

Assessment and Strategies for Increased Participation of International Students

Angela Carney Alcerro, Senior Lecturer, Toy Design

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Personal teaching reflection

I arrived at my present teaching practice through a side door. I spent 20 years working on products to delight a child's imagination: from Barbie, Elmo, Cabbage Patch to Hot Wheels. But I always knew I wanted to teach. My father was a political science professor and a true inspiration to me. So, I went back to school to pursue a master of arts in Design.

Late 2005 I was offered a course to teach at Otis College of Art and Design in the Toy Design department when I was at the thesis stage in a graduate degree in media arts and design. Although I had years of industry experience, I had no professional training in teaching and could only glean what I had learned from being a lifelong learner. I taught through demonstrations, supplemental material and authentic assignments relating to real world projects. One aspect of teaching that caught my attention was the number of international students whose needs I was not aware of.

My concern was that these students were not taking advantage of all there was to offer at a school like Otis College of Art and Design. This is why I returned to school to pursue a second master degree in education with a specialization in TESOL. My students are at varying levels of experience and ability. Being an art school, many are talented and hardworking artists, but may struggle academically. My class sizes are not too large, between 10-15. I have had to uncover ways to engage all students, keeping the advanced students interested and not losing the struggling students. I have had to understand the obvious, that not everyone thinks like I do. Time management with one on ones is also a concern.

This program at USC, the videos and readings helped me in ways I never would have predicted. I had employed the use of the flipped classroom before I even knew it was a term.

This program validated much of what I was doing in the classroom but taught me valuable techniques as well. Considerable class time is spent in one on one consultation in order to take into account individual learner needs (Millrod, 2003, p. 128). In terms of learning theories, I strive to align my teaching with sociocultural learning theories involving negotiation for meaning in a community of practice (Ormrod, 2011). I am increasing my use of brainstorming as a path to promote discourse in my students. They are able to question each other, write, sketch, and ask anticipatory questions (Cross, 1992, p. 65) which ultimately help in design thinking, making it an authentic exercise.

Definition of the Problem

The courses I teach at Otis have a huge range of ability levels. While the culture of inclusivity can be stimulating and rewarding, it requires creative solutions from teachers. Considerable class time is spent in one on one consultation in order to take into account individual learner needs (Millrod, 2003, p. 128). Because of both the range in ability and the limited amount of class time I have with the students, my major concern is with those I leave behind. These can include those who underperform and those who are advanced. The vast majority of my students are international students with a wide range of linguistic, technical and artistic capabilities. For the majority, this is their first time away from home. As I become more fascinated with the situation in particular of International students, I referred to current literature on the subject and found two divergent and simultaneous situations. One is that with such a large number of international students in the United States, nearly 80 percent have not spent time in an American home. The lack of interaction deprives the student of cultural experiences such as parties, foods, and customs that could help the student to adapt. International students have several barriers that American students can also help with such as language barriers, difficulties

making friends outside their culture which can lead to academic challenges (Geary, 2016). At the same time, many East Asian students form their own culture of peers that can have the effect of distancing them from American students and faculty members (Li, 2016).

The issue I want to address is a lack of participation and discourse on the part of some students. Discourse is a major learning outcome of the art school experience. The lack of ability or desire to discourse on the part of some international students is a concern because it signals that the students are not receiving the full benefit of the art school environment. One linguistic/visual design area explored in class is to name the students' toy concept. The class brainstorms a toy product name and designs the product logo/branding simultaneously. Brainstorms move quickly and are forgiving, there are no wrong answers and excitement builds as more contribute. Brainstorming is also authentic for my students as they are a high priority in the toy industry, a highly marketable skill. I did consult with Yael Samuel, the main ESL professor at Otis for insight and advice on how to engage more learners in this valuable process. She gave me sage advice to include more time in free-writing activities and to include reported speech, sketching and referencing information as evidence of participation (communication, 5/27/13). I also consulted two former students, Joseph Kim and Ini Chung (Toy class of 2017), because of their success, both academically and socially as International students. Joseph received the award of academic excellence and Ini was the Toy Design class Marshall.

Literature Review and Assessment/Research Questions

Improved Participation and Discourse through Brainstorming Technique

A Heterogeneous class of “successful” and “unsuccessful” learners is a tremendous challenge for teachers with various suggestions in class adaptation, giving extroverts the job of interviewing, the introvert the task of writing, having visual learners read and auditory learners

listen (Millrod, 2002). Add to this the linguistic and educational diversity in the classroom and the complexity grows. The irony I see here in contrast with research on heterogeneous classes linking unsuccessful learners with ambiguity tolerant behaviors (Millrod, 2002) is that design solutions are often found in ambiguities. Art students exist in that world comfortably, and that is where they become successful learners. Could this paradox provide answers for those of us working with the creative/linguistic concerns of our students? The solution may be in creative problem solving methods such as brainstorming (Houston, 2009) and developing 21st century technology skills.

Could ambiguity tolerant behavior provide answers for reticence issues while addressing creative and linguistic issues?

This work provides an overview of literature that acknowledge the complexity for teachers through exposure to a global perspective and attitude towards learning English; the issue of reticence and lack of participation on the part of some students; and, offer alternatives, such as pair and group work, combined with brainstorming, to stimulate speech, as it taps into prior learning. While going off the lesson plan and looking beyond the classroom will be included in this literature review, it will be limited to the brainstorming as a means of creative problem solving and elicitation techniques. The brainstorm will be used create product names and design logos simultaneously in small heterogeneous groups. The study will conclude with suggestions for further study.

Could diverse worldviews, cultures and attitudes toward learning English lead to reticence and lack of participation in the classroom?

