Technology use in Chinese classroom

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“If you want to feel secure,
Do what you already know how to do.

If you want to be a true professional
and continue to grow...
Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don’t quite
know what you’re doing,
know you’re growing!”

Madeline Hunter 1987
Learning Targets

By the end of today’s meeting, participants will be able to

• analyze the differences between Digitalize Traditional Teaching and Innovating
• evaluate your teaching environment and set up your priority
• reflect to your teaching and define your growth and actions for the future
What you observed

Use three adjective phrases to describe
Any things grabbed your attention

Type five phrases that came to your mind
If Engagement is the Problem, Technology is Not the Answer
Reflecting question

• We’re blended—all of our teachers use Google Classroom” (or Edmodo, Schoology, Canvas, Moodle, etc.).
• My Chinese classes are so fun—all of our teachers are using Quizlet, Kahoot, Quizzzz.
• All Chinese teachers in my school are 21st century teachers since they know what is Edpuzzle, Socrative, Nearpod, or PearDeck.

Are we merely using these tools to digitize existing content and classroom procedures?
Reflecting question

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Using those tools can be viewed as a first step toward new models of learning.
About Technology

• Use tech, as platforms, to support data-driven learning, personalizing learning to students’ interests, passions, strengths, and needs.
• Transform teaching and learning through data-driven and decision making
About Chinese Learning/teaching

- Authentic and in the real life
- Never miss any teaching moment
- The end of average (Todd Rose)
- From my personal, my family, my school to my community and to the global
- Aligned to ACTFL Standards and Can-Do functions. (Novice, intermediate, advanced, superior and distinguish)
South Korea says story about Chinese women stuck at airport after plastic surgery is fake news

BY ALEX LINDER IN NEWS ON OCT 11, 2017 9:45 PM

Earlier this week, an incredible photo of three puffy-faced Chinese women apparently stuck at a South Korean airport after plastic surgery left them unrecognizable took the Chinese internet by storm and was promptly picked up by numerous international media outlets to boot. However, it appears that we may all have been had!

Today, South Korean newspaper Chosun Ilbo quoted South Korea’s Ministry of Justice as saying that the whole story was “fake news” without any basis in facts,” the Global Times noted.
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南韓法務部澄清限制離境？韓國財團法人在香港被劫持

日前因中國《財團法人在香港被劫持》"，日前因為中國《微博》上流傳一張照片，稱照片中的6名中國女子赴韓整容，不知道是何種原因，在還沒完全恢復前就準備離境韓國，但因為面容與入韓國時...
Interpretive
Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

Presentational
Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal
After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.
ACTFL – Proficiency

Roots: Content & Contexts
- Topics
- Social Situations

Branches: Text Type
- words
- sentences
- paragraphs

Trunk: Functions
- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Leaves: Accuracy
- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency
About Chinese Learning

• armed with the powerful combination of social, emotional, soulful, and academic tools
Talking Politics: Valuing Different Perspectives

Students learn how to share and listen to opposing beliefs with empathy.

October 3, 2017

https://www.edutopia.org/article/talking-politics-valuing-different-perspectives
About Teaching & Learning

• Hear students’ voices
• prepare students for an ever-changing world with infinite access to all types of information
• be the guides that shape educational experiences for students, helping them engage with learning tools that will enrich and support deeper learning
• Use data, which informs practice, from formative assessments and student feedback in real time to differentiate instruction

• Students and parents have access to clear, transferable learning objectives and assessment results so they understand what is expected for mastery and advancement.
My observation: PR models

- Personalized Learning
- Proficiency-toward and Performance-based Learning
- Reflective approach
- Real-lifesimulate and immerse

HennyC.2017
Personalized Learning

- Dynamic Learning (Design for learning)
Performance and Proficiency

Proficiency

Performance

Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished
Proficiency and Performance

Characteristics of Proficiency-Oriented Language Instruction

Proficiency-oriented language instruction is a general framework for organizing instruction, curriculum, and assessment, rather than a method or a theory. Within this framework, language learners practice the four modalities (listening, speaking, reading, and writing) in order to communicate meaningfully, effectively, and creatively in their target language for real-life purposes. A proficiency orientation promotes intercultural communication by exploring the mosaic of language and culture, so that students can communicate appropriately and accurately in authentic contexts in the foreign language. Proficiency-based instruction is student-centered and builds upon what students need, already know, and can do, and it respects diverse learning styles, while encouraging the development of a wide range of skills and learning strategies.

Principal Implications For Curriculum, Instruction, And Assessment

General Principles

- Proficiency is a goal of language teaching rather than a methodology. Teachers can help learners achieve proficiency while using methods, strategies, and activities suited to their particular teaching styles and instructional situations.
- Teachers take into consideration that learners may show proficiency at different levels in different modalities at any given time. Language learning is not a linear process.

http://carla.umn.edu/articulation/MNAP_polia.html
Reflective approach

Reflective teaching is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes. Jul 9, 2015

What is Reflective Teaching? - Definition & Methods - Video & Lesson ...
study.com/academy/lesson/what-is-reflective-teaching-definition-methods-quiz.html

Reflective Learning for Students

Reflective learning is a way of allowing students to step back from their learning experience to help them develop critical thinking skills and improve on future performance by analysing their experience. This type of learning, which helps move the student from surface to deep learning, can include a range of activities, including self-review, peer review, and Personal Development Planning.

Understanding assessment criteria and acting on feedback is also a way of encouraging students to reflect on what they have learned and how they will improve. This can be useful for Personal and Academic Support Tutors in discussing for example, how students can make the best use of feedback. Peer review is another means which allows students to reflect initially on another student's work or contribution and in turn reflect on their own experience.

https://www.sheffield.ac.uk/lets/toolkit/learning/reflective
• Reflection-IN-Action
• Reflection-ON-Action
• Reflection-FOR-Action

Real-life/simulate and immerse

• Let students express naturally in those scenarios and wonder what they would have said if they experience the situation in real life.
• Let students bring their experiences into the classroom
• Bring the technology does not ensure more use of the target language unless this is carefully planned and the communicative goal is explicitly presented to the class

By Alexa Finck
https://medium.com/@queaventura/vr-in-the-world-language-classroom-in-the-us-547b9eb1a2b4
And effort does not guarantee outcome.
Q and A