Teaching Current Crises: Designing Task-based Online Lessons on U.S. Structural Racism with the Help of Educational Web Tools

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This article explores the foreign language learning potentials that selected digital tools hold with respect to teaching about U.S. structural racism. Teaching complex topics like structural racism in online learning environments requires highly competent foreign language teachers and high-quality online learning materials. These demands and resulting digital teaching innovations have a significant effect on how university-based (foreign language) teacher training should be structured in the future (Amhag et al., 2019). To address these demands, we have integrated distance teaching as a mandatory element in foreign language teacher training at the Catholic University of Eichstätt-Ingolstadt (Stadler-Heer & Böttger, 2021). This article presents exemplary online lessons on the topic of structural racism which were developed, tested, and evaluated by pre-service teachers in two remote university teacher training courses. Drawing on the principles of task-based language teaching, the presented digital lesson materials aim to foster secondary school students' intercultural communicative competence.

*Dieser Beitrag untersucht die Lernpotenziale, die ausgewählte digitale Tools hinsichtlich der Thematisierung von strukturellem Rassismus in den USA im Fremdsprachenunterricht bieten. Um komplexe Themen wie den strukturellen Rassismus in Online-Lernumgebungen differenziert unterrichten zu können werden hochkompetente Fremdsprachenlehrkräfte und hochwertige Online-Lernmaterialien benötigt. Diese Anforderungen und einhergehende digital gestützte Lehrinnovationen haben einen erheblichen Einfluss darauf, wie die universitäre (Fremdsprachen-)Lehrer*innenausbildung in Zukunft gestaltet werden sollte (Amhag et al., 2019). Um diesen Anforderungen gerecht zu werden, haben wir an der Katholischen Universität Eichstätt-Ingolstadt digital-gestützten Fernunterricht als verpflichtendes Element in die Fremdsprachenlehrer*innenausbildung integriert (Stadler-Heer & Böttger, 2021). In diesem Beitrag werden exemplarische Online-Unterrichtsstunden zum Thema struktureller Rassismus vorgestellt, die von Lehramtsstudierenden in zwei universitären Kursen zur Einübung von digitaler Unterrichtspraxis entwickelt, erprobt und evaluiert wurden. Ausgehend von den Prinzipien des aufgabenorientierten Sprachunterrichts zielen die vorgestellten digitalen Unterrichtsmaterialien darauf ab, die interkulturelle kommunikative Kompetenz von Schüler*innen der Sekundarstufe zu fördern.*

Introduction

In his SAMR-Model, Puentedura (2012) envisaged that learning with technologies would allow for the development of hitherto unthinkable tasks. Since the onset of the COVID-19 pandemic and the concomitant impossibility to teach in established face-to-face teaching-learning contexts, aspirations for developing such tasks have gained new momentum in teaching and teacher training. Interest in research in how information and communication technologies can help to redefine tasks in (foreign language) teaching and learning has since grown considerably. Such a redefinition of learning tasks is particularly relevant when it comes to teaching and learning about complex topics online, like the societal crises related to structural racism in the United States. Given the surge in internet use amongst young people in the year 2020 in Germany (Feierabend et al., 2020) and possibly across the globe due to the COVID-19 pandemic, it is high time for school students to learn how to navigate the mass of online information available about topical issues productively by themselves and in teams with the help of educational platforms.

As online student-teacher and peer interaction differs greatly from face-to-face interaction, the move to fully online learning-teaching contexts has also led to a revaluation of what teacher professional competence entails (Stadler-Heer & Böttger, 2021; Stadler-Heer, 2021). Recent research argues that subject- and context-specific

technological pedagogical content knowledge is central for a teacher's ability to select and develop effective learning scenarios for their (future) primary or secondary school learners (Blömeke & Kaise, 2017; Schmid et al., 2020). In the context of foreign language teacher training, this means, for instance, that pre-service teachers can develop interactive web-based tasks that help students learn about complex topics.

This article first debates the benefits of learning design and selected educational web tools (EWT) like Padlet, Lernpfad, or TaskCards in helping to structure complex content through tasks. In a second step, implications for preservice teacher training and implementation of EWTs in foreign language teaching are discussed. Finally, two exemplary foreign language learning designs are presented to provide insight in how complex topics like structural racism in the United States can be taught online.

