Utrecht University

Graduate School of Teaching

English Language and Culture: Education and Communication

Integrating Social Perspective Taking through Social Media in English Class

Jorge Luís da Silva dos Santos

5631378

Master Thesis

American English

April, 2018

Supervisor: dr. Bjorn Wansink

Second reader: Prof. dr. Rick de Graaff

Third reader: Dr. Roselinde Supheert

Table of Contents

Abstract

Inspired by a nation-wide project in the Netherlands which started as *Onderwijs2032* and now continues as *Curriculum.nu*, this master thesis investigates how English teachers can develop the curriculum of their schools to help students work towards skills they will need in the future. Given the focus on, among other areas, citizenship education, English and digital literacy skills, this design research project asks what design principles and learning objectives can be gathered through a literature review and teacher interviews for the proposal of a social perspective taking (SPT) and English integrated lesson series in year 5, pre-academic education (VWO 5). This resulted in a list of 10 design principles and five summative learning goals based on which a proposal for an SPT and English integrated lesson series was designed and evaluated during a second set of teacher interviews, which suggests ways in which the design can be further improved for implementation. The proposal is an example of a way English teachers can use the design principles and learning goals to teach a content and language integrated learning (CLIL) lesson series which not only focuses on developing their students' English-speaking skills, but also helps them become aware of, and further develop, their SPT skills which can aid in their development as critical citizens. In this manner, English teachers can help strengthen the horizontal coherence of the parts of the curriculum at their schools pertaining to digital literacy and citizenship education, which is especially relevant given the *Onderwijs2032/Curriculum.nu* project.

1. Introduction

This master thesis is written at the time of an ongoing nation-wide curriculum development project in the Netherlands, which started as *Onderwijs2032* and continues as *Curriculum.nu* (Over Curriculum.nu). Several key actors in education are involved in this project and aim to develop a set of core goals & objectives for primary and secondary education that is meant to reflect the changes in society, e.g. cultural and technological, and that emphasize teaching students the relevant skills they will need in the future (Dutch Ministry of Education, Culture and Science, 2017, p. 1). The project will bring about a reform of current curricula, which use core objectives that are at least ten years old, by reviewing and developing them into a set of curricula which build upon each other across all grades and tracks from primary to secondary education, leading to the establishment of one continuous curriculum (Dutch Ministry of Education, Culture and Science, 2017, p. 1). To accomplish this, during the first phase of the project, i.e. *Onderwijs2032*, the areas which require the development of new building blocks for the establishment of such a curriculum were prioritized, which include arithmetic & mathematics, citizenship, Dutch, digital literacy, English and general skills (Dutch Ministry of Education, Culture and Science, 2017, p. 2). This development certainly encourages teachers in Dutch secondary education to further improve their own teaching practice, and especially gives language teachers a strong reason to incorporate activities meant to develop students' digital literacy and citizenship education, as well as their overall language specific skills.

English, specifically, is a subject that offers multiple possibilities for the integration of content that would help in the development of skills relating to digital literacy and citizenship. The importance of teaching this content in English comes because of "the emergence of global and cross-national bodies such as the [United Nations] and the [European Union]," which promote forms of supranational citizenship (Johnson & Morris,

2010, p. 77). Moreover, English has become the global language of communication and, consequently, young students in the Netherlands are likely to consume social media in English. This brings forth a need to teach them digital literacy and critical citizenship skills, so they can navigate these digital spaces effectively. Not only because the plethora of sources found on social media pose an information processing problem, but also because students are not aware of their own biases which affect their evaluation and processing of information (Van Strien, 2016, p. 246).

Furthermore, concerns have been voiced about the risks of social media use. Social networking websites such as Facebook have been criticized for leading to growing political divisions around the world, since legitimate news sources often appear next to 'fake news' without the user being able to tell the difference (Wong, 2017). This, in general, exposes people to manipulation, since they have a natural tendency towards confirmation bias: they would rather view content which is consistent with their own beliefs and attitudes while 'disconfirming evidence' (Woolfolk et al., 2014, p. 355). In a democracy, this can lead to the polarization of opinions, and the USA serves as a cautionary example: it has become a country in which a vast percentage of 'liberals and conservatives inhabit different worlds'; they obtain news about politics and government from sources which do not overlap (Mitchell et al., 2014). This, of course, explains the importance of civic education, but raises the question as to how a teacher might help students adopt a more critical attitude towards content they come across on social media, and encourage them to explore perspectives that differ from their own.

A possible way to help students develop their digital literacy and critical citizenship skills is to incorporate lesson activities which use social media items as a starting point for them to consciously exercise their ability to engage in social perspective taking (SPT): 'a process through which a perceiver attempts to discern the thoughts, feelings, motivations,

and/or point of view of one or more targets' (Gehlbach, 2011, p. 312). SPT is an important

mechanism in fostering social relationships (Gehlbach, 2011, p. 311). It enables people to

understand what it is like to be someone else. This is especially important because students

today are increasingly exposed to people with different backgrounds; and 'how well they can

understand these individuals' partly depends 'on how well teachers can help foster their SPT

skills and [their] motivation' to explore other people's perspectives (Gehlbach, 2011, p. 318).

Given the need for specificity, this master thesis proposes a Content and Language

Integrated Learning (CLIL) lesson series which combines the areas of digital literacy and

citizenship in the English classroom in year 5 of Dutch pre-academic education (VWO 5).

The choice for this grade level was made because the master program of English language

and culture at Utrecht University, which this thesis is written for, qualifies graduates to teach

this group of students, among others. The lesson series incorporates activities aimed at raising

awareness and/or developing students' SPT skills through the exploration of social media

news items, as well as developing their English-language skills. In this regard, the paper

offers an answer to the following question: how would a lesson series in the fifth year of pre-

academic Dutch education look like, which uses learning activities that contribute to

students' formation as critical citizens by raising their awareness and developing their SPT

skills through the use of social media, while also helping them work towards the final

objectives for the English language? To answer this question, design principles and learning

objectives for such a lesson series would have to be established.

In the first section of the theoretical framework, a definition of the echo chamber

effect is provided, as well as a review of the literature on SPT, which help establish the

content for the lesson series. In the second section, preliminary lists of summative learning

goals and design principles for the proposed lesson series are presented based on the

information gathered in both sections of the theoretical framework. The methodology chapter

describes the design of this paper, which includes two sets of teacher interviews: the first set was used to identify additional design principles and answer specific questions relevant to the Dutch context that are raised throughout the theoretical framework, such as which controversial topics teachers think are better suited for the proposed lesson series; the second set constitute evaluation interviews regarding the proposed lesson series designed according to the design principles established in the theoretical framework and the first set of teacher interviews. The results of both sets of interviews are presented in the results chapter, along with the final list of design principles and learning goals which were used to design a proposal for an SPT and English integrated lesson series. The results of the interviews and the evaluation of the proposal are discussed in the fifth chapter. The final chapter ends the master thesis with a brief conclusion, including the limitations of this paper and suggestions for future research.

2. Theoretical Framework

This chapter provides a literature review divided in two sections: the first, which focuses on the content of the lesson series, i.e. social perspective taking (SPT) through social media; the second, which focuses on establishing a preliminary list of design principles and summative learning objectives which can be set for the proposed lesson series aimed at raising students' awareness of their SPT abilities and further developing their SPT skills in year 5, pre-academic education (VWO 5) in the Netherlands, while ensuring that they also work towards the final learning objectives for English as a subject. Throughout each section, it is made clear which aspects to designing such a lesson series can be informed by the expertise of English teachers with work experience in secondary education in the Netherlands. This information gap is bridged by formulating questions meant for the first set of teacher interviews in this master thesis, the procedure of which is described in the methodology chapter (3.1), and the results of which are presented in the results chapter (4.1).

2.1 Citizenship Education & Social Perspective Taking

2.1.1 Defining the Echo Chamber Effect

As has been pointed out in the introduction, people in general tend to be biased when evaluating and processing sources of information on the Internet (Van Strien et al., 2016, p. 246). Van Strien et al. (2016) were able to show that students with strong attitudes were biased in their evaluation of the credibility of sources of information, and when they used these sources in a writing task, even when they were given a selection of different sources which they had to read at least once (p. 252). People's tendency to stick to information which provides viewpoints they have already adopted, while neglecting factual information that is divergent to their beliefs and opinions has been termed confirmation bias (Woolfolk et al., 2014, p. 355). This problem is compounded when taking account of the algorithms used on

search engines and social network websites, such as Google and Facebook. Though it is true that these platforms have created a public sphere where a diversity of opinions and information can interact, these digital spaces often function as echo chambers that reinforce certain attitudes and opinions (cited in Passe et al., 2017, p. 2). This is because they create a filter bubble, or an echo chamber, through which their users view information: for example, this is done through user profiling, i.e. collecting information about a user, such as age and country, establishing a profile based on the data, and prioritizing content according to the profile (Bozdag, 2015, pp. 17-20). This has been shown to lead to a loss in viewpoint diversity, which is a characteristic of strong democratic societies (Bozdag, 2015, p. 1). This is but one issue which teachers, especially given the context of *Curriculum.nu*, should tackle to develop their students' digital literacy skills in order to better prepare them for the future.

2.1.2 Combating the Echo Chamber Effect

Experts have agreed that one way to combat the echo chamber effect is through civics education (Passe et al., 2017, p. 1). However, to do this effectively teachers would have to engage students in thoughtful discussion which exposes them to different perspectives rather than just transmitting facts about citizenship (Passe et al., 2017, p. 7). Bennet et al. (2009) have noted that one reason traditional civics education might fail in the current technologically rich environment is due to the application of the dutiful citizen (DC) model, which presupposes that students, for example, have a 'strong sense of duty to participate in government' and see voting as 'the core democratic act' (Bennet et al., 2009, p. 107). Instead, Bennet et al. (2009) point out that successful civics education takes into account the dispositions of students as self-actualizing citizens (AC), who have more motivation 'to embrace issues that connect to lifestyle values, ranging from moral concerns to environmental quality (p. 106). This is not meant to categorize all students as belonging only to either AC or DC groups, but suggests that by engaging students in societal issues through

'more personal standpoints that permit greater participation in the definition of issues', the way can be paved to a better appreciation of government and the importance of following politics in the news (Bennet et al., 2009, p. 107). It would also be fruitful to explicitly target raising students' awareness of the echo chamber effect in the course of the proposed lesson series, and since it has received a considerable amount of media attention (e.g. Kosoff, 2017; Wong, 2017) it can be easily discussed in English class using authentic materials and would certainly aid the development of students' digital literacy skills.

Furthermore, one of the aims of citizenship education is for students to develop the critical thinking skills which are crucial 'to participate in a plural and democratic society, and that enable them to make their own contribution to that society (Dam & Volman, 2004, p. 360). Critical thinking has been defined as 'reasonable reflective thinking that is focused on deciding what to believe or do' (cited in Dam & Volman, 2004, p. 362). According to Ennis, critical thinking can be divided in skills and dispositions (cited in Dam & Volman, 2004, p. 362). Critical thinking skills include: 'analyzing arguments, judging credibility of sources, identifying the focus of the issue, and answering and asking clarifying and/or challenging questions' (cited in Dam & Volman, 2004, p. 362). Critical thinking dispositions include: '[being] prepared to determine and maintain focus on the conclusion or question, willing to take the whole situation into account, prepared to seek and offer reasons, amenable to being well informed, willing to look for alternatives, and withholding judgment when evidence and reasons are insufficient' (cited in Dam & Volman, 2004, p. 362).

According to Dam & Volman (2004), democratic citizenship requires the ability to think critically, as well as the ability to empathize (p. 371). The teaching of SPT can aid in the achievement of both of these goals, because it has been shown to lead people to 'become less likely to stereotype others', 'respond less aggressively when provoked', and 'develop more positive relationships with those who hold beliefs that differ from their own' (Gehlbach,

2017, p. 10). In addition, there is overlap between the teaching of SPT and that of critical thinking skills and dispositions, e.g. withholding judgment and keeping an open mind when there is a lack of evidence and reasons (Dam & Volman, 2004, p. 362; Gehlbach, 2012, pp. 27-28). In this manner, a lesson series which focuses on developing students' SPT and English language skills through the use of items found in social media can strengthen the 'horizontal coherence' (Thijs & Van den Akker, 2009, p. 15) relating to certain aspects of citizenship education in the curriculum by engaging the more self-actualizing attitudes students immersed in the digital age culture are likely to have.

2.1.3 Social Perspective Taking

As mentioned in the introduction, SPT is 'a process' through which an individual attempts to perceive 'the thoughts, feelings, motivations, and/or point of view of one or more targets' (Gehlbach, 2011, p. 312). Research has shown that SPT can be taught in schools (c.f. Gehlbach, 2017; Gehlbach 2012). Gehlbach (2017) notes that by simply making habitual use of three strategies in their classroom, teachers can encourage the development of their students' SPT skills in virtually any content class: first, teachers can make it a habit to ask students to give multiple answers or perspectives to a question; second, teachers can encourage their students to curb their tendency to jump to conclusions about others, and instead encourage them to be 'social detectives' who spend more time investigating others' perspectives rather than quickly forming judgments; third, teachers can create a classroom environment in which their students have 'low-stakes opportunities to practice [SPT]', about which they are able to receive feedback, e.g. by asking students to determine which of their classmates would make a specific argument, and then allow them to see whether their predictions were accurate (pp. 11-12). However, combining SPT and English in a content-based language learning lesson series requires a more explicit way of teaching SPT, which includes knowledge of the dimensions of SPT, the steps required to engage successfully in

SPT, and the sets of strategies available to students which can increase the accuracy of the inferences they draw based on their SPT attempts.

2.1.3.1 The Social Perspective Taking Dimensions

There are two dimensions to SPT, which have been termed *imagine self* (IS) and *imagine other* (IO). The former refers to when a person projects their own feelings onto a target, and responds to the 'target's situation or condition based on personal experience [and/or] preference'; while in the latter, a person responds to a target's situation based on knowledge they have of the target's personal experience and/or preference (Warren, 2017, p. 6). IS can be compared to the saying 'putting yourself in another person's shoes', which does not automatically lead to a better understanding of a target person's feelings and/or thoughts. For example, Gehlbach (2017) notes that if an individual enjoys public speaking, whereas the target person whose feelings the individual is trying to perceive experiences anxiety at the thought of public speaking, then the individual will not be successful in understanding the target person's feelings by simply putting him- or herself in the target person's shoes; instead, the individual would have to choose a different strategy to be able to draw more accurate inferences, e.g. the individual can think of an analogous situation that causes him or her anxiety and then imagine how the target person would feel at the thought of public speaking (p. 10). Switching strategies, in this case, would lead the individual to draw more accurate inferences.

2.1.3.2 The Steps Involved in the Social Perspective Taking Process

Employing a strategy or strategies when attempting to take a target person's perspective is the second step in the SPT process. Before selecting a strategy, an individual has to muster sufficient motivation to be able to understand the perspective of a target person he or she may not already care about (Gehlbach, 2017, p. 10). Once an individual is motivated to engage in

the SPT process and has selected or enacted a strategy to better understand a target person, he or she must check whether the strategy can be employed given the available data, e.g. there is little use in trying to gather information about a target person based on their body language, if an individual is speaking with the target person over the telephone (Gehlbach, 2017, p. 10). The last step in the SPT process is evaluating whether the inferences drawn based on the enacted strategies and available data are accurate (Gehlbach, 2017, p. 10). This can be the most challenging aspect to SPT, since it might not always be possible to receive explicit feedback based on the inferences made. Therefore, it is important to keep seeking more information which will make it easier to refine the conclusions drawn.

2.1.3.3 Social Perspective Taking Strategies

As alluded to above, there are a myriad of strategies that can be chosen when attempting to engage in the SPT process. It is important to make these explicit to learners, so they can draw more accurate inferences when attempting to take a target person's perspective. SPT strategies have been found to belong to one of two categories: inferential strategies or information cultivation strategies: when applying the former set of strategies, individuals attempt to draw inferences based on available information; whereas with the latter set of strategies, individuals attempt to gather more information about the target (Gehlbach, 2012, p. 20). Gehlbach (2012) identified 7 inferential strategies: analogy; compare and contrast; consider present context; draw on background information; projection/anchoring and adjusting; reflection; and stereotyping (pp. 20-25). When it comes to information cultivation, Gehlbach (2012) identified 5 strategies: attention regulation; emotion regulation; increasing modalities; information extraction; and open-mindedness (pp. 25-28). Rather than summarizing them here, these strategies are explained in a handout made for students (see Appendix E, Lesson Plan 2, Handout 2).

2.1.3.4 Interpersonal SPT, Academic SPT, and Sources of Evidence

It is important to note that the study on which the findings in Gehlbach (2012) is based mainly led to the discovery of strategies used in *interpersonal* SPT: which is the attempt to better understand the thoughts and feelings of target persons in the individual's social world (Gehlbach, 2011, p. 313). In contrast, *academic* SPT is the attempt to better understand the target persons who constitute 'the objects of study' in, for example, social studies or history classes (Gehlbach, 2011, p. 313). Two key differences between these two types of SPT are that in interpersonal SPT the target person is usually present, which allows individuals to interact with him or her; whereas in academic SPT, the target person is absent, which requires the individual to reflect on previously accumulated information as a way to better understand the target person (Gehlbach, 2011, p. 314). Academic SPT requires that students gather information about the target person(s) by reading texts, watching and/or listening to media, and/or speaking to others who might know more about them. This makes it necessary to add a 'search for information about the target person' strategy when teaching students about SPT strategies, since it has been suggested that combining interpersonal and academic SPT in collaborative lesson activities can promote student engagement in class. This would make it possible for students to be motivated in multiple ways to participate: students who have an inclination for interpersonal SPT, will be interested to hear what their peers think about a particular topic, whereas students who have an inclination for academic SPT will hear more possible explanations as to why people involved in a particular topic behave a certain way (Gehlbach, 2011, pp. 316).

A second point to make is regarding the sources of evidence for SPT. In interpersonal SPT, an individual might gather information based on auditory and visual clues, as well as what the individual thinks or feels about the target person's situation (Gehlbach, 2012, pp. 28-31). Auditory clues can be found in the target person's conversation substance, i.e. what

he or she has said, or in the target person's conversation cues, such as their conversational patterns or word choices (Gehlbach, 2012, pp. 28-29). Visual clues can be gathered based on the target person's facial expressions, eye movement, and body language (Gehlbach, 2012, pp. 29-30). Lastly, as evidence, an individual can also use information based on his or her own feelings when considering the target person's situation, or the absence of an expected reaction by the target person (Gehlbach, 2012, p. 31).

In academic SPT, students might not always have access to all these sources of evidence when attempting to better understand a target person, e.g. they will not be able to consider the target person's body language, if they are reading about him or her in a textbook. Which sources of evidence they can use for their SPT attempts depends on the format of the source of information, which can range from articles to video recordings. According to the steps in the SPT process, students would also have to evaluate the evidence they have used and whether these have led or are likely to lead to accurate inferences.

2.1.4 The Applicability of Topics for Social Perspective Taking

The importance of civics education in this digital age and the mechanisms which underlie the SPT process have been described, but which topics to use when teaching SPT in English class through social media cannot be readily surmised. In civics education, it is common to discuss controversial topics, which are current issues plaguing society that have no single answer, to aid in the development of students as citizens (Feddema, 2015, p. 27). This is often meant to teach students: to recognize and verbalize particular positions on topics; to listen to one another; to persuade others of their viewpoints; and to critically think about the beliefs and opinions of others (Feddema, 2015, p. 27). The teaching of societal topics which have been researched in Dutch secondary education include: The Holocaust, sexual diversity,

fundamentalism, right-wing extremism, anti-Semitism, anti-Muslimism, freedom of speech, and integration of ethnic minorities (Sijbers et al., 2015, p. 23).

However, it remains unclear which topics English teachers would find more appropriate to teach SPT through the exploration of social media news items in VWO 5 in the Netherlands. Furthermore, since the most crucial step in the SPT process is for an individual to be motivated to take a target person's perspective whom he or she may not already care about, it remains a question whether items in social media which might be far removed from VWO 5 students' experiences, e.g. 'Speak American' (see Appendix C) can still motivate them enough to partake in the SPT process. Another question is whether topics which are more controversial to VWO 5 students can motivate them more to engage in the SPT process, as opposed to a neutral topic; and if so, would it best to start the lesson series with a very controversial issue? Answers to these questions are sought through the teacher interviews and are presented in the results chapter of this paper.

2.2 Curriculum Design

When designing a curriculum or lesson series, it is important to answer ten questions which relate to the curricular spider web: from the vision with which the curriculum is developed to more practical matters such as the place where the students will be taught (Thijs & Van den Akker, 2009, p. 12). These questions can be further discussed in connection to the different levels of education: the macro or national level, the meso or school level, and the micro or classroom level (Thijs & Van den Akker, 2009, p. 10). This speaks to the complexity of teaching. Instead of focusing on all these elements, this section will be restricted to establishing a set of preliminary design principles, which are also drawn from the previous section, and a list of summative learning goals that can be set for the proposed lesson series.

2.2.1 Language-Specific Learning Goals

For the purposes of the proposed lesson series testing and assessment can be aimed at speaking and/or writing at the B2 level, according to the Common European Framework of Reference for Languages, because it is made clear that when a VWO student graduates, he or she should be able to demonstrate B2 proficiency in writing, listening, and speaking. As for reading, a VWO graduate should be able to demonstrate C1 proficiency in reading if he or she passes his or her exam with a good mark (Niveaus havo/vwo). However, research has exposed the fact that the Dutch English exams for reading, and watching and listening actually measure a proficiency in these skills which is higher than previously thought: using the 2011 reading exam and the 2012 watching and listening exam designed by CITO, a group of international experts concluded that VWO students would only have to score 64% of the total points possible on both of these exams to demonstrate C1 proficiency in these skills (Feskens et al., 2014, pp. 49-50). Either way, this means that in general, the English language should not hinder Dutch VWO students in the final years of their secondary education from successfully completing a CLIL lesson series in English, because they are already proficient independent users of the language.

To describe the final objectives for English writing and speaking skills more in detail, documentation from the National Institute for Curriculum Development in the Netherlands (SLO) can be consulted. As an example, domain c, or speaking skills, is divided in skills relating to 'carrying out conversations' and 'speaking' (Meijer & Fasoglio, 2007, pp. 35, 42). When it comes to the former, students are expected to be able to: 'react adequately in social interaction with speakers of the target language'; 'ask and give information', 'express their feelings', 'describe situations or persons and voice opinions and arguments', and 'apply strategies to advance conversations further' (Meijer & Fasoglio, 2007, p. 35). As for 'speaking', students are expected to be able to: 'adequately present information they have acquired while keeping the purpose and target audience of the presentation in mind, as well

as being able to describe situations or people and voice opinions and arguments (Meijer & Fasoglio, 2007, p. 42). A link is made between these descriptors and the proficiency levels of the CEFR, based on which they are further elucidated (see Meijer & Fasoglio, 2007, pp. 35-46). It should be noted that SLO has recently updated their *Taalprofielen 2004*, i.e. '*Language Profiles 2004*', publication with *Taalprofielen 2015*, which is based on the accredited translation of the CEFR by the Nederlandse Taalunie, i.e. 'Dutch Language Union' (see Fasoglio et al., 2015). This document is specifically relevant to the design of the proposed lesson series, because it describes what students with various CEFR English proficiency levels in speaking are able to demonstrate in terms of 'breadth of vocabulary', 'grammatical accuracy', etc., and also gives concrete examples of the sub-skills 'monolog', 'public announcements', and 'presenting before an audience' (Fasoglio et al., 2015, pp. 98-101). This information can be used to establish the English specific learning goals for the lesson series as well as constructing the language specific assessment criteria, though constructing an assessment rubric for the proposed lesson series would be beyond the scope of this master thesis.

