

# Incorporating Blended Learning Approaches in Advanced Chinese Teaching

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Ying Wang, Mount Holyoke College

# A Fact/Data

- In 2003, a survey of e-learning activity at 274 colleges and universities in the United States found that 80 percent of undergraduate and graduate higher education institutions and 93 percent of doctoral institutions offer hybrid or blended learning courses. (Arabaz & Baker, 2003)

# Rationale

- Participants in the higher education enterprise are **questioning traditional approaches** and whether they are achieving the high levels of learning promised.
- Deep and meaningful learning experiences are best supported by **actively engaged learners** (Kuh and Associates, 2005).
- Those who have grown up with interactive technology are not always comfortable with the information transmission approach of large lectures. **Students expect a relevant and engaging learning experience** (Garrison and Vaughan, 2008)



# Defining Blended Learning

- [Blended learning] is a complete rethinking and redesign of the educational environment and learning experience.
- Blended learning is a coherent design approach that openly assesses and integrates the strengths of face-to-face and online learning to address worthwhile educational goals.
- Blended learning represents a new approach and mix of classroom and online activities consistent with the goals of specific courses or programs.
- It recognizes the strengths of integrating verbal and text-based communication and creates a unique fusion of synchronous and asynchronous, direct and mediated modes of communication in that the proportion of face-to-face and online learning activities may vary considerably. (Garrison and Vaughan, 2008)

# Blended Learning: The Key Assumptions

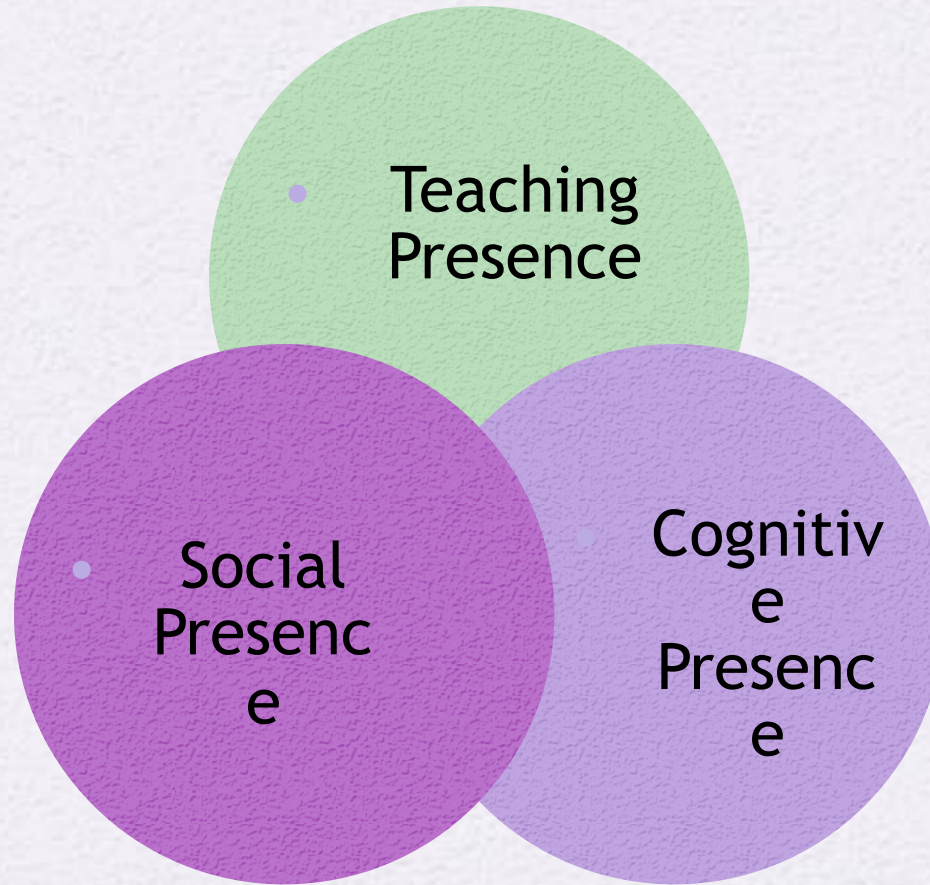
- Thoughtfully integrating face-to-face and online learning
- Fundamentally rethinking the course design to optimize student engagement
- Restructuring and replacing traditional class contact hours (Garrison and Vaughan, 2008)