Effectiveness of Educational Web Tools

In the past fifteen years, several international research initiatives have worked toward making learning design a more prominent topic in research on teaching and teacher education. Learning design is "a methodology for enabling teachers/designers to make more informed decisions in how they go about designing learning activities and interventions, which is pedagogically informed and makes effective use of appropriate resources and technologies" (Conole, 2012, p. 121). Rienties et al. (2017) have developed and tested a taxonomy of task types for language learning contexts which can help in designing innovative technology-enhanced language learning opportunities (see table 1).

Rienties et al.'s (2017) taxonomy is particularly valuable because it works irrespective of learning spaces being online or offline. "Communication" is envisaged in either a "forum or in a face-to-face setting" (table 1). Thus, this taxonomy provides steppingstones towards grasping what Puentedura's (2012) "unthinkable tasks" entail considering the formation of (subject-specific)

digital competences as envisaged in the Digital Competence Framework for Educators (Redecker & Punie, 2017).

However, the development of tasks is but one piece in the learning design, the other is the platform through which such tasks are made available to students. EWTs are such digital platforms that make learning designs transparent to learners. EWTs like Padlet, TaskCards or Lernpfad, draw on the principles of concept mapping (Knogler et al., 2018) in their graphic organization and the templates they provide. They allow for "open communication, freedom to share and re-use content and dynamic interactivity among users of varying technical abilities" (Robles, 2013). Previous research found that "students' learning behaviour, their satisfaction of the module, and most importantly pass-rates" (Rienties et al., 2017) depend on learning design. So far, teachers in German Higher Education have mostly drawn on assimilative learning tasks in digital environments leading to a reinforcement of teacher-led instead of student-centered learning activities (Bond et al., 2018). Thus, training in subject-specific pedagogical competence to implement learning designs is crucial (Englund et al., 2017; Kirkwood, 2009; Kirkwood & Price, 2005; Ng, 2012; OECD, 2018).

Remote (Foreign Language) Teacher Education

Internationally, developing digital competences of foreign language teachers has not been the primary focus of university-based (foreign language) teacher education despite persistent calls for integrating training in information and communication technologies (Newhouse et al., 2006; Schuck et al., 2013). Thus, pre-service teachers arguably finished their education without "effective technology integration skills" that would help them process the potentials of mobile technologies and integrate them in their classrooms (Baran, 2014).

One reason for why German pre-service teachers have not been prepared for online learning-teaching contexts is the infrastructural and tem-

poral organization of pre-service teacher training. Both institutions involved in the training, universities, and schools in their vicinity, have been training their students primarily in the established face-to-face mode in allotted rooms or lecture halls on fixed sites and time slots. Research shows that prior to the COVID-19 pandemic, mobile technologies were mainly used as add-ons to conventional teaching practices, i.e. face-to-face lectures, seminars, and student-teacher talk in higher education contexts and school classrooms. Only 23% of German school teachers had been using digital technologies regularly in their classrooms in 2018 (Autorengruppe Bildungsberichterstattung, 2020, p. 285). Interestingly, university teachers' use of media and digital competence has not been studied extensively in Germany until 2017 (Riplinger & Schiefner-Rohs, 2017). The case study of a German university's teachers' uses of a learning management system (LMS) showed an "overwhelmingly administrative use of the LMS, supporting management rather than learning per se" (Bond et al., 2018, p. 9). Integrated tools in the LMS, like "cliqr (audience response system), Bubbler (micro-blogging tool) or Meetings (video

Table 1: Learning design taxonomy in language learning context (Rienties et al., 2017, p. 6).

