

天主教輔仁大學英國語文學系學士班畢業成果
ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY
GRADUATION PROJECT 2023

指導教授：曾明怡老師

Dr. Lydia Tseng

真善美聖

**Report of Intercultural and Flipped Foreign Language
Classroom**

SANCTITAS BONITAS

PULCHRITUDO

VERITAS

學生：許瑜庭撰

Jeselyn Yu-Ting Hsu



Learning Outcome Demonstration Report

Course Title: Intercultural and Flipped Foreign Language Classroom

(Fall 2022)

Name: Jeselyn Hsu

Student Number: 408110534

Instructor: Dr. Lydia Tseng

Date: 10 October 2022

Table of Contents

I. Introduction	3
II. Reflection of Project 1: World Cinema	4
Lesson Design of World Cinema Session	7
III. Reflection of Project 2: Taiwan-French Intercultural Communication Project	9

Google Drive Folder Link:

https://drive.google.com/drive/folders/17ADU_dLhBpS5i_6DMCyDwbFpBa9SxyKL?usp=sharing

FJU-BU Presentation Link:

<https://drive.google.com/file/d/1vC9y69wLsnQtkVHdUVOZAVZxkYm1jBa7/view?usp=sharing>

I. Introduction

This Learning of Demonstration (LOD) Report culminates with the introduction of two major projects done in the class of *Intercultural Flipped Learning Classroom* and an overall reflection. The class was taken in the fall of 2021 (110-1 semester) and started off with Project 1 entitled “World Cinema”. For this project, students are divided into 4 groups (4-5 students each) and the task was to design lesson plan and activities for intercultural teaching and learning based on a particular film or movie. A brief teaching demonstration will then be conducted when students from the Fu Jen Catholic University sign up for their interested movie sessions held at the Global Lounge on Thursday evenings. Following next, the second project was a Taiwan-French intercultural communication project with students from the University of Bordeaux. It is further broken down into three specific tasks which includes a piece of collective writing about the similarities and differences within the multicultural groups and also designing a short video (about 7-10 minutes) related to the intercultural communication experience with French peers. The students from France was mostly from the Institute of education (Education & Media) and the discussion with French students were communicated through three arranged online meetings (asynchronous communication is optional and will be arranged privately).

II. Reflection of Project 1: World Cinema



幸福綠皮書：
 一本關於『如何放下偏見』的綠色小冊子

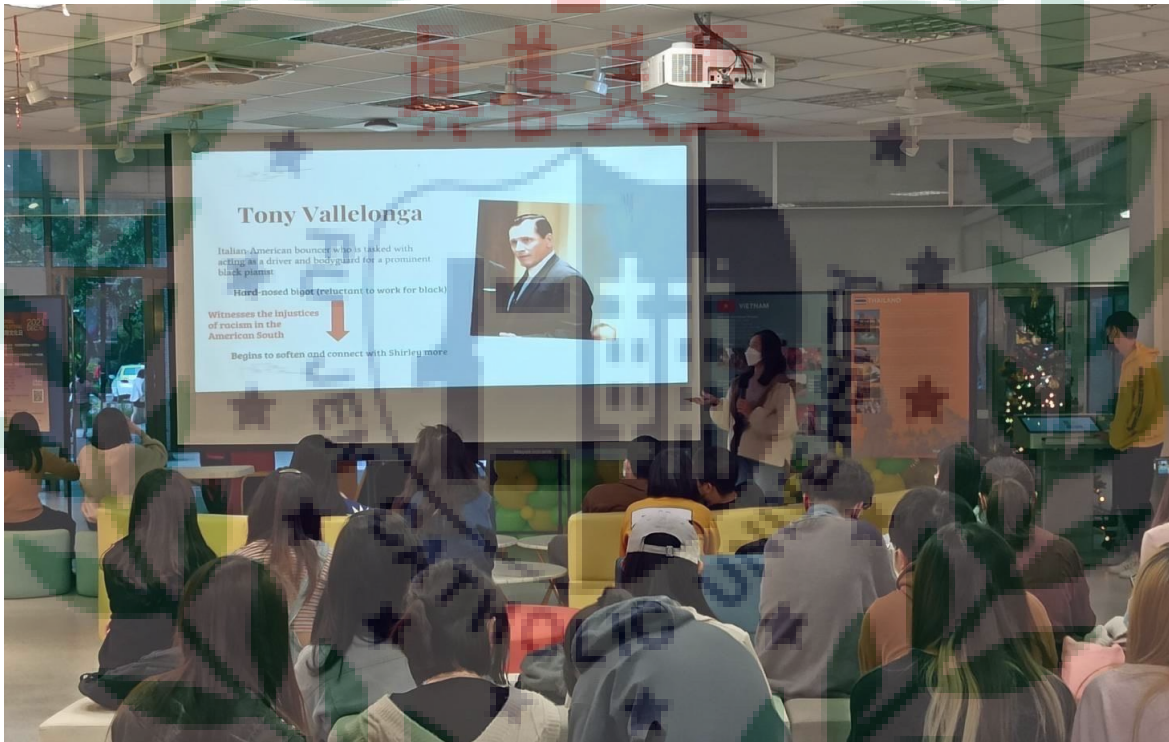
Green Book:
 A book about the lesson—
 “You never win the violence.”

