



Online, Remote, Hybrid/blended, Hyflex: A Brief Discussion on Teaching in Different Delivery Modes

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Indiana University of Pennsylvania
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Saturday, November 14, 2020

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Why this topic?

ONLINE CHINESE TEACHING
FORUM & WORKSHOP

Saturday, Nov. 14th, 2020, 6th OCTFW & CLAM AGENDA

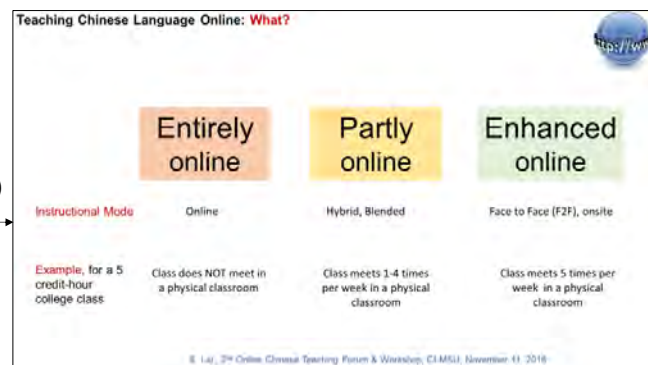
Online, Remote, Hybrid/blended, Hyflex:
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Starting point and basis for discussions
讨论、比较的基础

e.g., **Online: Categories** (全部网上、部分网上)


e.g., Under fully online
Subcategories (e.g., synchronous, 准点上课
asynchronous, 2-1-2)
同步或同时互动 异步

How designed (e.g., 同为准点上课, 上什么, 怎么上)



直播, 录播 (不建议用)
“播”, broadcasting 因为给人以单向, 广播之感)

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Teaching Chinese Language Online: What, When, Why, How?

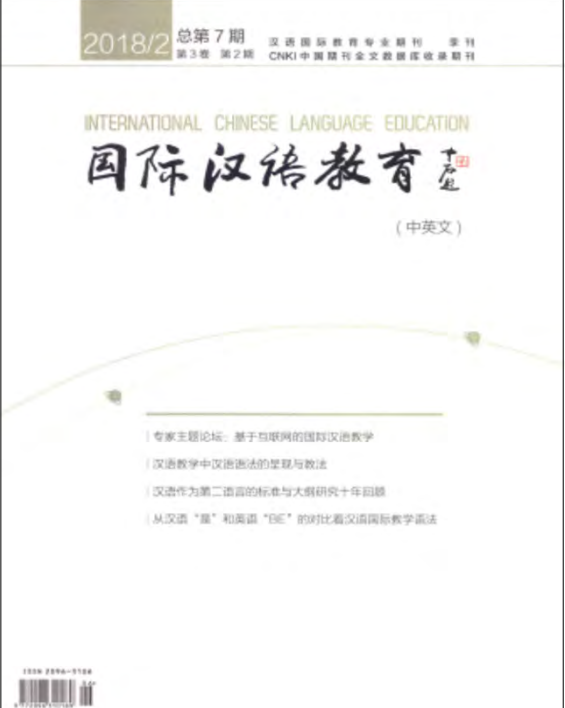
Shijuan Liu (刘士娟)
Indiana University of Pennsylvania

Online

Liu, S. (2016, November). *Teaching Chinese language online: What, when, why, how?* Invited presentation given at the 2nd **Online Chinese Teaching Forum and Workshop (OCTFW)**. Organized by the Confucius Institute of Michigan State University, East Lansing, MI.

<https://drive.google.com/file/d/0B9qCeHeveQH0VmlQMzdVeUV5V2wxYmxmd3gveFprM1J0dkEw/view?usp=sharing>

Liu, S. (2018). Teaching and learning Chinese language online: What and why? *International Chinese Language Education*, 3(2), 11-26.



INTERNATIONAL CHINESE LANGUAGE EDUCATION
国际汉语教育
(中英文)

2018/2 总第7期 汉语国际教育专业期刊 季刊
第3卷 第2期 CNKI中国期刊全文数据库收录期刊

Teaching and Learning Chinese Language Online: What and Why?


Shijuan Liu Department of Foreign Languages, Indiana University of Pennsylvania

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疫情之前


完全网上

Fully Online



Teaching Chinese Language Online

When? Why?



I. Students are busy adults (usually work full-time); difficult for them to take onsite regular classes due to other commitment.

II. Traditional college students take the online courses for convenience, such as travelling in summer.

III. K-12 school students take the online courses, mainly due to lack of resources in their own school districts.

IV. Students take the online courses mainly for self-improvement.

S. Liu, 2nd Online Chinese Teaching Forum & Workshop, CI-MSU, November 11, 2016

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Fully Online		疫情之前
Online teaching and learning	<ul style="list-style-type: none"> A. Reaching more students B. More students have more opportunities to participate C. Helping discuss issues more in depth D. Helping improve students' writing skills E. Helping students to become better thinkers F. Helping instructors to be more organized 	<ul style="list-style-type: none"> A. Time consuming and too much work B. More sense of isolation and distance C. Concerns on inferior learning outcomes D. Cheating and plagiarism issues
Online assessment and grading	<ul style="list-style-type: none"> A. Flexibility in time and location B. Automatic grading C. Reusing feedback given to students D. Easily tracking student discussion records and other work students submit 	<ul style="list-style-type: none"> A. Inflexibility in making changes B. Difficulty in grading the quality of online discussions C. Feedback need to be very clear D. Not being able to assess "in the moment" E. Less variety in assessment formats

- Liu, S. (2009, March). *Assessing students online versus face to face: Similarities & differences*. Presentation given at TechEd 2009 International Conference & Exposition, Ontario, CA.
- Liu, S. (2007, November 1st). *Use of Assessment Tasks in Online Graduate Courses: Instructors' Practices, Reflections, and Perceptions*. Presentation given at School of Education, Indiana University, Bloomington.
- Liu, S., Kim, K.-J., Bonk, C. J., & Magjuka, R. (2007). Benefits, challenges, and suggestions: What do online MBA professors have to say about online teaching? *The Online Journal of Distance Learning Administration*, 10(2). Available online <http://www.westga.edu/~distance/odla/summer102/10102.htm>.
- Kim, K. J., Liu, S., & Bonk, C. J. (2005). Online MBA students' perceptions of online learning: Benefits, challenges and suggestions. *Internet and Higher Education*, 8(4), 335-344.

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Fully Online			疫情之前	
Online environments	Residential environments		Concerns and relevant issues for online instructors	<p>Liu, S. (2016, January). <i>Teaching Content Courses in the Information Age: Issues in Design of In-class and Outside Class Learning</i>. Presentation given at the IUP Technology Day, Indiana University of Pennsylvania.</p> <p>Liu, S. (2009, March). <i>Assessing students online versus face to face: Similarities & differences</i>. Presentation given at TechEd 2009 International Conference & Exposition, Ontario, CA.</p> <p>Liu, S. (2007, November 1st). <i>Use of Assessment Tasks in Online Graduate Courses: Instructors' Practices, Reflections, and Perceptions</i>. Presentation given at School of Education, Indiana University, Bloomington.</p>
Assessment tasks	In-class	Assessment tasks I. Quizzes, exams, essays II. Group discussions, debates, presentations	Some students may cheat and plagiarize without the instructor's and their peers' presence. A pressure to grade these tasks formally and more rigorously, because unlike in residential environments, the discussion records could be archived and thereby be closely examined in an online environment.	
		III. Non-graded activities (e.g., group discussions)	Students can easily and may likely skip these activities. Instructors may need to give some credits for students to complete these activities and include them in assessment tasks, because there is no good way to ensure students to do these activities.	
	Out-of-class	IV. Required readings and other non-graded activities	Instructors will not be able to assess whether students complete such activities in an informal way, such as from their facial expressions during the FTF interaction in class. Some of the activities may need to be included in assessment tasks and counted for students' final grades.	
		V. Assessment tasks (e.g., book critiques, research paper proposals)	Similar to that in a residential environment, except that the submission and feedback need to be managed electronically.	

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Class Types

Instructional Mode	Face to Face (F2F) onsite	Hybrid Blended	Fully online
Example, for a 5 credit-hour college class	Class typically meets 5 hours per week in a physical classroom	Class meets 1-4 hours per week in a physical classroom, other hours online	Class does NOT meet in a physical classroom
	Flipped learning		
No online element Limited technology (e.g., email)	Some online elements: Online content (such as online workbook and online resources), LMS/CMS (e.g. Google Classroom, Blackboard, D2L, and other <u>tools</u> : social networking, (e.g., Wechat, Facebook), multimedia (e.g. <u>Flipgrid</u> , Padlet)		Asynchronous and/or Synchronous (e.g., using Zoom, Skype)
Online element Continuum	Technology Enhanced		Partially Online
0%			100%

疫情之前



Liu, S. (2020, May). Similarities and Differences between Teaching and Learning of the Chinese Language Online and Onsite: Opportunities and Challenges. Invited presentation given at the “A Series of Zoom Presentations on Remote Chinese Teaching”, organized by DoIE Chinese Language & Exchange Programs, San Francisco State University, May 29, 2020.

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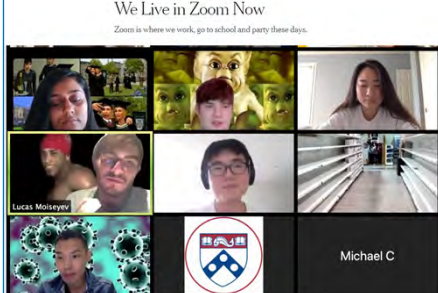
Spring 2020

Coronavirus Prompts Colleges to Send Students Home
<https://www.wsj.com/articles/coronavirus-prompts-colleges-to-send-students-home-11583862936> (The Wall Street Journal)
 By Melissa Korn, March 10, 2020 5:39 pm ET

The Challenges Ahead as U.S. Works to Contain the New Coronavirus

<https://www.nytimes.com/2020/03/17/style/zoom-parties-coronavirus-memes.html>
 By Taylor Lorenz, Erin Griffith and Mike Isaacs



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Similarities and Differences between Teaching and Learning of the Chinese Language Online and Onsite: Opportunities and Challenges

Individual: 个体(师、生) 差异
(background, teaching/learning style, etc.)

Course: 课程内容, 初中高级, 教学设计

Program: 项目大小

School: 学校的选择 (课堂, 课外)
(Harvard vs Phoenix)

Community: 社区资源

Country/region/Society: 对学习的重视程度



Cost
Quality
Access

除了学知识外, 锻炼身体、与朋友社交

语言和文化, 特别是中文 (东西方差别)

体验 Immersion, Experienced (衣食住行)





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A Survey of **Student** Perspectives on Learning Chinese Online: Preliminary Results

Liu, Shijuan (刘士娟), Indiana University of Pennsylvania
Wang, Yanlin (王彦琳), Texas Tech University
Zhan, Hong (战红), Embry-Riddle Aeronautical University

July 11, 2020
國際語文教材設計暨遠程電子學術會議論文論壇
<http://www.education/cn/1/2/2020/07/11/2020071101.htm>

A Survey of **Instructors** on Teaching Chinese Online in 2020: Preliminary Results

Shijuan Liu (刘士娟), Indiana University of Pennsylvania
Yanlin Wang (王彦琳), Texas Tech University
Hong Zhan (战红), Embry-Riddle Aeronautical University

July 11, 2020
國際語文教材設計暨遠程電子學術會議論文論壇
<https://www.cas.hk.hk/2020/07/11/2020071101.htm>

Online Chinese Teaching and Learning: Preliminary Findings of Two Surveys on Faculty and Students

(中文线上教学和学: 教师和学生两个调查问卷的初步研究发现)

Some of our preliminary findings based on analysis of data collected before June 1 included: **only very limited number of instructors and students had experience in teaching and learning Chinese online; the dominating majority of the instructors and students perceived that students learned less in online environments than onsite; if given a choice, most instructors and students would choose face-to-face or hybrid modes; the overwhelming majority of students reported that they were satisfied with their online learning and most instructors reported that they were confident to teach entirely online courses in the future; Additionally, more than half of both instructors and students indicated that they were willingness to teach/take online Chinese courses in the future though the degree various; and using more technology was ranked highest by both instructors and students among the impacts on their future teaching and learning.**

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<p style="text-align: center;">JTCLT Monograph Series: Volume I Online Chinese Teaching and Learning</p> <p style="text-align: center;">Call for Papers</p> <p>Instructional modes can be grouped into three categories: (1) Residential or Face to Face (F2F), including those technology-enhanced courses with online elements such as online assignments and virtual interactions outside of traditional classrooms; (2) Fully Online, including MOOCs open to any learners and formal online courses as part of K-16 curriculum that may or may not offer synchronous sessions; (3) Blended or Hybrid, which falls between and includes various types. Whereas there have been a few programs offering fully online Chinese language courses (Liu, 2018), prior to 2020 most Chinese language courses were taught onsite (at least some instructional sessions in physical classrooms). Due to the COVID-19 pandemic, nearly all courses worldwide including Chinese language classes at all levels were switched to the fully online mode subsequently in accordance with the social distancing guidelines in the spring semester/quarter of 2020. Some scholars (Hodges et al., 2020) proposed to use a specific term "emergency remote teaching" (ERT) to describe the temporary shift of delivery modes under pressing circumstances to differentiate it from normal online learning. Regardless of the label, instructors, students, administrators, and other involved stakeholders have gained valuable experience of the fully online instructional mode at a unprecedented global scale.</p> <p>The first volume of the Monograph Series of JTCLT (http://www.tclt.us/journal/index.php) invites colleagues worldwide to share their experiences, reflections, and visions concerning teaching and learning Chinese as a second/foreign language online (not necessarily fully online and not limited to the pandemic period). Submitted papers will be peer-reviewed. The Review Committee consists of established researchers and experienced instructors from different countries. The monograph also receives supports from an Advisory Board including international leaders and experts in the field. Some of the suggested topics (not limited to) are as follows:</p> <ul style="list-style-type: none"> • General discussions, such as on characteristics of online teaching and learning, especially teaching and learning of the Chinese language online; issues regarding design and delivery of online courses including MOOCs; ERT in the case of teaching and learning of foreign languages including the Chinese language; impacts of the COVID-19 on international Chinese language education. • Program introduction and strategies. Programs that have been offering Chinese language courses online can introduce their online course offerings, strategies, feedback from students and other stakeholders, and future plans. Programs that changed the delivery of courses to the fully online mode from other instructional modes due to the pandemic can discuss challenges, effective strategies, and other issues associated with the transition. • Course level discussions. Instructors can share their experiences, reflections, strategies, and other observations in teaching Chinese language courses online. Student responses and perspectives are particularly recommended to be included. 	<p style="text-align: center;">Teaching the Chinese Language Remotely: Global Cases and Perspectives</p> <p style="text-align: center;">Teaching and Learning Chinese Remotely in the United States: Practice and Research</p> <p style="text-align: center;">Online Chinese Teaching and Learning in 2020</p>
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<p style="text-align: center;">Online, Remote, Hybrid/blended, Hyflex: A Brief Discussion on Teaching in Different Delivery Modes</p>	<p>Hodges, C., Moore, S., Lockee, B., Trust, T. & Bond, A. (2020, March 27). The difference between emergency remote teaching and online learning. <i>Educause Review</i>. https://er.educause.edu/articles/2020/03/the-difference-between-emergency-remote-teaching-and-online-learning</p> <p>“Many active members of the academic community, including some of us, have been hotly debating the terminology in social media, and "emergency remote teaching" has emerged as a common alternative term used by online education researchers and professional practitioners to draw a clear contrast with what many of us know as high-quality online education.</p> <p>Some readers may take issue with the use of the term "teaching" over choices such as "learning" or "instruction." Rather than debating all of the details of those concepts, we selected "teaching" because of its simple definitions—"the act, practice, or profession of a teacher"⁵ and "the concerted sharing of knowledge and experience,"⁶—along with the fact that the first tasks undertaken during emergency changes in delivery mode are those of a teacher/instructor/professor.”</p>
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Online, **Remote**, Hybrid/blended, Hyflex: A Brief Discussion on Teaching in Different Delivery Modes

Present State and Reflections on Online Mandarin Language Teaching and Learning during COVID-19 Pandemic at Confucius Institute at University of Mauritius

By Sharon Too Yok, Confucius Institute at University of Mauritius, Mauritius

Learning Chinese in the Age of COVID-19: Two Italian Universities Cases

By Chiara Romagnoli (Roma Tre University, Italy) and Valentina Ornaghi (Sapienza University, Italy)

Behind the Screen: Lessons Learnt from a Chinese Emergency Remote Teaching Experience in Czech Republic

By Michaela Zahradnikova, Palacky University in Olomouc, Czech Republic

A Blessing in Disguise: The Emergency Remote Teaching of Chinese in South Africa

By Yue Ma, University of Cape Town, South Africa

Creating a More Engaging and Interactive Online Chinese Learning Environment

By Michael Li, Massey University, New Zealand

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Online, **Remote**, Hybrid/blended, Hyflex: A Brief Discussion on Teaching in Different Delivery Modes

Teaching Chinese Language Online: **What?**



Liu, S. (2020, December). An Examination of the History of Using Technology in Teaching Chinese as a Foreign/Second Language. Presentation to be given at *The First International Conference on the Developmental History of Chinese as a Second/ Foreign Language*. Organized by the National Tsinghua University, Taiwan. December 18-19, 2020, <https://www.2020chtc.info>

Dr. John Enicott Gardner, who worked at the Chinese Bureau of San Francisco, was reported to have used the phonograph in teaching Chinese as early as 1900. He taught two Chinese language classes at the University of California and the University of Pennsylvania during the same semester. Instead of traveling between San Francisco and Philadelphia, he recorded his lecture by phonograph cylinders for students in Philadelphia to study. The report published in the 1900 May issue of *Phonoscope* mentioned that students at University of Pennsylvania did not have difficulty with his phonographic lectures. **This anecdotal record of using phonograph cylinders can be considered as the earliest example of distance education in Chinese language teaching and learning.**

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Some Books



Publisher: Routledge; 2nd Revised edition, (February 1, 2003)

Hardcover: 898 pages

<https://www.amazon.com/Handbook-Distance-Education-Michael-Grahame/dp/0805839240> \$0.01

2005



2008



Curtis J. Bonk | Ke Zhang



2008

<http://www.trainingshare.com/courseWeb/book.php>

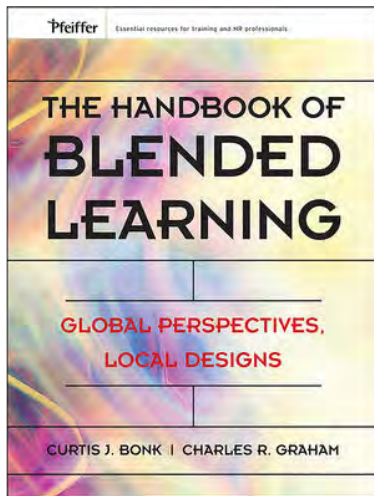
S. Liu , 2nd Online Chinese Teaching Forum & Workshop, CI-MSU, November 11, 2016

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Online, Remote, **Hybrid/blended**, Hyflex: A Brief Discussion on Teaching in Different Delivery Modes

Class Types

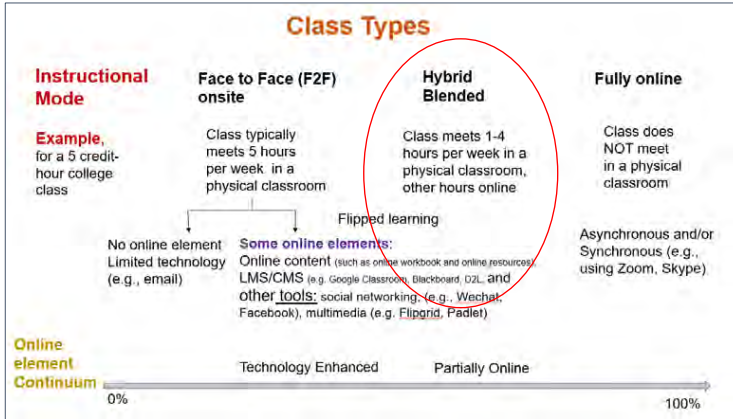
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	<p>Some online elements: Online content (such as online workbook and online resources), LMS/CMS (e.g. Google Classroom, Blackboard, D2L, and other tools; social networking (e.g., Wechat, Facebook), multimedia (e.g. Flipgrid, Padlet)</p>		
<p>Online element Continuum</p> <p>0% 100%</p>	<p>Technology Enhanced</p>	<p>Partially Online</p>	



The Handbook of Blended Learning: Global Perspectives, Local Designs
 Curtis J. Bonk, Charles R. Graham, Jay Cross (Foreword by), Michael G. Moore (Foreword by)
 ISBN: 978-0-787-97758-0 December 2005 Pfeiffer 624 Pages

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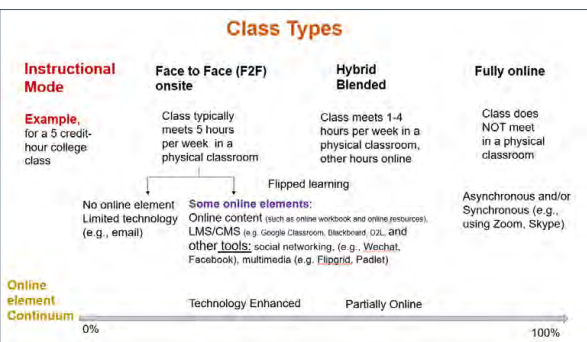


SPOC+“翻转课堂”模式在L2中文远程教学中的设计与实施
(Design and Implementation of SPOC-based Flipped Classroom Model in L2 Chinese Distance Teaching and Learning)
Gao, Chen (高晨), 纽约大学

From Flipped/Blended to Fully Online: Lessons Learned and Best Practices for the Future
By Shenglan Zhang, Iowa State University, USA

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Online, Remote, Hybrid/blended, **Hyflex**:
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Students in one group, all online or onsite, or hybrid

Teleconference



Some students at distance



Teacher at distance

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Online, Remote, Hybrid/blended, **Hyflex**: A Brief Discussion on Teaching in Different Delivery Modes



Fleming (1999) discussed the use of interactive TV (iTV) for distant teaching Chinese to students.

Fleming, Stephen (1999). *A web-based resource for foreign language distance education teacher training*. Presentation given at the First International Conference on Internet Chinese Education, Taipei, Taiwan. May 22-24, 1999.



Rao (2015) described her experience of using video conferencing to teach Chinese from a distance to K-12 students at an American school. Rao was selected by Wuhan University to teach Chinese in the United States through the University of Pittsburgh's Confucius Institute. She and her students were in different locations, but she was able to teach the class and interact with her students through videoconferencing technologies with the aid of a teacher/staff member on logistic matter in the remote classroom. There were no Chinese teachers at the local school, and the staff who provided the support did not speak Chinese.

Rao, Z. (2015). 创新互动课堂让远端没有距离 (*Innovative and interactive classrooms making distance teaching and learning no distance*). Presentation given at the 2015 Spring Symposium of Chinese Language Teachers Association of Western Pennsylvania, University of Pittsburgh, Pittsburgh, April 12, 2015.

Kenneth D. Royal
& Kelly D. Bradley (2005)

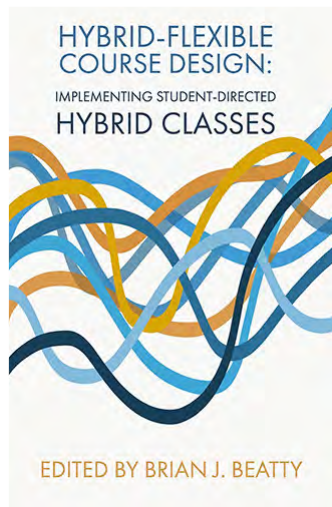
Interactive Television (ITV) Courses and Students' Satisfaction.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.499.2652&rep=rep1&type=pdf>

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Online, Remote, Hybrid/blended, **Hyflex**: A Brief Discussion on Teaching in Different Delivery Modes

<https://edtechbooks.org/hyflex/>



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