

Combined report from Days 1–3 (March 31–April 2, 2023)

Obstacles we've identified together

Social and political obstacles

- 1.1 and 3.2 **Credentialism**: Students' alienation from, and yet fetishization of and mimicry of, ascriptions like "A1".
- 1.2 **Misogyny, Ableism**, and other structural violences that makes online learning a safe haven for some
- 1.1 **Classicism** and **white supremacy** in the way culture, language, correctness, and appropriateness are taught—in English and in additional languages
- 1.2 **Cognitivism**: The "brain on a stick" fallacy—how to respond to the whole social, embodied, enfolded, erotic, affective, person-in-history and person-in-community
- 1.1 and 1.3 **White centrality**: Persisting white framing of German heritage, despite decades of critique
- 1.2 **Sanitized Piety of Online Learning**: dampens eros, affect, unstructured sociality, kinship, flirtation, chance meetings, queer accident
- 1.3 **Irrelevance** of outcomes / assessments to existential threats: climate emergency, anti-Black / anti-trans violence, food insecurity, etc.
- 1.3 Student **hostility** to radical and progressive ideas; ideological white supremacy / neo-Nazism among students
- 2.3 **AI / ChatGPT** currently reproduces white supremacist and colonial forms
- 3.2 **Anglophone monolingualism** as presumptive framing for service courses and "writing instruction" for a multilingual student body
- 4.2 Silence and taboo in language learning settings around **accent, accentism, and linguistic racism**

- 8.1 **Lip-service and Instrumentalization** of DDGC ideas (in some of our departments) toward self-serving interests, particularly among powerful non-participants who feel "close" to DDGC

Labour obstacles

- 1.1 **Transference and Paralysis through Teaching Evaluations**: Precaritization of instructors causes short-termism and conservatism
- 1.2 **Adjuncting** makes it hard to program-build in transformative ways
- 4.1 **Poverty wages** and **skyrocketing living costs** where graduate programs are
- 4.1 Contingent instructors do not have set-aside **paid (lead) time** to develop the materials required of them by both a) their institutions and suggested by b) the DDGC guiding principles; they/we must use inherited syllabi that frequently fail both constituencies
- 4.1 Tension between **autonomy and standardization** in multi-section courses, each pole of which requires different kinds of invisibilized, unpaid labour for contingent instructors
- 8.2 **Anxiety** post-conference about scope and scale of our shared (important and complex) "to-do" list over time; feeling of solitude and abandonment when faced with trying to implement these ideas, particularly among contingent faculty
- Work that **exhausts us** but does not replenish us with energy, sparkles, and kinship
- 8.X **Outgoes**: the processes that force colleagues and students out of the humanities. These are not accidental and can be named and enumerated

Methodological obstacles

- 1.1 The fundamentalism of **Measurability and measuredness**: is there the pressure to moderate things that might ought to be immoderate and utterly complex?
- 1.1 and 1.3 **Scalar Applicability** (large, small classes, large, small institutions)
- 1.1 **Nationism** (Fishman 1969): Persisting national framing of German language, despite decades of critique
- 1.1 and 4.2 **Overgeneralization** from language to language: why should all additional languages have the same outcomes? They differ in materials, heritage, diasporicity, racialization, ethnicization, cultural essentialization, fundedness, internal diversity of use and usage, political situatedness and status, Indigeneity / settler coloniality, orthography, accentedness, access to MT / AI / corrective technologies and lexicographic resources
- 4.1 Graduate programs persistently demote **teacher training and pedagogy** to a circumstantial necessity rather than a true program outcome
- 6.1 **Panic culture** around ChatGPT, cheating, and overwrought notions of academic integrity
- 8.2 Sometimes it's tough to tell whether **neoliberalism and the neoliberal university** is running us or if we are effectively hacking it for our radical purposes. How to discern?
- 8.2 Whether or not these outcomes are radical, critical, and decolonial depends on **how they are practiced** in relationships among and with students, not how they sound to us right now.
- 8.X Humanities' tendency toward defensive **fort pedagogies** and fictions of our programs' irremediable misunderstoodness / underappreciatedness (Dwayne Donald)