2021.12.09 星期四 下午4:30-7:00
 FG 1F Global Lounge Lobby 寰宇廳

For my group, we decided to showcase a movie entitled “The Green Book”, a 2018 American biographical comedy-drama film inspired by a true friendship that transcended beyond one’s skin color and social class. The story depicts about how a working-class Italian-American bouncer becomes the driver for an African-American classical pianist on a tour of venues through the 1960s American South. Despite their differences, the two men soon develop an unexpected bond while confronting racism and danger in an era of segregation.

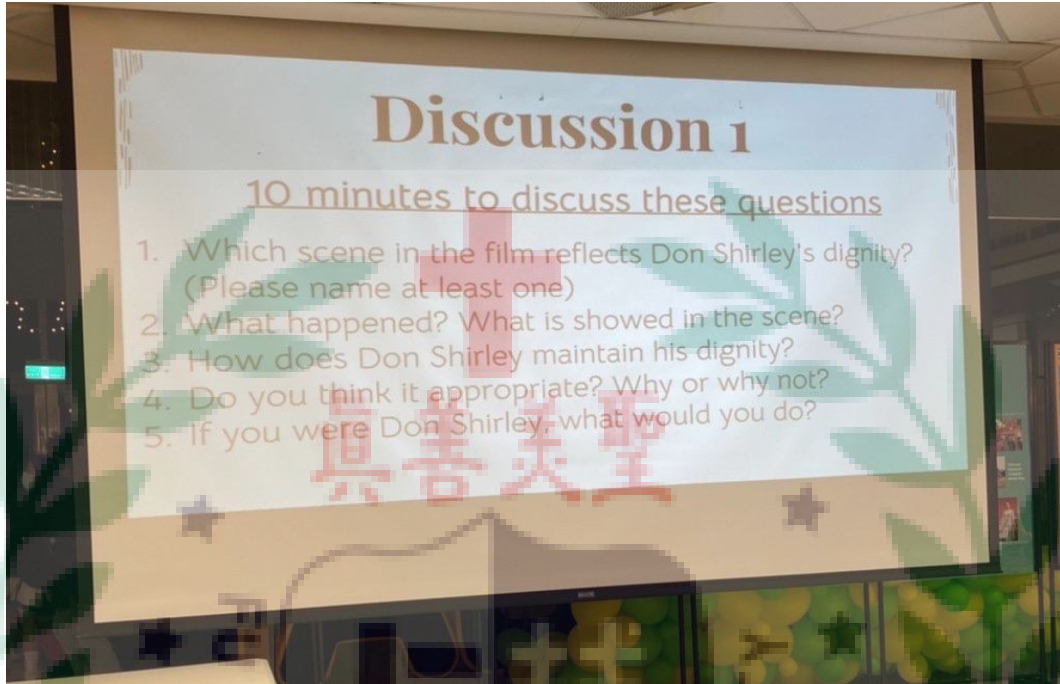
Personally, I have not known about this movie before this project. I was grateful for my teammate who brought this up because without him, I would not have come across such an interesting and meaningful movie. As for our work allocation, I was in charge of giving an introduction to the movie and the main characters involved in the movie. Therefore, I have to spend even more time not only to watch the full movie and but also to do a thorough analysis about the relationships between characters and relevant themes.

