, practices, and perspectives relevant to the exhibit’s theme	Selected artifacts represent both cultural products and practices relevant to the exhibit’s theme	Selected artifacts represent cultural products relevant to the exhibit’s theme
<p>Artifact Titles</p> <p><i>(Name the artifacts)</i></p>	Clearly, accurately name artifacts to highlight relationship to the exhibit’s theme	Clearly name artifacts with historically accurate information	Clearly name artifacts	Name artifacts with overly general or vague titles
<p>Artifact Description</p> <p><i>(Tell what artifacts are and why they were important during the Spanish Civil War)</i></p>	Describes the artifact by providing information obtained through additional research about the cultural product or practice that is interesting to teenagers	Describes the artifact by providing information obtained through additional research about the purpose of the cultural product or practice that is not already obvious from the image itself	Describes the artifact by providing information about the purpose of the cultural product or practice that is not already obvious from the image itself	Describes the artifact by providing information that is not already obvious from the image itself

<p>Artifact Explanation</p> <p><i>(Explain how the artifact illustrates the theme of your group's exhibit)</i></p>	<p>Explains how artifacts are related to the exhibit's theme by synthesizing cultural, historical, and social information to illuminate unexpected modern-day connections or offer unique insights</p>	<p>Explains how artifacts are related to the exhibit's theme within a specific cultural, historical, and/or social context</p>	<p>Explains how artifacts are related to the exhibit's theme, but may overgeneralize, stereotype or leap to conclusions that are not supported by the artifacts or additional research</p>	<p>Explains why artifacts were important during the Spanish Civil War, but does not explicitly connect artifacts with the exhibit's theme</p>
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Appendix H: Selected Inductive Codes, Subcodes, & Examples

Inductive Codes	Sub-codes	Examples from the Data
Authenticity	<p>Technology: Technological authenticity</p> <p>Pedagogy: Professional authenticity</p> <p>Content: Cultural and linguistic authenticity</p>	<p>Technology: "Everything worked fine except they couldn't hear/understand me on the video calls for some reason and that was kind of annoying but whatever."</p> <p>Pedagogy: "I would have preferred that my professor just ask me to put together some artifacts and their descriptions rather than having to do video calls that weren't even real (F)."</p> <p>Content: "I enjoyed working with native people to be able to put this [exhibit] together....it felt more real! (B)."</p>
Dislikes, frustrations, concerns, negative experiences	<p>Technology: Functionality, glitches, typos, usability</p> <p>Pedagogy: Ambiguity/open-endedness, comprehensibility, expectations, feedback, instructions, schema, scaffolding</p> <p>Content: Academic content, learning, superfluous narrative</p>	<p>Technology: "The website dashboard made sense to me and was well constructed, although there were a few bugs, for example, emails that I had already read would still mark themselves as unread (B)"</p> <p>Pedagogy: "It was not clear sometimes on what the final look was supposed to be. I would have appreciated to see an example of what was kind of expected (B)"</p> <p>Content: "Some aspects of the tasks were confusing and I STILL am not sure what I was supposed to gain from it... specifically the "mysterious painting." I pretty much just brushed that aside because I wasn't sure what I was supposed to do about it" (F).</p>
Engagement	<p>Behavioral: Participation, task completion, physical responses, verbal responses</p> <p>Cognitive: Analysis, creation, imagination, interpretation, questions, recommendations/suggestions, synthesis, thinking</p> <p>Emotional: Affect/emotional response/enjoyment, boredom/fun, humor, interest level</p> <p>Social: Collaboration, interaction, perception</p>	<p>Behavioral: "I was so nervous for my interview. I put on a white shirt and tie and everything."</p> <p>Emotional: "The funniest thing to me was the retired professor that didn't want his wife to know he was still working on an art history project (B)."</p> <p>Cognitive: "It got me to look into some of the stories behind the photos or drawings to find out more about what was actually happening (F)."</p> <p>Social: "...working in groups on projects like these with class time makes learning more effective. I think there should be more of it (F)."</p>
Likes/positive experiences	<p>Technology: Artifact gallery, dashboard/interface, library, structure,</p>	<p>Technology: "I really liked working on this exhibit. It was easy to navigate our home</p>

	<p>video calls</p> <p>Pedagogy: Beneficial, deepened understanding, fun/interesting, hands-on, interactive, learning process, straightforward, visual</p> <p>Content: Authentic/realistic, curation, content learning, listening, speaking practice, reading, writing</p>	<p>webpage and know what we were supposed to do. The structure was clear and enjoyable (F).”</p> <p>Pedagogy: "I loved experiencing the exhibit-making assignment. It was an effective way of allowing students to interact with the past and connect with events that they are not very familiar with (B)."</p> <p>Content: "It was a good learning experience and gave me more hands-on experience to learn more about the Spanish civil war (F)."</p>
<p>Recommendations</p>	<p>Technology: Collaboration, glitches, new features, structure/organization, videochats</p> <p>Pedagogy: Clarity, instructions, scaffolding, schema, Civil War content, timing</p> <p>Content: Amount, comprehensibility, narrative, length, quality</p>	<p>Technology: "I had an overall positive experience. I only suggest that the exhibition submission button be improved (F)."</p> <p>Pedagogy: "I would like there to be a little more structure and guidance on what specifically the end goal was. (F)"</p> <p>Content: "I would recommend removing all the stuff about talking to Carmen and trying to figure out what the painting is and have each day help students develop parts of their exhibits for example....I would have videos of native speakers giving advice on how to do things of each day and teaching more about the war every day (B)."</p>

Appendix I: Instructor Interview Protocol

Interview Purpose

The purpose of this interview is to learn more about your perspective on the Spanish Civil War online Playable Case Study museum simulation.

Interview Questions

- a) Do you mind if I record our conversation?
- b) What are your perceptions of the Spanish Civil War Museum simulation?
- c) How did your students respond to the simulation?
- d) Why do you think your students responded the way they did?
- e) Do you feel the simulation benefitted your students?
- f) Is there anything you would recommend we change before using the simulation again?
- g) Would you use the simulation as part of your course in future semesters given the opportunity to do so? Why or why not?