2.2.2 Content-Specific Learning Goals

What has been decided at the national level that students ought to be able to demonstrate in terms of citizenship goals? Currently, goals which are related to citizenship are derived from the subject 'mens en maatschappij', which can be roughly compared to civics education. On the SLO website 'Burgerschap in de school', i.e. 'Citizenship in school', the four core goals for the first phase of secondary education which are directly related to citizenship are presented ('Kerndoelen voortgezet ondwerijs', 2015). However, of these goals, only two are relevant for the proposed lesson series:

- 'The student learns to ask meaningful questions relating to societal issues, based on which he/she takes and defends a well-argued position, and learns to deal with criticism in a respectful manner;

- 'The student learns about similarities, differences and changes in culture and philosophies of life in the Netherlands. He/she learns to relate his/her own way of life to that of other people, and learns the meaning/importance for respect with regards to others' opinions and ways of life in society. He/she also learns to treat sexuality and diversity within society with respect, including sexual diversity ('Kerndoelen voortgezet ondwerijs', 2015).

The fact that these are core goals for the first phase of secondary education means that students in VWO 5 should already exhibit behaviors which are related to these objectives. The proposed SPT and English integrated lesson series can easily reinforce these two goals, since the content lends itself well for this. This can be a way to strengthen the 'horizontal coherence' of the curriculum (Thijs & Van den Akker, 2009, p. 15). However, since the proposed lesson series will be given in English, it makes sense to adjust the second goal to include 'and abroad', instead of only 'in the Netherlands' at the end of the first sentence.

As pointed out in the introduction, there are curricular innovations underway in the Netherlands, as exemplified by *Onderwijs 2032/Curriculum.nu*. In 2012, there was also a curriculum proposal made by researchers at SLO for citizenship education, which was meant to inspire schools in the Netherlands, since the government does not prescribe any content nor advises schools on how to implement citizenship education (Bron & Van Vliet, 2012, p. 32). This resource is beneficial and can be used to draw additional citizenship goals for the proposed lesson series. Some citizenship goals described in the proposal, such as developing students' empathic skills (Bron & Van Vliet, 2012, p. 34) can be developed through teaching SPT explicitly. Other citizenship goals, such as developing problem-solving attitudes among

students (Bron & Van Vliet, 2012, p. 34) are not immediately inherent in the teaching of SPT, but can often be a logical next step to take. Thus, throughout the lesson series students can be asked to think of possible ways in which some situations found in social media can be de-escalated, solved or where a compromise can be reached. This should also be a criterion to include in their summative writing and/or speaking assignment, and, thus, can also be set as a learning objective for the proposed lesson series.

As described in the first section of this chapter, there is considerable overlap in the teaching of SPT and critical thinking skills and dispositions. One critical thinking skill which is not explicitly covered in SPT is the ability to judge the credibility of sources (Dam & Volman, 2004, p. 362). When it comes to academic SPT, this ties in with the importance of developing students' digital literacy skills. Given the recent rise of fake news, perhaps it is ever more important for students to be able to evaluate the credibility of sources when gathering information on the Internet. However, this is a complex skill which students usually develop incrementally in higher education (Daniels, 2010, p. 31) and is by no means the central focus of the proposed lesson series. What would be appropriate and feasible is to for example teach students to identify 'credibility cues', i.e. 'anything present in a piece of information that can be used to build a case for or against the credibility of a source' (Daniels, 2010, p. 35). Credibility cues can be for example the author who has written the article, or the organization that has published it (Daniels, 2010, p. 35). To help students identify credibility cues, they can be given a rubric with questions to help them accomplish this step by step. Information relevant for this undertaking can be found on university websites, such as the one of the University of Edinburgh: it includes questions relating to different information points about the source, i.e. audience, authority, accuracy, objectivity, currency, and the address of the website ('How to evaluate website content', 2017). Students could practice using such a rubric (Lesson Plan 3, Handout 3) to recognize the credibility

cues of the sources of information they encounter during the proposed lesson series, before the assessment of their final product.

2.2.3 Preliminary Learning Goals

Though it has not been determined which English skill(s) teachers would rather use for summative assessment at the end of the proposed lesson series, learning goals for the content part of it can be established. The choice has been made to only focus on learning goals that will be assessed for a grade, because there are many possible learning goals that can be set for such a lesson series which can be evaluated in a formative manner. Assessing students in a summative manner restricts the possibilities for learning goals, while at the same time ensuring that they reflect what is most important for students to learn throughout the lesson series. These learning goals have been compiled below: at the end of the lesson series, the student will be able to take an item found in social media to demonstrate that he/she can:

1. Present and discuss, in English (CEFR B2 writing or speaking), the different perspectives which interplay in a controversial social media item (at least three).

2. Present and discuss, in English (CEFR B2 writing or speaking), sources of information/evidence which better elucidate those perspectives.

3. Present and discuss, in English (CEFR B2 writing or speaking), at least two credibility cues of a source of information/evidence (using a rubric).

4. Present and discuss, in English (CEFR B2 writing or speaking), an evaluation of whether the use of certain chosen SPT strategies led to accurate inferences, while factoring in the credibility cues mentioned.

5. Present and discuss, in English (CEFR B2 writing or speaking), at least one proposal suggesting how a target group of people can become more open minded regarding

opposing views on a controversial issue; or alternatively, at least one proposal suggesting a solution to a controversial issue.

2.2.4 Planning Effective Lessons

At the micro level of education, questions as to how to plan lessons that effectively engage students with the learning contents, while at the same time adhering to the agreements made at the meso and macro level, become relevant. Information that can be used to this end has already been described earlier in this theoretical framework, and the design principles drawn therefrom can be found in the section preliminary design principles. This part will focus on the types of lesson materials and activities that can be employed, and the ways in which teachers can affect students' motivation to participate actively in class. This is especially important since it was described as the most crucial step to engage in the SPT process successfully.

2.2.4.1 Learning Materials

Learning materials in the language classroom are 'any artifacts that prompt the learning and use of language': they can be anything from pictures and text books to websites and computer programs (Guerretaz & Johnston, 2013, p. 779). Literature on second language learning materials can be divided into two areas: content analyses of materials isolated from the classroom ecology, and the development, design and evaluation of language learning materials (Guerretaz & Johnston, 2013, p. 780). What is primarily relevant for the current paper is the fact that 'no single set of criteria for second language materials is universally appropriate for all classroom contexts' (Guerretaz & Johnston, 2013, p. 780). This highlights the importance of the knowledge of teachers when it comes to their specific contexts: they are able to assess what texts and exercises are more culturally appropriate, and thus more effective at engaging their students' interests (Guerretaz & Johnston, 2013, p. 780).

However, this expertise is built over time. Inexperienced teachers tend to use text books as a curricular guide, while experienced teachers are able to differentiate 'among materials, the curriculum, and instruction' (Guerretaz & Johnston, 2013, p. 780). In other words, the latter group is able to exploit the affordances presented through the learning materials to engage their students in meaningful communication in the second language. The term 'affordances' refers to the link between something in the classroom ecology, e.g. the learning material, and the student, which either facilitates or constrains language learning (Guerretaz & Johnston, 2013, p. 782). Keeping this in mind, it is especially important to consult with English teachers in Dutch secondary education to find out which controversial topics can be used to facilitate student engagement in the SPT process.

Furthermore, research has found that an open classroom environment, i.e. one in which there is classroom discussion of current events or other issues, is quite important in achieving more successful outcomes in civics education, as well as providing civic information 'in a context relevant to students' experiences' (Bennet et al., 2009, pp. 109-110). In addition, the discussion of controversial issues has been shown to increase interest in politics among students (Bennet et al., 2009, p. 109). Dam & Volman (2004) note that some authors have suggested that using real-life problems can help motivate students (p. 370). In this regard, using authentic items found in social media and the news, can serve to better engage students and should form the basis from which the lesson materials are derived.

Moreover, it has been suggested that the best way to develop students' critical thinking skills is to engage them in 'serious learning about meaningful, rich, domain-specific subject-matter', because this should motivate students to participate actively in class and these topics are well-suited problems for critical thinking (Dam & Volman, 2004, p. 365). Research has shown that courses devoid of subject-specific content which are designed specifically to enhance students' critical thinking skills do not lead to 'transferable and

durable effects', which confirms the idea that teaching critical thinking skills in conjunction with specific content is more effective in the teaching of these skills (Dam & Volman, 2004, p. 370). Through the proposed SPT and English integrated lesson series, students should be able to further develop their critical thinking skills and attitudes more effectively, especially considering the use of trending social media items.

2.2.4.2 Learning Activities

It has been noted that young people who are immersed in digital culture 'prefer collaborative problem-solving over individual' activities, and they are 'disposed toward shaping the circulation or flow of the results of these peer-to-peer activities as opposed to more passive audience relationships to one-way information flows (Bennet et al., 2009, p. 108). This essentially means that students prefer group discussions instead of simply listening to the teacher present information. Therefore, activities should be implemented which reinforce more group work and discussions.

Dam & Volman (2004) mention a few activities which have been found to promote critical thinking: some require no explanation, e.g. focused discussion, student-led seminars, and role play, while others do, e.g. problem-based learning (PBL), and 'fishbowling' (p. 366). In PBL, students focus on a real-world problem which does not have a specific right answer or solution (Woolfolk et al., 2013, p. 412). Forms of PBL range from 'weakest', e.g. 'simplified real-world math problems', to the 'real thing', e.g. an entire project based on a real-world problem which has a place in the curriculum (Woolfolk et al., 2013, pp. 412-413). In the 'fishbowling' activity, students are divided in an inner and an outer circle: the ones in the inner circle carry a discussion while the ones in the outer circle listen and observe an assigned peer, then they exchange places, and finally reflect on what they observed (Dam & Volman, 2004, p. 366). These instructional procedures can be used in the proposed lesson

series, e.g. one lesson can be planned based on the design principles of PBL to encourage students to think about how they can use the knowledge regarding the SPT domains, steps and strategies they have learned about to provide possible solutions to a controversial issue in social media.

2.2.5 Preliminary Design Principles

The design principles that have been found while conducting the literature review have been compiled in the list below. The principles focus on teaching an SPT and English integrated lesson series, and therefore does not comprise an exhaustive list of design principles. In the next chapter of this thesis, the methodology of the paper is described, and the questions highlighted throughout the theoretical framework are incorporated in a set of questions for the teacher interviews, which will be analyzed to identify (additional) design principles. The data collected from the interviews makes it possible to propose a design for an SPT and English integrated lesson series.

- Create a safe classroom environment in which the students and the teacher treat each other with respect.
- Use current, authentic materials found in social media and the news.
- Use lesson activities which encourage collaboration among students, especially combining interpersonal and academic SPT.
- Ask students to give multiple answers or perspectives in response to a question.
- Encourage students to be 'social detectives' who seek to learn more about others' perspectives rather than jumping to conclusions about others.
- Create low-stakes opportunities for students to engage in SPT and receive feedback about their attempts from their peers.

3. Method

This design research paper presents a lesson series aimed at contributing to the formation of students as critical citizens by developing their social perspective taking (SPT) skills using activities involving social media, while at the same time ensuring that their English language skills also continue developing in order to achieve language-specific learning objectives in the fifth year of Dutch pre-academic education (VWO 5). It accomplishes this by investigating what design principles and summative learning goals can be drawn for the design of such a lesson series by conducting a literature review and teacher interviews. This results in a combination of theoretical insights gathered in the theoretical framework and practical expertise gathered from interviews with English teachers with experience in the Dutch context. Using this knowledge, a design for an SPT and English integrated lesson series is proposed and evaluated in interviews with two English teachers. These two sets of interviews are described in the two sub-sections of this chapter.

3.1 Teacher Interviews

This first set of interviews was included as a way to evaluate the preliminary first lesson design for the lesson series and to obtain answers to the questions formulated throughout the theoretical framework. This preliminary lesson plan was used to help teachers visualize how a lesson integrating SPT and English could be taught, and also served to obtain feedback as to how to improve on its design. In this manner, design principles and learning goals were elicited from the teacher interviews for the design of an SPT and English integrated lesson series.

3.1.1 Participants

Eight English teachers, with varying years of teaching experience in Dutch secondary education, were interviewed (see Appendix A). A minimum amount of two years of teaching

experience was set at first, because more experienced teachers are able to better assess what texts and exercises are more culturally appropriate, and thus more effective at engaging their students' interests (Guerretaz & Johnston, 2013, p. 780). However, this criterion had to be abandoned in order to find enough participants. Teachers were mainly selected based on their availability and willingness to contribute to this research paper. To keep the teachers' identity anonymous, they were given pseudonyms.

At the time of the interview, two of the eight teachers had less than two years of teaching experience in secondary education in the Netherlands, while the rest had more. Except for Laura, all teachers worked at a HAVO/VWO school. Emily worked at a HAVO/VWO school in North Holland, while the rest of the teachers worked at HAVO/VWO schools in Gelderland.

3.1.2 Data Gathering

The interviews were semi-structured: which means that the questions were prepared beforehand (Appendix B). A pilot interview was first conducted to arrive at the final list of questions. At the start of the interview, the teachers were presented with a handout containing: definitions for the terms SPT, imagine self and imagine other; an SPT task based on 'Speak American'; and a preliminary plan for the first lesson in the lesson series (see Appendix C). The interviewer walked the teachers through the lesson plan, and subsequently asked them questions based on it, followed with questions based on elements of the lesson series, such as summative assessment. The interviews were conducted in English and the audio recordings can be found in Appendix D.

Kristina, Laura and Emily were interviewed via Skype, while the rest of the teachers were interviewed at the schools they were employed. The interviews vary in length from the shortest, 27 minutes and 50 seconds, to the longest, 53 minutes and 5 seconds.

3.1.3 Data Analysis

Using the audio files and notes taken during the interviews, the answers each teacher gave to each question were summarized and are found in Appendix D. Each answer contains a reference to the time in the audio file it can be heard. The interviews consisted of closed and open questions (see Appendix B, questions 1A and 1B, respectively). Answers to closed questions can be easily anticipated, since they have 'yes' or 'no' answers, whereas open questions have many possible answers that cannot be anticipated, e.g. question 1B. In those cases, the responses were analyzed qualitatively to create categories which can be more easily presented in a table. In this manner, all answers were categorized, and compiled in a table to create an overview (Appendix A). This made it easier to quantify the answers to determine, for example, which controversial topic listed these teachers would most likely teach in the context of the proposed lesson series. This method of analyzing and presenting data is further described in Stokkel (2009, pp. 158-160).

The results gathered from the data cannot be generalized, because the sample of English teachers interviewed is not representative of any group of English teachers in the Netherlands. Nevertheless, the data gathered provides invaluable feedback in the improvement of the preliminary lesson plan, and in establishing additional design principles for the proposed SPT and English integrated lesson series.

3.2 SPT & English Integrated Lesson Series Evaluation Interviews

Using the design principles and learning goals gathered from the first set of interviews, a design for an SPT & English integrated lesson series for VWO 5 is proposed and evaluated through teacher interviews. This evaluation method is described by Thijs & Van den Akker (2009) as a focus group and is carried out before implementation or a try-out (pp. 47-48).

3.2.1 Participants

Two English teachers participated in the evaluation interviews of the proposed lesson series. The teachers involved were once again given pseudonyms. One of them, Laura, also participated in the first set of interviews, while the other, Grace, only participated in the lesson series evaluation interviews. It would have been ideal to have the continued participation of the teachers who participated in the first set of interviews, but none except for Laura was available. At the time of the interview, Laura was employed at a public school in Gelderland, while Grace was employed at a public school in South Holland.

3.2.2 Data Gathering

The teachers were sent a handout with the proposed lesson series (Appendix E) and the interview questions beforehand (Appendix H). This allowed them time to digest all of the information and better contemplate the questions. They also returned their copy of the digital handout with their answers, which are italicized in Appendix H. During the interviews, the teachers were asked the same questions and asked to elaborate further on their answers and/or comments. All the interviews were conducted through Skype and the audio recordings, as well as each teacher's answers to all the questions can be found in Appendix H.

3.2.3 Data Analyses

The teachers' answers on their copy of the handout, which are italicized in Appendix H, were double checked using the audio recordings and further elaborated upon given the comments they made during the interviews: this extra information was added in brackets. Each question in Appendix H has a timestamp referring to the time the question and answer can be heard in the audio recording. Similarly to the first set of interviews, the teachers' answers were categorized and compiled in a table to create an overview (Appendix G).

Given the small number of teachers who participated in the evaluation interviews, the results cannot be generalized. However, the teachers' input help determine whether the

proposed lesson series could be implemented in practice and the ways its design could be

improved upon.

4. Results

In the first section of this chapter, the results of the teacher interviews are presented in the form of six design principles for the proposed lesson series. In the second section of this chapter, the final list of design principles and learning goals, as well as a proposal for an SPT and English integrated lesson series (Appendix E) are presented. In the last section of this chapter, the results of the evaluation of the proposed lesson series are presented.

4.1 Teacher Interviews

4.1.1 Design Principle: Establish a Safe Classroom Environment

The design principle which was emphasized by almost all the teachers was that before teaching such a lesson series, which integrates SPT and English by discussing controversial topics in social media, the teacher should establish a safe classroom environment. This result was gathered by asking teachers if it was necessary to reinforce norms, such as respecting the opinions of others even if the student disagrees with them and criticizing ideas rather than other people, in the proposed lesson series given the academic level and maturity of VWO 5 students. Only Mary thought that this was not necessary in VWO 5.

Furthermore, Mark and Kristina noted that these norms had to be long established before even attempting to teach the lesson series. Mark noted that this lesson series could not be taught at the start of the school year: a teacher would need to cultivate the right classroom environment before doing so. When asked what other norms would be important to reinforce in such a lesson series, Wendy and Mark said that they would include 'listen to each other and do not interrupt'. Ashley and Kristina said that they would include 'what is discussed in the classroom, stays in the classroom' to avoid students gossiping about what certain students might say in the classroom. Wendy proposed to encourage students to whisper during group discussions to keep the noise level down. Laura did not include a norm, but said that she

would tell students to be aware that people have different experiences which can color their opinions.

4.1.2 Design Principle: Include Relevant Examples of SPT According to the Students' Age

A second design principle which was emphasized by five of the eight teachers, except for Mark, Emily and David, was that VWO 5 students should explore SPT through more relevant examples for their age. This result was gathered by asking teachers how they would improve upon the preliminary first lesson that was designed for the interviews. Teachers provided examples of topics which might be more relevant for the students' age. Ashley and Kristina suggested that students could be presented a scenario in which a soccer referee makes a call which is to the disadvantage of their team, but, for example, help them realize that referees are trained to rule certain plays in a certain fashion. It should be noted that teachers were not opposed to the 'Speak American' example provided in the preliminary first lesson, but suggested that using examples which students could more easily relate to might be better to introduce the concepts of SPT, *imagine self* and *imagine other*.

This design principle of including examples that students could more easily relate to surfaced again in some of the interviews in connection with the first step of the SPT process: mustering enough motivation to engage in SPT relating to someone the students might not already care about. Virtually all teachers said that VWO 5 students would be motivated enough to engage in SPT regarding someone they do not already care about, but Ashley and Laura said that starting with more relevant examples to the students might facilitate the SPT process when it comes to a topic which is neutral to them, such as 'Speak American'. Kristina said that VWO 5 students would be motivated enough to engage in SPT regarding such a neutral topic, but not in a group setting: she said students would be less inhibited to do so through a letter or one-on-one with the teacher. Other teachers, such as Mark, noted that some

of their VWO 5 students took philosophy and other such abstract classes and were, in general, very thoughtful students who would be really interested in issues such as 'Speak American'.

4.1.3 Design Principle: Start Lesson Series with Neutral Topic

A third design principle that can be drawn from the interviews is to start the lesson series with a neutral topic. Teachers were asked whether a controversial topic might not motivate students more to participate in class and engage in the SPT process, rather than a neutral topic such as 'Speak American'. Five of the eight teachers suggested to start with a neutral topic. Their reasoning for this was that it provided a safe environment for students to learn the SPT concepts before applying them to more controversial topics, which could make for a more volatile environment. This argument reinforces the first design principle drawn, which is about ensuring that the classroom environment is one in which students feel safe. Mary said to start with neutral topics, but include examples of controversial topics these concepts could be applied to later in the lesson series. Kristina emphasized starting with topics which are more relevant for the age of the students. Mark was the only teacher who suggested to start with a controversial topic, since this would generate more than enough motivation among students to engage in the SPT process.

The question remained as to which topics teachers found more suitable to use in the design of the rest of the proposed lesson series. Teachers were given a list of controversial topics in the Netherlands, and were asked whether they were appropriate to teach in VWO 5. All teachers said that they were. Some teachers noted that they would personally have difficulty teaching certain topics, e.g. Wendy said that the Holocaust is too sensitive of a subject for her personally to discuss, because she knows elderly people who were directly affected by it.

In order to establish a ranking of suitable controversial topics to use in the design of the lesson series, teachers were also asked to pick the top 3 topics they would more likely teach in VWO 5. Table 2 provides an overview of the ranking of the topics: those picked first received 3 points; those picked second received 2 points; those picked third received 1 point; and those not picked received 0 points. The topics which scored more points are prioritized in the proposed lesson series.

Table 1 – Ranking of Controversial Topics

Position	Controversial Topics	Points
1	Homosexuality & transgender	16
2	Asylum seekers	9
3	Freedom of speech	8
4	Discrimination	7
5	Integration & ethnic minorities	5
6	Terrorist attacks	2
7	Black Pete (i.e. zwarte piet)	1
8	Religious Extremism	0
8	Antisemitism	0
8	The Holocaust	0

When asked to elaborate on the criteria for picking the three topics they would most likely teach, five of the eight teachers said that they picked topics which were most relevant for the students. Wendy, in particular, said that she picked 'homosexuality and transgender' as her first option given the Christian school context the students she teaches are in, which does not provide enough opportunities for students to discuss such topics. Mark picked his topics based on his own personal preference for teaching them, while Kristina commented that she picked topics based on whether she already taught them and knew enough about them. Laura commented that the topics should be interesting in the sense that they cover a lot of areas, and on the amount of contestation regarding the topics: more contestation was better. David picked his topics given his notion of the importance of teaching them to students.