Learning type	Original definition	Languages definition
Assimilative	Students read, listen, view information in materials and resources.	Students read listen, view information in materials and resources. Students use receptive skills.
Finding and Handling Information	Students are actively and critically engaged in gathering and manipulating information (e.g.e.g., list, analyzse, collate, plot).	Students are actively and critically engaged in gathering and manipulating information in either L1 or L2.
Communication	Students discuss theories and concepts with at least one other person.	Students discuss theories, concepts or elements of their learning with at least one other person, moving towards communication in the target language. For example, students communicate about the course, specific tasks, and activities on the forum or in a face-to-face setting.
Productive	Students apply their knowledge and skills together or alone in order to create an artefact. This could be a list, a piece of narrative text which answers a question, a reflective account, a report, a video, or a presentation etc.	Students apply their knowledge and skills together or alone in order to create an artefact. This could be a list, a piece of narrative text which answers a question, a reflective account, a report, a video, or a presentation etc., usually in the target language.
Experiential	Students are required to apply their skills, knowledge and understanding in a real-world setting.	Students communicate in the target language with native speakers of the target language, who are not also students, in a real-world scenario. If students are then asked to discuss or reflect the experience this becomes meta-communication.
Interactive/adaptive	Students are required to apply their skills, knowledge and understanding in a simulated setting, receive immediate feedback and are then given the opportunity to adapt their approach.	Students communicate with other students (social rather than cognitive) in the target language in order to practice that language in a simulated setting. This could be a roleplay or on any created scenario. Adaptive communication.
Assessment	Students are assessed on their learning.	Students are assessed on their learning.

conferencing tool), [were] mainly dismissed, with more than 80% of the teachers stating that they did not use those tools in any of their courses" (Bond et al., 2018, p. 8-9). Importantly, although they made comparatively little use of integrated tools, university teachers' perceptions of their value were overall positive. In addition, they perceived web applications enabling "collaborative mind [mapping] (53%), collaborative annotat[ing] (57%) and collaborative reference management […] (61%)" (Bond et al., 2018, p. 9) as positive. Such positive attitudes are central for future engagement with a technology or type of web application as they potentially outweigh inhibitions to use a specific tool. Professional development and teacher training can draw on these attitudes and develop skill- and context-specific learning scenarios for (pre-service) teachers to foster professional teacher competence (Stadler-Heer, 2021). The effectiveness of such an approach has been studied in neighboring disciplines, which found a raise in faculty members' willingness to incorporate e-learning in their teaching from 40% to 78% after completing a well-planned professional development program (Nave et al., 2017).

Arguably, remote learning and teaching contexts are learning arrangements that may be particularly beneficial for developing subject-specific digital learning and teaching skills. After all it is realistic practical training opportunities with real subjects that influence teachers' perceptions and willingness to adapt information and communication technologies (Sugar et al., 2004). Prior to the COVID-19 pandemic, distance learning contexts were the exception of the norm, fully accepted only in special contexts and due to specific circumstances, such as for integrating students with special needs or illnesses. When online learning became 'the new normal' due to a worldwide pandemic, established teaching contexts, forms of interaction and approaches had to be revaluated and transformed. Previous reasons for university teachers' hesitance to integrate digital tools, such as a lack of digital skills, systemic problems, and a reluctance to change (Margaryan et al., 2011), no longer sufficed due to the exclusivity of the online learning environments.

In response, Heiner Böttger and his team at the Catholic University of Eichstätt moved their foreign language teacher training fully online. Gaining practical experience in teaching (foreign languages) remotely became the focal point of pre-service teacher training (Stadler-Heer & Böttger, 2021). For that purpose, practical training scenarios were conceptualized, conducted, and evaluated that would help pre-service teachers develop their digital foreign language-specific teacher professional competences (Stadler-Heer, 2021).

Approaching Structural Racism through Task-based Language Teaching

Teaching complex topics, like structural racism in the United States, is one such practical training scenario in our pre-service foreign language teacher professional development program. Such content requires for highly professionalized foreign language teachers that are interculturally, communicatively competent and knowledgeable in technologies, pedagogy, and content and related pedagogical content, technological pedagogical and technological content knowledge (Mishra & Köhler, 2006; Stadler-Heer, 2021). The practical training scenario was developed in response to recent calls for skill-specific professional teacher development (Amhag et al., 2019) beginning in the first phase of teacher training.