# The Theoretical Foundation for Blended Learning

- The theoretical foundation for blended learning is predicated on the recognition of the unity of the public and private worlds, information and knowledge, discourse and reflection, control and responsibility, and process with learning outcomes.
- John Dewey strongly rejected dualism and argued that the value of the educative experience is in unifying the internal and external worlds.
- It is essential that students be actively engaged in the process of inquiry.
- Higher education experiences are best conceived as **communities of inquiry**. (Garrison and Vaughan, 2008)



# Community of Inquiry



# Designing Blended Learning to Create A Community of Inquiry

- The ultimate goal is to create a community of inquiry in which learners are fully engaged and responsible.
- A blended learning environment offers the potential not only to create but to sustain a sense of community beyond the temporal limits of the face-to-face context. This means to extend the learning community over time and enhance the depth of engagement.
- Designing a blended learning experience entails taking special consideration of social and cognitive issues at the front end—issues that go well beyond deciding what content will be covered. (Garrison and Vaughan, 2008)



# Social Presence

- Face-to-face interaction has significant advantages in the early stages of community building (group identity) and establishing trust to support collaborative learning. The trust can then be transferred to an online context (Rocco, 1996).
- However, establishing and sustaining social presence are different challenges. Sustaining social presence can be accomplished efficiently online. In a purposeful educational environment, Vaughan (2004) found that social presence and students' needs shift from open communication to that of group cohesion, which encourages collaboration in an online environment.

# Cognitive Presence

- Online learning appears to generate high levels of cognitive activity (Heckman & Annabi, 2005). Weigel (2002) suggests that written responses encourage a more integrated and deeper level of thinking...However, a face-to-face environment may be more conducive to defining the task and negotiating expectations and responsibilities.
- A study of critical thinking in a blended environment determined that face-to-face seminars created more new ideas but online conferences produced more important, justified, and linked ideas; that is, there was deeper critical thinking in online discussions (Newman, Webb, & Cochrane, 1995; Newman, Johnson, Cochrane, and Webb, 1996).

# Teaching Presence

- Teaching presence in terms of **design** and **facilitation** is necessary to ensure that communities come together in a productive manner. Communities of inquiry do not automatically or quickly move to integration and application phase of inquiry unless that is the objective and a teaching presence creates and maintains **cohesion**. Cohesion is created through **clear expectations and collaboration**.
- The other essential element in a purposeful community of inquiry is **direct instruction**. Direct instruction has a legitimate place in a blended learning environment to ensure that the discourse, verbal or written, evolves in educationally appropriate directions.



# Enriched Learning Experience in the BL Environment



Including both **real and virtual communities**

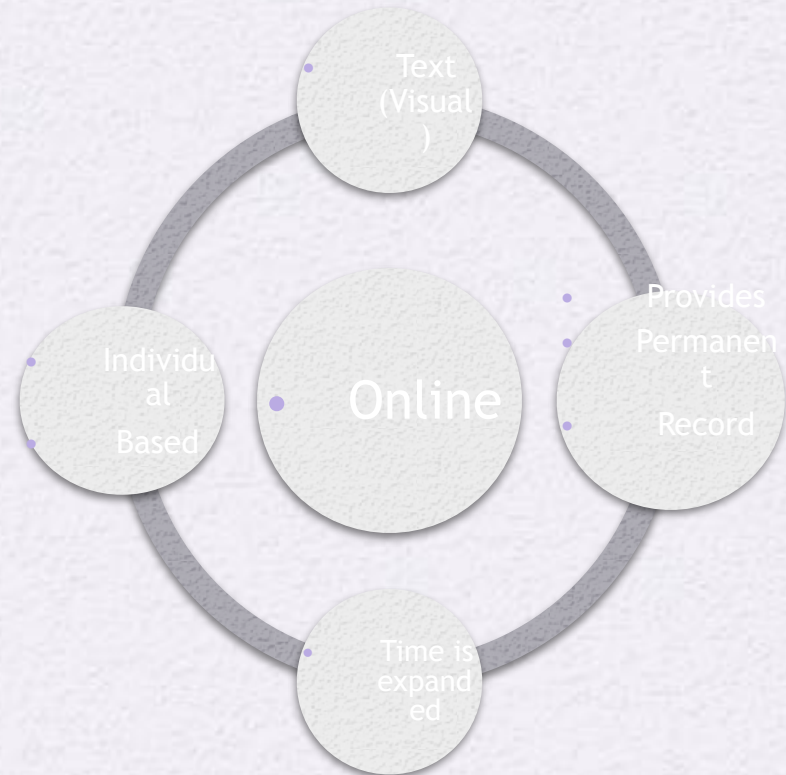
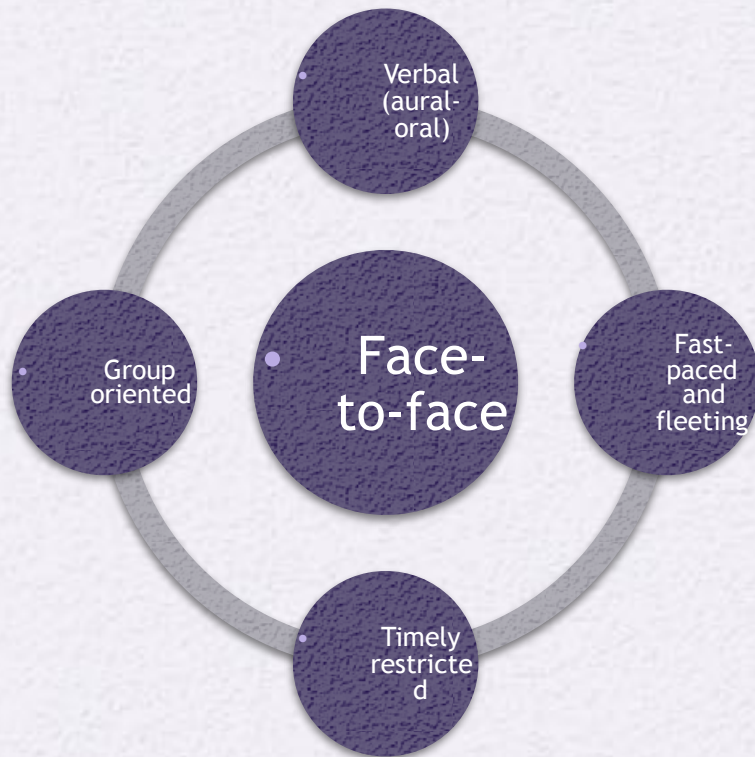