4.1.4 Design Principle: Only Use Social Media Items Published in English

A fourth design principle that can be drawn from the interview data is to use examples of social media items which are in English. Teachers were asked whether they would also draw examples from social media items in Dutch to discuss in English since Dutch VWO 5 students might be more aware of these items and participate more readily in the learning activities because of this. However, five of the eight teachers did not think this was necessary. The main argument was that given it is an English class, the focus should be on content in English, which there are plenty of examples of. Even the teachers who did choose to include social media items in Dutch were careful to do so. For example, Laura said that she might include something the Dutch politician Geert Wilders has said as a way to generate discussion regarding integration, for example, but that using such a Dutch social media item would not be her main focus. Instead of using items published in Dutch, David suggested looking for Dutch social media items published in English.

4.1.5 Design Principle: Apply (a Range of) Strategies for Keeping Students' Discussion in English

In the interview, teachers were also asked about tactics or strategies they use to keep their students' discussion in English, because, especially when discussing controversial issues, students might easily revert to speaking Dutch. This resulted in a range of strategies that can be used as a fifth design principle for the lesson series. Five of the eight teachers said that the way they usually ensure students' discussion stays in English is to walk around the classroom and monitor their discussion. Mark suggested to let students record their discussions as a way to ensure they kept the discussion in English. He and Laura also said that assigning roles within the group, e.g. a student could be a timekeeper, while another could ensure the discussion remained in English, could further keep students on task and their discussion in

English. Mary said that it is important to set the example as the teacher and always speak English: whenever a student speaks Dutch, she would repeat what the student said in English. Finally, Kristina suggested using an online teacher tool called TodaysMeet: it makes it possible to let students discuss topics in real time using instant messaging on their mobile phones; the transcript of the discussion is saved, which serves as a way to check whether students conducted their discussion in English (www.TodaysMeet.com).

4.1.6 Design Principle: Focus Summative Assessment on English-Speaking Skills

The sixth and final design principle drawn from the analysis of the interview data is to focus the activities in the lesson series to lead to a summative assessment, in the form of a presentation, of students' SPT and English-speaking skills. In the last portion of the interview, teachers were presented with three possible assignments that could be used to assess students' SPT, critical thinking and language skills at the end of the proposed lesson series. They were asked to choose one or more assignments they thought was/were better to use for summative assessment. This also allowed for the teachers' own input: they could propose another assignment or adapt one of the assignments. Laura and David picked to assess writing skills along with content. The six remaining teachers focused the summative assessment on speaking skills.

The results were mixed regarding the specific type of assignment teachers would rather use for summative assessment at the end of such a lesson series. Wendy and Emily chose the presentation as it was written on the handout. Mark and Mary chose the presentation, but included a role-playing element to it. To illustrate, Mark said that students could present information as the target persons of the SPT attempts. Ashley and Kristina wanted to focus on speaking skills, but instead of a presentation turned the assessment into a creative assignment, e.g. in which students could produce a video similar to a BBC news

segment which adhered to the SPT criteria set in the assignment. Laura and David picked the diary writing task. Lastly, the weight of the content- and language-specific parts of the summative assignment was calculated by averaging all the teacher responses. This results in a distribution of 51% language skills and 49% content, or simply 50%-50%.

In connection to the question of which language skill to assess, teachers were asked whether they thought it necessary to include explicit grammar or vocabulary in the lesson series to support students along the way. Not a single teacher thought it was necessary. Mark pointed out that this was not necessary, because the students in VWO 5 are or should already be quite proficient in English. Ashley, Kristina and Emily said the same regarding grammar, but commented that including some vocabulary might help students when they are discussing topics, e.g. a learning objective of one of the lessons could be for students to explain the difference between empathy and sympathy, which are words that would be relevant for their discussions. Ashley also noted that including information on how to disagree and so on, might help students with their phrasing. In addition, Kristina proposed that 'pathos', 'logos', and 'ethos' could be introduced as a way for students to better understand argumentation. Mary said that explicitly including grammar or a vocabulary list would distract from the content. Laura said that she would only include grammar or vocabulary to support students in achieving the content goals, but that this would not be formerly tested. David said he would only discuss grammar when assessing students or giving them corrective feedback.

4.1.7 Minor Suggestions for Improving Preliminary First Lesson Plan

Apart from the design principles, minor suggestions were also gathered from the interview data. The teachers were asked to suggest improvements for the preliminary first lesson design. This led to other suggestions besides including more relevant examples for the students mentioned earlier. Kristina suggested improvement for the phrasing of some of the

questions in the 'Speak American' SPT task. Mary said that the teacher should form the groups for discussion beforehand to avoid that students will work with their friends and to ensure that the groups were heterogenous in terms of students' language skills and strengths. Laura emphasized that the purpose of learning SPT should be explained to students, so they can see why it is important to learn. Mark said the lesson plan looked okay, and that he would improve it based on trial and error. Emily suggested drawing comparisons whenever possible between the topics used and students' own environment, e.g. Emily suggested drawing a comparison between the Latin American students in the 'Speak American' example, and Turkish students in her classroom. Lastly, David emphasized that it would be important to keep strict time-keeping and suggested using an online time-keeping tool that could be displayed, so that students would know exactly how much time they had for each activity planned.

4.2 Final Design Principles, Summative Learning Goals & a Lesson Series Proposal

Combining the design principles drawn from the teacher interviews and those established at the end of the theoretical framework results in the following list of design principles for the proposed lesson series.

1. Create a safe classroom environment in which the students and the teacher treat each other with respect.
2. Start lesson series with a neutral topic (to students).
3. Include relevant examples of SPT according to VWO 5 students' age, especially at the start of the lesson series.
4. Use current, authentic materials found in social media and the news published in English.

5. Use lesson activities which encourage collaboration among students, especially by combining interpersonal and academic SPT.

6. Create low-stakes opportunities for students to engage in SPT and receive feedback about their attempts from their peers.

7. Ask students to give multiple answers or perspectives in response to a question.

8. Encourage students to be 'social detectives' who seek to learn more about others' perspectives rather than jumping to conclusions about others.

9. Apply (a range of) strategies for keeping students' discussion in English.

10. Focus summative assessment and lesson series on English-speaking skills.

These design principles form the basis for a proposal for an SPT and English integrated lesson series (see Appendix E). The lessons were planned according to the model for didactic analysis (Stam, 1985) and are based on 45 minutes of effective class time. The summative learning goals which were established in the theoretical framework and the first section of the results chapters were used to determine what VWO 5 students should be able to demonstrate in terms of content and language skills at the end of the lesson series (see lesson 5). As such, the lesson series builds towards these goals using simpler formative lesson goals. Table 2 provides an overview of these formative learning goals.

Table 2 – Overview of Learning Goals throughout Lesson Series

Lesson & Topic	Learning Goals
1) Integration & ethnic minorities.	- Explain what *social perspective taking* means by giving a personal example in English (speaking CEFR B2). - Explain the difference between *imagine self* and *imagine other* by giving a personal example in English (speaking CEFR B2). - Explain the difference between sympathy, empathy, and apathy in English (speaking CEFR B2).
2) Freedom of speech.	Give an example of at least two SPT strategies in English (written CEFR B2) using a personal example.

	• Evaluate in English (speaking CEFR B2) whether the chosen SPT strategies led to accurate conclusions. • Recall the four steps in the SPT process in English (written CEFR B2).
3) Asylum seekers.	• Explain in English (speaking CEFR B2) what the social media filter bubble is. • Explain in English (speaking CEFR B2) ways in which a person can burst their filter bubble, and the role SPT can play in this process. • Explain in English (speaking CEFR B2) the difference between interpersonal and academic SPT by giving examples. • Evaluate in English (speaking CEFR B2) a source of information using a rubric to judge its credibility.
4) Homo-sexuality & transgender.	• Investigate the different perspectives which interplay in a controversial social media item. • Look for information which better elucidate those perspectives. • Mention in English (speaking CEFR B2) at least two credibility cues of a source of information (using a rubric). • Evaluate whether the use of certain chosen SPT strategies led to accurate inferences, while factoring in the credibility cues mentioned. • Propose at least one possible way a target group of people can become more open minded regarding opposing views on a controversial issue; or alternatively, propose at least one possible solution.
5) Homo-sexuality & transgender.	• Present and discuss, in English (speaking CEFR B2), the different perspectives which interplay in a controversial social media item (at least three). • Present and discuss, in English (speaking CEFR B2), sources of information which better elucidate those perspectives. • Present and discuss, in English (speaking CEFR B2), at least two credibility cues of a source of information (using a rubric). • Present and discuss, in English (speaking CEFR B2), an evaluation of whether the use of certain chosen SPT strategies led to accurate inferences, while factoring in the credibility cues mentioned. • Present and discuss, in English (speaking CEFR B2), at least one proposal suggesting how a target group of people can become more open minded regarding opposing views on a controversial issue; or alternatively, at least one proposal suggesting a solution to a controversial issue.

The summative learning goals inevitably integrate language and content, since it is through

language that the teacher is able to determine whether the content goals have been achieved.

The language-specific learning goal that is being targeted in the proposed lesson series is the

following: 'the student can adequately present information they have acquired while keeping the purpose and target audience of the presentation in mind, as well as being able to describe situations or people and voice opinions and arguments' (Fasoglio et al., 2015, p. 98).

4.3 Evaluation Interviews on the Proposed Lesson Series

The first question the teachers involved in the evaluation of the proposed lesson series had to contemplate was whether the 10 design principles established in the previous section were reflected in the design of the proposal (see Appendix G & H). Table 3 gives an overview of the teachers' answers (taken from Appendix G). For the most part, the teachers agreed that 9 of the 10 design principles were clearly embedded in the design of the proposed lesson series. However, both agreed that the design principle regarding the application of a range of strategies for keeping students' discussion in English was not stated explicitly throughout the proposed lesson series.

Table 3 – Checklist Design Principles in Proposed Lesson Series

1. Are the design principles reflected in the proposed lesson series?		
1. Create a safe classroom environment in which the students and the teacher treat each other with respect.	Yes	Yes, but it should be student-initiated.
2. Start lesson series with a neutral topic (to students).	Yes	Yes
3. Include relevant examples of SPT according to VWO 5 students' age, especially at the start of the lesson series.	Yes	Yes
4. Use current, authentic materials found in social media and the news published in English.	Yes	Yes
5. Use lesson activities which encourage collaboration among students, especially by combining interpersonal and academic SPT.	Yes	Yes, but student roles should be explicit.
6. Create low-stakes opportunities for students to engage in SPT and receive feedback about their attempts from their	Yes	Yes

peers.		
7. Ask students to give multiple answers or perspectives in response to a question.	Yes	Yes
8. Encourage students to be 'social detectives' who seek to learn more about others' perspectives rather than jumping to conclusions about others.	Yes	Yes
9. Apply (a range of) strategies for keeping students' discussion in English, e.g. monitoring group discussion; assigning roles; letting students record themselves; etc.	Yes and no, it is implicit rather than explicit.	Yes and no, it is implicit rather than explicit.
10. Focus summative assessment and lesson series on English-speaking skills.	Yes	Yes

Though Grace agreed that the first and fifth design principle could be identified in the proposed lesson series, she suggested improvements. For the design principle regarding the importance of establishing a safe classroom environment, she suggested that the teacher should give students the initiative in coming up with norms they think are important to this end and afterwards the teacher could add other norms not already stated by the students which he or she deems important. When it came to the design principle encouraging collaboration among students, Grace noted that the teacher should make clear which roles the students could take so as to avoid that some students do not know what to do or do not do enough work within their groups.

Furthermore, the teachers were asked whether the summative learning goals were realistic and attainable for students after completing the proposed lesson series. Both teachers said the summative learning goals were realistic and that VWO 5 students should be able to attain them after taking classes according to the proposed lesson series. Both teachers also said that the formative goals, i.e. the learning goals set for each lesson, were realistic and build up towards the summative learning goals in a logical manner which makes it possible

for students to achieve these latter goals. Grace also pointed out that the learning goals are formulated according to the SMART principle.

During the evaluation, the teachers were also asked whether the proposed lesson series would help VWO 5 students attain the language-specific learning goal highlighted in the previous section (see Appendix G, question 5). Both teachers said that the proposed lesson series contains activities and a summative assignment which facilitates students' attainment of this language-specific end goal for English.

In addition, the teachers were asked if the proposed lesson series would help raise VWO 5 students' awareness of their SPT skills and contribute to the further development of these skills. Both teachers said that the proposed lesson series would raise students' awareness of their SPT skills and help develop these further. Laura mentioned that there will be students which might not be willing to engage in the SPT process, which refers to the first step in the SPT process. However, she was asked whether the activities in the proposal are engaging enough to motivate these kinds of students; to this she answered yes. Grace commented that the proposed lesson series would help students learn how to form a nuanced opinion, especially because students are allowed and encouraged to research the topics for themselves.

Moreover, the teachers were asked whether the proposed lesson series would be suitable to teach in VWO 5. Both teachers agreed that it is suitable. Laura said that the proposed lesson series includes 'complex, authentic, relevant material that targets' the B2 CEFR level for speaking (Appendix H). Grace emphasized the importance of specifying the roles of students during the presentations and discussions, as well as making the learning goals, expectations, and assessment clear. She also commented that students think a lot about the topics covered throughout the lesson series and that they try to form opinions about them,

so the proposed lesson series would be a good way for students to learn to form their opinions concerning such sensitive topics. A point that was raised by Laura was that she would like to teach the proposed lesson series, but would want to do so without using the exact SPT terminology that is used in the proposed lesson series. The reason for this is that she does not feel as if she is knowledgeable about SPT to be confident in also teaching the terminology.

Lastly, the teachers were asked whether there was anything else they would like to improve about the proposed lesson series. Both teachers replied with a 'no'. The teachers also stated that they had already had the chance to share their ideas for possible improvements of the proposed lesson series.

5. Discussion

In this chapter, the design principles are discussed in connection to the results of the first set of teacher interviews and the proposed lesson series. Afterwards, the results of the evaluation of the proposed lesson series are discussed, as well as suggestions for redesign and implementation.

5.1 Discussion of Design Principles in Connection to the Proposed Lesson Series

5.1.1 Design Principle: Establish a Safe Classroom Environment

A criterion that had already been established at the end of the theoretical framework and which was also voiced in the first set of teacher interviews, despite the academic level and maturity of VWO 5 students, was the need to establish a safe classroom environment before delving in the discussion of controversial topics. Therefore, norms which were established in the theoretical framework and the teacher interviews are emphasized throughout the proposed lesson series, i.e. in lesson 1, 3, 4, and 5.

5.1.2 Design Principle: Start Lesson Series with a Neutral Topic

The preference of most teachers to start the lesson series with topics which are more neutral to the students so that they can learn about the basic SPT concepts in a safe environment also support the importance of the first design principle. Accordingly, in the first lesson of the proposal, the specific 'Speak American' example used in the interviews was kept since most teachers agreed it was neutral to the students. The subsequent lessons gradually involve the discussion of more controversial topics which are also planned given the teachers' ranking of controversial topics established in Table 1.

It should be noted that the topic 'homosexuality and transgender' was ranked very highly with 16 points as the topic English teachers would rather use in the proposed SPT and

English integrated lesson series, as opposed to topics such as 'asylum seekers' and 'freedom of speech' which scored 9 and 8 points, and were ranked second and third, respectively. In their description of their criteria during the ranking test, some teachers mentioned the importance of 'homosexuality and transgender' as a topic considering the age of the students, as opposed to when they spoke about the other topics. Some teachers also pointed out that topics such as 'the Holocaust' and 'antisemitism' might be better suited for history class. Thus, the result of the ranking task points towards a need for the topic of 'homosexuality and transgender' to receive more attention in class, especially when it is embedded in an environment where SPT is encouraged. As Wendy pointed out, this is also important given the Christian context of some schools. Therefore, given these results, more class time has been allocated for this topic in the proposed lesson series: in lesson 2, an example relevant to the topic of freedom of speech is used; in lesson 3, two articles with multiple perspectives on asylum seekers are used; and in lesson 4 and 5, a Twitter story relevant to topic of 'homosexuality & transgender' is used to help students' prepare and give a mini SPT presentation.

5.1.3 Design Principle: Include Relevant Examples According to Students' Age

Though most of the teachers thought that VWO 5 students would be motivated enough to engage in SPT based on a neutral topic (for them) such as 'Speak American', there was still insistence by the part of some teachers to include more relevant examples according to the students' age, especially at the start of the first lesson. The reasoning was that using more personal examples that are relevant for the students' age group would facilitate the SPT process regarding other topics. This, of course, is an important consideration given that the first step of the SPT process is to muster enough motivation to take someone else's perspective. Thus, an activity was introduced in the first lesson through which students reflect on a moment they have tried to understand someone else, write this down and afterwards

share it with the whole class. This exercise allows the students and the teacher to gauge what they might already know about the SPT process and serves to make the students aware that it is something they at least already do at an unconscious level, which could facilitate the SPT process during the 'Speak American', as well as other tasks.

5.1.4 Design Principle: Use Current, Authentic Materials in Social Media & the News Published in English

This design principle resulted when combining the one regarding the use of authentic materials in the theoretical framework, and most teachers' insistence in only using materials published in English. This design principle is adhered to throughout the proposed lesson series. For example, in lesson two, students discuss whether President Trump should be banned from Twitter given the risk to the safety of nations that some of his tweets might evoke. As suggested in Bennet et al. (2009, p. 107), this is a way students who lean more towards the self-actualizing citizen model (AC) can gain a better appreciation of government and realize the importance of following politics in the news by discussing these kinds of issues which allow multiple perspectives.

5.1.5 Design Principle: Encourage Collaboration, Especially by Combining Interpersonal & Academic SPT

Using the previous example regarding President Trump, students are asked in handout 1 of lesson 2, e.g. 'should a person be allowed to express his or her opinion on social media networks such as Twitter even if they incite hate or violence?' Then they are asked to predict what one of their classmates would answer to this question. Afterwards, they discuss the question with their classmate to find out what they actually think about the issue. In this manner, they not only attempt to understand what their classmates think about this example, but also the perspectives of the people involved in the story, resulting in a combination of

interpersonal and academic SPT which as pointed out in Gehlbach (2011, p. 316) makes it possible to motivate students to participate in the learning activities in multiple ways.

5.1.6 Design Principle: Create Low-Stakes Opportunities for Students to Engage in SPT and Receive Feedback

After students predict one of their classmate's answer to the previous question quoted above from lesson 2, handout 1, they are asked to elaborate on the strategy/strategies they used for their prediction and evaluate whether their prediction was accurate. This is an example of how they are given opportunities to engage in SPT using their peers as the targets, who give them feedback on their attempts.

5.1.7 Design Principle: Ask Students to Give Multiple Answers to a Question

Throughout the proposed lesson series, students are asked to give multiple answers to a question, e.g. when anticipating the different perspectives people in general might have regarding asylum seekers during lesson 3 (see handout 1). In this lesson, students also become aware of filter bubbles on social media platforms and search engines, such as Facebook and Google, and are asked to think about potential benefits, as well as negative aspects of the algorithms in place that create these echo chambers. In short, the students are always asked to consider issues from multiple aspects. At the same time, their digital literacy skills also improve, since they become more aware of the way social media websites and search engines constrict the information they can access.

5.1.8 Design Principle: Encourage Students to be 'Social Detectives'

This design principle is closely tied to the previous one, but implies a level of autonomy which students are supposed to exhibit when considering the multiple perspectives that interplay in controversial issues on social media. In short, it is what the entire lesson series builds towards in terms of content-related skills which are assessed in the summative

presentation assignment (see Appendix F). The best representation of this design principle in the proposed lesson series can be found in lesson 4 and 5, when students are asked to work in groups to prepare and present a mini-presentation on a Twitter story involving a transgender boy. This formative exercise is a way to ensure that they will be able to work on the summative presentation assignment in groups without the supervision of the teacher.

5.1.9 Design Principle: Apply (a Range of) Strategies for Keeping Students' Discussion in English

Some of the strategies which the teachers suggested for keeping the students' discussion in English were expected, such as walking around the classroom and monitoring the students' discussion. However, there were also some novel suggestions, such as letting students record their discussion or letting them conduct their discussion on TodaysMeet, which also allows the teacher to have a record of what was discussed in the group. Suffice it to say that it is not as easy to incorporate these latter techniques in every single lesson in the way walking around the classroom and monitoring the discussion can be. However, they can be planned for specific moments in the proposed lesson series the teacher would want to gather concrete evidence for formative assessment or for particularly sensitive topics which the teacher would preemptively want to manage. In the proposal only monitoring the discussion has been taken onboard, but the other strategies can be easily swapped in according to the preference of teachers.

5.1.10 Design Principle: Focus Summative Assessment and Lesson Series on English-Speaking Skills

It is noteworthy that most teachers preferred to focus the language-specific assessment for the proposed lesson series on English-speaking skills rather than English-writing skills. Perhaps this was due to the preliminary first lesson plan focusing somewhat on discussion activities,

though it also contained writing. It could also be that for writing skills there are more clearly formulated tests in the curriculum of the schools of the teachers interviewed that focus, for example, on how to write a formal letter or a job application. In addition, there is enough materials for the other skills, i.e. reading and listening skills, considering the supply of CITO tests available. This would suggest that content and language integrated lesson series such as the one proposed could fill a lesson materials and activities gap for the practicing and assessing of English-speaking skills. Thus, the proposed lesson series contains more activities through which students practice their English-speaking skills, though it should be noted that since it is a language and content integrated lesson series, they naturally use all their language skills.

As for the specific assignment to use for assessment, the results point towards a regular presentation. It is interesting that two teachers chose a creative assignment in the form of a video emulating, for example a BBC, news item. Having a video for assessment is advantageous in that teachers can replay a particular part a couple of times to give better feedback; however, a video is also less demanding of students' speaking skills, since they can rehearse and/or edit a segment endlessly before turning in a product they are content with. Given the latter consideration and the 50%-50% weight distribution, it does seem that a regular presentation would be a more accurate way to assess these two components. Four teachers liked the idea of using a presentation, but two included a role-playing element in the assignment whereas the other two chose a regular presentation. An option is to give students the freedom to choose whether they want to include role-playing in their presentation. This way students who are not inclined to role-play or are not good at acting are not disadvantaged, while those who are still get to share what they have learned through the SPT assignment in a creative manner.

Given the English proficiency level of VWO 5 students, it was expected that teachers would not think it necessary to include specific grammar or vocabulary items. However, some teachers suggested the inclusion of vocabulary that could help students during the discussion of the content. Accordingly, one of the goals at the end of the first lesson in the proposal is that students are be able to explain what the differences between 'sympathy', 'empathy' and 'apathy' are in spoken English. Other suggestions to include words such as 'pathos', 'logos', and 'ethos' were not included in this proposal, because these words focus on the construction of different types of arguments and, therefore, belong more readily in a debate or argumentative writing class rather than an SPT class. However, given more classroom time, they can also be discussed in the context of an SPT and English integrated lesson series.

5.2 Discussion of the Evaluation of the Proposed Lesson Series

For the most part, the teachers agreed that the design principles which were established by conducting the literature review and the first set of teacher interviews are reflected in the design of the proposed lesson series, though they pointed out that the range of strategies gathered in the first set of interviews was not incorporated in the proposal. As mentioned in section 5.1.9, the proposal allows for these strategies to be swapped in at any point during the lesson series, but one way to improve the design of the lesson series is to include this list of strategies that can be applied to keep students' discussion in English at the start of the lesson series. It is also possible to simply include the various strategies throughout the lesson series.