Within the context of a practical seminar, which was conducted in a blended learning format including both synchronous online face-to-face and asynchronous learning scenarios (Stadler-Heer & Böttger, 2021), foreign-language pre-service teachers had to develop learning materials that could be used in either synchronous online face-to-face lessons or as asynchronous self-study materials. As task-based language teaching (TBLT) is a project-based approach to teaching asking students to solve problems, it was the preferred task format for the learning designs. Ideally the problem that needs solving is highly motivating for students and makes them "forget" that they are in fact learning (Ellis, 2003).

The question why race-related crime continuously occurred in the United States became a hot topic in German English as a Foreign Language classrooms and foreign language teacher education respectively in the aftermath of the killing of George Floyd in May 2020. Intensive news coverage about the Black Lives Matter movement and worldwide protests against police brutality led both foreign language students and pre-service teachers to ask their respective teachers about the events' background thus providing ideal grounds for reflective and critical learning to occur.

For foreign language learners to develop inter-cultural communicative competence, they have to engage in topics of global relevance (KMK, 2012, p. 12). When leaving secondary education, foreign language learners should be able to:
- recognize, question, put into perspective and, if necessary, revise their perceptions and (pre-)judgements;
- change perspectives and compare and weigh up different perspectives;
- recognize the values, attitudes and positions of their target language communication partners and classify them taking into account their foreign cultural background;
- understand, interpret and evaluate foreign language texts and discourses in their foreign cultural dimension;
- classify their own and other people's values, attitudes, and behavior in relation to international conventions (e.g., human rights (KMK, 2012, p. 20).

Regarding the topic of structural racism in the United States, foreign language teachers, firstly, need to be able to define structural racism and explain terminology using suitable examples. For instance, the Aspen Institute (2004) defines structural racisms as a term that "refers to a system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity." Examples for inequality in the United States across race have recently been collected by the journalists Sally Lehrman and Venise Wagner (2019) who found

that news reporting on race and ethnicity has reached a new level of complexity requiring fresh approaches to untangling interlocking institutional policies and practices that help perpetuate racial inequalities and privilege (see table 2).

Table 2: Getting your facts right: Inequality in the Unites States across race (adapted from Lehrman & Wagner, 2019, p. 3).

Health:
• African Americans die more often from heart disease and strokes than any other racial or ethnic group.[1] • Infections of HIV have declined among white men[,] [sic] but increased by 20 percent among Latino gay and bisexual men.[2] • American Indians and Alaska Natives have faced a lower health status than other Americans for generations. They succumb at higher rates from multiple causes, including unintentional injuries and chronic lower respi-ratory disease.[3] • Tuberculosis occurs 30 times more often among Asian Americans than among white people.[4]
Education:
• The dropout rate for Latinos is nearly twice that of African Americans and just over three times that of Whites. African American students are nearly twice as likely to drop out as white youth.
Income, wealth, and other resources:
• The United States has the greatest wealth in-equality in the world.[5] • Taken as a whole, white people are more likely to earn more money,[6] own homes, and have a higher net worth,[7] even controlling for a college education. African Americans are the most segregated and isolated racial/ethnic group in the United States and are often relegated to the poorest sectors of our society. Even middle-class African Americans experience more financial vulnerability and typically live in more resource-deprived neighborhoods than low-income white Americans.[8]

Taking in the systemic pervasiveness of racism it becomes clear that foreign language teachers must be particularly aware of the fact that the international and societal concept of racism has changed. Loury's (2019) explanation makes this strikingly clear:

> For many of us, when we think of racism we think of chattel slavery, the removal of Native Americans during the westward expansion of the United States, the slaughter of millions of European Jews during the Holocaust, the use of racial epithets, and the racial violence endured by those who dared to challenge "whites-only" schools, neighborhoods, and lunch counters. […] But we must divorce our understanding of racism, particularly structural racism, from a time when such beliefs and actions were social norms, displayed often and widely accepted. In simple terms, structural racism is a complex web of policies and practices that produce and reinforce inequalities by race. Structural racism can exist without the intentionality, hateful rhetoric, and emotional intensity that we associate with past racism. (Loury, 2019, p. 31)