The heterogeneous class with diverse worldviews brought me to explore those areas that are off the official grid; readings I was exposed to that had international perspectives. There

were commonalities that didn't surprise me and helped strengthen certain points such as the idea of the global north wanting out and global south wanting in as discussed in Anderson-Levitt's (2005) *The Schoolyard Gate: Schooling and Childhood in Global Perspective*. Rubdy's (2009) article, *Reclaiming the Local in Teaching ELL* accurately describes the narrative so problematic for quality higher education which is English language acquisition. Ms. Rubdy relates the frustrating dichotomy of awareness of the importance of English for practical reasons while at the same time having little or no access to resources for learning it (Rubdy, 2009). Could these factors be contributing to the reticence and lack of participation that my colleagues and I have observed (Ballard)? I think of the heartbreaking scene at the end of the French film "The Class", a film with highly diverse group of students. When a shy student comes to the teacher at the end and says that she didn't learn anything. She didn't want to go to vocational school. At that point the teacher knows that through all his effort to control his classroom, he didn't reach her. Understanding individual differences in Keith Johnson's, *Individual Language Learners*, provides avenues for further understanding and taking into account individual learner needs (Millrod, 2003).

What discourse possibilities can group and pair work reveal for my students?

The literature on reticence and elicitation techniques, Head and Zhang (2010) outlines the importance of student centered learning, frequent feedback and other methods to foster student interest. Lee and Ng's (2010) study explains how teacher strategy can influence levels of reticence, especially among Asian students. In terms of classroom discourse and communication, non-instructional communication can be used as extra discourse time for students. *Transforming Language Classes into Bonded Groups* by Rosemary Senior (1997) examines classroom interactions from a pedagogic perspective. Additionally, awareness of

students as leaders, both positive and negative, those whose actions facilitate a sense of cohesion within a group is crucial to be effective in the classroom (Senior, 1997). The idea of bonding has to do with the emotional attachment the teachers had towards classes they perceived to be good, which also coincided with classes that related to each other as friends. Bonding is also in the sense of the teacher being an authority or parent figure. The study by Senior (1997) showed the complex feelings of the teacher wanting to be perceived as friendly and accessible, while at the same time recognizing their role as teachers in a position of authority.

Brainstorming may help develop teacher intuition in the classroom

This was making sense to me and accurately describes my relationship with my students. Group work and group dynamics, helpful for student involvement, engagement, and a way to deal effectively with different class sizes. Highly important to understand in group work was that any procedural teacher decision to form pairs or groups has a consequence of leading to specific interaction patterns that we must be aware of as they affect learning outcomes (McDonough and Shaw, 1993). I have had brainstorming sessions where one group is clearly not engaged. Could my interaction strategy be contributing to student reticence? As soon as I noticed the situation, I tried to facilitate, creating a more symmetrical relationship, but perhaps I should have given it more time (Lee and Ng, 2010). My role model remains the 8th grade science teachers in Japan (TIMSS Video). The pace is quick, with a thorough demonstration and group work with the teacher coming around to each group. It has been a gradual migration to this in my classroom and I see it being a good methodology to avoid leaving students behind or disengaged.

While being organized and planning the lesson well usually yields a good result, there are times one needs to know intuitively to throw out the lesson plan and customize our lessons,

sometimes in real time, based on the situation in the classroom (Richards, 1998). This approach aligns with sociocultural learning theories involving negotiation for meaning in a community of practice (Ormrod, 2011).

I do feel that Brainstorming is a good path to promote discourse in my students, which is why I need to uncover methods to make it work effectively. Students are able to question each other, write, sketch, and ask anticipatory questions (Cross, 1992) which ultimately help in design thinking, making it an authentic exercise. I was pleased to find that there is scholarly literature on brainstorming strategies for ESL students from the University of Washington Bothell and Hall Houston's (2002) *Enhancing English Learning through Brainstorming* as well as blogs and clearinghouses such as *Creativity and Brainstorming in ELT*. While I have had so much fun brainstorming in class with low tech methods such as post-its and markers, I plan to test and report on some of the newer mind mapping and brainstorming tools to guide my students to a more participatory culture as they acquire language skills. Collaboration tools such as Popplet are quickly learned and when students have fun, they share the information with others.

“So, the fun of game play is not non-stop mirth but rather that fun of engaging of attention that demands a lot of you and rewards that effort. I think most good teachers believe that in the best moments, classroom learning can be the same kind of fun”

(Jenkins, et al., 2006 p. 23).

Being inclusive, intuitive and providing techniques and strategies to engage all learners is my desire in putting together this study. I do believe that having a good base in understanding global perspectives in English, the issues of reticence and lack of participation and the potential for group work will strengthen my lessons. The understanding of group dynamics and consequences of certain groupings is something that takes time for proficiency, but the literature

in this review justifies much of what I have seen work in the classroom. Finally, a closer look at brainstorming specifically to address reticence and lack of participation along with exposure to technology should proceed in the direction of a more holistic understanding of the issues at hand.

Approach to the problem

With a previous cohort I tried having the entire class brainstorm with the help of a product-naming expert brought in as a guest speaker. This was interesting, but only a few took advantage of it and participated. The next time I attempted the brainstorm with a different cohort, participation and documented results were part of the grade. The brainstorm generated word list had to be turned in along with the new logo design. I also put them in smaller groups of 3-4 and I chose the groups. I turned our range in levels into an advantage by pairing advanced or native English speakers with more emerging English speakers. There was an immediate benefit to this. The more advanced English speakers had good brainstorming skills and a contagious energy. They seemed to enjoy helping other students in a smaller group. The more reticent students who previously hadn't participated gradually picked up the enthusiasm and I observed, were glad to engage with someone outside their usual group. It's hard to describe and contain the elation I felt seeing some of the more timid students get involved and collaborate with those outside their circle of friends. I had 4 groups like this and 3 of the 4 did very well. The 4th group was still very dependent on me and did not engage in the process. Could my interaction strategy be contributing to student reticence? As soon as I noticed the situation, I tried to facilitate, creating a more symmetrical relationship, but should I have given it more time (Lee and Ng, 2010, p. 302)? Brainstorming is a good path to promote discourse in my students, which is why I feel a strong desire to uncover methods to make it work effectively. This past year, I expanded on this to

incorporate the hybrid courses I teach and to truly consider what should be counted as participation. I made more use of O-Space as a discussion medium, assignment upload area and gave students the freedom to make submissions public or private. My observation was that this helped participation to increase exponentially. One example was the assignment during a blended session where students were to form groups of 3-4 and do mock interviews to prepare for the upcoming internship fair. One was to interview, one to be interviewed and one record video. Then each person would switch so that all had a chance to play each role. Upon viewing the videos I could see increased enthusiasm and engagement on the part of more introverted students and support from others in the group. I do feel the difference of the students being able to upload privately helped in the candid and authentic results from the videos.

My students' language priorities are multifaceted. There are some self-esteem issues complicated by their perceived limitations in English. The irony I see here in contrast with research on heterogeneous classes linking unsuccessful learners with ambiguity tolerant behaviors (Millrod, 2002, p. 129) is that design solutions are often found in ambiguities. Art students exist in that world comfortably, and that is where they become successful learners. Could this paradox provide answers for those of us working with the creative/linguistic concerns of our students?

The importance of participation and discourse in an art school setting

The purpose of this action research study is to reflect upon the problem of practice and uncover strategies that I can use in the classroom that are engaging, effective and authentic. Brainstorming is an area of interest on several levels. It is a sought after skill in the Toy industry. However, my personal experience with brainstorming has been with a large group that will not work for my problem of practice. One major and authentic opportunity for developing

brainstorm strategies relating to the problem of practice is in product naming. I consulted the literature, gathered data, conducted interviews and developed a plan of action. I started with the following research questions:

- What if the near native speakers could help international students to gain American popular culture knowledge and current trends in idioms while gaining empathy for a student far away from a familiar language and culture?
- Could this experience help the international student feel more an active part of the collective whole of the student community?
- Could these two outcomes lead to increased participation and discourse?

The literature on reticence and elicitation techniques, Head and Zhang (2010) outlines the importance of student centered learning, frequent feedback and other methods to foster student interest. Lee and Ng's (2010) study explains how teacher strategy can influence levels of reticence, especially among Asian students. In terms of classroom discourse and communication, non-instructional communication can be used as extra discourse time for students. Group interaction patterns influence learning outcomes (McDonough and Shaw, 1993) while there is potential for transformation within bonded groups (Senior, 1997). The literature was piecing together a probable justification for my plan of action when one work in particular validated my direction. Brainstorming with a group of 3-5 students working collaboratively can foster creativity while at the same time help students develop fluency (Houston, 2002).

Setting and Context

The action research was implemented at Otis College of Art and Design. It is a private art school located near Los Angeles International Airport in an urban area with an enrollment of 1177. Otis is the first independent professional school of art and design in Los Angeles,

operating since 1918 (Otis.edu/history). 83% of the student body is receiving some form of financial aid. The major languages spoken as L1 are English, Korean, Mandarin, Cantonese, Spanish, Armenian, Farsi, Arabic and Vietnamese. The participants for this study were 9 students: 8 female students and one male. L1 breakdown is (5) Korean, (2) Hebrew, (1) Taiwanese and (1) Spanish. They are all college seniors in the Toy Design department. The location of the site is on the Goldsmith Campus in Westchester, in my classroom, Room 403. There are three rows of long tables with Mac computer stations for every student and a printer. The teacher computer has a projector. There is a table under the projection area for props, toy products and books.

Data Collection

All students signed the authorization and release form. Given the nature of the problem of practice I felt that a qualitative approach was most appropriate. There were weekly observations, interviews with two experts prior to implementation, student surveys, video recording, collection of results from the activity and a post mortem with one of the experts I interviewed which included a viewing of my recorded lesson.

Observer/facilitator

84 hours of classroom instruction was observed over one semester. They took place Mondays and Wednesday evenings from 7 to 10 PM. As the instructor, I designed the materials, brainstorming method, PowerPoint and recorded the process. I observed, recorded and also guided and facilitated during the intervention. Being both observer and facilitator after consulting with experts gave me valuable insight into the intensity of the process of brainstorming but also helped me to view changes in real time.

Expert interviews

The first expert I consulted was the principal ESL professor at Otis, Yael Samuel, on 1/25/14. There were several reasons for my choice. We have many of the same students, so she could provide valuable insight. Her document entitled “ESL in the Hoot 2012” mirrored my perspective on the ESL college experience and her being a language and not a studio art instructor gave her a more distilled perspective that I felt would help me to hone in on my problem of practice. She explained that reported speech was easier and suggested that I count sketching and research as participation. She agreed with my idea to put students into small groups, but added that it was important to mix things up a bit and give each one a role. The second expert I consulted on 2/1/14 was a product naming/brainstorm specialist and an ESL Toastmasters assistant governor, Anna Ziss-Patton. We had worked together at Mattel as creative professionals. She shared a range of techniques and resources while coaching me on methods. I prepared the learning materials on 2/5/14 and carried out the brainstorm and recorded on 2/10/14. I had a follow up interview with Anna Ziss-Patton one 4/6/14 and showed her the recorded lesson as well as the results of the brainstorm.

Student survey

I took an informal poll of both sections on 2/10/14 asking the following questions:

- 1) Do you enjoy naming your products? 3 yes/ 15 no
- 2) When someone says brainstorm, do you look forward to it? 8 yes/ 10 no
- 3) If there were a method where you could try a brainstorm and all walk away with good names to use, would you try it? 18 yes/ 0 no

I followed up with a SurveyMonkey online survey with 10 selected students who were willing to participate. 7 out of ten responded to the following questions:

1. Do you enjoy naming your toy products?
2. When someone says, "Let's do a brainstorm", do you look forward to it?
3. If there were a method where you could try a brainstorm and all would walk away with good names to use, would you try it?
4. As a designer, is it helpful to sketch the logo design as you are brainstorming the Toy product name?
5. In a naming brainstorm, you will learn more about American popular culture.
Is this important to you?
6. Would you be interested in learning and using technology such as Popplets for online collaboration or The Visual Thesaurus to map out synonyms and other related words to help in your name search?
7. Is it important to research concepts and background for the product name before the brainstorm?
8. The advantage of a brainstorm in a small group is that you will feel more comfortable voicing your ideas, do you agree?
9. Another advantage of a brainstorm in a small group is that less time is wasted, since the group is small, you can focus better on the task. Do you agree?
10. Would it be helpful to you to be trained in conducting product name copyright searches?

