LEARNING CHINESE IN THE DIGITAL AGE: Educator Tools and Frameworks

NATIONAL CHINESE LANGUAGE CONFERENCE
Salt Lake City, May 2018
Ann Marie Gunter  Jiahang Li  Adam Ross
Moderator: Joy Kreeft Peyton

Presentation link:
tinyurl.com/chinesedigitalage
PRESENTATION OVERVIEW

Introductions
Q&A via Mentimeter
Overview of CELIN Brief: Learning Chinese in the Digital Age
Curricular Frameworks & Theories
Using Digital Tools in the Classroom

CELIN & CELIN Briefs Briefs

Final Questions
Q&A VIA MENTIMETER

To access the Mentimeter page on your computer or mobile device, please go to:

www.menti.com

and input the following code:

98 67 63
OVERVIEW OF CELIN BRIEF

Learning Chinese in the Digital Age: Why and How?

Image from https://www.pixabay.com and licensed under CC0
OVERVIEW OF CELIN BRIEF

Learning Chinese in the Digital Age

• 3 Frameworks for Language Learning in the Digital Age
• Applying the Frameworks in Fostering 21st Century Skills
• Implications & Considerations
• Conclusion
FRAMEWORKS: Bloom’s Taxonomy

Image from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/ and licensed under CC BY 2.0
FRAMEWORKS: Bloom’s Taxonomy

Kathy Schrock, the creator of the image we originally shared in this slide, has asked that we remove this image from these Google Slides at the conclusion of our presentation on 5/18/18. You still may view the image on her webpage here:

Bloom’s Taxonomy
“Cogs of the Cognitive Processes”

http://www.schrockguide.net/bloomin-apps.html
FRAMEWORKS: Bloom’s Taxonomy

Bloom’s Digital Taxonomy & the Communication Spectrum

Creating
Evaluating
Analysing
Applying
Understanding
Remembering

Collaboration is not a 21st Century skill, it is a 21st Century essential.

FRAMEWORKS:
21st Century Skills Map

The 21st Century Skills Map is the result of hundreds of hours of research, development, and feedback from educators and business leaders across the nation. The Partnership for 21st Century Skills (P21) has forged alliances with key national organizations that represent the core academic subjects, including Social Studies, English, Math, Science, Geography, World Languages and the Arts. These collaborations have resulted in the development of 21st Century Skills Maps that illustrate the intersection between core subjects and 21st Century Skills.

Developed through a year-long collaborative process, spearheaded by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, this map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators, and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects.

21st Century Skills Map
(ACTFL and p21.org)
FRAMEWORKS:
21st Century Skills: Now EIGHT “Cs”!

5cs of the World-Readiness Standards

4cs of 21st Century Skills

The Four C’s in Your Classroom
Communication - Collaboration - Creativity - Critical Thinking

Integrating the 4 C’s
FRAMEWORKS: The SAMR Model

The **SAMR** Model

- **Redefinition**: Tech allows for the creation of new tasks, previously inconceivable
- **Modification**: Tech allows for significant task redesign
- **Augmentation**: Tech acts as a direct tool substitute, with functional improvement
- **Substitution**: Tech acts as a direct tool substitute, with no functional change

Image from [http://www.sartell.k12.mn.us/sites/default/files/u527/The-SAMR-Model.png](http://www.sartell.k12.mn.us/sites/default/files/u527/The-SAMR-Model.png)
FRAMEWORKS: The TPACK Model

Image from https://lborukedtech.files.wordpress.com/2013/02/tpack2.jpg
FRAMEWORKS: The TPACK Model

Wiki on approaches for using the TPACK model in teaching world languages.

Image reproduced by permission of the publisher, © 2012 by http://tpack.org
### FRAMEWORKS: The TPACK Model

<table>
<thead>
<tr>
<th>Pedagogical Knowledge (PK)</th>
<th>Technological Knowledge (TK)</th>
<th>Technological Pedagogical Knowledge (TPK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentational Communication is one of the three modes that learners need to practice when learning Chinese. However, shyness, stage fright, or aversion to making mistakes in front of others make presentations in class a burden for many learners, and teachers must employ strategies to lower the students' affective filters.</td>
<td>VoiceThread is an online tool in which users can create sequences of images and provide either written or verbal text to present their material to an audience. Students can practice their presentations on their own and record and re-record if needed, all without the pressure of a live audience but still demonstrating their skills in Presentational Communication for the teacher.</td>
<td>Students can create VoiceThread presentations to narrate stories, present content, or describe situations. Teachers can assess what students have created and give them feedback on what they are doing well and how they can improve.</td>
</tr>
</tbody>
</table>
PERSONALIZING LEARNING - PLNs

The concept of PLN is intertwined with two complementary concepts: Virtual Learning Environment (VLE) and Personal Learning Environment (PLE). A virtual learning environment is basically an online environment that houses most of a course’s content, resources and interaction. All online courses provide some sort of VLE, which could be housed in a system such as Blackboard, Moodle, Canvas, PowerSchool Learning or any other learning management system (LMS) your institution supports.