U.S. media tend to draw on telling the story of selected individuals when exemplifying structural racism (Lehrman & Wagner, 2019). Latest findings show, however, that this focus may trick the public into drawing wrong conclusions. While focusing on the individual's effort to achieve what is encapsulated in the concept of the American Dream and "the notion that if any one person puts her mind to it she can achieve anything she wants," one oversees that "individuals, of course, operate within communities, institutions, and society as a whole" (Lehrman & Wagner, 2019, p. 5) and are confined by them. Consequently, "personal responsibility" is more often highlighted as a maxim than "societal responsibility" (Lehrman & Wagner, 2019). Knowledge of these facts is central for understanding the intricacies of structural racism and how we as individuals operate them through interactive communication. Finally, the internet itself is a potential site of structural racism as

> websites focusing on racial issues are visited less often, and are less visible in search result rankings than sites with different, or broader, focuses. This phenomenon is not based on anything that individual website producers do. Rather, it appears to be a product of how users themselves find and share information online, a process mediated mostly by search engines and, increasingly, social media platforms. (McIlwain, 2017)

With this background information in mind, pre-service teachers started developing context-specific training scenarios that developed foreign language school students' intercultural communicative competence.

Designing and Evaluating Digital Foreign Language Teaching Materials

Foreign language teachers working towards fostering communicative competence, organize learning materials to reach skill-specific learning objectives. For that purpose, teachers, like journalists, draw on selected materials that serve as case studies within a broader topic. Padlet, TaskCards, and Lernpfad have been selected as EWTs that organize learning. All these web applications are non-institutional learning management platforms that help structure and share learning designs covering complex topics and requiring multiple resources.

1. Padlet.com is a U.S.-based platform that has been criticized in Germany because of it storing data of German users on servers outside of Germany. Consequently, some local federal states and individual schools have forbidden its usage in educational contexts. The EWTs outline is primarily horizontal, i.e., sections are presented in a side-by-side tabled manner. All content can be viewed at all times.
2. TaskCards.de is a German equivalent of Padlet that operates within the EU's General Data Protection Regulation (GDPR) and may thus be a context-specific alternative for teachers who prefer working with the learning environments that Padlet has provided.
3. Lernpfad.ch is a Swiss company that woes to collect and share as little data as possible but selected information is stored with other companies (https://lernpfad.ch/datenschutz).

The outline follows a vertical step-by-step approach with sections to be studied on after the other. All content is available all the time and not revealed step by step.

Depending on whether learners register with the platforms their learning progress can be monitored by themselves and their teachers. The use and storage of data when working with web applications is an important topic, particularly when working with data from under-aged learners. Importantly, all applications and learning materials can be viewed and used without the learners registering online. The teacher does, however, have to have a personal account.

Drawing on non-institutional EWTs means that some sort of tracking may occur and depending on the regulations of a local school district or university, (university) teachers must check whether additional parental consent is necessary when they want to use the platforms with their learners. To avoid excluding the usage of innovative non-institutional EWTs, university-based teacher training must address issues of data protection and provide criteria for selecting tools.

Within the practical seminar context, pre-service teachers were first introduced to web applications by the course instructor through practical content-specific learning experiences with the platforms. Exemplary course content, such as teaching materials for online foreign language listening comprehension, was presented via the selected EWT. Further practice opportunities were available in extracurricular tutorials. Here, course instructors supported pre-service teachers in choosing the tools according to foreign language learning objectives and the respective facet of communicative competence that should be trained, for instance listening comprehension or debating. Rienties et al. (2017) learning design taxonomy (table 1) helped conceptualize online learning activities that were both assimilative and interactive but also asked learners to communicate about the information found.