All in all, I really enjoyed doing this project with my teammates and we had greatly benefitted while putting time and effort in researching and inventing our lesson design for our college peers. I also look forward to the different sessions of World Cinema as it always gets us relaxed (compared to other typical school projects we had in other classes) and what's more is that we get to eat and drink while watching the movies! So, sit back, relax and enjoy!



Picture 1: Me presenting to the audience about the protagonists in the story





Picture 2: Some prompts we prepared to lead students for their discussion



Picture 3: My teammate and I being the receptionists of the day



Picture 4: Group picture with the students who came for World Cinema

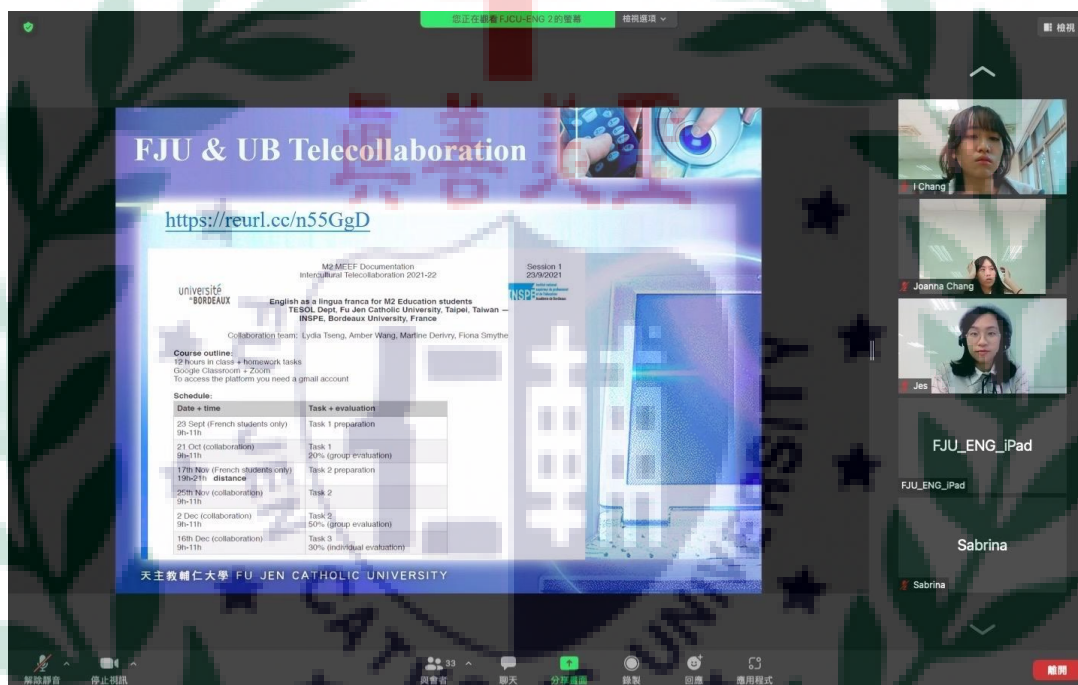
Lesson Design of World Cinema Session

Designers/Teachers: Tyler Lee, Eric Zhang, Yvonne Lai, Annie Chen, Jeselyn Hsu		Target Learners: University students	
Topic-Film: <i>The Green Book</i>		Time 150 min	
Objectives			
<ol style="list-style-type: none"> 1. The students will acquire the background knowledge and history about “the green book”. 2. The students will discuss the issues of racial identity and discrimination. 3. The students will be able to evaluate the impact of history on contemporary issues. 			
Teaching Procedures			
1st Hour			
Tasks		Teaching aids	Time
Warm-up → Jeselyn A brief intro to “The Negro Motorist Green Book” and Jim Crow Law		PPT	5min
Intro to <i>The Green Book</i> : Characters & Time Period		PPT	5min
Movie Time		Film	60min
2nd Hour~3rd Hour (game, group discussion, light snack)			
Discussion 1: Dignity (5Qs) → Yvonne		PPT	10min
Plot Analysis 1		PPT	10min
Discussion 2: Discrimination (4Qs) → Tyler		PPT	10min
Plot Analysis 2		PPT	10min
Discussion 3: Self-identity (3Qs) → Eric		PPT	10min

Plot Analysis 3	PPT	10min
Wrap-up (Game) → Annie	Kahoot	10min
Reflection Worksheet		
Google Form → Annie	QR code	10min



III. Reflection of Project 2: Taiwan-French Intercultural Communication Project