Providing an opportunity for students to reflect on learning tasks and strategies, improving their **meta-cognitive skills**

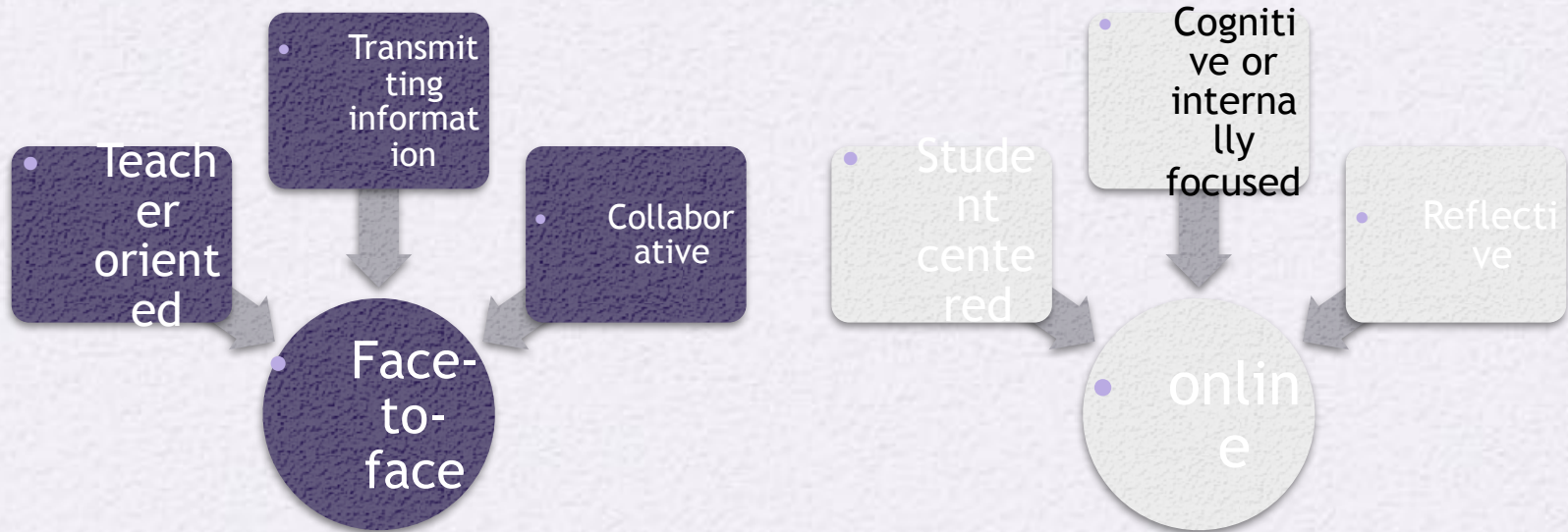


Offering additional options for **effective assessment** that can match learning activities and goals.