The following two exemplary teaching materials have been planned, conducted, and evaluated by pre-service teachers in teams in summer term 2020 at the Catholic University of Eichstätt-Ingolstadt together with B1/B2 level learners of English.[9] The learning designs were selected for this article because they were highly successful in eliciting high student involvement and may thus serve as best-practice examples of digital foreign language instruction. Participating secondary school students (n=20 and n=28) evaluated these designs particularly well regarding motivation and engagement. The topics of these distance teaching lessons were chosen by the pre-service teacher teams after consulting with two in-service teachers who agreed to test these learning designs with their respective group of foreign language learners in secondary school contexts. Both pre-service teacher teams reported that they themselves had a special interest in the topic of structural racism due to the at the time ongoing discussion of George Floyd's death and the Black Lives Matter movement in German media. Moreover, both pre-service teacher teams discussed their materials and the complexity of the topic with pre-service teacher peers and the university course instructor in the seminar context and in individual consultation hours. The university course instructor reviewed the selected materials and gave advice regarding the use of teacher language when debating complex topics and moderating student responses.

Lesson 1: Martin Luther King Day
Learning design by Sissi Möß and Carina Preckur, available from https://padlet.com/carinapreckur/22etdrvxvnyo2a7z [last accessed 01.06.2021]

In their didactic analysis, Möß and Preckur argue that "[t]he groupwork on the Padlet, which the pupils get to know as a new digital tool in the lesson, is intended to stimulate […] motivation and enthusiasm for the lesson topic." Padlet (https://padlet.com/dashboard) was selected by the pre-service teacher team because it allows to assemble the multiple facets and multimedia resources required (fig. 1) to teach a complex topic, on one site, i.e. in one work-

Figure 1: Padlet-based learning design on Martin Luther King Day by Sissi Möß and Carina Preckur.

Group 1 - Martin Luther King's achievements

Task 1

1. Open the link below and read the first paragraph of the article as well as the answers to the first three "Top Questions."

2. Summarize the most important facts about Martin Luther King's achievements by adding new tabs to your column of the padlet.

! Consider the following questions:

- What is Martin Luther King known for?

- What was special about his way of protesting?

Link 1
https://www.britannica.com/biography/Martin-Luther-King-Jr

Task 2:

What did or do people do in order to honour Martin Luther King?

Link 2
https://www.britannica.com/biography/Martin-Luther-King-Jr/Historical-significance-and-legacy

Tip: click on + to create a new tab!

Group 2 - Martin Luther King's life

Task:

1. Read the text provided by the link below.

2. Present essential dates and events of Martin Luther King's life in a timeline.

Link:
https://www.britannica.com/summary/Martin-Luther-King-Jr-Timeline

Tip: You can create the timeline by adding new tabs (click on +). Please use one tab per date/event.

Group 3 - Racism today: Black Lives Matter

Task:

1. Read the text provided by the link below.

2. Outline the most important facts about Black Lives Matter by creating new tabs in your column of the padlet.

3. What are the connections between Martin Luther King Jr. and Black Lives Matter?

Link:
https://kids.britannica.com/students/article/Black-Lives-Matter/632631

Tip: click on + to create a new tab!

Group 4 - The American Civil Rights Movement

Task:

1. Read the text provided by the link below.

2. Point out the most important facts about Montgomery bus boycot (a crucial part of the American Civil Rights Movement) by adding new tabs to your column of the padlet.

! Consider the following questions

- Who triggered the Montgomery bus boycot?

- What happendd during the Montgomery bus boycot?

- What were the results of the Montgomery bus boycot?

- What was Martin Luther King's role?

Link:
https://www.britannica.com/event/Montgomery-bus-boycott

Tip: click on + to create a new tab!

Group 5 - Martin Luther King Day

Task

1. Read the text and watch the videos by clicking on the links below.

2. How do American celebrate Martin Luther King Day? Give examples of how American commemorate Martin Luther King by creating new tabs in your columns of the padlet.

1. Link:
https://hvparent.com/mlk-day

2. Link:
https://www.youtube.com/watch?v=4OSs81RC04U

Tip: click on + to create a new tab!