Video recording

I recorded myself as the teacher introducing the activity, explaining the process and putting students into groups. I recorded video from my iPhone and iPod that was placed on a tripod. Then once students started the brainstorming process, I took the iPhone off the tripod and

started recording the brainstorming process with no attempt to edit, just to observe. I recorded both sections of the class.

Collection results

I collected word lists, generated names, and logo concepts resulting from the brainstorm. Students also included renders and graphics of their products since both word and image are intertwined in this case.

Limitations of the Research

One major limitation of the research was that while I recorded both sections of my class, got release forms and used the same pedagogical intervention (the naming brainstorm), only one section is appropriate for my problem of practice. However, I needed to provide an identical educational experience, so that is what I did. The reason only one section was applicable to this study was that one section had the right mix of low intermediate to near native proficiency for the exercise as well as issues of reticence and lack of participation. The other section had few instances of lack of participation and the majority was near native English proficient and 1.5 generation. Other limitations and threats to reliability were the availability of the participants and level of involvement that might not be equal among all students. In consideration for these factors possibly affecting reliability and validity, further research in this area is needed, with a larger net of students. Also, as I watch the video I was aware of the major changes in my students after the activity but that is also because I have been with them all term and have personally observed changes. The teacher notes help to validate the reliability of what was done there. I will evaluate based on both observation and results. The evidence of observation will be my notes and video recording. The results will be the product names and logos generated, whether or not the students utilized their newly created names, and most important, if I see

evidence of increased participation. While the result of viable product names and logo designs were authentic outcomes of the activity, what was most important was to address was the issue of reticence and lack of participation on the part of some students. The way I did this was through a creative brainstorming technique done in small groups of three. Since there was a marked range in English conversational levels, I assigned to each group one person who was at a near-native proficiency as the group facilitator. The rationale was that someone at a very high EL level might have popular culture and slang to share with the other two students. I was also hopeful that the facilitator might also develop empathy for a student far away from home and a familiar language/culture.

Findings

The findings from the research will take the form of visible results both in video, in tangible results from the naming brainstorm and in student reaction and interaction after the brainstorm. The naming brainstorm aligned with the constructivist theoretical assumption in its form in that learning is a process of knowledge construction and the learner is aware of the cognition process. The implications within the constructivist framework are what allow this activity to go much further: Promoting dialogue, authentic activities, and a variety of opportunities for exploration and creating a community of learners. Because of the application of current literature with the discovery of benefits of small group instruction, the brainstorm was able to take advantage of sociocultural theoretical assumptions: learners participate in meaningful, meaningmaking sociocultural activities while simultaneously learning from them, so, learning is both process and product. Following Vygotsky's ZPD that learners develop within a community of practice and its resulting weakness of uneven participation, there are implications that were addressed and realized in the brainstorm activity: learning is facilitated

through interaction between novice and more expert students. They must be given explicit goals and be encouraged to work collaboratively to achieve those goals. During the brainstorm, students were placed in three different groups. The near native speakers who I chose to facilitate also happened to be the weaker sketch artists in the class that had lowered their self-esteem. Being put in a position of responsibility had a visible effect of higher motivation and engagement. All three were comfortable in their role as mentor and as a teacher, it was rewarding to see them more active and animated. Since I knew the class dynamic and history, I had to group keeping that in mind too. There had been a conflict between two students over the authorship of a previous project and it had created tension in the classroom. I chose not to confront that and did not have them work together on this, as it was not the time or place for that level of intervention. The group with Queso Race-o was able to integrate the logo and name to its fullest and most professional level and the student sent me an email thanking me for the activity and let me know that her other teachers also liked the name. The group with Hiya Girls was on its way to integrating a logo, but instead spent more time with the name and also named the three dolls which helped with continuity since it was brainstormed at the same time. Both groups played off each other within the group, kept things moving quickly and were productive. What I observed after the brainstorm made the process worth all the effort. Once back in their former seating arrangements, one student remarked about how her prototype didn't have the right hairstyle and how she was not good at fixing it. Another student who brainstormed with her but prior to this had not been close came over and offered to fix the doll prototype's hair after class. This student had styled hair for the American Girl stores and is amazingly talented. I have no doubt that this exchange would not have happened before the brainstorm. The third group was off to a slow start in terms of discussing and engaging as a group, they all worked well

individually. The product was an educational game to teach children to brush their teeth correctly. One student sketched and handwrote names on the computer while the others sketched logos. When the time came to report back, my most reticent and reluctant student that I have ever had spoke to the entire class about her new toy name, using more words, inflections and organized speech than I had ever heard her use. This proved to me that I was going in the right direction.

I do feel that Brainstorming is a good path to promote discourse in my students, which is why I need to uncover methods to make it work effectively. Students are able to question each other, write, sketch, and ask anticipatory questions (Cross, 1992) which ultimately help in design thinking, making it an authentic exercise. I was pleased to find that there is scholarly literature on brainstorming strategies for ESL students from the University of Washington Bothell and Hall Houston's *Enhancing English Learning through Brainstorming* as well as blogs and clearinghouses such as *Creativity and Brainstorming in ELT*. Just before preparing this paper I met with the brainstorming expert to show her my PowerPoint, video recordings and brainstorming methods. She was interested in the outcomes, especially the student with a more limited command of English. She agreed with me that while the process does not mirror the ones used in the professional world, it does coincide with problem solving strategies within creative teams which is also an authentic pursuit. My interviews with my former students Ini and Joseph were so worthwhile, I think I will incorporate something like this in future classes. They revealed that one reason international students are quiet is because the role of an instructor in their country (South Korea) is more authoritarian, even when it comes to critiques. They also felt that interaction with other international students of countries and cultures other than their own helped them to understand design with a global perspective that they would not have had in their own

country. Most of all, they said it was the supportive environment of Otis and the Toy Design Department that helped them to be successful.