Relational obstacles

- 1.1 **Misalignment** of assessment/outcomes between students, instructors, and institutions
- 1.1 **Staticity**: Evolving, changing persons do not correspond to static outcomes
- 1.1 The **individualism** of outcomes and assessments, which has the quiet but powerful byproduct of negating collectivity, kinship, and community
- 1.1 **Delocalization**: outcomes and assessments are conceived through a vague globalism rather than in students' practical / relational contexts
- 4.1 **Toxicity and Mutual Alienation** among graduate students in the course of their / our studies
- 4.1 **Neglect and Abandonment** between graduate students and their program designers / advisers
- 6.1 **Up-affecting**: the insistence on positive affect, particularly in precarious programs threatened with closure / paradigm changes
- 8.1 How can outcomes always **centre students as speakers, agents, and subjects** in the way they are formulated?

Strategic obstacles

Our **Promotional efforts** are less effective than they could be: We don't contact the right people on campus, and we don't make the best argument for why students should take our courses. Compare "Just add German" to "Find your Funke"!

Conceptual obstacles

- 1.1 **Disingenuousness** in the ways multilingualism is touted at universities. It's an elite, prescriptivist version, alien to most of the world's actual practices and experiences.
- 1.1 and 3.2 **Competence as a set-up**: competencies don't exist in a vacuum,

they are tied frequently to pernicious structures we intend to dismantle

- 1.2 **The affective moderateness of “outcome”**: hence, the countermodel of the “hotcome”
- 1.2 **Critical thinking** as dead and disenchanting metaphor
- 1.3 Socio-commercial, transactional, and utilitarian understandings of **linguageness** that disenchant the learning of quotidian expressions and communicative techniques. Even scenarios about ordering food can be wild, emergent, unpredictable, and full of subjectivity.

Reflexive obstacles

- 1.1 **Our crypto-conservatism and overidentification with the institution**: Are we doing bad things because we really have to or because we are more comfortable thinking that we have to?: midterms, finals, etc.
- 2.3 Students’ traditionalist / ethnicist / **essentialist expectations** of German language and culture courses
- 7.2 Students are frequently **harsher on themselves** than we are.

Institutional obstacles

- 1.2 **Our EDI offices’** frequently disappointing conservatism and monolingualism
- 3.2 **Students’ belated discovery** of our programs: why do they find us so late?
- 1.3 **Reputation on campus** as a “servus department” (Groves 2023): only expected to teach basic greetings but not work with complexity and ambition
- 3.2 **One-language-fits-all** approach to outcomes in additional language pedagogy, across vastly different languages
- 2.2 **Midterms and finals**, grading in general

- 2.3 Scarcity / defensiveness / **fort pedagogies** in our program rationales
- 3.2 Overreliance on (disappearing) language requirements rather than doing relationship building with advisors / academic staff
- 3.2 **language course exemptions for Disabled students** that lowball those students and do not provide adequate accessible alternatives
- 2.2 **Inherited and / or mandated** program outcomes: when and how to change?
- 4.1 Graduate programs have vestigial **shadow outcomes** that frequently overpower innovative, inclusive official outcomes.
- 4.1 Graduate programs cannot simply **recruit diversity without changing** the “incomes” and “throughoutcomes” of their curricula, so as to be suitable for a truly inclusive graduate student body
- 8.1 Though we have produced these wonderful outcomes together, the **structures around them** are the problem—particularly for contingent / non-tenured faculty who cannot get their protected colleagues to change them.

Our Values, Assets, and Solutions

Labour Values

7.2 **We support contingent / precaritized comrades** in their strategic use of “shadow syllabi” that protect their employment, while they nonetheless enact more radical practices and changing syllabi in the classroom.