Exemplary student responses:
- cleaning parks, working in food banks, visiting hospitals

space. A significant benefit of Padlet is, that all students have access to all information at all times. In the lesson, the pre-service teachers then asked groups of 4 to 5 foreign language learners to attend to a specific section on the Padlet. All groups can work simultaneously in their respective section and access the different online resources provided. In the case of this learning design, the content to answer the tasks is provided through links to websites outside the Padlet. These contents have to be read, viewed or listened to to complete the activities. Task completion is then monitored again on the Padlet, where answers are collected in written form. The constant accessibility and live observation of other groups' actions on the Padlet creates a game-like, maybe even competitive atmosphere amongst the secondary school foreign language learners as they see how fast or slow other groups are working and whether and how elaborate other groups are answering questions. EWTs like Padlet or Lernpfad make mutual exchange and support in case of difficulties possible and visible at any time. The results of the group work are stored on the Padlet and can be checked synchronously or asynchronously in short live oral presentations by selected group members or in the form of recordings. While students first practice digital reading comprehension (assimilative task), oral negotiation (communicative tasks) and writing skills (interactive task) in the first part of the group work, they go on to train digital presentation (communicative task) and listening skills (assimilative task) in the presentation phase of the group work, thereby interacting with a broad spectrum of information on the topic of "Martin Luther King Day" and with multiple media (finding and handling information task). The digital tool thus makes a multifaceted task available for collaborative exploration of a given topic.

Lesson 2: Structural Racism in the United States – Black Lives Matter
Learning design by Jasmin Erlinger and Sarah Wehner, available from https://lernpfad.ch/pfad/lg75yinv7com [last accessed 01.06.2021]

This Lernpfad-based learning design on structural racism in the U.S. aids students in connecting the dots behind a systemic phenomenon and between singular events by assembling multiple media sources. The Lernpfad focuses on finding and handling information and is primarily assimilative in nature when asking students to form ideas about concepts after browsing information and being introduced to the popular young adult novel, *The Hate U Give* by Angie Thomas. Interaction and collaboration are promoted when ideas about what individual racism and Thug Life could mean are collected in a mind map tool outside of the Lernpfad. Lernpfad differs from Padlet regarding its outline being organized in a dropdown menu style allowing to enlarge and hide content of individual sections (fig. 2, fig. 3). All information is available all the time, sneak peaks are possible and encouraged, but content not required for a specific task can be hidden if not immediately needed. Secondary school students have responded particularly positive to the outline of Lernpfad, as they could always and easily locate their learning to a specific section also after returning from an external website.

Conclusion and Outlook

This article showed that EWTs effectively organize a diverse set of learning materials and skill-specific tasks for foreign language learning. Being able to access such diverse textual materials and collaborative activities within one application provides learners and teachers with multiple opportunities to foster communicative competence. Thus, EWTs help present learning designs that engage with complex topics, like structural racism, from different perspectives and enable interactive communicative collaboration.

In the future, empirical research in the reliability or validity of using specific EWTs, such as Padlet and Lernpfad, for foreign language learning and teaching must follow to standardize their use in foreign language teacher training and teaching.
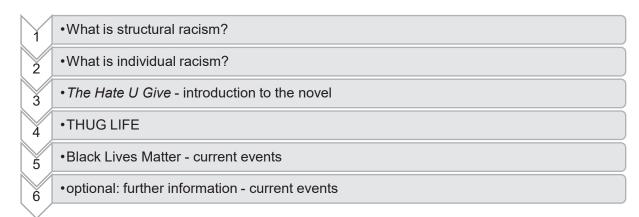
1	• What is structural racism?
2	• What is individual racism?
3	• *The Hate U Give* - introduction to the novel
4	• THUG LIFE
5	• Black Lives Matter - current events
6	• optional: further information - current events

Figure 2: Agenda for a 45- minute self-study introductory lesson on structural racism establishing the new topic.

Moreover, if non-institutional platforms like Padlet, TaskCards or Lernpfad are used in educational contexts, the controversial topic of protecting student's learning data from their commercialization must be addressed in greater detail. Learning analytics researchers, but also traditional schoolbook publishers in Germany, have already started to exploit the potentials of tracking learners' individual engagement in such online learning environments. Meanwhile local governments begin to develop their own EWTs and learning management systems that allow for greater data protection. Arguably, the benefit of getting more insight on students' learning data while using and working on platforms is to better cater to individual learners' needs. Such data-driven developments also have implications for what foreign language teacher professional competence entails and which contents should be integrated in pre-service foreign language teacher education (Stadler-Heer, 2021). In any case, teacher educators' responsibility is to equip future foreign language teachers with skills to continuously innovate and creatively transform technology-enhanced foreign language learning (Redecker & Punie 2017).

Endnotes

[1] Cathleen D. Gillespie, Charles Wigington and Yuling Hong, MD. "Coronary Heart Disease and Stroke Deaths–2009." Morbidity and Mortality Weekly Report 62, no. 3 (November 22, 2013): 157–160. Accessed May 31, 2021 from www.cdc.gov/mmwr/preview/mmwrhtml/su6203a26.htm?s_cid=su6203a26_w

[2] Centers for Disease Control Fact Sheet: HIV Incidence: Estimated Annual Infections in the U.S., 2008–2014, February 2017. Accessed May 31, 2021 from www.cdc.gov/nchhstp/newsroom/docs/factsheets/hiv-incidence-fact-sheet_508.pdf

What is structural racism?
Before we dive into our new reading *The Hate U Give* by Angie Thomas, it is important to get familiar with the terminology and the background of the story. Structural Racism is a term we will often come across in debates about this topic. But what does it mean?   *Structural Racism in the U.S.:*   • normalisation and legitimisation of factors that routinely advantage white people while producing cumulative and adverse outcomes for people of colour   Factors can be: • historical • cultural • institutional • interpersonal   • Most profound and pervasive form of racism - all other forms of racism (e.g. individual racism) stem from Structural Racism   source: https://www.intergroupresources.com/rc/Definitions of Racism.pdf

What is individual racism?	
What do you think individual racism could mean? What does it entail? Collect your ideas in the Mind Map on MindMeister. Please contribute at least 2 ideas: https://mm.tt/1553070437?t=6sncMhd1FM	

The Hate U Give – introduction to the novel.
Look at the Trailer of *The Hate U Give* to get an impression about our new novel: https://www.youtube.com/watch?v=3MM8OkVT0hw

THUG LIFE
When Starr and Khalil are sitting in his car together, they are listening to 2Pac's song "Thug Life." Khalil explains what "Thug Life" means. Inform yourself about it: https://www.urbandictionary.com/define.php?term=Thug Life

Black Lives Matter – current events
As the BLACK LIVES MATTER movement (BLM) became more prominent in the media again because of the recent terrible events, we can draw some interesting connections to our novel. To start off this very important discussion, please have a look at these two tweets from Donald Trump's Twitter account. These tweets were a response to protests in Minneapolis, where the national guard intervened (for more information about protests in Minneapolis have a look at the first two links in the next section of this LernPfad). Questions, you should ask yourself: • In what way does Trump use specific language in these tweets? How could this be problematic? Pay attention to Twitter's commentary on the second tweet. • How does Trump use the word "THUGS" in this context? • How does the U.S. media talk about these protests? How could we get a more well-rounded picture? source: Twitter @realDonaldTrump 29.05.2020, 6:53

optional: further information – current events
If you are interested, these are some really interesting and thought-provoking sources to get some further background knowledge. Protests in Minneapolis: • Zhou, L. (2020, May 27). Photos: Police responses to George Floyd protests vs. anti-lockdown protests. Vox. https://www.vox.com • Vox. (2020, June 5). Protests aren't what they look like on TV [Video]. YouTube. https://www.youtube.com/watch?v=srnA3cNTsXQ A TED talk by Nigerian author Chimamanda Ngozi Adichie ("We Should All Be Feminists") about why representation and hearing different voices matters. • TED. (2009, October 7). The danger of a single story | Chimamanda Ngozi Adichie [Video]. YouTube. https://www.youtube.com/watch?v=D9Ihs241zeg. How privileged are you? Check off all the points on this list that apply to you and your situation while becoming aware of what actually makes you privileged. • Jha, R. & Wesely, T. (2020, June 13). How Privileged Are You? BuzzFeed. https://www.buzzfeed.com/regajha/how-privileged-are-you?bfsource=bfocompareon

Figure 3: Detailed task descriptions of self-study materials encouraging asynchronous interaction on external mind map tool. Tasks designed by Jasmin Erlinger and Sarah Wehner.

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