Over the previous few sessions, I was grateful to have the opportunity to take part in the intercultural communication activity with French students and I have definitely gained much valuable knowledge after our exchange. First of all, we shared our living experiences in the two countries where I got to be exposed to the slight similarities and differences that France and Taiwan may have in terms of our cultures and lifestyles (which was our task 1 assignment). Next, we have to collaborate again and think of possible educational issues to discuss with each other and then come up with a short video or presentation discussing this matter. Besides our required meetings on Zoom, we also used Instagram to form a chat group to communicate and discuss our work. Thanks to technology, it made discussions like this way more easier and efficient as we

can quickly reach one another to have meetings.

Compared to Task 1 which progressed smoothly, Task 2 was a little more difficult as we cannot film the video simultaneously. Furthermore, our topic was comparing school uniforms in France and Taiwan, but the challenge was that we found out that there are very few schools in France who wear uniforms hence it was especially hard to compare the similarities. As I was in charge of the part on similarities, I was really puzzled on what to do while my other teammates were piling up relevant information for their respective parts except for me. Luckily, I consulted my professor for help and she was really kind to give me some directions and other significant comparisons to mention.

With regards to our own personal experiences in cross-cultural collaboration, Ornella and Yvonne shared in the last session that this sort of cultural exchange was first time for them and they looked forward to each meeting:D Although I have been in situations where cultural knowledge has to be applied, it was still a rare chance for me to actually collaborate with foreigners across the globe.

All in all, it was a great experience to be able to meet new people and learn about their culture at the same time clarify the misconceptions of each other's culture. Even though there are certain technical issues that caused a delay or lag in the meeting, we still learned how to cooperate and work with each other despite being far apart. In near future, I hope to have more collaborations like this so that I can make new friends and maybe learn each other's language!