Conclusion

The literature review paired with my action research caused me to question a concept put forward by Millrod (2002), specifically that research on heterogeneous classes links unsuccessful learners with ambiguity tolerant behaviors (Millrod, 2002). Creative solutions are often found in ambiguities. Art students exist in that world comfortably, and that is where they become successful learners. Could this paradox provide answers for those of us working with the creative/linguistic concerns of our students? Rubdy's (2009) article *Reclaiming the local in teaching EIL* accurately describes the narrative so problematic for quality higher education – English language acquisition. Ms. Rubdy relates the frustrating dichotomy of awareness of the importance of English for practical reasons while at the same time having little or no access to resources for learning it (Rubdy, 2009). Could these factors be contributing to the reticence and lack of participation that I see in my classroom? The conclusion is that small group brainstorming techniques will help with student reticence and that these techniques can take many forms, both analog and digital, constructivist and sociocultural. My plans for dissemination are first to learn more about creativity as it relates to ELLs in the classroom and when I return to classes in the fall, to have small group brainstorming sessions prior to the start of each new topic we cover. I have now taught three hybrid semesters with two sections each and continue to uncover ways to increase participation for all students, but with a special eye on the international students. The hybrid format has given me extra tools such as video submissions done in a small group setting on interview skills, switching files with a partner and finishing a digital drawing with a verbal explanation of what was done, and the choice to upload submissions privately or

publicly. All of these have been successful.

Appendix A – YouTube Video of Naming Brainstorm Lecture - <http://youtu.be/CITl-kpiKPw>



Appendix B – YouTube Video of Naming Brainstorm Process - <http://youtu.be/GJhq58T9Gcg>



Appendix C – YouTube Video of Naming Brainstorm Results - http://youtu.be/kNfN_6eUSdc



Appendix D – Naming and Logo design – Hiya Girls

Brainstorm Project

Minji Jung, Sunny Kim, Dena Miller

Before

Line Name: Karate Girls

Name of girls: Coco, Nana & Lulu



After Brainstorm

Line Name: Hi-ya girls

Name of girls: Dixie disco, Beckie Dough & Andy Pop

Logo



Appendix E – Naming and Logo design – Queso-Race-Oh



QUESO
FACE-ON!

Appendix F – Interview with Anna Ziss-Patton on brainstorming techniques

Notes from Interview with Anna Ziss-Patton on creative brainstorming techniques:

AZP- So, off the top of my head (if you want to get started in this vein), I always start out with a pre-brainstorm packet so people can start thinking, like if it's say, a fairy game, then like a little history of fairies or where they live or pictures of them ... Then at the brainstorm, you definitely need some food, magazines & books to get people thinking if they're stuck. Also, a dictionary and thesaurus or a computer with access to them....

AZP- So, then at the brainstorm, you have to push for divergent thinking and get them to make some different connections. ... So, I had this really great list of ways to illicit good names or ideas...

AZP-

For brainstorming names, you can start with word associations: Get ideas from—

AZP-

Idioms, metaphors, puns, slang phrases, or words that just go with the product (so, like, following the fairy theme: Winged Victory or wanded something ...). So, you can google fairy idioms and get lists to start playing off of.

AZP-

Then you could also go into mind mapping and have charts with clouds and ... you know how to do that, right?? That part is less intellectual and more sort of organic.

AZP-

And you can start doing round robin ideas and then let people build off each other's ideas. At The Franklin Mint in brainstorms, our big question was always "Could it be..." so if somebody throws out an idea for say .. a fairy nest game, someone might throw in... "Could it be a fairy tree with nests on each branch that you roll numbers to climb into?" or something I'm just making up stuff here, you know?

AZP-

For the logos, somebody recently did a presentation on brainstorming logos

AZP-

OK. logos. One idea that this guy presented was to do a list of everything associated with the idea -- like for a mermaid it could be waves, seashells, pearls, lobsters, starfish, fish, underwater grottos, bubbles, seafoam and so on. You make a column and then you write the opposite of each idea, a possible opposite, like waves : sand , seashell : shrimp --- it obviously doesn't have to be a real opposite, just something to generate ideas and then you choose elements to create the logo. Does that make sense as an exercise?

AZP-

He also did an over under thing like a waterskier with a sunny sky and the bottom was an underwater thing I'm not quite remembering that, but parts of it could be broken into a logo...

AZP-

You can do mind mapping, too, for visuals and icons.