# The Differences in Communication between Face-to-Face and Online Learning



# The Different Pedagogical Strengths between Face-to-Face Teaching and Online Learning





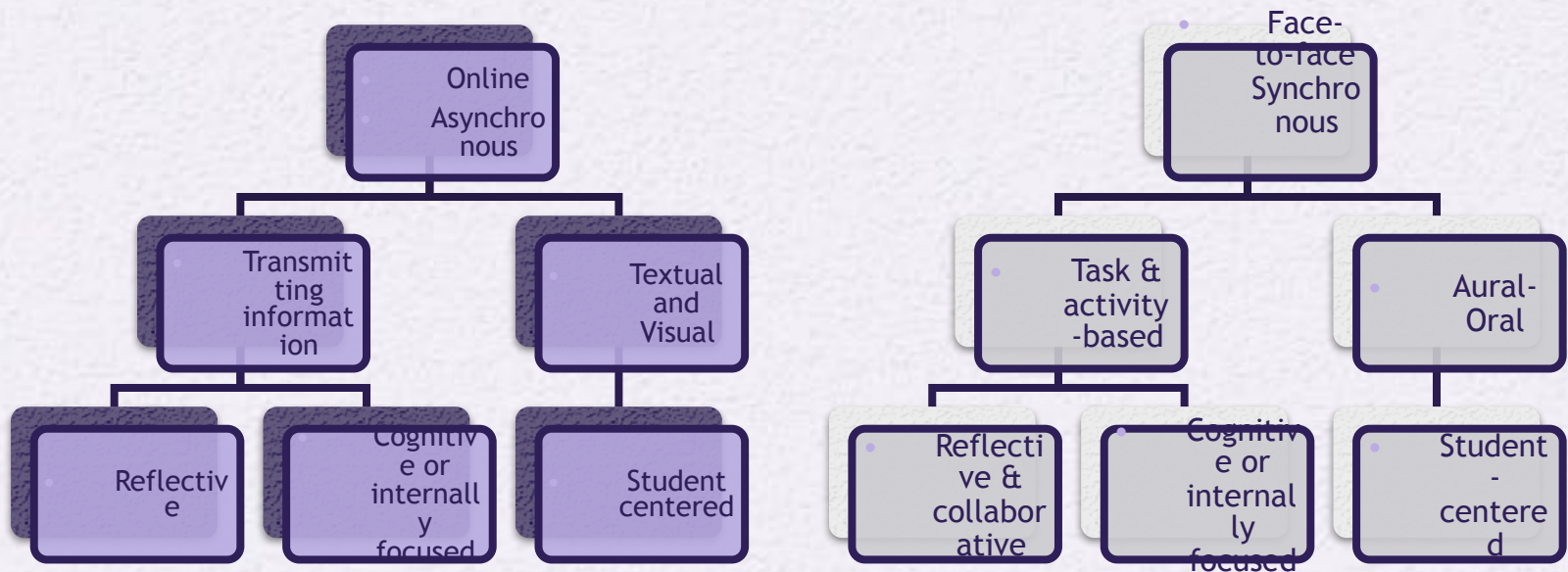
# The Applicability of Blended Learning for Advanced Chinese

	Classroom Teaching	Online Learning
Language Skills	Focus on listening & speaking (synchronous)	More on reading & writing; possibly listening & speaking (asynchronous)
Study Materials	Core instructional materials & edited texts from published textbooks	Extensive & supplementary (authentic) materials supporting the core instructional materials
Learning Forms	Group oriented and teacher centered, collaborative, and informative	Individual based, reflective, and more cognitive or internally focused
Strategy Design	Dealing with new knowledge (linguistic and cultural)	Digesting, consolidating what has been learning in the classroom and preparing for next learning cycle