7.1 Students need to own their own work when they do portfolios—sometimes it’s unclear whether proprietary platforms claim **students’ work product as university property**.

8.1 We recognize and centre the tension between autonomy and standardization, between **lack of guidance and support** (not “hand-holding”) and **high-stakes for employability** that contingent faculty face.

Relational Values

4.3 Outcomes are **subjective and intersubjective**, not individual and atomized

1.2 Enabling **radical kinship and community-building** among students

2.2 Classrooms as **collectives**, programs as collectives

3.1 **Collaborative planning** across institutions, for building small programs

7.1 **Bottom-up change from collectives** can be powerful and foundational (not just ripple effects), and it is liberating to not have to do these things through large organizations’ governing boards

7.1 Addressing different **constituencies in their language and register**, through appropriate intralingual and multimodal translations of this work: students, colleagues, community members, administrators, upper admin. A sense of responsibility to speak in suitable language for the settings in which these outcomes will be read and discussed.

Each outcome is like a prism with many idiomatic sides.

7.1 Care-taking to spot and undo **exclusivity and self-selection**. DDGC can always welcome more folks in, be hospitable, be mutual.

7.1 There is no **permission structure** in DDGC: If you want to form a collective or affinity group, just do it and let folks know! We don’t work like other orgs in that way.

7.1. Many in DDGC prefer a **collective authorship** attribution, rather than individuated authorship, for—for example—this very document.

7.1 Asking students to participate in the **living / dying of outcomes** over time, which always require hospicing.

7.2 We seek out **multiple communicative means** to connect students and connect with students—not just one. Not just spoken word, not just syllabus, not just Zoom chat, etc. All of them.

Processual and Transformative Values

1.1 Helping students **track their own learning**

1.1 **Imperfection as opportunity** rather than problem

4.2 **Journey-focused outcomes** rather than endpoint-focused outcomes

1.2 **Spell-casting / magical** transformations that happen in language learning

5.3 Students are **not our experiments**, they are their own experiments.

Ungrading and **student-made rubrics**

8.1 **Slowness and patience** in implementation of these ideas is ok! Most of use will be doing this for our whole careers. We can pace ourselves, look around and see who else needs help.

7.1 Sometimes there are **dying outcomes**, i.e., outcomes that we need to hospice along with colonial structures

Orienting and Subjective Values

- 4.2 **“Income” assessments** (not financial) to highlight, understand, and valorize students’ language backgrounds and epistemic standpoints among their peers
- 5.1 Students should **create their own outcomes** and rubrics
- 7.2 There are many **different kinds of “model” students**—participation and performance look very different; we guard against favouritism.

Spatio-temporal and Local Values

- 1.1 Untiming: Make all assessments untimed, and schedulable for **when students feel strongest**
- 1.1 Local relevance and benefit to community, **responsibility to Indigenous sovereignty movements**
- 1.2 Approaches to online learning that encourage students to **build local kinship** IRL offline

Linguistic, Idiomatic, and Conceptual Values

- Linguistic sovereignty** rather than linguistic interchangeability / isomorphy
- 2.1 Using **language that is appreciable** and shareable among our students when we formulate outcomes
- 2.1 Not just “outcomes” but → hotcomes, coming (out)comes, in-comes, up-comes, throughout-comes, start-comes
- 6.1 **Curiosity about AI / ChatGPT / Machine Translation** is good and necessary.
- 7.1 The **multivoicedness of our outcomes**. Standardizing their language isn’t an ideal necessarily. Heteroglossia is a good thing!
- 7.1 **Multimodal presentations** through which we socialize this work: YouTube, TikTok, etc., will reach more folks and better

Historical and political values

- 3.1 Historicizing and critically contextualizing **CEFR and ACTFL** with students
- 4.3 Bring out **“shadow outcomes”** out of the shadows (C. Scott). Own and announce to the world what we really foster in our classes. Come out!
- 3.1 **Repoliticizing multilingualism** in general; why has it been depoliticized?
- 7.1 How to partner our students into a **long, complex life**, rather than just into a first job.

Needed DDGC resources

- 4.2 Documents for Accessibility Offices and Advising Offices that explain what we do to make sure **Disabled & neurodiverse students have suitable opportunities** for success
- 1.2 Enchantment and **“affordances for sparkle!”** (Gramling & Marsh 2023): Sparks AND criticality
- 4.1 Develop strong and substantive relationships with Teaching and Learning Centres on campus, rather than just referring students to them. Sharing DDGC Guiding Principles with them
- 5.3 **Rethinking the dissertation** as a main means to showcase “mastery”.
- 5.3 Internal ways for programs to evaluate themselves and their uptake, i.e. **“Bake in a plurality of opportunity [on every level]”**
- 5.3 Statement on wellness (from DDGC), acknowledging the **lasting impacts of the pandemic** on students and instructors; Document that collates best practices
- 6.1 Provide secondary sources for instructors who need to **convince or push back against colleagues** or administration who aren’t open to changes

5.2 Changing activity reports / annual performance reviews for instructors into **self-determined annual instructor outcomes**

Pamphlet for first-years on “**How to do college multilingually**—despite institutional monolingualism”

7.1 **Massive Canvas course by DDGC**

Collective for folks to take? An online on-demand teach-in?

7.1 **Context notes for different curriculum levels**

on how to adapt these various outcomes for students’ needs where they are at

7.3 Some of us love rubrics, some of us don’t. **What makes a rubric DDGC-informed?**

8.1 Get DDGC-driven questions onto teaching evaluations. **Hack institutional evaluation tools.** Sometimes we have more power than we think.

Questions for DDGC to take a position on
Course design and scheduling

2.2 Are large courses bad? Should we oppose them?

2.3 How much should we be teaching German in thematic classes, like environmental humanities?

8.2 Do we need to take a position on costs of textbooks and the way they privilege wealthier students? (A. Sheffer)

Methodological

5.3 Can outcomes and assessments be historicized, as in, set in relation to the values that prompted them—in the 18th century, in certain communities and regions, etc.?

8.1 How can our outcomes more squarely address deprivation through debt, impoverishment, and food / housing precarity? One member’s experience suggests that these were more

devastating in their schooling than were racial / ethnic structures of oppression.

8.2 Can we have outcomes that respond to students who are in dire need, i.e., who cannot complete another expected outcome?

Language that programs use to describe themselves

3.2, 6.3, 7.1, 7.2 Should we make a list of sloganizations (Schmenk et al) that programs should not use without defining them critically? Agency, global, proficiency, participation, competence, mastery, transformative, belonging, problem-solving, etc?—so our program materials don’t sound like a bot wrote them?

5.2 Can DDGC redefine Critical Thinking for 2023?

7.1 Is DDGC an unwittingly monolingual / Anglophone force? Do our materials need to be shared multilingually, and how?

Rationales for programs

4.1 What are graduate programs there for?

8.3 What kinds of study abroad does DDGC endorse, and why? How do we intervene in existing study abroad programs to change them in the direction of these outcomes?

Identities and Identifications

4.1 What can activism mean in the context of an academic life / profession / training?

4.3 Who counts as an “instructor / teacher”? How formally engaged does one have to be to earn that label? What is the value in arguing for a very broad conception of teacherhood / instructorhood?

Shadow vs. Real vs. Institutionally Required vs. Strategic vs. Authentic

- 4.3 Are “outcomes” (non)performative, and if so, how? Can they be performative and authentic at once?
- 5.3 What pernicious shadow outcomes of graduate programs need to be spelled out and unlearned?
- 4.3 What is the virtue of keeping “shadow outcomes” in the shadows?

Who should lead?