Moreover, Grace suggested that the roles students can take during collaboration should be made more explicit. This in part ties in with the strategies teachers can use to keep their students' discussion in English, such as assigning roles, e.g. one student keeps track of time, one student ensures that everyone is speaking English, etc. Additionally, the roles

students can take to complete the tasks can also be made more explicit, for example, when preparing the mini presentation (Appendix E, Lesson Plan 4, Handout 2) a student who is more inclined towards interpersonal SPT could interview or talk to members of his or her family or group of friends regarding the Twitter story about the transgender wrestler as a way to gain more insight on the perspectives that interplay in this news story, while another student in the same group who might be more inclined towards academic SPT could instead read different blogposts about the same Twitter story to better understand other points of view. One of the teacher's jobs would be to give examples of the different ways students can approach the tasks, but in order to do this it might help to include examples of the different roles students could take when improving the design of the proposed lesson series.

In terms of the learning goals, the results of the evaluation of the proposed lesson series indicate that the summative, as well as the formative learning goals are realistic and that VWO 5 students should be able to attain them at the end of the lesson series. Nevertheless, the teachers commented on different aspects pertaining to the learning goals. Laura asked whether 'present and discuss' implied that the students also internalized the content goals. The summative learning goals integrate both language and content: 'present and discuss' was meant to target the specific language speaking skill (quoted in Appendix G, question 5), whereas nouns were used to refer to the higher cognitive thinking skills in Bloom's Taxonomy Revised taxonomy. For example, the fourth and fifth learning goal state that students should be able to present and discuss 'an evaluation' and 'a proposal', respectively. These nouns were chosen to reflect the verbs in Bloom's Revised Taxonomy relating to the higher cognitive thinking skills 'evaluate' and 'create'. However, for the first three summative learning goals, the connection to Bloom's Revised Taxonomy is not as clear. What would make the design of the proposed lesson series more consistent in this

regard would be to add 'an analysis' to the formulation of the summative learning goals mentioned.

Moreover, Grace emphasized that the learning goals and the teacher's expectations should be made explicit to students. For example, regarding 'present and discuss', Grace asked whether the students would know what that entailed. In terms of the language-specific learning goal, the idea was to target the speaking objective quoted in Appendix G, question 5 which mostly focuses on the ability to give a presentation. However, it would be a waste of an opportunity if students were not able to ask questions at the end of their classmates' presentations. That is the reasoning for including 'discuss', though it is not the main focus of the presentation. To make 'discuss' clearer for students, the summative assignment (Appendix F) should describe the fact that students would be given time at the end of each group's presentation to ask questions, generate discussion, and give feedback.

Furthermore, the results of the evaluation are very positive regarding the proposed lesson series potential to raise students' awareness of their SPT skills and to develop these further. This is not surprising since it explicitly covers the SPT domains, process, and strategies. Grace commented that it offered a good way for students to learn how to form more nuanced opinions regarding sensitive topics, and to tackle issues from multiple perspectives. The fact that students would learn these critical thinking skills through the explicit application of the SPT process and strategies in the analysis of authentic lesson materials means that it is likely the effects would be durable and that students would be able to transfer these skills across different subject areas, as pointed out in the theoretical framework (Chapter 2.2.4.1; c.f Dam & Volman, 2004, p. 370).

In addition, Laura brought up the issue that whether the proposed lesson series would contribute to the development of a student's SPT skills ultimately rests on the student's

ability and motivation to engage in the SPT process. This has already been established as the most crucial step in the SPT process. The design of the proposed lesson series takes this into account by incorporating multiple design principles for increasing student motivation and participation derived from the theoretical framework, such as allowing for plenty of collaboration among students, combining academic and interpersonal SPT, and using authentic materials. Laura was also reassuring during the interview by saying that the proposed lesson series should be engaging enough to motivate students with low motivation to participate in the lesson activities.

The results of the evaluation of the proposed lesson series also indicate that teachers deem it suitable to be taught for VWO 5. Laura said that she would like to teach the lesson series, because of the complex, authentic, and relevant learning materials and also because the rate of independence seem suited for VWO 5. Grace pointed out that the proposed lesson series is suitable for VWO 5, especially because students at this age come across the topics, e.g. transgender rights, and try to form opinions about them; the proposed lesson series gives them a chance to form nuanced opinions about these topics in a safe environment. Nevertheless, Laura mentioned that she would feel uncomfortable teaching the proposed lesson series using all the SPT related terminology, because she does not feel that she knows enough about the topic. To address this, teachers wishing to implement the proposed lesson series would be advised to read the SPT section in the theoretical framework of this master thesis and can additionally consult the referenced papers by Gehlbach and colleagues. This also calls for workshops that teachers could attend on how to integrate SPT in their teaching practice.

6. Conclusion

This master thesis sought to propose the design of a lesson series which contributes to the formation of VWO 5 students as critical citizens by integrating content pertaining to the areas of digital literacy and citizenship education in English class. Using design principles and summative learning goals gathered from the theoretical framework and the first set of teacher interviews, a proposal for a social perspective taking (SPT) and English integrated lesson series was designed which explicitly teaches students regarding filter bubbles on social media and search engines, and encourages them to analyze authentic and controversial social media news items from multiple perspectives through the application of interpersonal and academic SPT. In this manner, students learn how social media and search engines which may be indispensable to them limit them to content they might already agree with, and how they can go about bursting through their own filter bubbles by actively exploring controversial social media news items through multiple perspectives. This can make students more tolerant towards other people's points of view whom they do not agree with, especially in an environment in which they become aware of their SPT skills and are given a chance to further develop them. The proposed lesson series can help them form more nuanced opinions about these controversial topics, which ultimately adds to their formation as critical citizens.

Some of the design principles used to build the proposed lesson series were gathered in the theoretical framework. As suggested by Gehlbach (2011), interpersonal and academic SPT were combined in the proposal to provide students multiple opportunities to become engaged and motivated to participate in the lesson activities, be it through their curiosity to know what their peers think about certain issues or through their natural inclination for doing research on the controversial topics they encounter to gain a better understanding of them (p. 316). The use of authentic and controversial lesson materials was incorporated since it was found to motivate students to participate in class and become more interested in politics (Dam

& Volman, 2004, p. 370). Most of the activities in the proposed lesson series also focus on collaboration among students, because research findings indicate that students immersed in digital culture prefer active ways of learning rather than passively listening to their teachers present information (Bennet et al., 2009, p. 108). The use of social media news items accompanied by SPT instruction also gives these students, who might more readily fit the self-actualizing citizen model (AC), the opportunity to explore controversial issues through personal standpoints which allow 'greater participation in the definition of issues' (Bennet et al., 2009, p. 107). The latter point has also been suggested as being one way for students to recognize the importance of government and that of following the news (Bennet et al., 2009, p. 107).

Apart from these more content related design principles, attention was also paid to the concerns of English teachers when building the proposed lesson series. These included the necessity of adding more SPT examples which are relevant for the age of VWO 5 students, as well as establishing a safe classroom environment, for example by repeating norms which contribute to this end. According to the findings, the proposal was designed to start with a neutral topic and to build towards more controversial topics as it progresses. Moreover, the proposal only makes use of authentic lesson materials published in English, and the learning activities focus on the development of speaking skills according to the preference of most of the English teachers interviewed.

A teacher evaluation of the proposal reveals ways in which the design of the lesson series can be improved, e.g. by including more specific information regarding strategies for keeping students' discussions in English, which were gathered through the first set of teacher interviews but were not explicitly stated in the proposed lesson series. Another way to improve upon the design is to make the summative learning goals more consistent in reference to the higher cognitive thinking skills of Blooms Revised Taxonomy. Lastly, it was

also suggested that students could be given the initiative when it came to establishing norms which are meant to contribute to the cultivation of a safe classroom environment.

Finally, the design principles make it easy for teachers to swap certain activities and/or topics in the proposed lesson series for ones which they find more relevant to their students. After all, as noted by (Guerretaz & Johnston (2013), teachers, especially experienced ones, are likely to know best which topics and authentic materials will better resonate and engage their students. In addition, rather than implementing the entire lesson series, teachers can instead adopt specific strategies to implicitly develop their students' SPT skills across lessons with different subject-matter, such as asking their students to give multiple answers to a single question. However, in adopting the proposed content and language integrated learning lesson series, English teachers would not only be focusing on helping their students further develop their English-speaking skills, but also their SPT and digital literacy skills. In this manner, English teachers can help strengthen the horizontal coherence of the parts of the curriculum at their schools pertaining to digital literacy and citizenship education in VWO 5. This type of collaboration can further benefit schools in the Netherlands, especially in the context of the nation-wide project which started as *Onderwijs2032* and now continues as *Curriculum.nu*.

6.1 Limitations

A limitation of the current study is that the sample of English teachers in the first set of interviews is not representative of any group of English teachers working in the Netherlands and therefore the design principles drawn from the analysis of those interviews cannot be generalized. In addition, the results of the teacher evaluation of the proposed lesson series indicate that it should be effective in helping students attain the content and language goals described, but more evidence is needed to support these results, since only two teachers were

involved in the evaluation of the proposal. Both these teachers were also at the start of their careers. It would have been better to find teachers with varying degrees of experience to participate in the evaluation, but unfortunately this was not possible.

6.2 Suggestions for Future Research

The design of the proposed lesson series and the results of the evaluation presented and discussed in this master thesis symbolize the first steps in a never-ending process of curriculum development and improvement (Thijs & Van den Akker, 2009, pp. 43-51). As alluded to, one of the following steps would be to implement an improved version of the proposed lesson series for further evaluation. It would be interesting to see if students being taught according to this improved lesson series would score higher on tests measuring their SPT skills and their English-speaking skills as opposed to a control group. This would require a study with a pre-test and a post-test. If the experiment group scores higher than the control group, especially on SPT tests, it would be interesting to find out if these gains would be maintained after a longer amount of time has passed, e.g. through a delayed post-test.

It also remains to be seen what necessary changes would have to be made, if any, to successfully incorporate an SPT and English integrated lesson series at different grade levels, e.g. lower grades of VWO, and across different types of education, e.g. higher general secondary education (HAVO), lower general secondary education (MAVO), etc. How would the content and language goals have to be adjusted to meet the level of development of students across these different grade levels and types of education? Future research could also investigate the effectiveness of different ways of teaching SPT. The proposal presented in this chapter focuses on intensively teaching SPT in one short block of five lessons. Would it be better to include shorter SPT activities in the curriculum throughout a longer period of time? This could potentially be the case since according to Gehlbach (2017) teachers can encourage

the development of SPT by incorporating techniques, such as asking students for multiple

answers to one question, in virtually any content class.

References

Bennett, W. L., Wells, C. & Rank, A. (2009). Young Citizens and Civic Learning: Two Paradigms of Citizenship in the Digital Age. *Citizenship Studies 13(2)*, 105-120.

Bozdag, E. (2015). *Bursting the Filter Bubble: Democracy, Design, and Ethics*. Delft, the Netherlands: Delft Technical University.

Bron, J., & Van Vliet, E. (2012). Democracy, participation and identity: A curriculum proposal for Dutch education. *Teaching Citizenship* 34, 32-35. Retrieved from http://downloads.slo.nl/Documenten/Democracy-participation-and-identity-a-curriculum-proposal-for-Dutch-education.pdf

Cenoz, J. (2015). Content-based instruction and content and language integrated learning: the same or different? *Language, Culture and Curriculum* 28(1), 8-24.

Dam, G. Ten, & Volman, M. (2004). Critical thinking as a citizenship competence: teaching strategies. *Learning and Instruction 14*, 359-379.

Daniels, E. (2010). Using a targeted rubric to deepen direct assessment of college students' abilities to evaluate the credibility of sources of information. *College & Undergraduate Libraries* 17(1), 31-43.

Dutch Ministry of Education, Culture and Science. (2017). Herziening van het curriculum in het primair en voortgezet onderwijs. Retrieved from https://www.rijksoverheid.nl/documenten/rapporten/2017/02/13/herziening-van-het-curriculum-in-het-primair-en-voortgezet-onderwijs

Fasoglio, D., K. de Jong, B. Trimbos, D. Tuin, & A. Beeker (2015). *Taalprofielen 2015: herziene versie van Taalprofielen 2004.* Enschede: SLO. Retrieved from http://downloads.slo.nl/Repository/taalprofielen-2015.pdf

Feddema, A. N. (2015). Controversiële kwesties in de klas: de Zwarte Piet-discussie (Unpublished master's thesis). Retrieved from http://repository.uvh.nl/bitstream/handle/11439/502/Afstudeeronderzoek%20controversi%C3%ABle%20kwestie%20zwartepiet%20september%202015%20pdf.pdf?sequence=1

Feskens, R., Keuning, J., Van Til, A., & Verheyen, R. (2014). *Prestatiestandaarden voor het ERK in het eindexamenjaar: een internationaal ijkingsonderzoek*. Arnhem, the Netherlands: Centraal Instituut voor Toetsontwikkeling.

Gehlbach, H. (2011). Making Social Studies Social: Engaging Students Through Different Forms of Social Perspective Taking. *Theory Into Practice 50*(4), 311-318.

Gehlbach, H. (2017). Learning to walk in another's shoes. *Phi Delta Kappan* 98(6), 8-12.

Gehlbach, H., & Brinkworth, M. E. (2012). The Social Perspective Taking Processing: Strategies and Sources of Evidence in Taking Another's Perspective (In Press). *Teachers College Record 114*(1), 226-254.

Guerrettaz, A. M., & Johnston, B. (2013). Materials in the classroom ecology. *Modern Language Journal* 97, 779–796.

How to evaluate website content. (2017, July 4). Retrieved from https://www.ed.ac.uk/information-services/library-museum-gallery/finding-resources/library-databases/databases-overview/evaluating-websites

Johnson, L., & Morris, P. (2010). Towards a Framework for Critical Citizenship Education. *The Curriculum Journal 21*(1), 77-96.

Kerndoelen voortgezet onderwijs. (2015, February 27). Retrieved from http://burgerschapindeschool.nl/kerndoelen-voortgezet-onderwijs

Kosoff, M. (2017, January 11). President Obama warns social media is becoming a threat to democracy. *Vanity Fair*. Retrieved from https://www.vanityfair.com/news/2017/01/president-obama-warns-social-media-is-becoming-a-threat-to-democracy

Mitchel, A., Gottfried, J., Kiley, J., & Matsa, K. E. (2014). Political Polarization & Media Habits. *Pew Research Center*. Retrieved from http://www.journalism.org/2014/10/21/political-polarization-media-habits/

Meijer, D., & D. Fasoglio (2007). *Handreiking schoolexamen moderne vreemde talen havo/vwo.* Enschede: SLO. Retrieved from http://www.slo.nl/downloads/archief/Handreiking_20MVT_20Duits_2c_20Engels_2c_20Frans.pdf

Niveaus havo/vwo. (n.d.). Retrieved from http://www.erk.nl/docent/streefniveaus/havo/

Over Curriculum.nu. (n.d.). Retrieved from https://curriculum.nu/waarom/

Passe, J., Drake, C., & Mayger, L. (2017). Homophily, echo chambers, & selective exposure in social networks: What should civic educators do? (Article in Press). *The Journal of Social Studies Research*.

Revised Bloom's Taxonomy. (n.d.). Retrieved from http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy

Sijbers, R., Elfering, S., Lubbers, M., Scheepers, P., & Wolbers, M. (2015). Maatschappelijke thema's in de klas: hoe moeilijk is dat? Radboud University: Nijmegen. Retrieved from http://repository.ubn.ru.nl/dspace31xmlui/handle/2066/142305

Stam, B. (1985, April 1). Het model Didactische Analyse als hulpmiddel. Retrieved from

https://www.digibron.nl/search/detail/c730f8ba998cab7bb16b19cf5543caa3/het-

model-didactische-analyse-als-hulpmiddel

Stokking, K. (2014). *Bouwstenen voor onderzoek in onderwijs en opleiding.* Utrecht:

University of Utrecht.

Thijs, A., & van den Akker, J. (red.) (2009). *Leerplan in ontwikkeling*. Enschede: SLO,

nationaal expertisecentrum leerplanontwikkeling. Retrieved from

http://www.slo.nl/downloads/2009/leerplan-in-ontwikkeling.pdf/

Van Strien, J. L. H. Kammerer, Y. Brand-Gruwel, S, & Boshuizen, H. P. A. (2016). How

Attitude Strength Biases Information Processing and Evaluation on the Web.

Computers in Human Behavior 60, 245-252.

Walraven, A. Brand-Gruwel, S, & Boshuizen, H. P. A. (2009). How Students Evaluate

Information and Sources When Searching the World Wide Web for Information.

Computers & Education 52, 234-246.

Warren, C. A. (2017). Empathy, Teacher Dispositions, and Preparation for Culturally

Responsive Pedagogy. *Journal of Teacher Education,* 1-15.

Wong, J. C. (2017, December 12). Former Facebook executive: social media is ripping

society apart. *The Guardian*. Retrieved from

https://www.theguardian.com/technology/2017/dec/11/facebook-former-executive-

ripping-society-apart

Woolfolk, A., Hughes, M., & Walkup, V. (2013). *Psychology in Education* (2 ed.). Harlow,

UK: Pearson.

Appendix A – Interview Results

Participant		Wendy	Mark	Ashley	Mary	Kristina	Laura	Emily	David
Gender		Female	Male	Female	Female	Female	Female	Female	Male
Age		59	60	24	26	48	24	23	65
Experience		35 years	38 years	1.5 years	5 years	20 years	2 years	1 year	30 years
School		Christian, Ede	Christian, Ede	Christian, Ede	Public, Doorwerth	Public, Doorwerth	Unemploy-ed	Public, Huizen	Public, Epe
1A	Do you think the learning objectives can be achieved the way the first lesson is planned now?	Yes.	Yes.	Yes, if students receive more input / examples.	Yes, if students receive more input / examples.		Yes.	Yes.	Yes.
1B	What do you think can be improved about this lesson plan?	1. Learning goals: make explicit examples should be in English. 2. More content / examples.	1. Is okay as it is; would improve based on trial and error.	1. More input: more relevant examples.	1. More input: more relevant examples. 2. Hetero-genous groups based on students' strengths.	1. Phrasing of ques-tions in task. 2. More input: more relevant examples.	1. More input: more relevant examples. 2. Empha-size why learning SPT is important.	1. More classroom discussion. 2. Drawing compare-sons that make the examples more relevant.	1. Use internet time-keeping tool to make sure objectives are met at the end.
2A	Do you think it is necessary for a teacher to establish the following norms before discussing or including controversial topics which might be personal to students in class?	Yes.	Yes.	Yes.	Not in VWO 5.	Yes.	Yes.	Yes.	Yes.
2B	Are there other norms/rules you think a teacher should establish or reinforce before discussing or	1. Listen to each other: do not interrupt.	1. Listen to each other: do not interrupt.	1. What is discussed in the classroom,	N/A.	1. What is discussed in the classroom,	1. Be aware that people have different	1. Cannot think of any.	1. Cannot think of any.

	including controversial topics in class?	2. Whisper when discussing.		stays in the classroom.		stays in the classroom.	experiences which color their opinions.		
3A	Do you think the topics below are appropriate for discussion in an English lesson series on SPT through social media (VWO 5)?	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.
3B	Could you pick the top three topics you are more likely to teach in VWO 5? (1 = most likely; 3 = least likely)	1. Homo-sexuality & transgender ism. 2. Integra-tion & ethnic minorities. 3. Discri-mination.	1. Homo-sexuality & transgender ism. 2. Terrorist attacks. 3. Black Pete.	1. Homo-sexuality & transgender ism. 2. Discri-mination. 3. Freedom of speech.	1. Homo-sexuality & transgender ism. 2. Asylum seekers. 3. Discri-mination.	1. Discri-mination. 2. Asylum seekers. 3. Freedom of speech.	1. Integra-tion & ethnic minorities. 2. Freedom of speech. 3. Homo-sexuality & transgender ism.	1. Asylum seekers. 2. Homo-sexuality & transgender ism 3. Freedom of speech.	1. Freedom of speech. 2. Asylum seekers. 3. Homo-sexuality & transgender ism.
3C	What criteria did you use to rank these topics, if any?	1. School context. 2. Relevan-cy for students.	1. Personal preference.	1. Relevan-cy for students.	1. Relevan-cy for students. 2. Current in the news.	1. I already teach them. 2. I do not know enough about other topics.	1. Relevan-cy for students. 2. Topic should be interesting. 3. Topic is contested.	1. Relevan-cy for students.	1. The importance of the topic.
3D	When teaching such topics, would you only focus on social media pertaining to the English-speaking world, or would you (also) include items from social media in Dutch? What is your reasoning for this?	1. Only English: it is the target language.	1. Only English: it is the target language.	1. Yes, I would include Dutch items, but should be discussed in English.	1. Yes, I would include Dutch items, but should be discussed in English.	1. Only English: it is the target language.	1. Yes, I would include Dutch items, but should be discussed in English.	1. Only English: it is the target language.	1. Only English: it is the target language.
4A	Do you think or find that VWO 5	Yes.	Yes.	Yes, but	Yes.	Yes, but	Yes, but	Yes.	Yes.

	students are open and motivated to explore someone else's perspective whom they may not already care about?			more relevant topic first then neutral.		not in a group setting.	more relevant topic first then neutral.		
4B	Would you rather start the lesson series with a topic that is more controversial to students, instead of a neutral topic such as 'Speak American'?	Start with neutral topic.	Start with more controversial topic.	Start with neutral topic.	Start with neutral topics, but include examples of controversial topics.	Start with topics which are more relevant for students' age.	Start with neutral topic.	Start with neutral topic.	Start with neutral topic.
5	Is there a strategy or tactic you use to keep your students' group discussions and group work in English, instead of Dutch? Do you think this is important to reinforce?	1. Monitor the discussion.	1. Monitor the discussion. 2. Record their discussion. 3. Assign roles.	1. Monitor the discussion.	1. Set the example as the teacher.	Skipped.	1. Assign roles.	1. Monitor the discussion. 2. Set the example as the teacher.	1. Monitor the discussion.
6A	Which of the tasks below would you use (can be more than one; can also be a task proposed by the teacher) to assess (summative, i.e. for a grade) the students' SPT and English skills in VWO 5? If more than one, what would the weight of each task be?	Option 1: group presentation.	Option 1: group presentation with role-playing element.	Speaking skills, creative assignment: video recordings.	Option 1: group presentation with role-playing element.	Speaking skills, creative assignment: video recordings.	Option 2: writing diary entries.	Option 1: group presentation.	Option 2: writing diary entries.
6B	What percentage of the grade would be based on English language skills and which on the students' SPT and critical thinking skills?	Language skills: 80% Content: 20%.		Language skills: 40% Content: 60%.	Language skills: 60% Content: 40%.	Language skills: 50% Content: 50%.	Language skills: 50% Content: 50%.	Language skills: 40% Content: 60%.	Language skills: 40% Content: 60%.
6C	Do you think it is okay to only		Not	No, would	No,	No	No, only to	No, would	No, would

focus on language skills, or would you try to incorporate a grammar topic and a vocabulary list? If yes, could you give an example?		necessary given students' proficiency.	focus on phrasing: how to disagree, etc.	because they distract from the content.	grammar given students' proficiency. Vocabulary to help students' phrasing.	support students if necessary.	focus on phrasing: how to disagree, etc.	only give feedback during assessment, or when students make mistakes.

Appendix B – Teacher Interview Questions

<u>General Information</u>

Gender: _____

Age: _____

Teaching Experience: _____

Current school: _____

<u>Definitions:</u>   *Social perspective taking (SPT)* is 'a process through which a perceiver attempts to discern the thoughts, feelings, motivations, and/or point of view of one or more targets' *(Gehlbach, 2011, p. 312).*

                                   '*Imagine self* (IS) is when an observer responds to a target's situation or condition based on personal experience/preference'.

                                   '*Imagine other* (IO) is when an observer responds to a target's situation based on knowledge of the target's personal experience/preference in the moment'.

<u>Teacher Interview Questions</u>

While answering the following questions, base your answers and arguments on students in pre-academic year 5 (VWO 5). As an English teacher working in secondary education in the Netherlands,…

1. A.   Do you think the learning objectives can be achieved the way the first lesson is planned now (see Appendix B, Lesson Plan)?

      _____

   B.   What do you think can be improved about this lesson plan?

      _____

2. A.   Do you think it is necessary for a teacher to establish the following norms before discussing or including controversial topics which might be personal to students in class?

                    ___ Criticizing ideas (or positions) rather than other students/people.

                    ___ Respecting others' opinions even if they differ from your own.

B. Are there other norms/rules you think a teacher should establish or reinforce before discussing or including controversial topics in class? (Skip question 2B if 2A was answered with 'no, establishing these norms are not necessary in VWO 5'.

_____

3. A. Do you think the topics below are appropriate for discussion in an English lesson series on SPT through social media (VWO 5)?

    ___ Freedom of speech   ___ Antisemitism

    ___ Religious Extremism   ___ The holocaust

    ___ Discrimination   ___ Asylum seekers

    ___ Terrorist attacks   ___ Integration & ethnic minorities

    ___ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

B. Could you pick the top three topics you are more likely to teach in VWO 5? (1 = most likely; 3 = least likely)

    ___ Freedom of speech   ___ Antisemitism

    ___ Religious Extremism   ___ The holocaust

    ___ Discrimination   ___ Asylum seekers

    ___ Terrorist attacks   ___ Integration & ethnic minorities

    ___ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

C. *Skip this question if the previous one was answered with 'no'.* What criteria did you use to rank these topics, if any?

_____

D. When teaching such topics, would you only focus on social media pertaining to the English-speaking world, or would you (also) include items from social media in Dutch? What is your reasoning for this?

_____

4. A. Do you think or find that VWO 5 students are open and motivated to explore someone else's perspective whom they may not already care about?

_____

B. Would you rather start the lesson series with a topic that is more controversial to students, instead of a neutral topic such as 'Speak American'?

_____

5. Is there a strategy or tactic you use to keep your students' group discussions and group work in English, instead of Dutch? Do you think this is important to reinforce?

_____

6. A.   Which of the tasks below would you use (can be more than one; can also be a task proposed by the teacher) to assess (summative, i.e. for a grade) the students' SPT and English skills in VWO 5? If more than one, what would the weight of each task be?

        1.   Group presentation (2-3) on a controversial topic, highlighting the different points of view / arguments and possible solutions.

        2.   Writing diary entries on a given item in social media from the perspective of three people with different arguments.

        3.   Writing reflections in a portfolio per task during the lesson series, highlighting what the student has learned about the topics in terms of the different perspectives and arguments people have, and which also includes possible solutions.

B.   What percentage of the grade would be based on English language skills and which on the students' SPT and critical thinking skills?

_____

C.   Do you think it is okay to only focus on language skills, or would you try to incorporate a grammar topic and a vocabulary list? If yes, could you give an example?

_____

Appendix C – Teacher Interview Handout

<u>Definitions:</u>   *Social perspective taking (SPT)* is 'a process through which a perceiver attempts to discern the thoughts, feelings, motivations, and/or point of view of one or more targets'.

'*Imagine self* (IS) is when an observer responds to a target's situation or condition based on personal experience/preference'.

'*Imagine other* (IO) is when an observer responds to a target's situation based on knowledge of the target's personal experience/preference in the moment'.

<u>List of Topics</u>

___ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

___ Discrimination   ___ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

___ Homosexuality & transgender ___ Black Pete (i.e. *zwarte piet*)

<u>List of Classroom Norms</u>

___ Criticizing ideas (or positions) rather than other students/people.

___ Respecting others' opinions even if they differ from your own.

<u>Some Tasks to Assess SPT & English Language Skills (Summative Assessment)</u>

___   Group presentation (2-3) on a controversial topic, highlighting the different points of view / arguments and possible solutions.

___   Writing diary entries on a given item in social media from the perspective of three people with different arguments.

___   Writing reflections in a portfolio per task during the lesson series, highlighting what the student has learned about the topics in terms of the different perspectives and arguments people have, and which also includes possible solutions.

Task: 'Speak American'

<u>Video Description</u>

When she finds her students speaking Spanish during her lesson, a teacher tells her students that: 'Military men and women are not fighting for your right to speak Spanish. They are fighting for your right to speak American.'

(https://www.youtube.com/watch?v=qHZBnUJ9kdE)

<u>SPT Questions</u>

Instructions: first write down your answers and then discuss the questions in your group.

Groups A

1. Do you think the student(s) should have left the classroom?
2. What would you have felt if you were in the position of one of the students in that classroom when their teacher told them to 'speak American'?
3. What if you were one of those students? Imagine you are one of those students: your parents are Latin American and most of your friends speak Spanish as well as English. How would you, as one of those students, feel if your teacher told you that?
4. As one of the students that left the classroom, try to think of a better way you could have reacted.

Groups B

1. Do you think the teacher should have told her students this?
2. What would you have felt if you were the teacher in that classroom and your students were speaking Spanish during your lesson.
3. What if you were the teacher? Imagine you are the teacher: you do not understand Spanish and (some of) your students talk Spanish during your lesson. How would you, as the teacher, feel if your students just talked Spanish during your lesson?
4. As the teacher, try to think of a better way you could have reacted.

<u>Reflection Questions</u>

Instructions: first write down your answers and then discuss the questions in your group.

5. Look at your answer to question 1; has your answer changed? Why did it or why did it not change?

6. Are your answers to questions two and three the same, or are they different? Why is this the case?

7. What stands out to you about the answers your classmates gave to the questions? Are their answers different to yours or are they the same? What can you conclude from this?

8. There are two ways to take someone else's perspective, or put yourself in their shoes.

Explain what these two ways are using the terms *imagine self* and *imagine other*.

Preliminary English SPT Lesson Plan 1 – *Month Day, Year*

Class: VWO 5	**Number of students: 20**

Learning Objectives

At the end of the lesson, the student will be able to…

- Explain what *social perspective taking* means by giving an example.
- Explain the difference between *imagine self* and *imagine other* by giving an example.

Initial Situation

At the start of the lesson, the student has…

- Practiced with listening and speaking tasks (CEFR: B1/B2 level).

Lesson Materials, Devices & Media

- YouTube video: https://www.youtube.com/watch?v=qHZBnUJ9kdE
- Handout 1: SPT Task 'Speak American'
- PowerPoint Presentation with reflection questions.

Time	Learning Content & Materials	Teacher Activities	Student Activities

Intro 10-min	1. Introduction.
	
	    1.1. Have you heard the phrase '*put yourself in another person's shoes*' before? What does it mean?
	
	    1.2. Social Perspective Taking (SPT): *is a process through which someone attempts to understand the thoughts, feelings, motivations, and/or point of one or more people.*
	
	    1.3. Norms
	        1.3.1. Criticize ideas (or positions) rather than other students/people.
	        1.3.2. Respect others' opinions even if they differ from your own.
		Asks students to explain what the phrase means and guides the discussion.
		
		Introduces SPT as a concept.
		
		Reinforces classroom norms / rules.
			Listens. Thinks and tries to explain the phrase.
			
			Listens and writes down the definition of SPT.
			
			Asks questions if necessary.

Core 10-min	2. 'Speak American' Video[1].
	    2.1. Handout 1: SPT Task.
	    2.2. Discussion in homogenous groups.
		Hands out questions to the different groups. Then introduces the video and then plays it twice. Explains that students should write their answers down before discussing them in their groups. Monitors the discussion in each group.	Listens to the teacher's introduction of the video and the task instructions. Answers the questions on his/her own and then discusses these in homogenous groups. Asks questions if necessary.

---

[1] YouTube video: https://www.youtube.com/watch?v=qHZBnUJ9kdE

7-min	3. Groups A & B discussion.
	      3.1. Students discuss their answers in
	      heterogenous groups.
		Asks half the students sitting in each group to switch places with someone from another so as to create heterogenous groups. Monitors the discussion in each group.	Sits in a heterogenous group, so as to exchange his/her answers with students that answered questions based on a different perspective. Asks questions if necessary.

13-min	4. Reflection questions.
	      4.1. PPT Questions.
	      4.2. Discussion in groups.
	      4.3. Classroom discussion: students share
	      their answers and discuss them with the
	      whole class.
		Asks students to first answer the questions on their own, and to then discuss them in their groups. Monitors the discussion, and answers questions if necessary. Then gives students turns to share their answers with the entire class and discuss them.	Writes his/her answers to the reflection questions and then discusses them in his/her group. Asks questions if necessary. Shares his/her answers to the questions and also listens to the answers of other students; discusses these and asks questions if necessary.

End
5-min
	5. Evaluation: Classroom discussion.
	      5.1. What is SPT? Give an example.
	      5.2. What are two ways to take someone
	      else's perspective?
	      5.3. What is the difference between
	      imagine self and *imagine other*? Give an
	      example.
		Formatively evaluates whether students understand SPT, along with the terms *IS* and *IO*, and can communicate this knowledge in English by giving an example. Guides the evaluation and answers students' questions if necessary.	Listens and/or Explains what SPT, along with *IS* and *IO* are by giving an example in English. Asks questions if necessary.

Appendix D – Data Collected from Teacher Interviews

<u>Interview 1: Wendy</u>

<u>Audio Recording:</u>

https://drive.google.com/open?id=1Jt-8q0a3Pw79dV_-PcPaMLw3NLkYD8z4

<u>General Information</u> (0:00-1:26)

Gender: Female

Age: 59

Teaching Experience: 35 years

School: Christian, Ede

<u>Answers per Question</u>

1. A.   Do you think the learning objectives can be achieved the way the first lesson is planned now (see Appendix B, Lesson Plan)?
         Yes (9:55-10:15).

    B.   What do you think can be improved about this lesson plan? (12:00)
         Regarding the learning goals, make it explicit that you want them to provide examples of SPT in English (10:16-12:34). In terms of content/learning activities, I would like them to practice a bit of writing as well rather than just speaking; it would be too much for them to speak for 45-minutes; maybe you could add more activities or content (14:00-17:45).

2. A.   Do you think it is necessary for a teacher to establish the following norms before discussing or including controversial topics which might be personal to students in class?
              ___ Criticizing ideas (or positions) rather than other students/people.
              ___ Respecting others' opinions even if they differ from your own.
         Yes (34:50-35:02).

    B.   Are there other norms/rules you think a teacher should establish or reinforce before discussing or including controversial topics in class? (Skip question 2B

if 2A was answered with 'no, establishing these norms are not necessary in VWO 5'.

A rule I use is to tell them to keep their voices down and whisper when they are discussing in groups. A norm is to allow people to finish their point and do not interrupt them: listen to each other (35:03-35:58).

3. A. Do you think the topics below are appropriate for discussion in an English lesson series on SPT through social media (VWO 5)?

___ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

___ Discrimination   ___ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

___ Homosexuality & transgender ___ Black Pete (i.e. *zwarte piet*)

Yes (18:00:18:20).

B. Are there topics you are more likely to teach than others from the above list? If so, could you pick the top three topics you are more likely to teach in VWO 5? (1 = most likely; 3 = least likely)

___ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

_3_ Discrimination   ___ Asylum seekers

___ Terrorist attacks   _2_ Integration & ethnic minorities

_1_ Homosexuality & transgender ___ Black Pete (i.e. *zwarte piet*)

[Wendy assigned another '2' to 'Discrimination' and afterwards marked a 3 in front of 'terrorist attacks'; instead, in the analyses, 'Discrimination' has been marked with '3'.] (20:45-29:25).

C. *Skip this question if the previous one was answered with 'no'.* What criteria did you use to rank these topics, if any?

It is based on the Christian context of the school and what I feel the students need the most (29:26-29:56).

D. When teaching such topics, would you only focus on social media pertaining to the English-speaking world, or would you (also) include items from social

media in Dutch? What is your reasoning for this?

No, I would not include items in Dutch, because I mainly want to focus on English (31:20-31:55).

4. A. Do you think or find that VWO 5 students are open and motivated to explore someone else's perspective whom they may not already care about?

Yes [it is barely clear from the audio recording, but her demeanor and body language made it clear it was a 'yes'] (33:16-34:39).

B. Would you rather start the lesson series with a topic that is more controversial to students, instead of a neutral topic such as 'Speak American'?

No, I would want to start with a neutral topic, because I would not want to risk it going wrong at the very beginning (33:16-34-39).

5. Is there a strategy or tactic you use to keep your students' group discussions and group work in English, instead of Dutch? Do you think this is important to reinforce?

I walk around the classroom and monitor the discussions. If I find someone speaking Dutch, I beg them dramatically to speak English (36:42-38:30).

6. A. Which of the tasks below would you use (can be more than one; can also be a task proposed by the teacher) to assess (summative, i.e. for a grade) the students' SPT and English skills in VWO 5? If more than one, what would the weight of each task be?

1. Group presentation (2-3) on a controversial topic, highlighting the different points of view / arguments and possible solutions.

2. Writing diary entries on a given item in social media from the perspective of three people with different arguments.

3. Writing reflections in a portfolio per task during the lesson series, highlighting what the student has learned about the topics in terms of the different perspectives and arguments people have, and which also includes possible solutions.

I would really love to do the group presentations (40:50-51:30).

B. What percentage of the grade would be based on English language skills and

which on the students' SPT and critical thinking skills?

Language skills 80% (speaking in this case), and content 20% (39:20-40:49).

C.   Do you think it is okay to only focus on language skills, or would you try to incorporate a grammar topic and a vocabulary list? If yes, could you give an example?

[This question was accidentally skipped during the interview].

Interview 2: Mark

General Information (0:00-1:05)

Gender: Male

Age: 60

Teaching Experience: 38 years

School: Christian, Ede

Answers per Question

1. A.   Do you think the learning objectives can be achieved the way the first lesson is
        planned now (see Appendix B, Lesson Plan)?
        Yes (10:35-11:07).

   B.   What do you think can be improved about this lesson plan?
        The setup seems okay; I think you have to try it out first and see what you can
        change afterwards (13:11-13:58).

2. A.   Do you think it is necessary for a teacher to establish the following norms
        before discussing or including controversial topics which might be
        personal to students in class?
               ___ Criticizing ideas (or positions) rather than other students/people.
                ___ Respecting others' opinions even if they differ from your own.
        Yes (14:00-14:15).

   B.   Are there other norms/rules you think a teacher should establish or reinforce
        before discussing or including controversial topics in class? (Skip question 2B
        if 2A was answered with 'no, establishing these norms are not necessary in
        VWO 5'.
        Do not interrupt easily; wait for your turn to speak; listen to each other (14:38-

15:52).

3. A. Do you think the topics below are appropriate for discussion in an English
lesson series on SPT through social media (VWO 5)?

___ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

___ Discrimination   ___ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

___ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

Yes (16:00-16:33).

B. Are there topics you are more likely to teach than others from the above list? If
so, could you pick the top three topics you are more likely to teach in
VWO 5? (1 = most likely; 3 = least likely)

___ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

___ Discrimination   ___ Asylum seekers

_2_ Terrorist attacks   ___ Integration & ethnic minorities

_1_ Homosexuality & transgender   _3_ Black Pete (i.e. *zwarte piet*)

[Not audible, but was written down on the teacher handout] (17:05-17:35).

C. *Skip this question if the previous one was answered with 'no'.* What criteria
did you use to rank these topics, if any?

It is mainly what I am interested in: personal preference (17:35-18:45).

D. When teaching such topics, would you only focus on social media pertaining
to the English-speaking world, or would you (also) include items from social
media in Dutch? What is your reasoning for this?

If possible stick to English, because teaching English is my main objective
(18:50-19:30).

4. A. Do you think or find that VWO 5 students are open and motivated to explore
someone else's perspective whom they may not already care about?

Yes (20:37-21:05).

B.   Would you rather start the lesson series with a topic that is more controversial to students, instead of a neutral topic such as 'Speak American'?

I would start with controversial topics because I think they might motivate students to participate more actively, but it is important for you to know these students; I would not do this in the first class of the year, for example (19:53-20:36).

5. Is there a strategy or tactic you use to keep your students' group discussions and group work in English, instead of Dutch? Do you think this is important to reinforce?

I walk around the classroom as a way to monitor the discussion to keep the discussion in English. You could also assign roles, e.g. one student has to make sure that the discussion stays in English, or perhaps you can record the group discussions. This will make it necessary for them to speak English (21:07-22:48).

6. A.   Which of the tasks below would you use (can be more than one; can also be a task proposed by the teacher) to assess (summative, i.e. for a grade) the students' SPT and English skills in VWO 5? If more than one, what would the weight of each task be?

1.   Group presentation (2-3) on a controversial topic, highlighting the different points of view / arguments and possible solutions.

2.   Writing diary entries on a given item in social media from the perspective of three people with different arguments.

3.   Writing reflections in a portfolio per task during the lesson series, highlighting what the student has learned about the topics in terms of the different perspectives and arguments people have, and which also includes possible solutions.

I would prefer a speaking exercise over writing, because you want them to speak. I suppose you could also make it into a role-playing situation, in which they have to adopt the beliefs of a particular person and explain their point of view (22:57-26:03).

B.   What percentage of the grade would be based on English language skills and which on the students' SPT and critical thinking skills?

[This question was accidentally skipped during the interview].

C.   Do you think it is okay to only focus on language skills, or would you try to incorporate a grammar topic and a vocabulary list? If yes, could you give an example?

If you think it is too difficult for them, I would include them. However, this is meant for VWO 5, so I do not think it is necessary to include any grammar or vocabulary.

Interview 3: Ashley

Audio Recording:

https://drive.google.com/open?id=1fLms5he4qKHbLgypZHfY-EOQmt5Vl88O

General Information (33:45-34:29)

Gender: Female

Age: 24

Teaching Experience: 1.5 years

School: Christian, Ede

Answers per Question

1. A.   Do you think the learning objectives can be achieved the way the first lesson is planned now (see Appendix B, Lesson Plan)?
         Yes, granted that they receive a bit more input (10:25-12:30).

    B.   What do you think can be improved about this lesson plan?
         Relating to the learning goals, I fear that they are all going to give the same examples. I think they need a bit more input, some more examples before they are able to give a personal example of SPT, imagine self and imagine other (10:45-12:30). A more relevant example for male students would be when a referee makes a call that is to the disadvantage of their team; and for girls, something that is a bit more mainstream (14:50-15:50).

2. A.   Do you think it is necessary for a teacher to establish the following norms before discussing or including controversial topics which might be personal to students in class?
         ___ Criticizing ideas (or positions) rather than other students/people.
         ___ Respecting others' opinions even if they differ from your own.
         Yes (16:10-17:31).

    B.   Are there other norms/rules you think a teacher should establish or reinforce before discussing or including controversial topics in class? (Skip question 2B

if 2A was answered with 'no, establishing these norms are not necessary in VWO 5'.

I would say 'what is discussed in the classroom stays in the classroom' (17:32-18:35).

3. A. Do you think the topics below are appropriate for discussion in an English lesson series on SPT through social media (VWO 5)?

___ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

___ Discrimination   ___ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

___ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

Yes, you should, but I would personally have difficulty teaching some of the topics (18:36-21:25).

B. Are there topics you are more likely to teach than others from the above list? If so, could you pick the top three topics you are more likely to teach in VWO 5? (1 = most likely; 3 = least likely)

_3_ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

_2_ Discrimination   ___ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

_1_ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

(21:26-21:46).

C. *Skip this question if the previous one was answered with 'no'.* What criteria did you use to rank these topics, if any?

Its relevancy for the group (21:46-22:41).

D. When teaching such topics, would you only focus on social media pertaining to the English-speaking world, or would you (also) include items from social media in Dutch? What is your reasoning for this?

Yes, I would use it, but they would have to talk in English about it (22:42-

23:31).

4. A.   Do you think or find that VWO 5 students are open and motivated to explore
            someone else's perspective whom they may not already care about?
            Yes, they would but you can start with a more relevant example for their age
            and then move on to the 'Speak American' exercise (12:55-14:51).

    B.   Would you rather start the lesson series with a topic that is more controversial
            to students, instead of a neutral topic such as 'Speak American'?
            I would start with lighter topics, so they first understand the concepts, SPT and
            so on, and then they can discuss more controversial topics (23:41-24:26).

5. Is there a strategy or tactic you use to keep your students' group discussions and
    group work in English, instead of Dutch? Do you think this is important to reinforce?
    Walking around the class and monitoring the discussion will make students stick to
    English (24:27-27:05).

6. A.   Which of the tasks below would you use (can be more than one; can also be
            a task proposed by the teacher) to assess (summative, i.e. for a grade) the
            students' SPT and English skills in VWO 5? If more than one, what would the
            weight of each task be?
                    1.   Group presentation (2-3) on a controversial topic, highlighting
                            the different points of view / arguments and possible solutions.
                    2.   Writing diary entries on a given item in social media from the
                            perspective of three people with different arguments.
                    3.   Writing reflections in a portfolio per task during the lesson
                            series, highlighting what the student has learned about the
                            topics in terms of the different perspectives and arguments
                            people have, and which also includes possible solutions.
            I would like to give a creative assignment, but which still assesses speaking
            skills, for example a BBC news item (27:01-31:30).

    B.   What percentage of the grade would be based on English language skills and
            which on the students' SPT and critical thinking skills?

60% content and 40% speaking skills (31:31-32:05).

C.   Do you think it is okay to only focus on language skills, or would you try to incorporate a grammar topic and a vocabulary list? If yes, could you give an example?

I would focus on phrasing. How to disagree, how to contradict, etc. (31:31-33:21)

Interview 4: Mary

Audio Recording:

https://drive.google.com/open?id=1bCjLX8jcu4JUT5FmTY4LKd8rRpgK4MB7

General Information (31:45-32:39)

Gender:	Female
Age:	26
Teaching Experience:	5 years
School:	Public, Doorwerth

Answers per Question

1. A.   Do you think the learning objectives can be achieved the way the first lesson is
         planned now (see Appendix B, Lesson Plan)?
         Yes, but I am doubtful every student will be able to explain what imagine self
         and imagine other are (7:20-11:15).

    B.   What do you think can be improved about this lesson plan?
         Maybe give some more explanation regarding imagine self and imagine other
         towards the end of your lesson to make sure that everyone understands it
         (9:49-13:12). Perhaps make the groups beforehand, so they do not work with
         friends, but work with people who have different strengths (13:13-14:30).

2. A.   Do you think it is necessary for a teacher to establish the following norms
         before discussing or including controversial topics which might be
         personal to students in class?
                  ___ Criticizing ideas (or positions) rather than other students/people.
                  ___ Respecting others' opinions even if they differ from your own.
         No, I do not think it is necessary for VWO 5 students. I think it would
         necessary in other grades, though (15:20-16:54).

    B.   Are there other norms/rules you think a teacher should establish or reinforce
         before discussing or including controversial topics in class? (Skip question 2B

if 2A was answered with 'no, establishing these norms are not necessary in VWO 5'.

[A was answered with 'no'].

3. A.   Do you think the topics below are appropriate for discussion in an English lesson series on SPT through social media (VWO 5)?

___ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

___ Discrimination   ___ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

___ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

Yes, they are appropriate (17:05-17:44).

    B.   Are there topics you are more likely to teach than others from the above list? If so, could you pick the top three topics you are more likely to teach in VWO 5? (1 = most likely; 3 = least likely)

___ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

_3_ Discrimination   _2_ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

_1_ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

 (17:45-19:04)

    C.   *Skip this question if the previous one was answered with 'no'.* What criteria did you use to rank these topics, if any?

I search in the news and try to use things I think that my students find interesting (19:49-20:35).

    D.   When teaching such topics, would you only focus on social media pertaining to the English-speaking world, or would you (also) include items from social media in Dutch? What is your reasoning for this?

I would also use Dutch articles and translate or talk about them in English (20:36-21:13).

4. A.   Do you think or find that VWO 5 students are open and motivated to explore someone else's perspective?
Yes, I definitely think so (21:15-22:16).

   B.   Would you rather start the lesson series with a topic that is more controversial to students, instead of a neutral topic such as 'Speak American'?
Perhaps not for the entire lesson, but I would include examples of topics which are more controversial to them (22:17-25:13).

5. Is there a strategy or tactic you use to keep your students' group discussions and group work in English, instead of Dutch? Do you think this is important to reinforce?
Yes, I think it is important. I always speak in English, and if they speak Dutch, I will repeat what they said in English (25:14-26:46).

6. A.   Which of the tasks below would you use (can be more than one; can also be a task proposed by the teacher) to assess (summative, i.e. for a grade) the students' SPT and English skills in VWO 5? If more than one, what would the weight of each task be?

   1.   Group presentation (2-3) on a controversial topic, highlighting the different points of view / arguments and possible solutions.
   2.   Writing diary entries on a given item in social media from the perspective of three people with different arguments.
   3.   Writing reflections in a portfolio per task during the lesson series, highlighting what the student has learned about the topics in terms of the different perspectives and arguments people have, and which also includes possible solutions.

I would use a presentation; perhaps it would be better to use a discussion format. It becomes a sort of role-playing presentation (26:49-29:45).

   B.   What percentage of the grade would be based on English language skills and which on the students' SPT and critical thinking skills?
60% language skills, i.e. speaking, and 40% content (29:46-30:50).

   C.   Do you think it is okay to only focus on language skills, or would you try to

incorporate a grammar topic and a vocabulary list? If yes, could you give an example?

I would not include grammar, because if you do I think you would be getting away from the topic too much (31:10-31:44).

Interview 5: Kristina

Audio Recording:

General Information (0:00-1:11)

Gender:	Female
Age:	48
Teaching Experience:	20 years
School:	Public, Doorwerth

Answers per Question

1. A. Do you think the learning objectives can be achieved the way the first lesson is planned now (see Appendix B, Lesson Plan)?
   [This question was accidentally skipped].

   B. What do you think can be improved about this lesson plan?
   Question 1 is a yes or no question, so to get students to voice their opinion you could change the phrasing to for example: 'what do you think about the students who left the classroom?' (5:44-6:31). Again, I will formulate the question differently, perhaps you can change question 5 to 'given you have had the opportunity to interact with students in another group, do you view the situation differently?' (7:47-9:25). You might want to include multiple sources to exemplify 'Speak American', because one example might be too few (11:20-13:45). I am not sure if students will actually write down their answers, so you have to find a way to make them do it (13:45-15:40). You could also let students choose their own perspectives; or you could find two different videos with different perspectives and show each group a different video (21:25-23:44). I think this topic is not all too relevant for this group of students, I would still use it, but I would also try to find topics which are more relevant to them (23:38-24:23).

2. A.   Do you think it is necessary for a teacher to establish the following norms before discussing or including controversial topics which might be personal to students in class?

         ___ Criticizing ideas (or positions) rather than other students/people.

         ___ Respecting others' opinions even if they differ from your own.

Yes (27:45-28:09).

   B.   Are there other norms/rules you think a teacher should establish or reinforce before discussing or including controversial topics in class? (Skip question 2B if 2A was answered with 'no, establishing these norms are not necessary in VWO 5'.)

I would add 'what happens in the classroom stays in the classroom' (28:10-30:46).

3. A.   Do you think the topics below are appropriate for discussion in an English lesson series on SPT through social media (VWO 5)?

___ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

___ Discrimination   ___ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

___ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

Yes, depending upon the teacher's relationship with the students (30:49-31:55).

   B.   Are there topics you are more likely to teach than others from the above list? If so, could you pick the top three topics you are more likely to teach in VWO 5? (1 = most likely; 3 = least likely)

_3_ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

_1_ Discrimination   _2_ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

___ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

(33:03-33:50).

C. *Skip this question if the previous one was answered with 'no'.* What criteria did you use to rank these topics, if any?

I already teach these topics and I do not know enough about the other topics, such as 'The holocaust' (34:25-35:29).

D. When teaching such topics, would you only focus on social media pertaining to the English-speaking world, or would you (also) include items from social media in Dutch? What is your reasoning for this?

I would only use English sources, because English is the target language (35:30-36:00).

4. A. Do you think or find that VWO 5 students are open and motivated to explore someone else's perspective whom they may not already care about?

Yes, but I do not think they would do it in a group (24:21-25:30).

B. Would you rather start the lesson series with a topic that is more controversial to students, instead of a neutral topic such as 'Speak American'?

I would use topics which are more relevant to their developmental age: topics which are more closely related to their experiences (25:31-27:30).

5. Is there a strategy or tactic you use to keep your students' group discussions and group work in English, instead of Dutch? Do you think this is important to reinforce? [This question was accidentally skipped].

6. A. Which of the tasks below would you use (can be more than one; can also be a task proposed by the teacher) to assess (summative, i.e. for a grade) the students' SPT and English skills in VWO 5? If more than one, what would the weight of each task be?

1. Group presentation (2-3) on a controversial topic, highlighting the different points of view / arguments and possible solutions.

2. Writing diary entries on a given item in social media from the perspective of three people with different arguments.

3. Writing reflections in a portfolio per task during the lesson series, highlighting what the student has learned about the

topics in terms of the different perspectives and arguments people have, and which also includes possible solutions.

Instead of doing the group presentations in class, let them film their presentations. This will make it easier to assess, since you can go back and look specifically at your criteria and what they said. I would also tell them to focus on a target audience, so they are making the video about a controversial topic, but for a specific group of people (37:11-49:50).

B.   What percentage of the grade would be based on English language skills and which on the students' SPT and critical thinking skills?
I would go 50%-50% for each component. If it is a presentation, you can also address presentation skills (49:51-51:54).

C.   Do you think it is okay to only focus on language skills, or would you try to incorporate a grammar topic and a vocabulary list? If yes, could you give an example?
I do not think you need grammar, because their proficiency level should be at B1 at worst and B2 aiming for C1 (16:00-16:55). They might benefit from a bit of vocabulary, so they can better express themselves. You can include words such as 'empathy', 'sympathy' and 'apathy' as part of your learning objectives. You could also include words such as 'logos', 'pathos', and 'ethos', so they learn how argumentation is constructed (16:56-21:05).

Interview 6: Laura

Audio Recording:

https://drive.google.com/open?id=1hF-Uh9ZmmGlZkaQHQYYeLKofd9t9oKTP

General Information (36:00-37:09)

Gender:	Female
Age:	24
Teaching Experience:	2 years
School:	Unemployed

Answers per Question

1. A.   Do you think the learning objectives can be achieved the way the first lesson is planned now (see Appendix B, Lesson Plan)?
   My first thought was that the terms are a bit abstract, but once you talked me through the lesson I think they will be able to. Yes. (10:02-11:03)

   B.   What do you think can be improved about this lesson plan?
   Perhaps what you could do is provide another example, because the example you have provided is very removed from the students' context. You could also pick a controversial topic here in the Netherlands, and you could emphasize why it would be beneficial for them to learn these concepts. Make it explicit in the first lesson (11:05-14:06).

2. A.   Do you think it is necessary for a teacher to establish the following norms before discussing or including controversial topics which might be personal to students in class?
   ___ Criticizing ideas (or positions) rather than other students/people.
   ___ Respecting others' opinions even if they differ from your own.
   I think it is a very good idea to make it explicit, because you will be talking about controversial topics which might be personal to students (14:08-15:36).

   B.   Are there other norms/rules you think a teacher should establish or reinforce

before discussing or including controversial topics in class? (Skip question 2B if 2A was answered with 'no, establishing these norms are not necessary in VWO 5'.

I would expect VWO 5 students to know think things like 'listen to each other', so I would not bother stating that. Maybe one thing I would mention is to have awareness of the fact that people have different experiences and that might color their opinions (15:40-17:19).

3. A. Do you think the topics below are appropriate for discussion in an English lesson series on SPT through social media (VWO 5)?

    ___ Freedom of speech   ___ Antisemitism

    ___ Religious Extremism   ___ The holocaust

    ___ Discrimination   ___ Asylum seekers

    ___ Terrorist attacks   ___ Integration & ethnic minorities

    ___ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

Yes, I think you should be able to talk about all of these (17:20-18:20).

B. Are there topics you are more likely to teach than others from the above list? If so, could you pick the top three topics you are more likely to teach in VWO 5? (1 = most likely; 3 = least likely)

    _2_ Freedom of speech   ___ Antisemitism

    ___ Religious Extremism   ___ The holocaust

    ___ Discrimination   ___ Asylum seekers

    ___ Terrorist attacks   _1_ Integration & ethnic minorities

    _3_ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

   (18:21-20:14).

C. *Skip this question if the previous one was answered with 'no'.* What criteria did you use to rank these topics, if any?

I would want a topic that is accessible/relevant. A topic that is interesting, which covers a lot of areas. There should also be some contestation regarding the topic (20:15-21:27).

D. When teaching such topics, would you only focus on social media pertaining

to the English-speaking world, or would you (also) include items from social media in Dutch? What is your reasoning for this?

Yes, I would use items in Dutch, because I think you would get the best source materials depending on the topics, e.g. Black Pete. For example, if I am focusing on integration, I might want to use something Geert Wilders has said [in Dutch] to make it more interesting, but it would not be the main focus (21:28-22:55).

4. A. Do you think or find that VWO 5 students are open and motivated to explore someone else's perspective whom they may not already care about?

I am not sure if they would care enough about this topic. You could try including more examples or use examples which are more relevant to them. I think the lesson plan works fine, but I think 'Speak American' is less potent but it still works. You have to emphasize why it is important, and I think it should work (22:56-25:07).

B. Would you rather start the lesson series with a topic that is more controversial to students, instead of a neutral topic such as 'Speak American'?

I think I would be more comfortable starting with a neutral topic first, because you can see how the class responds and this way you lay the groundwork for discussing controversial topics. (25:08-26:15).

5. Is there a strategy or tactic you use to keep your students' group discussions and group work in English, instead of Dutch? Do you think this is important to reinforce?

It depends on what your goal for the lesson is. The topic requires a lot of students' cognition. I think since they have time to write down their answers, it might be easier for them to speak about it afterwards. You could also assign roles within the groups: let one student keep the time and let one keep the discussion in English (27:22-29:49).

6. A. Which of the tasks below would you use (can be more than one; can also be a task proposed by the teacher) to assess (summative, i.e. for a grade) the students' SPT and English skills in VWO 5? If more than one, what would the weight of each task be?

    1. Group presentation (2-3) on a controversial topic, highlighting

the different points of view / arguments and possible solutions.

2. Writing diary entries on a given item in social media from the perspective of three people with different arguments.

3. Writing reflections in a portfolio per task during the lesson series, highlighting what the student has learned about the topics in terms of the different perspectives and arguments people have, and which also includes possible solutions.

I generally like the idea of portfolios, because then you can see the development of the students. I would not use that task here, though, because the lesson series is short. I would opt for the diary entries, because then they have time to research each topic and really write it down from different perspectives (29:50-33:33).

B. What percentage of the grade would be based on English language skills and which on the students' SPT and critical thinking skills?
If it were up to me, I would at the very least have weigh them equally: 50%-50% (33:34-34:30).

C. Do you think it is okay to only focus on language skills, or would you try to incorporate a grammar topic and a vocabulary list? If yes, could you give an example?
I would not include grammar topics or vocabulary. I would only include them as a way to support the students, but I would not tell them that they need to these words or a certain grammar structure (34:32-35:21).

Interview 7: Emily

<u>Audio Recording:</u>

https://drive.google.com/open?id=1ki4bANneQcNssa4IBAgX_UJGHSqdoXh7

<u>General Information</u> (0:00-2:21)

Gender: Female

Age: 23

Teaching Experience: 1 year

School: Public, Huizen

<u>Answers per Question</u>

1. A.   Do you think the learning objectives can be achieved the way the first lesson is planned now (see Appendix B, Lesson Plan)?
Yes, in theory you should be able to, but I think it depends on the type of class you teach. I feel that my VWO 5 group, which is full of boys, lack the ability to change perspectives. I think the lesson plan offers everything the students would need to be able to achieve these goals, but in practice it might depend on the group of students you have in that class (15:20-17:56).

   B.   What do you think can be improved about this lesson plan?
Thinking about my VWO 5 group, I would make the class discussion portion a bigger part of the lesson. This is because I do not think they would be able to keep the discussion going for more than 5 minutes. They are quickly satisfied with their own answers. So maybe I would try to get them to give a small presentation towards the end of class or have them write down something (17:57-20:20).
To make 'Speak American' more relevant for the class, you could help students draw comparisons between those Latin-American students in New Jersey and Turkish students here in the Netherlands. I have Turkish students in my class, and I could say imagine if half the class is speaking Turkish and I could not understand them as the teacher. That might make it more relevant for

them (30:30-31:25).

2. A.   Do you think it is necessary for a teacher to establish the following norms before discussing or including controversial topics which might be personal to students in class?

___ Criticizing ideas (or positions) rather than other students/people.

___ Respecting others' opinions even if they differ from your own.

Yes (21:37-22:16).

B.   Are there other norms/rules you think a teacher should establish or reinforce before discussing or including controversial topics in class? (Skip question 2B if 2A was answered with 'no, establishing these norms are not necessary in VWO 5'.

I would stress that the discussion would have to be in English, but that is something you might have already established with the class. Other than that, I cannot think of another norm to include (22:17-23:02).

3. A.   Do you think the topics below are appropriate for discussion in an English lesson series on SPT through social media (VWO 5)?

___ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

___ Discrimination   ___ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

___ Homosexuality & transgender ___ Black Pete (i.e. *zwarte piet*)

Yes (23:03-24:55).

B.   Are there topics you are more likely to teach than others from the above list? If so, could you pick the top three topics you are more likely to teach in VWO 5? (1 = most likely; 3 = least likely)

_3_ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

___ Discrimination   _1_ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

_2_ Homosexuality & transgender ___ Black Pete (i.e. *zwarte piet*)

(24:56-25:46).

C. *Skip this question if the previous one was answered with 'no'.* What criteria did you use to rank these topics, if any?

I thought about what would speak to the students. I think the Holocaust is too far removed from their world of experience, whereas asylum seekers is an important topic at this moment. The topics should be relevant and important for the students (25:50-27:45).

D. When teaching such topics, would you only focus on social media pertaining to the English-speaking world, or would you (also) include items from social media in Dutch? What is your reasoning for this?

I would try to stick to English, because I think the students would more easily switch to Dutch if they are presented with a Dutch article (27:47-28:47).

4. A. Do you think or find that VWO 5 students are open and motivated to explore someone else's perspective whom they may not already care about?

I think so. I think they have the ability to do it: they are mature and smart enough to do it (28:50-29:47).

B. Would you rather start the lesson series with a topic that is more controversial to students, instead of a neutral topic such as 'Speak American'?

I think 'Speak American' would already motivate the students enough to participate. I think it would be good to start with, because it is not too extreme (31:30-32:35).

5. Is there a strategy or tactic you use to keep your students' group discussions and group work in English, instead of Dutch? Do you think this is important to reinforce?

I try to encourage them to speak English by reminding them of an upcoming presentation they might have. I notice that they switch to Dutch, because they do not have the necessary vocabulary. At those times, I go over and I encourage and help them. I speak English the entire time and try to monitor the discussion by walking around the classroom (32:36-34:56).

6. A. Which of the tasks below would you use (can be more than one; can also be a task proposed by the teacher) to assess (summative, i.e. for a grade) the students' SPT and English skills in VWO 5? If more than one, what would the weight of each task be?

    1. Group presentation (2-3) on a controversial topic, highlighting the different points of view / arguments and possible solutions.

    2. Writing diary entries on a given item in social media from the perspective of three people with different arguments.

    3. Writing reflections in a portfolio per task during the lesson series, highlighting what the student has learned about the topics in terms of the different perspectives and arguments people have, and which also includes possible solutions.

I like the second option the least, and I think a portfolio would be a lot of work for both the students and the teacher. I would prefer the group presentation, because that way students can learn from each others' topics and from each other. They can also have a discussion then and there as well (35:00-38:05).

B. What percentage of the grade would be based on English language skills and which on the students' SPT and critical thinking skills?
60% content and 40% speaking skills (38:08-39:40).

C. Do you think it is okay to only focus on language skills, or would you try to incorporate a grammar topic and a vocabulary list? If yes, could you give an example?
I would not include grammar. I would include vocabulary/phrases that can help them have a discussion in English. Fixed phrases such as 'I disagree, because'. I agree that the difference between 'sympathy' and 'empathy' would also be helpful to them in their discussions (39:42-41:41).

Interview 8: David

Audio Recording:

https://drive.google.com/open?id=1YBSTBb82Hv6TuqMLgCh9n9yRXfXxFtgS

General Information (45:00-48:17)

Gender: Male

Age: 65

Teaching Experience: 30 years

School: Public, Epe

Answers per Question

1. A. Do you think the learning objectives can be achieved the way the first lesson is planned now (see Appendix B, Lesson Plan)?
      Yes (13:40-15:00).

   B. What do you think can be improved about this lesson plan?
      You have to be strict in time-keeping, otherwise you will not accomplish all that you have set out to do in this lesson (16:05-18:52). You can use an online time keeping service, so that students keep track of the time (22:23-23:43). I think the lesson itself is very useful and very feasible within the time limit (23:44-25:32).

2. A. Do you think it is necessary for a teacher to establish the following norms before discussing or including controversial topics which might be personal to students in class?
      ___ Criticizing ideas (or positions) rather than other students/people.
      ___ Respecting others' opinions even if they differ from your own.
      Yes, because there are always students who go too far; students that do not realize what they are actually saying (18:53-20:33).

   B. Are there other norms/rules you think a teacher should establish or reinforce before discussing or including controversial topics in class? (Skip question 2B

if 2A was answered with 'no, establishing these norms are not necessary in VWO 5'.

[David does not come up with any extra norms/rules. The question is asked at 20:34].

3. A. Do you think the topics below are appropriate for discussion in an English lesson series on SPT through social media (VWO 5)?

___ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

___ Discrimination   ___ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

___ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

Yes (25:33-28:39).

B. Are there topics you are more likely to teach than others from the above list? If so, could you pick the top three topics you are more likely to teach in VWO 5? (1 = most likely; 3 = least likely)

_1_ Freedom of speech   ___ Antisemitism

___ Religious Extremism   ___ The holocaust

___ Discrimination   _2_ Asylum seekers

___ Terrorist attacks   ___ Integration & ethnic minorities

_3_ Homosexuality & transgender   ___ Black Pete (i.e. *zwarte piet*)

[David wrote down his rankings on the handout he was given] (28:40-30:07).

C. *Skip this question if the previous one was answered with 'no'.* What criteria did you use to rank these topics, if any?

The importance of the topic for the students (30:08-32:29).

D. When teaching such topics, would you only focus on social media pertaining to the English-speaking world, or would you (also) include items from social media in Dutch? What is your reasoning for this?

I would try to stick to English if possible (32:30-34:17).

4. A.   Do you think or find that VWO 5 students are open and motivated to explore someone else's perspective whom they may not already care about?
I do think that students in VWO 5 would get riled up when they come across this 'speak American' example (34:20-35:29).

    B.   Would you rather start the lesson series with a topic that is more controversial to students, instead of a neutral topic such as 'Speak American'?
I would start with this example (34:20-35:29).

5. Is there a strategy or tactic you use to keep your students' group discussions and group work in English, instead of Dutch? Do you think this is important to reinforce?
No different than just reminding them. I would just monitor their discussion and tell them that they should be speaking English (35:30-36:01).

6. A.   Which of the tasks below would you use (can be more than one; can also be a task proposed by the teacher) to assess (summative, i.e. for a grade) the students' SPT and English skills in VWO 5? If more than one, what would the weight of each task be?
       1.   Group presentation (2-3) on a controversial topic, highlighting the different points of view / arguments and possible solutions.
       2.   Writing diary entries on a given item in social media from the perspective of three people with different arguments.
       3.   Writing reflections in a portfolio per task during the lesson series, highlighting what the student has learned about the topics in terms of the different perspectives and arguments people have, and which also includes possible solutions.
I like writing tasks, because then students have time to consider their thoughts. Some students might keep a diary. It gives the assignment a personal touch. I choose the diary (39:40-40:58).

    B.   What percentage of the grade would be based on English language skills and which on the students' SPT and critical thinking skills?
60% content and 40% language skills (40:59-43:23).

C. Do you think it is okay to only focus on language skills, or would you try to incorporate a grammar topic and a vocabulary list? If yes, could you give an example?

I would look at their grammar and vocabulary during the assessment, but I do not think you need to prepare grammar topics beforehand in conjunction with the content. I would just give them feedback if I hear a mistake, for example (43:25-44:43).

Appendix E – Social Perspective Taking & English Integrated Lesson Series

<u>Lesson Plan 1</u>

Class: VWO 5	Number of students: 20
Learning Objectives At the end of the lesson, the student will be able to… • Explain what *social perspective taking* means by giving a personal example in English (speaking CEFR B2). • Explain the difference between *imagine self* and *imagine other* by giving a personal example in English (speaking CEFR B2). • Explain the difference between *sympathy*, *empathy*, and *apathy* in English (speaking CEFR B2).	
Initial Situation At the start of the lesson, the student… • Has practiced with listening and speaking tasks (CEFR: B1/B2 level).	
Lesson Materials, Devices & Media • YouTube video: https://www.youtube.com/watch?v=qHZBnUJ9kdE • Handout 1: SPT Task 'Speak American' (Versions A & B).	