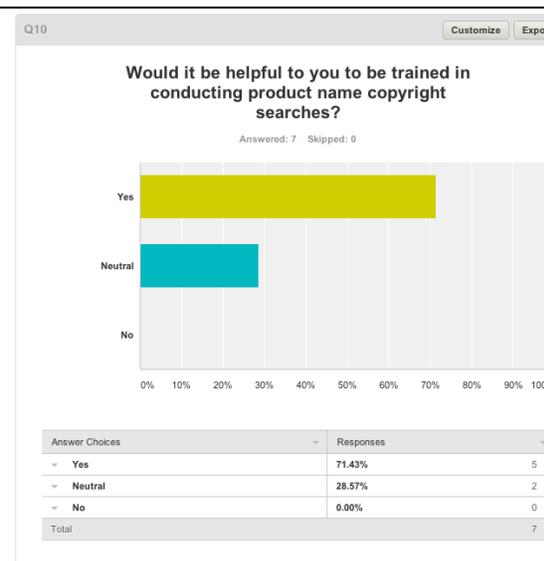
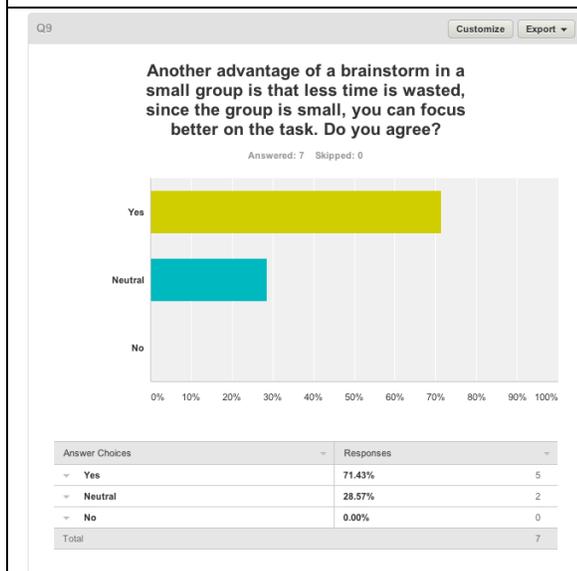
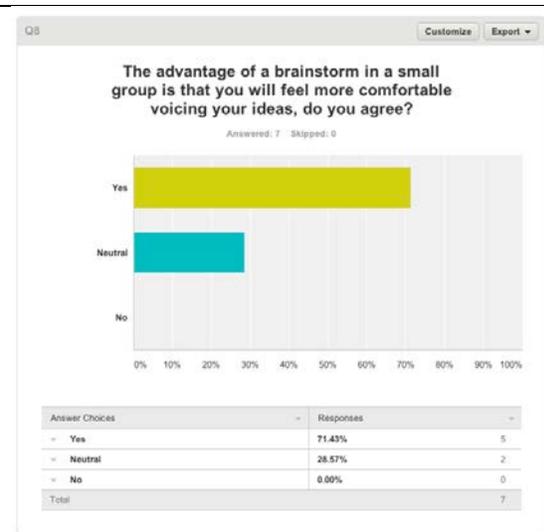
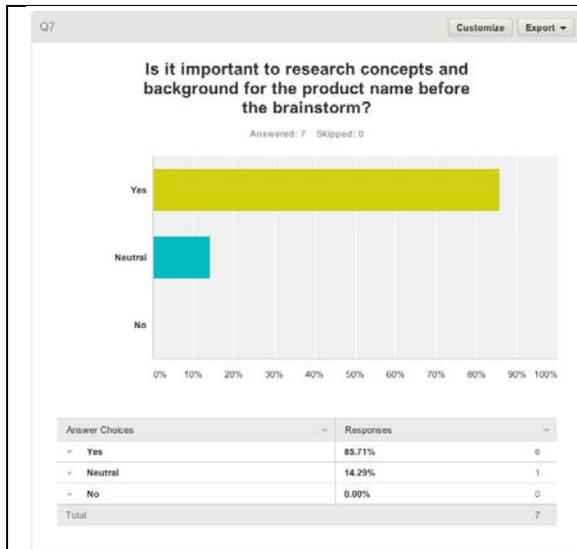
AZP-

Can you tell I really like this stuff???

AZP-

I like that Merriam-Webster.... do not use thesaurus.com -- that one is awful now... You can google through and find what you like ..?





Appendix H – Powerpoint for Capstone A and B

<p>Improved Participation and Discourse through Brainstorming for ELL Angela Alcerro EDUC 526 – Capstone A Instructor: Dr. Melanie Calvert</p> <p>1)</p>	<p>Problem of Practice</p> <ul style="list-style-type: none"> Documented and observed lack of participation and discourse with some international students (Ballard, 2014). This is a concern because it signals that students are not receiving the full benefit of the art school environment. <p>2)</p>
<p>School Setting</p> <ul style="list-style-type: none"> Otis College of Art and Design. Urban art school. Toy Design Major. The only place in the world to offer a BFA program in Toy Design. All faculty are full time creatives in the toy industry. For this activity, all students are Non-Native English speakers. L1 breakdown: Korean (5), Mandarin (1), Spanish (6), Hebrew (4). Range from low intermediate to near native proficiency in English. Major variance in skill, command of English and participation.  <p>3)</p>	<p>What can I do about this?</p> <ul style="list-style-type: none"> Brainstorming is a sought after skill in the toy industry. My experience with brainstorming has been as a large group. This will not work for my problem of practice. One major opportunity for development is in product naming. I consulted the literature, gathered data and interviewed 2 experts to gain insight and a plan of action. <p>4)</p>
<p>Questions</p> <ul style="list-style-type: none"> What if the near native speakers could help international students learn about popular culture knowledge and current trends in idioms while gaining empathy for a student far away from a familiar language and culture. Could this experience help the international students feel more an active part of the collective whole of the student community? Could these two outcomes lead to increased participation and discourse? <p>5)</p>	<p>Consulting the Literature</p> <ul style="list-style-type: none"> Head and Zhang (2010) - The importance of student centered learning and frequent feedback to contribute to student engagement. Senior (1997) - Examines the transformation possible with bonded groups. McDonough and Shaw (1993) - Group interaction patterns may effect learning outcomes. Houston (2002) - Brainstorming with a group of 3-5 students working collaboratively can foster creativity while at the same time help students develop fluency. <p>6)</p>
<p>Data Collection</p> <ul style="list-style-type: none"> I had two sections of the same class and took a poll to answer these two questions: 1) Do you enjoy naming your products? 3- yes /15 no 2) When someone says brainstorm, do you look forward to it? 8-yes/10 no 3) If there were a method where you could try a brainstorm and all walk away with good names to use, would you try it? 18-yes <p>7)</p>	<p>Consulting the experts - 1</p> <ul style="list-style-type: none"> Interview 1 – Yael Samuel, ESL professor at Otis <ul style="list-style-type: none"> Reported speech is easier. Count sketching and research as participation. Small groups, mix them up a bit, but give each one a role – facilitator, scribe, sketch artist. <p>8)</p>

<p>Consulting the experts - 2</p> <ul style="list-style-type: none"> • Interview 2 – Anna Ziss Patton, ESL Toastmasters director and product naming/brainstorm specialist • We talked on several occasions. • She had a wealth of resources for naming brainstorm and coached me on methods • I came up with the following activity and tested it in class. <p style="text-align: right;">9)</p>	<p>Brainstorming Activity - Method</p> <ul style="list-style-type: none"> • 1) Get into groups of 3 or 4 members <ul style="list-style-type: none"> • 1 facilitator/moderator (I will choose) • 1 sketcher • 1 writer • Sketcher will report <p style="text-align: right;">10)</p>
<p>Brainstorming Activity Choose a product to name. (5 minutes)</p> <ul style="list-style-type: none"> • 2) Discuss as a group and choose a product <ul style="list-style-type: none"> • Gather mood board elements. • Other members of the group can do Google image searches based on toy's tone and manner. • Fairies for example.  <p style="text-align: right;">11)</p>	<p>Brainstorming Activity Word association (5 minutes)</p> <ul style="list-style-type: none"> • 3) Word association <ul style="list-style-type: none"> • Associate words and images with what product does. • Synonyms and antonyms. • Metaphors, puns or idioms: for fairies, winged victory or wanded fairies. • Make lists of words associated with the product: <ul style="list-style-type: none"> Mermaids – waves, seashells, starfish. sketch ideas that come to mind as you hear the words. <p style="text-align: right;">12)</p>
<p>Brainstorming Activity Think of Opposites (5 minutes)</p> <ul style="list-style-type: none"> • 4) Think of opposites. <ul style="list-style-type: none"> • Visuals and words dealing with opposites: • Example would be a water skier with a sunny sky and it shows the bottom underwater.  <p style="text-align: right;">13)</p>	<p>Report (5 minutes)</p> <ul style="list-style-type: none"> • Report back to the class. <ul style="list-style-type: none"> • The person who sketched reports back on the list and shows sketches. <p style="text-align: right;">14)</p>
<p>Results: Video (unedited) http://youtu.be/H3f7p1g1HC8 and new names after the brainstorm</p> <p>Brainstorm Project Minji Jung, Sunny Kim, Dena Miller</p> <p>Before Like Name: Kaitlin Galt Name of girls: Coco, Nina & Lulu</p> <p>After Brainstorm: Like Name: Mi ya girls Name of girls: Drew, Alina, Becker, Drough & Andy Pop</p> <p>Logo</p>  <p style="text-align: right;">15)</p>	<p>Sources</p> <ul style="list-style-type: none"> • Ballard, D. (n.d.). Best practices for teaching ESL, EFL, ESOL students. <i>Otis College of Art and Design</i>. Retrieved February 04, 2014, from http://www.otis.edu/best-practices-teaching-esl-efl-esol-students • Creativity and brainstorming in ELT. (n.d.). <i>Creativity and Brainstorming in ELT</i>. • Retrieved January 22, 2014, from http://eslbrainstorming.webs.com/ • Houston, H. (n.d.). Enhancing English learning through brainstorming. <i>Taiwan Academic</i> • <i>Institutional Repository:Item 987654321/867</i>. doi: 203.68.184.6:8080 <p style="text-align: right;">16)</p>

<div data-bbox="191 195 716 583"> <h2 style="text-align: center;">Improved Participation and Discourse through Brainstorming for ELL</h2> <p style="text-align: center;">Angela Alcerro EDUC 526 – Capstone B Instructor: Dr. Melanie Calvert</p> </div> <p style="text-align: right;">1)</p>	<div data-bbox="831 195 1356 583"> <h2 style="text-align: center;">School Setting</h2> <ul style="list-style-type: none"> • Otis College of Art and Design. Urban art school. • Toy Design Major. The only place in the world to offer a BFA program in Toy Design. All faculty are full time creatives in the toy industry. • For this activity, all students are Non-Native English speakers. • L1 breakdown: Korean (5), Mandarin (1), Spanish (1), Hebrew (2). • Range from low intermediate to near native proficiency in English. • Major variance in skill, command of English and participation.  </div> <p style="text-align: right;">2)</p>
<div data-bbox="191 638 716 1026"> <h2 style="text-align: center;">Problem of Practice</h2> <ul style="list-style-type: none"> • Documented and observed lack of participation and discourse with some international students (Ballard, 2014). • This is a concern because it signals that students are not receiving the full benefit of the art school environment. <h3 style="text-align: center;">What Can I do about this?</h3> <p>Brainstorming is a sought after skill in the toy industry.</p> <p>My experience with brainstorms has been as a large group. This will not work for my problem of practice.</p> <p>One major opportunity for development is in product naming.</p> <p>I consulted the literature, gathered data and interviewed 2 experts to gain insight and a plan of action.</p> </div> <p style="text-align: right;">3)</p>	<div data-bbox="831 638 1356 1026"> <h2 style="text-align: center;">Questions</h2> <ul style="list-style-type: none"> • What if the near native speakers could help international students learn about popular culture knowledge and current trends in idioms while gaining empathy for a student far away from a familiar language and culture. • Could this experience help the international students feel more an active part of the collective whole of the student community? • Could these two outcomes lead to increased participation and discourse? </div> <p style="text-align: right;">4)</p>
<div data-bbox="191 1081 716 1470"> <h2 style="text-align: center;">Consulting the Literature</h2> <ul style="list-style-type: none"> • Head and Zhang (2010) - The importance of student centered learning and frequent feedback to contribute to student engagement. • Senior (1997) - Examines the transformation possible with bonded groups. • McDonough and Shaw (1993) – Group interaction patterns may effect learning outcomes. • Houston (2002) – Brainstorming with a group of 3-5 students working collaboratively can foster creativity while at the same time help students develop fluency. </div> <p style="text-align: right;">5)</p>	<div data-bbox="831 1081 1356 1470"> <h2 style="text-align: center;">Data Collection</h2> <ul style="list-style-type: none"> • I had two sections of the same class and took a poll to answer these two questions: • 1) Do you enjoy naming your products? 3- yes /15 no • 2) When someone says brainstorm, do you look forward to it? 8-yes/10 no • 3) If there were a method where you could try a brainstorm and all walk away with good names to use, would you try it? 18-yes </div> <p style="text-align: right;">6)</p>

Consulting the experts

- Interview 1 – Yael Samuel, ESL professor at Otis
 - Reported speech is easier.
 - Count sketching and research as participation.
 - Small groups, mix them up a bit, but give each
 - one a role – facilitator, scribe, sketch artist.