Image from http://clt.manoa.hawaii.edu/projects/pln/what-is-a-pln
PERSONALIZING LEARNING - PLNs

University of Hawaii at Manoa Center for Language & Technology

PLN Tool Browser site
PERSONALIZING LEARNING - PLNs

iPad/Tablet Apps: The Padagogy Wheel

Main Website

Chinese
TECHNOLOGY AND DIGITAL TOOLS

- Hardware
  - Online tools
  - Web 2.0
  - Computer mediated communication
  - Word processing

- Online/app dictionary
- Language method editors

- Online tools
  - MDBG, Line
  - Pleco (mobile app)
  - Perapera
  - Quizlet, Cram
  - Nearpod, Kahoot
  - StoryKit, Book Creator
  - Padlet, Flipgrid
  - VT, Voki, Vocaroo

- Online Chinese input
- Microsoft Office
- Google suite

- Word processing

- Web 2.0

- Communication
  - Blogs, Wikis, Podcast
  - Puppet Pals, Screencastify
  - LinguaFolio Online
  - FB, INS, Pinterest, Twitter, WeChat
  - Youtube, Vimeo

- Email
- Chat
- Text-messaging: Voxer
- Skype, Google Hangout, Facetime, Zoom
GAME-BASED CHINESE LEARNING

Ecopod: Survival
ARIS ios app
VIRTUAL REALITY CHINESE

Mondly VR
CHINESE EARLY LANGUAGE AND IMMERSION NETWORK (CELIN) AT ASIA SOCIETY
Welcome to CELIN!

http://asiasociety.org/china-learning-initiatives/chinese-early-language-and-immersion-network

**CELIN Staff:** Shuhan Wang, Joy Kreeft Peyton, Ting Shen
CELIN’s Mission

Support the growth and sustainability of Chinese early language and immersion programs in and outside the United States to ensure that students have opportunities to develop high-level multilingual and intercultural competency for advanced study and work in an interconnected world.
Increasing Enrollment, Funding, and Satisfaction
Key Findings from our Evaluation of Asia Society’s Confucius Classrooms Network

Since 2009, Asia Society’s China Learning Initiatives has been building and supporting a network of 100 Confucius Classrooms in K-12 schools in 28 states throughout the United States. During the 2016–17 school year, we conducted an evaluation to determine the effectiveness of the network’s collective efforts. Some of these findings may be of interest to the Chinese language field at large, and the full report will be released later this year. Meanwhile, we've compiled highlights with teachers and program administrators in mind.
Chinese Early Language and Immersion Network

CELIN @ Asia Society

As part of Asia Society's ongoing work to promote the development of Chinese in U.S. schools, we are pleased to announce the establishment of the Chinese Early Language and Immersion Network at Asia Society (CELIN @ Asia Society).
Resources for Educators

From the Chinese Early Language and Immersion Network (CELIN)

On this page you'll find links to research and resources for educators interested in early and immersion Chinese language education. This is an ongoing effort, and we welcome your contributions and feedback.

RESOURCE

Assessment

Experts in the field of Chinese language education answer questions about assessment.
Program Profiles

The Chinese Early Language and Immersion Network (CELIN)

Profiles of specific early language and immersion programs.

FEATURED PROGRAMS

**Utah Chinese Dual Language Immersion Program**

The Utah Chinese Dual Language Immersion Program is in place in the following 12 districts across the state of Utah.

**Barnard Asian Pacific Language Academy**

Barnard Asian Pacific Language Academy, located in beautiful San Diego, California, is the only public school in the San Diego Unified School District that offers Mandarin immersion.

**Caesar Rodney School District**

Located in the suburbs outside of the Delaware state capital, the Caesar Rodney School District is home to Delaware's first Chinese immersion program, with almost 300 students in grades K-2 in 2015.

http://asiasociety.org/china-learning-initiatives/program-profiles
Directory of Programs

CELIN's Online Directory of Chinese Early Language and Immersion Programs Across the U.S.

http://asiasociety.org/chinese-language-initiatives/celin-directory-programs
Find CELIN Briefs at: http://AsiaSociety.org/CELIN

**NEW FOR 2018!**

- Key Features of Effective Chinese Language Programs: a CELIN Checklist
- Learning Chinese in the Digital Age

**OTHER BRIEFS**

- Designing and Implementing Chinese Language Programs: Preparing Students for the Real World
- Developing Initial Literacy in Chinese
- Mapping Chinese Language Learning Outcomes in Grades K-12
To Interact with CELIN

Contact:
Shuhan C. Wang, Ph.D.  shuhancw@gmail.com
Joy K. Peyton, Ph.D.  joy@peytons.us
Ting Shen  ting.celin@gmail.com