Time	Learning Content & Materials	Teacher Activities	Student Activities
Intro 5-min	1. Introduction. 1.1. Have you heard the phrase '*put yourself in another person's shoes*' before? What does it mean? 1.2. Social Perspective Taking (SPT): *is a process through which someone attempts to understand the thoughts, feelings, motivations, and/or point of one or more people.* 1.3. Norms 1.3.1. Criticize ideas (or positions) rather than other students/people. 1.3.2. Respect others' opinions even if they differ from your own. 1.3.3 Listen to each other. 1.3.4 What is discussed in class stays in class.	Asks students to explain what the phrase means and guides the discussion. Introduces SPT as a concept. Answers questions if necessary. Reinforces classroom norms / rules.	Listens. Thinks and tries to explain the phrase. Listens and writes down the definition of SPT. Asks questions if necessary. Asks questions if necessary.
Core 8-min	2. Personal SPT Experience. 2.1. Task: briefly write down an experience you have had recently in which you tried to understand what someone else was thinking, or you wondered how you would act in that person's shoes. 2.2. Classroom discussion.	Instructs students to write down a personal experience they have had with SPT by giving an example and afterwards asks students who would like to share their anecdote. Guides the discussion and Asks/answers questions if necessary.	Writes down an SPT experience he/she has had recently and listens to other students' experience during classroom discussion and/or shares his/her experience with the rest of the class.

12-min	3. 'Speak American' Video[2].
	     3.1. Handout 1: SPT Task.
	     3.2. Students write down their answers down and discuss them in homogenous groups.
		Hands out questions to the different groups. Then introduces the video and then plays it twice. Instructs students first write down their questions and then discuss them in their groups.	Listens to the teacher's introduction of the video and the task instructions. Answers the questions on his/her own and then discusses these in homogenous groups.

7-min	4. Handout 1: Groups A & B discussion. 4.1. Students discuss the different perspectives in heterogenous groups.	Asks half the students sitting in each group to switch places with someone from another so as to create heterogenous groups. Monitors the discussion in each group.	Sits in a heterogenous group, so as to exchange his/her answers with students that answered questions based on a different perspective. Asks questions if necessary.
8-min	5. Reflection questions. 5.1. Students write down their answers down and discuss them in heterogenous groups.	Asks students to first answer the questions on their own, and to then discuss them in their groups. Monitors the discussion, and answers questions if necessary.	Writes his/her answers to the reflection questions and then discusses them in his/her group. Asks questions if necessary.

End 5-min	5. Evaluation: Classroom discussion.
	     5.2. What is SPT? Give an example.
	     5.2. What are two ways to take someone else's perspective?
	     5.3. Give an example of *imagine self* and *imagine other*?
		Formatively evaluates whether students understand SPT, *IS* and *IO*, and can communicate this knowledge in English by giving an example. Guides the evaluation and answers students' questions.	Listens and/or Explains what SPT, along with *IS* and *IO* are by giving an example in English. Asks questions if necessary.

---

[2] YouTube video: https://www.youtube.com/watch?v=qHZBnUJ9kdE

Handout 1 – Task: 'Speak American'

Group A

<u>Video Description</u>

When she finds her students speaking Spanish during her lesson, a teacher tells her students that: 'Military men and women are not fighting for your right to speak Spanish. They are fighting for your right to speak American.'

(https://www.youtube.com/watch?v=qHZBnUJ9kdE)

<u>SPT Questions</u>

Instructions: first write down your answers and then discuss the questions in your group.

Groups A

1. Do you think the student(s) should have left the classroom? Why or why not?

    _____

    _____

2. What would you have felt if you were in the position of one of the students in that classroom when their teacher told them to 'speak American'?

    _____

    _____

3. Imagine you are one of those students: your parents are Latin American and most of your friends speak Spanish as well as English. How would you, as one of those students, feel if your teacher told you to 'speak American'?

    _____

    _____

4. As one of the students that left the classroom, try to think of a better way you could have reacted.

    _____

    _____

Reflection Questions

Instructions: discuss the answers to the following questions in your group.

5. Look at your answer to question 1; has your answer changed? Why did it or why did it not change?

   _____

   _____

6. Are your answers to questions two and three the same, or are they different? Why is this the case?

   _____

   _____

7. What stands out to you about the answers your classmates gave to the questions? Are their answers different to yours or are they the same? What can you conclude from this?

   _____

   _____

8. There are two ways to take someone else's perspective, or put yourself in their shoes. Explain what these two ways are using the terms *imagine self* and *imagine other*.

   _____

   _____

9. What is the difference between the words *sympathy*, *empathy*, and *apathy*?

   _____

   _____

   _____

   _____

Group B

<u>Video Description</u>

When she finds her students speaking Spanish during her lesson, a teacher tells her students that: 'Military men and women are not fighting for your right to speak Spanish. They are fighting for your right to speak American.'

(https://www.youtube.com/watch?v=qHZBnUJ9kdE)

<u>SPT Questions</u>

Instructions: write down your answers to the following questions.

Groups B

1. Do you think the teacher should have told her students this? Why or why not?

    _____

    _____

2. What would you have felt if you were the teacher in that classroom and your students were speaking Spanish during your lesson?

    _____

    _____

3. What if you were the teacher? Imagine you are the teacher: you do not understand Spanish and (some of) your students talk Spanish during your lesson. How would you, as the teacher, feel if your students just talked Spanish during your lesson?

    _____

    _____

4. As the teacher, try to think of a better way you could have reacted.

    _____

    _____

Reflection Questions

Instructions: discuss the answers to the following questions in your group.

5. Look at your answer to question 1; has your answer changed? Why did it or why did it not change?

    _____

    _____

6. Are your answers to questions two and three the same, or are they different? Why is this the case?

    _____

    _____

7. What stands out to you about the answers your classmates gave to the questions? Are their answers different to yours or are they the same? What can you conclude from this?

    _____

    _____

8. There are two ways to take someone else's perspective, or put yourself in their shoes. Explain what these two ways are using the terms *imagine self* and *imagine other*.

    _____

    _____

Lesson Plan 2

Class: VWO 5	**Number of students: 20**

Learning Objectives

At the end of the lesson, the student will be able to…

- Give an example of at least two SPT strategies in English (written CEFR B2) using a personal example.
- Evaluate in English (speaking CEFR B2) whether the chosen SPT strategies led to accurate conclusions.
- Recall the four steps in the SPT process in English (written CEFR B2): mustering enough motivation, choosing a strategy or strategies, evaluating whether the strategy is appropriate considering the available data, and evaluate whether the conclusions drawn based on the chosen strategy and the available data are accurate.

Initial Situation

At the start of the lesson, the student…

- Has practiced with listening and speaking tasks (CEFR: B1/B2 level).
- Can explain what SPT is in English using a personal example.
- Can explain the difference between the SPT dimensions, imagine self and imagine other, in English.

Lesson Materials, Devices & Media

- YouTube video: https://www.youtube.com/watch?v=xWHr8VnA2eY
- Handout 1 – Questions 'The Trump Exception'.
- Handout 2 – Social Perspective Taking Strategies.

Time	Learning Content & Materials	Teacher Activities	Student Activities
Intro 7-min	1. Introduction. 1.1. What is freedom of speech? 1.2. Freedom of speech: *the power or right to express one's opinions without censorship, restraint, or legal penalty.* 1.3. YouTube: 'Should Twitter Delete Donald Trump's Account?'[3]	Asks students to explain what it means and guides the discussion. Eventually, clarifies by using the definition. Introduce YouTube video. Ask students for reaction and move on to the article.	Listens. Thinks and tries to explain what it means. Listens to the definition and asks questions if necessary. Listens and gives his/her reaction. Asks questions if necessary.
Core 13-min	2. 'The Trump Exception' Article[4]. 2.1. Handout 1: Questions.	Introduces article and asks students to share what they know about it. Introduces the task on Handout 1, and guides the reading of the article with the whole class. Instructs students to write down their answers.	Listens and shares what he/she knows about the topic. Listens and reads the article. Writes down his answers.
15-min	3. Handout 2: SPT Strategies. 3.1. Handout 1: Questions – SPT Strategies.	Introduce Handout 2 with SPT strategies. Guide the reading and answer students' questions. Explain handout 1 task B. Answer questions if necessary. Monitor the group work.	Read SPT strategies. Ask questions if necessary. Read questions on handout 1 task B. Ask questions if necessary. Discuss with classmates.

---

[3] YouTube Video: https://www.youtube.com/watch?v=xWHr8VnA2eY
[4] Article: https://www.theatlantic.com/technology/archive/2017/12/the-trump-exception/548648/

5-min	4. Classroom discussion.
	    4.1. Who made accurate predictions? Based on what? Which SPT strategies?
	    4.2. Whose predictions were not accurate? How come? Which SPT strategies?
		Gives students a chance to share their answers with the whole class. Stimulates discussion. Asks and answers questions if necessary.	Shares his/her answers with the rest of the class. Participates in discussion. Answers and asks questions if necessary.

End
5-min
	5. Evaluation: Index cards.
	    5.1. Describe a moment when you used at least two SPT strategies to better understand what someone else was thinking or feeling.
	    5.2. What are the four steps to follow when taking someone else's perspective?
		Handout index cards and ask students to answer the questions. Afterwards, collects the index cards. Guides the process, and answers questions if necessary.	Writes down his/her answers on the index card, and hands it in. Asks questions if necessary.

Handout 1 – Questions 'The Trump Exception'

Instructions: write down your answers to the following questions.

1. Should a person be allowed to express his or her opinion on social media networks such as Twitter even if they incite hate or violence?

   _____

   _____

2. Should heads of states, such as President Trump, be allowed to express his or her opinion on social media networks such as Twitter even if they incite hate or violence?

   _____

   _____

3. What do you think your classmate's answer is to question 1? What do you base this prediction on?

   _____

   _____

4. What do you think your classmate's answer is to question 2? What do you base this prediction on?

   _____

   _____

Questions – Social Perspective Taking Strategies

1. Which strategy or strategies did you use when answering questions 3 and 4?

   _____

   _____

2. Try to find out what your classmate thinks about Question 1 and 2. Were the predictions you made to questions 3 and 4 correct? Why or why not?

   _____

   _____

3. Pick a strategy you did not use when predicting your classmate's answers. Describe how you could use it next time to predict what someone might think or feel in a given situation.

   _____

   _____

4. There are four steps everyone follows when taking someone else's perspective. The first step is motivating yourself enough to do so in the first place. What do you think are the other steps based on the tasks so far?

    Step 1: muster enough motivation.

    Step 2: _____

    Step 3: _____

    Step 4: _____

Handout 2 – Social Perspective Taking Strategies

Inferential Strategies

Strategies you use to draw conclusions based on information that is available.

Analogy

You use *analogy* when you try to think of a parallel situation in which you would likely behave the same way as the target person. For example, if the target person seems nervous giving a presentation in front of class, you can think of a parallel situation in which you would feel nervous.

Compare and contrast

You can *compare and contrast* the target person to another person as a way to better understand what he or she might be thinking or feeling in a given situation. You can compare the target person's behavior to that of different people: to that of yourself; to that of how you imagine 'most people'; to that of someone that belongs in the target person's group; or to that of the target person him- or herself at another point in time.

Consider present context

Considering present context means that you try to take the context the target person is in into account when attempting to understand what they might be thinking or feeling. For example, the target person might act differently when he or she is among friends than when he or she is alone. In this case, being around friends influences the target person's behavior.

Draw on background information

When you *draw on background information*, you try to think of what you already know about the target from previous interactions you have had with him or her, from observations you have made about him or her, and to what others have said about him or her.

Projecting and adjusting

By *projecting* yourself in the target person's situation, you try to think of what you would think or feel if you were the target person. This is what we call 'putting yourself in someone else's shoes'. However, sometimes you need to do some *adjusting* based on the

differences between you and the target person: for example, the target person can be the opposite gender than you, or have a different social background.

Reflection

When you *reflect* about the target person, you try to think of the interactions you have had with him or her in an attempt to better understand what that person thought or felt in a particular situation. You can also *reflect* about the target person by talking to other people about him or her.

Stereotyping

Stereotyping a target person means that you draw conclusions about the way he or she might be thinking or feeling based on an oversimplified idea about how people who belong in the target person's group might react in a given situation. The bigger the group of people you are using when stereotyping, the less accurate your conclusions are likely to be. For example, if you stereotype based on the fact a person was born and raised in the Netherlands, you are less likely to draw accurate conclusions than if you were to stereotype based on the neighborhood the person was born in.

Information Cultivation Strategies

Strategies you use to get more information about the people whose perspective you are trying to take.

Attention regulation

When you apply *attention regulation*, you try to consciously focus all of your attention on the target person whose thoughts or feelings you are trying to better understand. You can focus on their eye movement, facial expression, and even the way they talk to better take their perspective.

Emotion regulation

If you are upset, or if the target person is sad and not talking much, then you can try to *regulate* your or the target person's *emotions* to get more information out of them that will help you better understand their thoughts or feelings.

Increasing modalities

Increasing modalities simply means that you try to increase the channels of communication between you and the target person, so you can gather more information that can help you better understand what they are thinking or what they are feeling. For example, if you have been text-messaging the target person, you might try calling them as well: their tone of voice and speech patterns will give you more information about their state of mind than only texting.

Information extraction

Asking the target person what they think or feel about a situation directly is akin to using the strategy *information extraction*. You can also use this strategy by suggesting to the target person what you would feel in their situation and see how they respond to this.

Open-mindedness

When taking someone else's it is important to remain *open-minded*. This means that you try to not jump to conclusions, but instead attempt to think of multiple possibilities regarding what the target person is thinking or feeling that would explain their behavior.

Search for Information

Searching for information means that you try to consult information, for example in books, on the Internet or from people who know more about the target person, as a way to better understand what he or she might think or feel in a given situation. You usually have to apply this strategy if the target person is a historical figure or someone you cannot meet in person.

Lesson Plan 3

Class: VWO 5	**Number of students: 20**

Learning Objectives

At the end of the lesson, the student will be able to…

- Explain in English (speaking CEFR B2) what the social media filter bubble is.
- Explain in English (speaking CEFR B2) ways in which a person can burst their filter bubble, and the role SPT can play in this process.
- Explain in English (speaking CEFR B2) the difference between interpersonal and academic SPT by giving examples.
- Mention in English (speaking CEFR B2) at least two credibility cues of a source of information using a rubric.

Initial Situation

At the start of the lesson, the student…

- Has practiced with listening and speaking tasks (CEFR: B1/B2 level).
- Can give an example of at least two SPT strategies in English using a personal example.
- Can evaluate whether a chosen SPT strategy or strategies led to accurate conclusions.
- Can explain the four steps in the SPT process: 1, mustering enough motivation; 2, choosing a strategy or strategies; 3, evaluating whether the strategy is appropriate considering the available data; and 4, evaluate whether the conclusions drawn based on the chosen strategy and the available data are accurate.

Lesson Materials, Devices & Media

- YouTube videos: https://www.youtube.com/watch?v=doWZHFnVPQ8
  https://www.youtube.com/watch?v=mh1dLvGe06Y
- Handout 1 – Questions 'How social media filter bubbles work'.
- Handout 2 – Exploring Different Perspectives on Asylum Seekers.
- Handout 3 – Rubric for Recognizing the Credibility Cues of Sources of Information.
- Articles 1: http://www.dailymail.co.uk/news/article-184828/Refugees-drain-UK-think-young.html
- Article 2: https://www.voxweb.nl/nieuws/we-should-explain-freedom-to-asylum-seekers

Time	Learning Content & Materials	Teacher Activities	Student Activities

Intro 5-min	1. Introduction.
	     1.1. Quick Review SPT: dimensions, steps, and strategies.
	     1.2. Norms
	         1.2.1. Criticize ideas (or positions) rather than other students/people.
	         1.2.2. Respect others' opinions even if they differ from your own.
	         1.2.3. Listen to each other and do not interrupt.
	         1.2.4 What is discussed in class stays in class.
	
	     1.2. Has anyone come across the phrase 'social media filter bubble' before? Can you explain what it is?
		Asks students to explain what they have learned so far regarding SPT: dimensions, steps and strategies. Guide the review of the concepts.
		
		 Reinforces classroom norms / rules.
		
		 Ask students regarding social media 'filter bubble'. Answer questions if necessary.
			Listens. Thinks and tries to recall what he/she has learned so far regarding SPT. Asks questions if necessary.
			
			 Tries to explain what 'social media filter bubble' is. Asks questions if necessary.

Core 15-min	2. 'How social media filter bubbles work'[5].
	     2.1. Handout 1: Questions & Experiment.
	     2.2. 'How can you burst your filter bubble?'[6].
		Introduce filter bubble video and handout 1. Let students watch the video, conduct the experiment, and answer the questions as a group. Let students share their answers with the whole class, and answer questions if necessary.	Listens and takes notes based on the video. Conducts experiment in his/her group, and answers the questions on handout 1 with his/her group mates.

---

[5] YouTube video: https://www.youtube.com/watch?v=doWZHFnVPQ8
[6] YouTube video: https://www.youtube.com/watch?v=mh1dLvGe06Y

20-min	3. Recognizing Credibility Cues.	First explains the difference between interpersonal and academic SPT. Then gives each group two articles with multiple perspectives on asylum seekers, along with questions and a rubric to help students recognize credibility cues. Monitors the group work and helps students if needed. Afterwards, asks students to share the perspectives found on asylum seekers in the different sources with the whole class, as well as which credibility cues they were able to find using the rubric.	Picks an article to read regarding asylum seekers. Writes down the perspectives and arguments delineated in the chosen piece and shares these in his or her group. Attempts to recognize the credibility cues in the article he/she read using the rubric in handout 3. Afterwards, shares the perspectives found in the different sources with the rest of the class, as well as the credibility cues he/she found using the rubric.
	3.1. Interpersonal SPT vs Academic SPT.		
	3.2. Handout 2: Article 1[7] and Article 2[8].		
	3.2. Handout 3: Rubric for Recognizing the Credibility Cues of Sources of Information.		
End 5-min	4. Evaluation: classroom discussion.	Formatively evaluates whether students understand the social media filter bubble, how people can burst their filter bubble, and the role SPT plays in this process. Also evaluates whether students understand what they have to take into account when evaluating a source of information. Guides the	Listens and/or Explains what the social media filter bubble is, how people can burst their filter bubble, and the role SPT can play in this process. Also describes the pieces of information that have to be taken into when judging the credibility of a source, and why it is
	4.1. Can you explain the difference between interpersonal and academic SPT by giving examples?		
	4.3. What questions can you ask yourself when looking for credibility cues of a source of information? Why is this important in relation to SPT?		

---

[7] Article 1: http://www.dailymail.co.uk/news/article-184828/Refugees-drain-UK-think-young.html
[8] Article 2: https://www.voxweb.nl/nieuws/we-should-explain-freedom-to-asylum-seekers

		whole evaluation and answers students' questions if necessary.	important to do this on the Internet. Asks questions if necessary.

Handout 1 – Questions 'How social media filter bubbles work'

Instructions: take five minutes to discuss the following questions in your group and write down your group's answers.

1. Conduct the following experiment: Make sure you are logged into your Gmail account. Let everyone in your group Google 'asylum seekers' on their mobile phones. Compare the top five results from everyone in your group. Are the results the same, or are they different? Why is this the case?

_____

_____

_____

_____

_____

_____

2. What could be the positive and negative effects of 'filter bubbles' on social media websites such as Facebook, and search engines, such as Google? Support your answers with arguments.

_____

_____

_____

_____

_____

_____

3. Try to think of ways in which you could burst your filter bubble? Summarize the suggestions produced in your group.

_____

_____

_____

_____

_____

_____

4. Try to come up with multiple perspectives that people might have on asylum seekers. You can start by establishing what perspectives the students in your group have, and then expanding to the ones people you might know have, and then to those you might have heard people express on TV or social media.

_____

_____

_____

_____

_____

_____

Handout 2 – Exploring Different Perspectives on Asylum Seekers

Instructions: take five minutes to discuss the following questions in your group and write down your group's answers.

1. Try to come up with multiple perspectives that people might have on asylum seekers. You can start by establishing what perspectives the students in your group have, and then expanding to the ones people you might know have, and then to those you might have heard people express on TV or social media.

   _____

   _____

   _____

   _____

2. What are the perspectives on asylum seekers that your group has found in the articles? Include the pieces of evidence (quotes) from which you base your conclusions.

   Article 1

   _____

   _____

   _____

   _____

   _____

   Article 2

   _____

   _____

   _____

   _____

   _____

3. What credibility cues has your group been able to find regarding the two articles?

   Article 1

   _____

   _____

   Article 2

   _____

   _____

Handout 3 – Rubric for Recognizing the Credibility Cues of Sources of Information

Audience	Comments and/or notes
•Who is the intended audience of your source of information? •Does it appropriately address the target audience? •Is it relevant for your assignment?	
Authority	

•Is the author identified? If not, why?
 	
•Is the author qualified to talk about this subject?
 	
    •Is the author an expert in his or her field?
 	
    •Is the author affiliated to a credible organization, such as a university or government agency?
 	
    •If you search for the author, can you find information that establishes the author's credibility?	

Accuracy	
•Is the language used in the source of information free of spelling errors and grammatical mistakes? •Has the content been through an editing process? For example, a newspaper article or a book. •Does the author use references or sources of evidence to support his or her claims? •Can you search for these sources and verify them?	

Objectivity	
•Does the author present objective arguments or make clear that he or she is expressing an opinion? •Are other points of view explored? •If it is a website, is it a personal website where personal opinions are expressed? •Is the source of information part of a commercial organization, a political party, or an organization with a specific agenda? If yes, question the motives for publishing the information.	
Currency	

•Can you tell when the information was published?
    •Is it still relevant and up to date?
 •If it is a website, how frequently is it updated?
    •Do the links work?	

The URL (if a website)	

•Can you tell if the website belongs to a credible source by looking at the URL?
    .ac.uk → a UK university.
    .edu → an American university.
    .gov → belongs to an American government agency.	

Lesson Plan 4

Class: VWO 5	Number of students: 20

Learning Objectives

At the end of the lesson, the student will be able to…

- Investigate the different perspectives which interplay in a controversial social media item.
- Look for information which better elucidate those perspectives.
- Mention in English (speaking CEFR B2) at least two credibility cues of a source of information (using a rubric).
- Evaluate whether the use of certain chosen SPT strategies led to accurate inferences, while factoring in the credibility cues mentioned.
- Propose at least one possible way a target group of people can become more open minded regarding opposing views on a controversial issue; or alternatively, propose at least one possible solution.

Initial Situation

At the start of the lesson, the student…

- Has practiced with listening and speaking tasks (CEFR: B1/B2 level).
- Can explain, in English (speaking CEFR B2), what the social media filter bubble is.
- Can explain, in English (speaking CEFR B2), ways in which a person can burst their filter bubble, and the role SPT can play in this process.
- Can explain in English (speaking CEFR B2) the difference between interpersonal and academic SPT by giving examples.
- Can mention, in English (speaking CEFR B2), at least two credibility cues of a source of information using a rubric.

Lesson Materials, Devices & Media

- Handout 1: Questions 'Transgender boy Mack Beggs wins girls wrestling title'
- Handout 2: Handout 2 – Preparing an SPT Presentation

Time	Learning Content & Materials	Teacher Activities	Student Activities
Intro 5-min	1. Introduction. 　　1.1. Norms 　　　　1.1.1. Criticize ideas (or positions) rather than other students/people. 　　　　1.1.2. Respect others' opinions even if they differ from your own. 　　　　1.1.3. Listen to each other and do not interrupt. 　　　　1.1.4 What is discussed in class stays in class. 　　1.2. Transgender 　　　　1.2.1 What is the difference between a transgender boy and a transgender girl?	Reinforces classroom norms / rules. Asks students to explain what the difference is between a transgender boy and a transgender girl. Answers questions if necessary.	Asks questions if necessary. Listens. Thinks and tries to explain the difference. Asks questions if necessary.
Core 15-min	2. Twitter Story: 'Transgender boy Mack Beggs wins girls wrestling title'[9]. 　　2.1. Handout 1: Questions 'Transgender boy Mack Beggs wins girls wrestling title'. 　　2.2. Classroom discussion.	Introduces twitter story and explains the task on Handout 1. Instructs students to write down their answers. Monitors the group work and helps students if necessary. Asks students to share their answers with the whole class during classroom discussion.	Listens and reads the twitter story. Answers the questions on handout 1 by writing them down, and then discusses them in his/her group. Then shares his answers with the whole classroom. Asks or answers questions if necessary.

---

[9] Tweet: https://twitter.com/transequality/status/836242924992151553?lang=en

20-min	3. Handout 2: Preparing an SPT Presentation.
	     4.1. Students discuss their answers in
	     heterogenous groups.
		Gives students handout 2, and explains the task and the practice presentation due next class. Guides and monitors the group work. Answers questions if necessary.	Reads handout 2 and listens to the teacher's explanation. Asks questions if necessary.
			Works in a group to step-by-step build a presentation for next class.

End
5-min
	4. Evaluation: classroom discussion.
	     4.1. How far along did the groups get?
	     4.2. Does every group have a good idea of
	     which steps they need to take to finish
	     their mini-presentation?
		Evaluates how far along the students are with their mini-presentation. Suggests that they can finish it at home. Answers questions if necessary.	Shares with the class how far his/her group is with their mini-presentation. Explains what they have left to do to finish it. Asks questions if necessary.

Handout 1 – Questions 'Transgender boy Mack Beggs wins girls wrestling title'

1. Should Mack Beggs be allowed to compete in the girls wrestling league? Why or why not?

    _____

    _____

    _____

2. What do you think your classmate's answer is to question 1? What do you base this prediction on?

    _____

    _____

    _____

3. Which SPT strategy or strategies did you use when trying to take your classmate's perspective?

    _____

    _____

    _____

4. Find out what your classmate thinks about this topic. Was your prediction accurate? Why or why not?

    _____

    _____

    _____

Handout 2 – Preparing an SPT Presentation

Instructions: your group is going to prepare a mini-presentation (every student speaks for a minute or less) regarding the Twitter story we have discussed in handout 1. Use the following steps to help you build your presentation: these are your talking points (1 minute each). Make use of a PowerPoint to aid your presentation.

1. Brainstorm about the different perspectives people might have about trans people in general. Then brainstorm about the different perspectives people might have about the particular story in Handout 1 regarding Mack Beggs. Briefly discuss three different perspectives in your mini-presentation.

   _____

   _____

   _____

   _____

   _____

2. Search for information that you can use to better explain these perspectives. This information can come from someone you know (interpersonal SPT) and/or an article, social media posts or videos (academic SPT). Whichever you choose, include the evidence you used for your conclusions of your social perspective taking attempts in your presentation.

   _____

   _____

   _____

   _____

3. Discuss the credibility of the sources of information you have used to support your conclusions (use the rubric), for example why is a particular article or person you know good for explaining a particular perspective (what do you know about the author or this person you know that makes him/her a good source to draw conclusions based on a particular perspective?).

   _____

   _____

   _____

   _____

   _____

4. Evaluate whether the conclusions drawn based on the SPT strategies and the sources of evidence you used are accurate (for example, do the conclusions apply to a specific group of people, or to one person?).

_____

_____

_____

_____

_____

5. Propose a way in which people with different perspectives might better understand each other, or, alternatively, a way in which you think the situation might be resolved. Include why you think that what you have proposed might work based on what you have discovered about the different perspectives people have on this topic.

_____

_____

_____

_____

_____

Lesson Plan 5

Class: VWO 5	Number of students: 20

Learning Objectives

At the end of the lesson, the student will be able to…

- Present and discuss, in English (speaking CEFR B2), the different perspectives which interplay in a controversial social media item.
- Present and discuss, in English (speaking CEFR B2), sources of information which better elucidate those perspectives.
- Present and discuss, in English (speaking CEFR B2), at least two credibility cues of a source of information (using a rubric).
- Present and discuss, in English (speaking CEFR B2), an evaluation of whether the use of certain chosen SPT strategies led to accurate inferences, while factoring in the credibility cues mentioned.
- Present and discuss, in English (speaking CEFR B2), at least one proposal suggesting how a target group of people can become more open minded regarding opposing views on a controversial issue; or alternatively, at least one proposal suggesting a solution to a controversial issue.

Initial Situation

At the start of the lesson, the student…

- Has practiced with listening and speaking tasks (CEFR: B1/B2 level).
- Has investigated the different perspectives which interplay in a controversial issue.
- Has looked for information which better elucidate those perspectives.
- Can mention in English (speaking CEFR B2) at least two credibility cues of a source of information (using a rubric).
- Can evaluate whether the use of certain chosen SPT strategies led to accurate inferences, while factoring in the credibility cues mentioned.
- Can propose at least one possible way a target group of people can become more open minded regarding opposing views on a controversial issue; or alternatively, propose at least one possible solution.

Lesson Materials, Devices & Media

- Student PowerPoint presentations.
- Appendix F: Summative SPT Presentation Assignment

Time	Learning Content & Materials	Teacher Activities	Student Activities
Intro 3-min	1. Introduction. 1.1. Norms 1.1.1. Criticize ideas (or positions) rather than other students/people. 1.1.2. Respect others' opinions even if they differ from your own. 1.1.3. Listen to each other and do not interrupt. 1.1.4 What is discussed in class stays in class.	Reinforces classroom norms / rules.	Listens and asks questions if necessary.
Core 32-min	1.2. Order of presentations. 2. Student presentations. 2.1. Students give a mini-SPT presentation based on a transgender rights Twitter story (see lesson 4).	Confirms order of presentation & answers questions if necessary. Listens and evaluates the presentation of students. Stimulates discussion and gives students feedback at the end of the presenstations. Answers questions if necessary.	Listens and asks questions if necessary. Listens to the presentation of other students and makes notes. Participates in discussion at the end of the presentations, receives feedback, and asks questions if necessary.
End 10-min	3. Appendix F: Summative SPT Presentation Assignmemt. 3.1. Explanation of Summative SPT assignment & assessment rubric (to be developed).	Hands out the summative SPT presentation assignment & assessment rubric. Reads them with the whole class and elaborates on them. Answers questions if necessary. Asks students to write down the students	Reads the summative SPT presentation assignment and the assessment rubric along with the whole class and listens to the teacher's explanation. Asks questions if necessary. Forms presentations groups and picks a

		who are in their groups and sets up presentation dates.	presentation date.

Appendix F – Summative SPT Presentation Assignment

Instructions: in groups of two to three students, search for a controversial news item on social media. If you are having trouble coming up with a topic, you can look for social media items regarding the following issues: black lives matter; the #metoo movement. Alternatively, you can consult with your teacher for additional ideas.

Once you have chosen a topic, use the criteria below to prepare your presentation. Make sure to keep the following in mind: each student has to present for 4-5 minutes and there will be no reading allowed during your presentation.

For your presentation, adhere to the following content-specific criteria:

- describe the different perspectives (at least three) people have on your chosen topic.
- describe the social perspective taking strategies (at least two) and also include the sources of evidence you used to draw the conclusions with regards to the previous point. You can use people you know as sources of evidence for one or more perspectives on your topic (interpersonal SPT), and/or you can use news articles, social media posts and videos to take the perspectives of people you do not personally know (academic SPT).
- whatever your sources of evidence, you must refer to concrete evidence, for example quotes taken from an article, or clips from a video, which support your social perspective taking conclusions.
- discuss the credibility of the sources of information you have used to support your conclusions, for example why is a particular article or person you know good for explaining a particular perspective (what do you know about the author or this person you know that makes him/her a good source to draw conclusions based on a particular perspective?).
- evaluate whether the conclusions drawn based on the SPT strategies and the sources of evidence you used are accurate (for example, do the conclusions apply to a specific group of people, or to one person?).
- propose a way in which people with different perspectives might better understand each other, or, alternatively, a way in which you think the situation might be resolved.

You will also be assessed for your English language speaking proficiency when presenting. Consult the assessment rubric for a more detailed explanation. The weight of the content- and language-specific criteria is 50%-50.

Appendix G – Results of Lession Series Evaluation Interviews

Participant	Laura	Grace
Gender	Female	Female
Age	24	27
Experience	2 years	Less than 1 year
School	Public, Gelderland	Public, South Holland
2. Are the design principles reflected in the proposed lesson series?		
1. Create a safe classroom environment in which the students and the teacher treat each other with respect.	Yes	Yes, but it should be student-initiated.
2. Start lesson series with a neutral topic (to students).	Yes	Yes
3. Include relevant examples of SPT according to VWO 5 students' age, especially at the start of the lesson series.	Yes	Yes
4. Use current, authentic materials found in social media and the news published in English.	Yes	Yes
5. Use lesson activities which encourage collaboration among students, especially by combining interpersonal and academic SPT.	Yes	Yes, but student roles should be explicit.
6. Create low-stakes opportunities for students to engage in SPT and receive feedback about their attempts from their peers.	Yes	Yes
7. Ask students to give multiple answers or perspectives in response to a question.	Yes	Yes
8. Encourage students to be 'social detectives' who seek to learn more about others' perspectives rather than jumping to conclusions about others.	Yes	Yes
9. Apply (a range of) strategies for keeping students' discussion in English, e.g. monitoring group discussion; assigning roles; letting students record themselves; etc.	Yes and no, it is implicit rather than explicit.	Yes and no, it is implicit rather than explicit.
10. Focus summative assessment and lesson series on English-speaking skills.	Yes	Yes

3. Are the summative learning goals set for the proposed lesson series realistic?		
1. Present and discuss, in English (CEFR B2), the different perspectives which interplay in a controversial social media item (at least three).	Yes	Yes
2. Present and discuss, in English (CEFR B2), sources of information/evidence which better elucidate those perspectives.	Yes	Yes
3. Present and discuss, in English (CEFR B2), at least two credibility cues of a source of information/evidence (using a rubric: see lesson plan 3, handout 3).	Yes	Yes
4. Present and discuss, in English (CEFR B2), an evaluation of whether the use of certain chosen SPT strategies led to accurate inferences, while factoring in the credibility cues mentioned.	Yes	Yes
5. Present and discuss, in English (CEFR B2), at least one proposal suggesting how a target group of people can become more open minded regarding opposing views on a controversial issue; or alternatively, at least one proposal suggesting a solution to a controversial issue.	Yes	Yes
4. Are the formative learning goals set for the individual lessons in the proposed lesson series realistic (can they be achieved within the given lessons)?		
	Yes	Yes
5. Do you think that the proposed lesson series would help VWO 5 students further develop their speaking skills so they can attain the following English-speaking end goal (CEFR B2): 'the student can adequately present information they have acquired while keeping the purpose and target audience of the presentation in mind, as well as being able to describe situations or people and voice opinions and arguments'?		
	Yes	Yes
6. Do you think that the proposed lesson series would be effective for raising and developing students' social perspective taking skills (i.e. the ability for someone to understand the thoughts, feelings, motivations, and/or point of one or more people)?		
	Yes	Yes
7. Do you think the proposed lesson series is suitable to be taught in VWO 5? Why or why not? If not, what would you change to make it suitable?		
	Yes	Yes
8. Is there anything (else) you would improve about this lesson series?		
	No	No

Appendix H – Lesson Series Evaluation Interviews

<u>Evaluation Interview 1: Laura</u>

<u>Audio Recording:</u>

https://drive.google.com/file/d/1RtrkVltuRLpiF4cGbMf3hcvS8fFVEt7W/view?usp=sharing

<u>General Information</u> (see Appendix D, Interview 6: Laura)

Gender: Female

Age: 24

Teaching Experience: 2 years

School: Public, Gelderland

<u>Answers per Question</u>

1. Are the design principles reflected in the proposed lesson series? (0:57-16:01)

Design Principles	Yes / No	Comments
1. Create a safe classroom environment in which the students and the teacher treat each other with respect.	*Yes*	*Proposed lesson series specifically dedicates time to create a safe classroom environment.*
2. Start lesson series with a neutral topic (to students).	*Yes*	*A parallel between Spanish/English and Dutch/Arabic can be drawn, but topic considered neutral.*
3. Include relevant examples of SPT according to VWO 5 students' age, especially at the start of the lesson series.	*Yes*	*Build up well constructed. Two versions of the*

		assignment in the lesson, making students consider several positions, clarifying the different SPT strategies.
4. Use current, authentic materials found in social media and the news published in English.	*Yes*	*Yes, impressive & interesting.* *Twitter channel.* *search results.* *Trump.*
5. Use lesson activities which encourage collaboration among students, especially by combining interpersonal and academic SPT.	*Yes*	*Combined class discussion, group discussion and personal reflection. Class examples and opinion of class mates combined.*
6. Create low-stakes opportunities for students to engage in SPT and receive feedback about their attempts from their peers.	*Yes*	*Activities are accompanied by reflection.* *Collaborative learning -> discuss each other's views.*
7. Ask students to give multiple answers or perspectives in response to a question.	*Yes*	
8. Encourage students to be 'social detectives' who seek to learn more about others' perspectives rather than jumping to conclusions about others.	*Yes*	*Seems to be the aim of the SPT and lesson series.*
9. Apply (a range of) strategies for keeping students' discussion in English, e.g. monitoring group discussion; assigning roles; letting students record themselves; etc.	*Yes/No*	*Input/assignments are in English.* *Different sort of work forms to encourage English output.* *Missing direct /exercises/directions/instructions to*

		speak English etc..
10. Focus summative assessment and lesson series on English-speaking skills.	*Yes*	*Yes. Also mentions rubric. Well-structured build up. 50% language/content division. CEFR norms reinforced*

2. Are the summative learning goals set for the proposed lesson series realistic? (16:02-21:48)

Summative Learning Goals	Yes / No	Comments
1. Present and discuss, in English (CEFR B2), the different perspectives which interplay in a controversial social media item (at least three).	*Yes*	*Present and discuss are very concrete, measurable goals. Does that imply that they understand it too? (Bloom's taxonomy) Should you explicate that?*
2. Present and discuss, in English (CEFR B2), sources of information/evidence which better elucidate those perspectives.	*Yes*	
3. Present and discuss, in English (CEFR B2), at least two credibility cues of a source of information/evidence (using a rubric: see lesson plan 3, handout 3).	*Yes*	
4. Present and discuss, in English (CEFR B2), an evaluation of whether the use of certain chosen SPT strategies led to accurate inferences, while factoring in the credibility cues mentioned.	*Yes*	
5. Present and discuss, in English (CEFR B2), at least one proposal suggesting how a target group of people can become more open minded regarding opposing views on a controversial issue; or alternatively, at least one proposal	*Yes*	

suggesting a solution to a controversial issue.		

3 Are the formative learning goals set for the individual lessons in the proposed lesson series realistic (can they be achieved within the given lessons)? (21:49-22:58)

Seems like it, especially as they are reinforced/reused again in the following lesson.

4 Do you think that the proposed lesson series would help VWO 5 students further develop their speaking skills so they can attain the following English-speaking end goal (CEFR B2): 'the student can adequately present information they have acquired while keeping the purpose and target audience of the presentation in mind, as well as being able to describe situations or people and voice opinions and arguments'? (22:59-24:15))

Yes, it is directly targeted with the summative assignment and the communication/input/exercises are all in English which should help establish this goal.

5 Do you think that the proposed lesson series would be effective for raising and developing students' social perspective taking skills (i.e. the ability for someone to understand the thoughts, feelings, motivations, and/or point of one or more people)? (24:16-26:10)

Yes, though it seems to depend on the willingness of the person/student to engage in this thought process. [Laura mentions that there will be students which might not be willing to engage in the SPT process, but she was asked whether the activities in the proposal are engaging enough to motivate these kinds of students; to this she answered yes.]

6 Do you think the proposed lesson series is suitable to be taught in VWO 5? Why or why not? If not, what would you change to make it suitable? (26:11-32:44)

Yes, it includes complex, authentic, relevant material that targets the suited CEFR level. The assignments are specifically tailored to the VWO 5 level CEFR but also the activities and the rate of independence seem suited for VWO 5. [Laura goes on to mention that she would like to teach students to explore multiple perspectives without using the exact terminology that is used in SPT lesson series; she says that she would feel uncomfortable teaching all the terminology because she is not trained in SPT. A way in which she would feel more comfortable is if she received a class or workshop on SPT, so she could become more knowledgeable about SPT which would make her more confident about teaching a lesson series such as the one proposed.]

7   Is there anything (else) you would improve about this lesson series? (32:45-33:00)

No.

Evaluation Interview 2: Grace

Audio Recording:

https://drive.google.com/file/d/1w5uRhjxlKTmp5ym9sHVfhkPv9US9VT9T/view?usp=sharing

General Information (0:15-1:06)

Gender: Female

Age: 27

Teaching Experience: Less than 1 year

School: Public, South Holland

Answers per Question

1. Are the design principles reflected in the proposed lesson series? (1:07-22-11)

Design Principles	Yes / No	Comments
1. Create a safe classroom environment in which the students and the teacher treat each other with respect.	*Yes*	*This can be elaborated. I would allow more time to create classroom rules/norms. I would also take care that this is student-initiated, e.g. the class make up their own norms/rules and the teacher adds anything that is missing. I would also spend the end of each lesson evaluating whether these norms/rules are met*

		and how the situation could be improved. [Grace agrees that letting students come up with these norms gives them ownership in the learning process and makes it easier for them to adhere to these norms, because they came up with them themselves and understand the reasoning behind them].
2. Start lesson series with a neutral topic (to students).	*Yes*	*Yes, speaking Spanish/American seems neutral. However, there might be students present who feel passionate about their own native language and the right the speak it with their fellow-students. How will you deal with this? I know, for example, that in some schools there are many students with Turkish-background, but a explicit school rule is that students ONLY speak Dutch.*
3. Include relevant examples of SPT according to VWO 5 students' age, especially at the start of the lesson series.	*Yes*	
4. Use current, authentic materials found in social media and the news published in English.	*Yes*	
5. Use lesson activities which encourage collaboration among students, especially by combining interpersonal and academic SPT.	*Yes*	*You have included a good amount of collaboration and I agree that students in VWO 5 should be able to do this, but perhaps you can include some elements*

			that make each student responsible. This way you prevent free-riders.
6.	Create low-stakes opportunities for students to engage in SPT and receive feedback about their attempts from their peers.	*Yes*	*Yes, you guide this through the questions in your hand-outs. Make sure students are aware they give peer-feedback. E.g. don't let the students merely follow the assignment, but be explicit that this is a form of peer feedback. This could be included in the learning goals.*
7.	Ask students to give multiple answers or perspectives in response to a question.	*Yes*	
8.	Encourage students to be 'social detectives' who seek to learn more about others' perspectives rather than jumping to conclusions about others.	*Yes*	
9.	Apply (a range of) strategies for keeping students' discussion in English, e.g. monitoring group discussion; assigning roles; letting students record themselves; etc.	*Yes/no*	*I don't see much variety. Be explicit in your lesson plans and your student's hand-outs.*
10.	Focus summative assessment and lesson series on English-speaking skills.	[Yes]	*Where is the summative assessment? And will students be aware of your criteria?*

2. Are the summative learning goals set for the proposed lesson series realistic? (22:12-26:13)

Summative Learning Goals	Yes / No	Comments

1. Present and discuss, in English (CEFR B2), the different perspectives which interplay in a controversial social media item (at least three).	[Yes]	*This is a general remark: be specific about "present/discuss". What do you expect students to do? For example: in a discussion present pro/cons and invite classmates to give their opinion.*
2. Present and discuss, in English (CEFR B2), sources of information/evidence which better elucidate those perspectives.	[Yes]	
3. Present and discuss, in English (CEFR B2), at least two credibility cues of a source of information/evidence (using a rubric: see lesson plan 3, handout 3).	[Yes]	
4. Present and discuss, in English (CEFR B2), an evaluation of whether the use of certain chosen SPT strategies led to accurate inferences, while factoring in the credibility cues mentioned.	[Yes]	
5. Present and discuss, in English (CEFR B2), at least one proposal suggesting how a target group of people can become more open minded regarding opposing views on a controversial issue; or alternatively, at least one proposal suggesting a solution to a controversial issue.	[Yes]	

3. Are the formative learning goals set for the individual lessons in the proposed lesson series realistic (can they be achieved within the given lessons)? (26:14-29:07)

[Grace says that they are realistic and according to the SMART formulation for learning goals].

4. Do you think that the proposed lesson series would help VWO 5 students further develop their speaking skills so they can attain the following English-speaking end goal (CEFR B2): 'the student can adequately present information they have acquired while keeping the

purpose and target audience of the presentation in mind, as well as being able to describe situations or people and voice opinions and arguments'? (29:08-33:01)

Well, your lessons are not so much about present as they are about discussing ideas and opinions. I also don't know if it is clear enough what the purpose of the students' presentations is supposed to be. [During the interview, Grace says that in general this speaking goal should be achieved at the end of this proposed lesson series. Grace seems to have misinterpreted this question, since she refers to the fact that there is not only a speaking goal to be achieved at the end of the proposed lesson series, but also content goals. However, after explaining that the proposed lesson series combines both content and language goals, she says that this speaking goal should be attainable to students taking the proposed lesson series].

5. Do you think that the proposed lesson series would be effective for raising and developing students' social perspective taking skills (i.e. the ability for someone to understand the thoughts, feelings, motivations, and/or point of one or more people)? (33:02-35:40)
Yes, I think it will be very effective. [Grace says that the proposed lesson series would help students learn how to form a nuanced opinion, especially because students are allowed and encouraged to research the topics for themselves].

6. Do you think the proposed lesson series is suitable to be taught in VWO 5? Why or why not? If not, what would you change to make it suitable? (35:41-37:28)
You ask a lot, but I think it will be suitable if you specify students' roles etc. during presentations and discussions. It will be a lot more clear if students are aware of the learning goals and your expectations and assessment. [Grace says that VWO 5 students are able to handle these topics. She also says that students think a lot about these topics and try to form opinions about them, so the proposed lesson series would be a good way for students to learn to form their opinions concerning such sensitive topics].

7. Is there anything (else) you would improve about this lesson series? (37:29-42:40)

    [Grace's answer is no. Grace asks whether the lesson series would be taught in one short block or throughout the year. Grace says that the way the proposed lesson series is designed it is best to teach it in one concentrated block, and then once students have developed these SPT skills the teacher can reinforce these skills throughout the year while covering other content].