Interview 2 – Anna Ziss Patton, ESL Toastmasters assistant governor and product naming/brainstorm specialist

We talked on several occasions. She had a wealth of resources and techniques for naming brainstorms and coached me on methods I came up with the following activity and tested it in class. One of the best resources was 99u.com



7)

Brainstorming Activity- Method

- Get into groups of 3 or 4 members + facilitator/moderator (I will choose), sketcher, a writer. Sketcher will report.
- Discuss as a group and choose a product
 - Gather mood board elements.
 - Other members of the group can do Google image searches based on try's tone and manner.
 - Fairies for example.
- Word association
 - Associate words and images with what product does.
 - Synonyms and antonyms.
 - Metaphors, puns or idioms: for fairies, winged victory or wanded fairies.
 - Make lists of words associated with the product: Mermaids - waves, seashells, starfish, sketch ideas that come to mind as you hear the words.
- Think of opposites.
 - Visuals and words dealing with opposites: Example would be a water skier with a sunny sky and it shows the bottom underwater.
- Report back to the class.
 - The person who sketched reports back on the list and shows sketches.



8)

After a second consultation with the Naming expert, I came to the conclusion that brainstorming is an appropriate tool for my problem of practice. Brainstorming, done in small groups in an education setting did have the effect of student bonding, more discourse and less reticence among international students. However, the goals are different than those in a professional setting.

The implications of this study are that I now have another skill set that I can teach and use in class. I can also develop teaching skills that include further study of brainstorming for creativity and best practices for international art students. While it does not mirror a more formal brainstorm used in corporations, it does simulate creative problem solving techniques used in collaborate teams which will serve the students well in their careers.

Brainstorm Project

Minji Jung, Sunny Kim, Dena Miller

Before
Line Name: Karate Girls
Name of girls: Coco, Nana & Lulu

After Brainstorm
Line Name: Hi ya girls
Name of girls: Eloie disco, Beckie Dough & Arly Pip

Logo



9)

Product Naming Brainstorm process



11)

Product Naming Brainstorm results



12)

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13)

Appendix I – Release Form

TAYLOR

B

**Master of Arts in Teaching (MAT@USC)
AUTHORIZATION AND RELEASE**

I hereby authorize ANGELA ALCEGA a student enrolled in MAT@USC ("Student") to make audiovisual recordings ("audiovisual recordings", as used throughout this document, to include, without limitation, audio (sound) and video (picture, including (without limitation) video recordings and photographs)) of me (each a "Recording" and collectively the "Recordings") in connection with Student's participation in the MAT@USC educational learning program (the "Program"). I further acknowledge and agree that Student's use of the Recording(s) in connection with Student's participation in the Program may include Student's submission of any or all of the Recordings to the School of Education of the University of Southern California, a California nonprofit education institution, and/or its agents, contractors, service providers or assigns (collectively "University").

By my signature below, (i) I grant to Student the right to make the Recordings, including without limitation, audiovisual recordings of my name, voice, likeness, statements and created materials, and to use the Recordings in connection with Student's participation in the Program as permitted by the University; (ii) I grant to the University and any party authorized by the University the right to reproduce, publish, display, distribute and otherwise use my name, voice, likeness, statements, created materials and the Recordings, in any manner and media (including the Internet), worldwide and in perpetuity without the payment of any consideration; and (iii) if any part or all of the Recordings are considered an educational record under the Family Educational Rights and Privacy Act of 1974, as amended, I consent to the disclosure of any or all of the Recordings by the University and any party authorized by the University.

I understand and agree that, upon Student's submission of any or all of the Recordings to the University, the University will be the owner of such Recordings that include my name, voice, likeness, statements and created materials, and that the University has the exclusive right to use and edit the Recordings in whatever way it wishes, and I waive any rights of privacy and/or publicity that I might otherwise have with regard to the Recording(s) and/or any derivative work(s) of the Recording(s).

I understand and agree that I will not receive any compensation as a result of, and will have no approval rights regarding, any use of the Recording(s) by Student, the University or any parties authorized by the University. I further understand and agree that neither Student nor the University will have any obligation to include me in, or make any use of, any Recording.

I hereby waive, and release Student and the University and any third parties authorized by the University to use the Recording(s), and all of their respective officers, shareholders, directors and employees, from any and all claims, liabilities, damages, and costs whatsoever, including reasonable attorneys' fees, that may arise out of the use of my name, voice, likeness, statements, created materials and/or the Recording(s) as authorized in this release.

I also hereby agree that a facsimile, photocopy or electronic (e.g., PDF or other digital format) or other reproduction of this release may be used in place of my originally executed release; and, further, that such reproduction (in any form) shall have the same legal or other effect as my original release, and may be used in place of my original release for any purpose that my original release may have served.

I CERTIFY THAT I HAVE READ THIS AUTHORIZATION AND RELEASE BEFORE SIGNING IT AND THAT I FULLY UNDERSTAND ITS CONTENTS, MEANING AND EFFECT AND, INTENDING TO BE LEGALLY BOUND, I HAVE VOLUNTARILY SIGNED THIS RELEASE.

Signature: [Signature] Date: 2/11/2014
Name: Taylor Kim Telephone Number: 310-484-4244
(Please Print)
Address: 7702 McConnell Ave 90045 LA, CA

Appendix II – Ini Chung (Toy Design '17 Class Marshall) and Joseph Kim (Toy Design '17 Academic Excellence Award)



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