- 5.1 Who should define outcomes, when, and how frequently?
- 5.2 Is the best way to frame outcomes with the subject “We”, “You” or “Students”
- 4.3 Can we rewrite this book from a DDGC standpoint:
<https://www.hup.harvard.edu/catalog.php?isbn=9780674258549>
- 7.1 How much should we liaise with other orgs, and why?

Relational and Affective Aspects

- 7.2 How can community building be an outcome, how can it be measured? Can preparing to attend a protest or do public art be an outcome that can be assessed?
- 6.2 How can we pursue joy and hope together without contributing to toxic positivity?
- 6.2 How can we infuse joy and pleasure into academic labour justice?
- 6.3 Do we need to “bother” our students? How do you know if transformation is occurring? When is change occurring?

Books, Blogs, Articles

(See more beginning on p. 109 of Notes doc)

Student wellness, unwellness, participation, subjectivity, self-assessment

- 6.1 Maggie Rosenau’s syllabus statement on **unwellness**
- 6.3 Thompson on **ways to participate**
<https://avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/>
- 6.2 Sharon Munger Wailes on **cheating** as a rational behavior:
<https://german.la.psu.edu/people/sharon-munger-wailes/>
- Hampshire College on **Student Self-Evaluations**:
<https://sites.hampshire.edu/ctl/student-self-evaluations/>
- 6.1 Solidarity through **being unwell together**:
<https://forthewild.world/listen/dr-mimi-khuc-on-claiming-unwellness-304>
- 6.1 Brandy Wilcox’s no-questions asked **extension request**:
https://docs.google.com/forms/d/1f-l3MyMAoD6fX1cU4I0bWs-Lj-wK_NxpZ7b7nI4IMWg/edit
- 4.3 Maggie Rosenau on **mutual aid**:
<https://www.ddgcollective.org/ddgc-blog/making-space-for-unwellness-crip-time-and-carework-resources-and-tools-for-building-accessibility-and-mutual-aid-into-the-classroom>
- 5.3 **Finding your purpose workbook** for graduate students:
<https://halperta.com/shalperta%20press/purpose/#:~:text=%E2%80%9CFinding%20Your%20Purpose%E2%80%9D%20offer%20guided,values%3B%20and%20find%20your%20purpose>
- 5.3 Educating the **Citizen professional**:
https://www.academia.edu/37232514/Educating_the_Citizen_Professional_Higher_Education_and_Free_Spaces
- 6.1 Sinnespfad: <https://monica-mulholland.com/> (h/t A. Sheffer)
- 8.3 Janice McGregor’s “**Covid-19, Study Abroad and Avoiding Harm**”):
<https://diversityingermancurriculum.weebly.co>

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m/ddgc-blog/covid-19-study-abroad-and-avoiding-harm

AI, Machine Translation, etc.

6.2 Try out reading **tech writeups** with students around multilingualism via IEEE: <https://ieeexplore.ieee.org/document/7953166>

6.2 **Human-Centred Computing** and decolonial/feminist methodologies: <https://dl.acm.org/doi/10.1145/3313831.3376545>

6.2 Carleton's working group on **AI** <https://www.carleton.edu/writing/working-with-ai/>

6.2 **AI in ed:** <https://docs.google.com/presentation/d/1wVgLWgeEvJm3fznlm0aV8ZiuWsW3o3aUQUcCvuM5vxQ/edit#slide=id.p>

6.2 Ervin's "**AI Generated German program**" project: <https://docs.google.com/document/d/1EtnAKSh9StQRB6tZcdjMVLoBVyOjOvyQDkeEAJOv-EE/edit>

6.2 Per Urlaub and Eva Dessen's piece on **Machine Translation in language learning** settings: https://escholarship.org/uc/uccllt_12/14/1

6.2 **AI for Educators:** https://twitter.com/jmattmiller/status/1604848225080451072?ref_src=twsrc%5Etfw%7Ctwcamp%5Etweetembed%7Ctwterm%5E1604848225080451072%7Ctwgr%5E79591382d1998428bc574a52f2755ac0cef64101%7Ctwcon%5Es1_&ref_url=https%3A%2F%2Fditchthattextbook.com%2Fa%2Fi%2F

Ungrading, Grading, etc.

