

From Page to Platform: Digital Experiences in the Language Classroom

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Objective:

To demonstrate how digital projects can enhance language learning and literary engagement in Spanish courses while providing instructors with practical strategies for implementing these assignments in their own classrooms.

Why digital projects?

Videogame Adaption Assignment

SPAN415

The Literature of Conquest & Colonization in Spanish America (17 weeks)

Learning objectives:

- Analyze the origin of institutions of power in colonial Spanish America and think critically about their later implications in society.
- Build a video game adaptation of a colonial literary text to reflect about themes, character insights, and plot elements with a contemporary emphasis.

VIDEO GAME PLAYTESTING



LC COMMONS (ETTINGER 103)
MONDAY, MAY 1 / 3:30 - 4:30 PM

If you enjoy video games and studying Spanish, come and play the video games made by the students of SPN415 - The Literature of Conquest & Colonization in Spanish America! Journey through 16th century Mexico and witness the conflicts between the Mexicas and the Spanish.

All advanced Spanish students welcome!

Organized by
SPN415 - Literature of Conquest & Colonization in Latin America

Historia verdadera de la conquista de Nueva España

ASSIGNMENT: Adapting a 16th-century Spanish Book into a video game

Students read and analyzed *Historia verdadera de la conquista de Nueva España* (Bernal Diaz de Castillo) in two formats, book and comic. They especially focused on **the first encounter of Hernán Cortés and Moctezuma, and the massacre in the Great Temple of Tenochtitlan**. As a preparation for the video game adaptation, students discussed the materiality of writing and reflected about how materiality mediates the understanding of the content.

WORKFLOW

Week 03: Reading Hunter. “Building Video Game Adaptations”

Week 04: *Historia verdadera...*

Week 06: Play [Yaopan](#)

Week 08: Beat sheet

Week 10: Explore RPG Playground

Week 12: Design

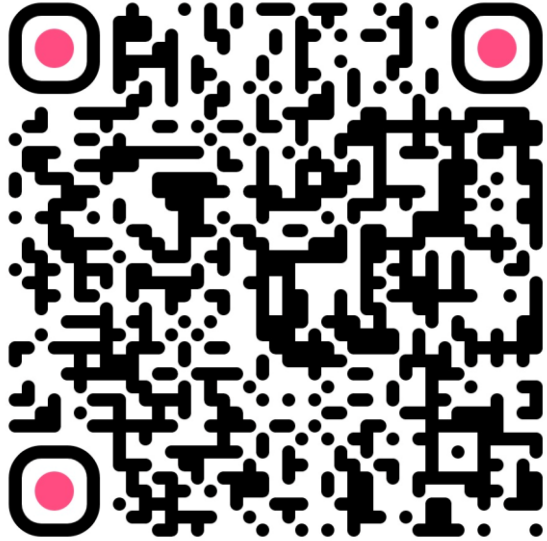
Week 15: Beta versión playtesting

Week 16: Presentations

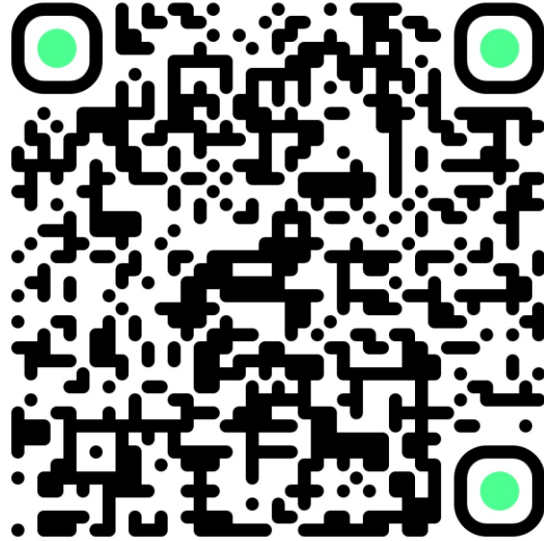
Week 17: Final versión & Reflection

Historia Verdadera... Video Games

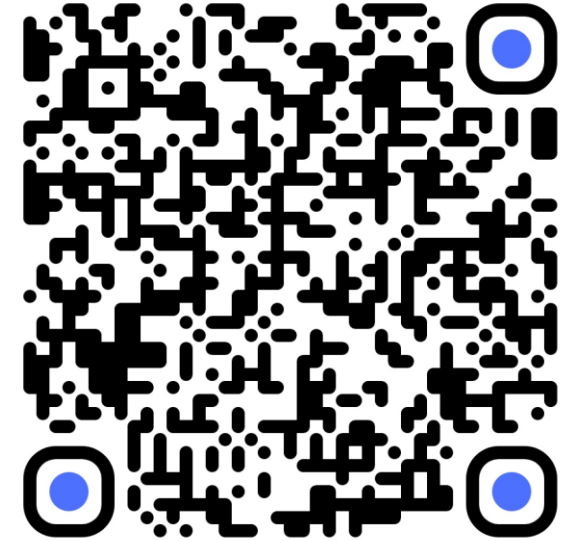
Salvando a Montezuma



La aventura de Bernal Díaz



Sin título



Implementation

Timeline: Semester-long project

Grading Criteria:

Video Game Adaptation	
Beat sheet	5%
Design	5%
Presentation	5%
Final project	20%
Reflection	15%

Criterio	Descripción	Puntos
Jugabilidad	El juego ofrece retos que captan la atención del jugador con un final impactante.	10
Diseño de niveles	El juego incluye al menos 8 niveles. Los niveles están bien diseñados y la diferencia entre ellos es clara.	10
Autenticidad & Originalidad	El juego utiliza los personajes y los eventos del libro de Bernal Díaz. Estos pueden ser reconocidos fácilmente, sin confusiones. Los personajes y los temas son adaptados para la narrativa del videojuego.	15
Escenario	El juego presenta niveles que representan de forma realista los escenarios propios de la conquista de México.	5
Aspectos técnicos	El juego puede ser jugado sin problemas. No hay errores o fallos (<i>glitches</i>).	5
Lenguaje	Los personajes utilizan español. El idioma se entiende perfectamente, sin errores gramaticales.	10
Objetivo final	El juego ofrece una experiencia divertida para el jugador. El juego ofrece una experiencia educativa para el jugador (este aprende sobre la conquista de México).	15

Implementation

Challenges:

- Required dedicating substantial class time to project development, reducing time available for course content
- Introduced both students and instructor to new digital tools and production methods, resulting in a learning curve.

Learning Outcomes:

- Students demonstrated greater engagement with Colonial Latin American literature
- Students developed deeper interpretations of key scenes and themes from colonial texts
- Students conducted independent research on historical and cultural topics beyond those covered in class.

Podcast Assignment

SPAN3001

Advanced Conversation for Non-Native Speakers (17 weeks)

Learning objectives:

- Demonstrate fluency and the ability to summarize information, present arguments, persuade, analyze, and interpret the opinions of others at a level appropriate to third-year students
- Develop cultural awareness of the Spanish-speaking world appropriate to third-year students



Podcasts

ASSIGNMENT: Creating a Podcast on a Music Album

Students work in groups to produce a 20–30-minute conversational podcast discussing a Spanish-speaking artist and one influential album. Rather than delivering a formal presentation, students engage in an informal, unscripted conversation that demonstrates cultural knowledge, critical analysis, and spontaneous communication in Spanish.

WORKFLOW

Week 06: Groups & music album

Pilot Podcast

Week 07: Discussion

Week 08: Plan / **Recording**

Public Podcast

Week 11: Discussion / Plan

Week 12: **Recording** / Poster design

Week 14: Dissemination

Week 16: Presentations

Week 17: Reflection

Posters



Multiple fun and romantic songs like *Ayer, Volverás, Tradición, and more!*

Gloria
ESTEFAN
mi tierra 1993

Voces en español:
Podcasts created by Advanced Spanish Conversation students at UNT

LISTEN NOW!



LISTEN NOW!



Diva (2003)
by **Ivy Queen**

Voces en Español
Podcast created by
UNT ADVANCED SPANISH CONVERSATION STUDENTS

Listen Now!



Meet the queen of Reggaeton!

Implementation

Timeline: Semester-long project

Grading Criteria:

Podcast	30%
Groups (1%)	
Plan (2%)	
Submission (15%)	
Poster (2%)	
Dissemination (4%)	
Reflection (6%)	

		Puntos
Objetivo	El grupo recomienda claramente el álbum al conversar sobre uno o dos temas.	6 puntos
Gramática	Si los errores de gramática afecta el significado del mensaje, hay deducción de puntos.	3 puntos
Conversación	El grupo tiene una conversación (casi) natural con interrupciones, preguntas auténticas, construcción colectiva de ideas.	10 puntos
Tiempo	El grupo habla entre 14 y 18 minutos (cada estudiante habla por 3 minutos).	3 puntos
Fluidez y pronunciación	El grupo tiene una conversación fluida sin pausas largas ni interferencias del inglés, con oraciones claras.	8 puntos
	Total	30 puntos

Implementation

Challenges:

- Finding a quiet recording environment and producing high-quality audio
- Ensuring balanced participation among group members
- Maintaining student engagement when they are not personally interested in the selected music
- Deciding the submission date: end of the semester or earlier in the course.

Recommendations:

- Prioritize fluency over grammatical accuracy during assessment
- Obtain signed consent-to-publish forms from all
- Select objects that encourage exploration of social or cultural issues
- Making the podcast publicly available can increase students' accountability, and attention to quality

Practical Implementation

- Digital projects transform students from readers/listeners into producers of meaning across media.
- Digital projects develop students' digital literacy by engaging them in multimodal meaning-making and public forms of cultural production.
- Both assignments foster deep engagement with cultural texts through interpretation, collaboration, and creation.
- While implementation presents challenges (time, tools, logistics), careful scaffolding makes these assignments transferable across levels and institutions.
- Digital projects create artifacts that can be shared and reused beyond the classroom, extending learning into public-facing spaces.

Download all material here:

