

Case Study: Videoconferencing to Connect Internationally



Using digital technologies to connect, communicate and collaborate with others outside the four walls of the classroom is an exciting and engaging way for students to build global competence and intercultural understanding. Developing engaging digital technology skills to connect to others internationally develops global perspectives and digital technology skills. As students connect with their Meg language teachers in **China** or **Latin America** using video conferencing software, both the students and the teachers build their intercultural understanding through digital communication.

Sunnymeadows Elementary and
Cloverdale Elementary of Moreno

Valley, California are currently implementing our language program with third graders at both schools and use videoconferencing to connect internationally. The district saw the partnership as an opportunity to fulfil some of their and the state's larger goals around multiculturalism. The schools utilise their in-class smartboards to make the remote teaching experience even more intimate. Our teachers also prompt students to complete hands on activities and call students to the front of the class to showcase their new vocabulary skills. A combination of these factors make for great collaboration and connection despite a world of distance between the teacher and students.



“These opportunities that we give students only helps them make better choices and know other cultures as they grow and learn through the grade levels.”

— MARTINREX KEDZIORA, SUPERINTENDENT OF THE MORENO VALLEY SCHOOLS, CALIFORNIA

Case Study: The Importance of Classroom Teachers to the Meg Language and Culture Program

The role of the classroom teacher is pivotal in the successful implementation of the Meg Language and Culture program. Classroom teachers not only bring their expertise to the table but also their understanding of the students in class as well as their own enthusiasm for learning. When students see their own teachers engaged in learning about a new language and culture, they are encouraged to learn themselves. Classroom teachers also have the opportunity to take a deeper dive with their students when a Meg teacher isn't delivering live instruction – through follow-on content and project-based learning assignments to extend the learning in a broader context.



Ms. Poveromo has been working with our program for multiple years now. She has displayed all the qualities that make Meg a success at our partner schools: enthusiasm for language and cultures, willingness to join her students on the learning journey, and the ability to tie in what students are learning during other parts of the school day. Ms. Poveromo talked to us about a project-based learning assignment that 3rd graders incorporated into their Social Studies curriculum, utilizing what they learned during their Meg Chinese instruction time.



“It is really nice for the students and myself to see the cultural aspect of China in addition to language learning.”

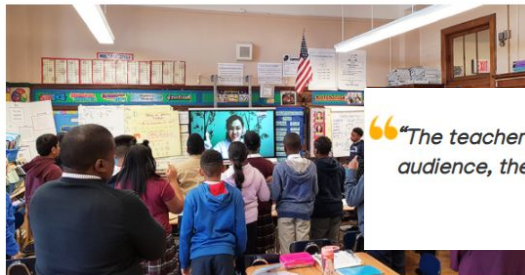
– LISA POVEROMO, PSIS 78 Q ROBERT WAGNER, NYC

Case Study: Building Intercultural Understanding

The Meg language and culture program provides a rich platform for students to start building intercultural understanding, in ways that are both implicit and explicit. Through connecting internationally with a native speaking language teacher, students are presented with an opportunity to build intercultural understanding in a meaningful and contextual environment. As they get to know their China-based teacher across the school year, they get to explore another culture first-hand. This experience allows them to also reflect on what culture is as a concept, and to mirror it to their own culture. This international connection opens up the students' world beyond their classroom, school, community, city and even country.



PS 87 in the Bronx, New York, is one of our original partner schools in the US market. The principal, Donna Anaman (pictured), is a true innovator who sees the value in providing unique and global experiences to her students. The school enrolled its grade 1-5 students in our language and culture program and have been with us for the past three years. Students enjoy learning about Chinese culture, as they learn the language, and about their Chinese teacher's daily life in their weekly lessons which helps them building intercultural understanding. They are encouraged to reflect on their own culture and that of others whilst they do so, developing understanding, empathy and respect for different cultures. Teachers at PS 87 have taken it upon themselves to create cross-curriculum ties by linking different subjects to Chinese and build respect and pride in their work by showcasing their learning at school assemblies.



“The teacher is very good with the students, the kids are excited and as an audience, they are engaged.”

— DENISE SELIVAN, PS 87 CLASSROOM TEACHER

[Case Study: Building Intercultural Understanding Video](#)

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