5.1 **Value Rubric:** <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-civic-engagement>

3.3 Ungrading

<https://www.jessestommel.com/ungrading-an-introduction/>

2.3 Cathy N. Davidson and Christina Katopodis **The New College Classroom** <https://www.hup.harvard.edu/catalog.php?isbn=9780674248854>

1.1 Escape from **Grading Hell:** <https://germanstudiescollaboratory.com/escape-from-grading-hell-how-to-move-away-from-grades-and-focus-on-learning/>

7.2 "Academe Has a Lot to Learn About How Inclusive Teaching Affects Instructors" by Chevella Pittman and Thomas Tobin: https://www.chronicle.com/article/academe-has-a-lot-to-learn-about-how-inclusive-teaching-affects-instructors?cid=gen_login_refresh&cid=gen_sign_in

8.3 Nakanyike B. Musisi's "The Enlived Classroom: Bringing the Field Back to Campus" in Out There Learning: <https://utorontopress.com/9781487523145/out-there-learning/>

Racialization, nativespeakerism, colonialism, and language

1.1 Flores and Rosa on **raciolinguistic ideology** and undoing appropriateness: <https://www.hepg.org/her-home/issues/summer-2015/herarticle/undoing-appropriateness>

8.X How to identify and dismantle fort pedagogies (D. Donald): <https://www.proquest.com/docview/305056642>

1.1 Rosa on **race, language, and accent:** <https://academic.oup.com/book/5538>

1.3 Canagarajah on **Nativism:** <http://www.personal.psu.edu/asc16/pdf/Canagarajah%201999.pdf>

1.3 Choi, L. J., 2016. Revisiting the issue of **native speakerism** - 'I don't want to speak like a native speaker of English'

1.3 Cook, V, 2016. Where Is the **Native Speaker Now?**

Critical evaluations of language education discourse

3.2 Barbara Schmenk's book on ***Sloganzations*** in *Language Education Discourse* (2019):
<https://www.multilingual-matters.com/page/detail/?k=9781788921879>

3.1 Warner on **CEFR / ACTFL**:
<https://dafdigital.de/ce/was-heisst-hier-plurikulturelle-und-plurilinguale-kompetenz-konzeptionen-von-interkultureller-bildung-und-mehrsprachigkeit-im-europaeischen-referenzrahmen-und-im-us-amerikanischen-fremdsprachenunterricht/detail.html%5d>

3.1 **Comparing CEFR and ACTFL**:
<https://www.goethe.de/ins/us/en/spr/unt/cam/mdg/ver.html>

8.X GSA Climate Emergency and Technology Committee **CLEAT Report**:
<https://www.thegsa.org/resources/climate-emergency-report>

Outcomes, syllabi

4.3 **Liquid Syllabus**:

<https://ofdblog.wordpress.ncsu.edu/2021/09/08/liquid-syllabus-going-with-the-flow/>

3.1 On **outcomes**: Magda Tarnawska Senel's chapter, "Social Justice in the Language Curriculum: Interrogating the Goals and Outcomes of Language Education in College" in the DDGC volume.

3.3 **Grading for equity**

<https://gradingforequity.org/>

Fordham MLL outcomes:
<https://docs.google.com/document/d/1Of-b-OyhPqi6w1ZzLu3ydwMbCXx2k0IMcXtKra3MqLM/edit>

UBC CENES German Studies outcomes:

<https://cen.es.ubc.ca/wp-content/uploads/sites/25/2022/08/CENES-German-Program-Outcomes-FINAL.pdf>

Labour

6.2 Jaffe's **Work will not love you back**:
<https://workwontloveyouback.org/>