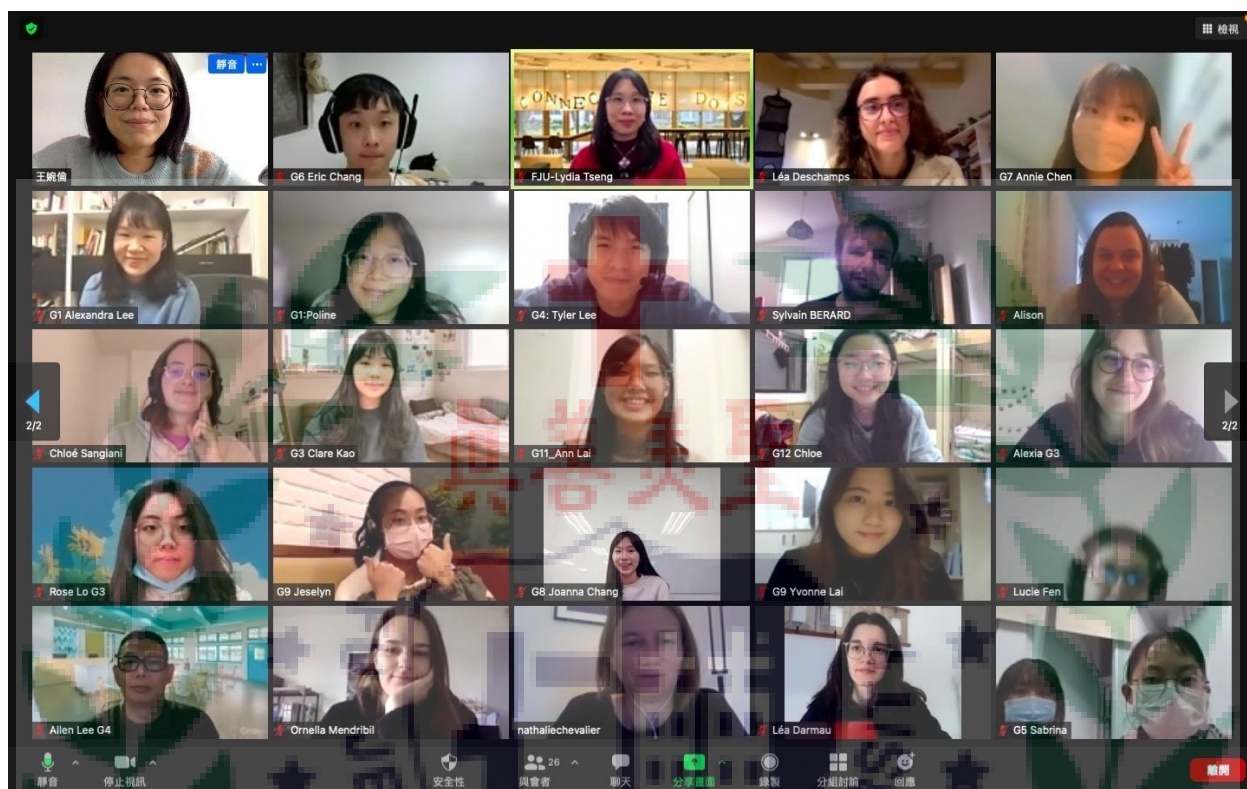
The screenshot shows a Google Classroom interface. At the top, there are navigation tabs for 'Instructions' and 'Student work'. The main heading is 'Task 1 for Session 1 --Getting to know each other (2021_1104 due)'. Below the heading, it says 'Lydia Tseng · Oct 25 (Edited Oct 25)' and '100 points'. The message content reads: 'Dear all Hope this message finds you well. Many thanks for your participation in Session 1 (Task 1) BU-FJU tele-collaboration last Thur (2021-10-21). You and your partner(s) need to complete the writing for Session 1; individually submitting the final product of this writing to Google Classroom: 2021 BU-FJU Tele-collaboration Project <https://classroom.google.com/c/NDA4NzA3MzMyNjA0?cjc=rjymkwt> Task 1: word file (please use this file to edit) <https://reurl.cc/DZqrAN> (1) Task 1 for Session 1 is for collective writing. This could take place either with

At the top right of the message area, there is a video thumbnail showing three participants: 'FJU Lydia Tseng', 'marthe.derivry@u-bordeaux.fr', and '王麗倫'. The bottom of the screenshot shows a Windows taskbar with the date '2021/12/16' and time '下午 04:44'.

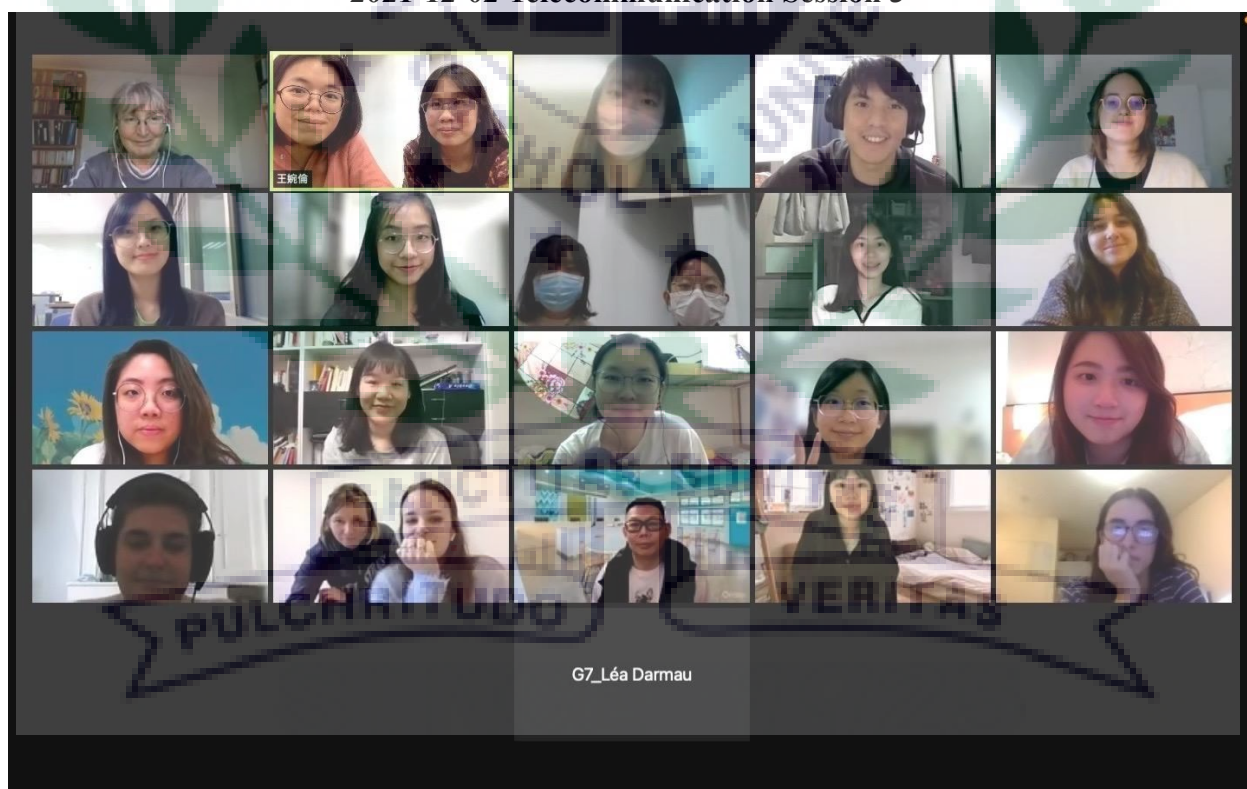
2021-10-21 Telecommunication Orientation

The screenshot displays a Zoom meeting grid with 25 participants. Each tile shows a video feed of a participant, with their name at the bottom. The participants include: G6: Erie Chang, 王麗倫, Fiona SMYTHE, Jeselyn 瑜庭, Chloé Sangiani, Yvonne Lai, G4 Tyler Lee, G1 Alexandra Lee, Group11_Ann Lai, FJU Lydia Tseng, Sylvain BERARD, Allen G4, G1-Poline, Alison, Rose Lo G3, Alexia, Léa Deschamps, Group 12 Chloe Hsu, nathalchevallier, G5 Sabrina, Lucie Fen, G8 Joanna Chang, G5-Celia Chang, Laurie colonges, and Ornella Mendribil. The bottom of the screen shows the Zoom control bar with icons for mute, video, chat, and other functions.

2021-11-25 Telecommunication Session 2



2021-12-02 Telecommunication Session 3



2021-12-16 Telecommunication Session 4