# Assessments for the BL Chinese Course

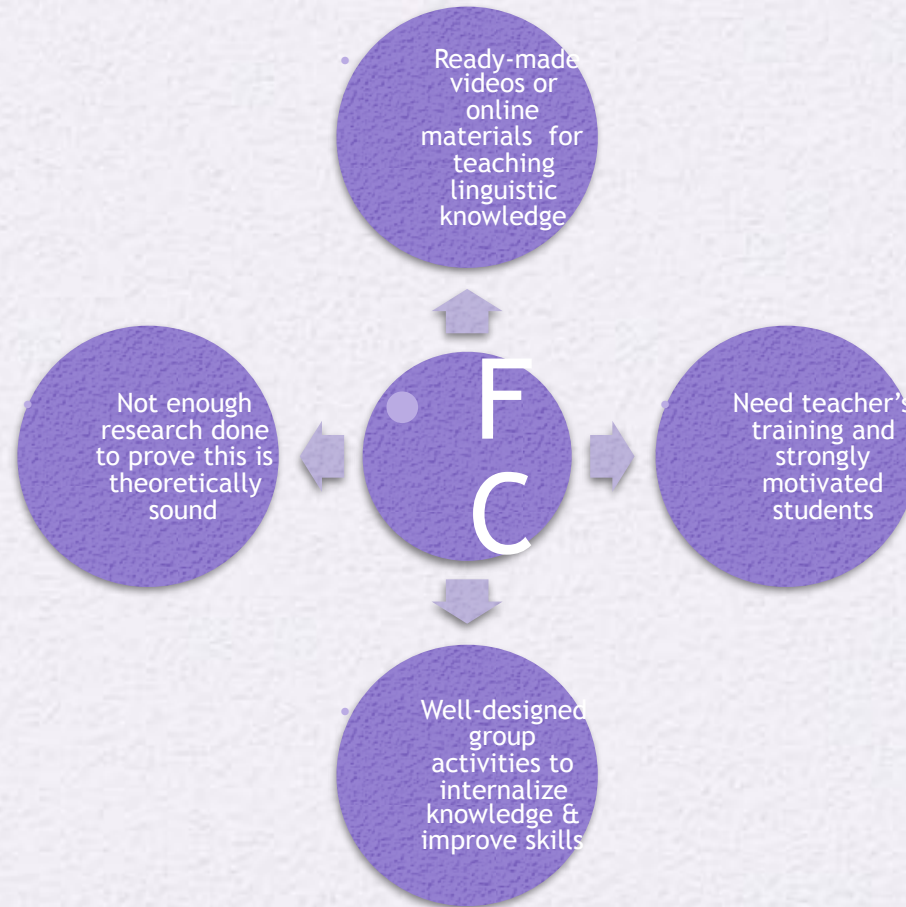
Forms	Traditional Tools	BL Tools
Exercises, quizzes, and tests	Taken either in class or at home; timely restricted; not able to offer immediate feedback, not repeatable	Taken online, able to offer immediate feedback; more flexible in time and can be repeated
Comprehensive questions for reading assignments	Done by students before class; have to be double checked in class	Done by students online and immediate feedback can be provided
Rubrics for writing and reading	Have to be given by the instructor to in class; usually no self-assessment is required and carried out	Can be given to students online and require them to do self-assessment
Forum and Survey for Q & A	Not available by the traditional tools	Available online

# Is Flipped Classroom a BL?





# The Challenges of Flipped Classroom in Teaching Chinese as a Foreign Language



# The Applicability of Flipped Classroom for Advanced Chinese

- Flipped Classroom is a more radical form of Blended Learning;
- Although advanced Chinese class is more reading and writing orientated, we are not sure how the traditional face-to-face teaching part (or the task of transmitting information) should be handled online (by video, audio, or text?); and it will take a lot of efforts (time and manpower) to design the useful online materials for the teaching part;
- Designing pedagogical sound classroom tasks and activities is another big challenge. A class at the advanced language level has to deal with multiple levels of linguistic knowledge (vocabulary, grammar, sentence pattern, discourse, written or oral styles, etc.) as well as content-based information. **What to learn and how to learn** are the questions looming large in dealing with Flipped Classroom teaching/learning;
- We should not treat Flipped Classroom merely as a form, but also a concept. As a concept, it emphasizes “student centered” learning and spending more time on hands-on practice, reflection and internalization. Based on this way of thinking, we could actually include and incorporate some of these ideas in our current teaching/learning strategies, without radically changing the current set up and structure.

# List of Works Cited

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# Student Self-Assessment Tool: Rubrics for Writing

Identify the issue (or artistic work, character, or technique) selected to write about or to be critiqued at the beginning of your paper

State your main theme or argument

Develop your argument by using both primary and secondary evidences

Provide your analysis of the issues or evidences in question

Provide references for both primary and secondary sources

Standardize your writing style (double spaced, font “Times New Roman”, size 12, consistent with either using footnotes or endnotes, provide English translation for Chinese sources, to be consistent with your citation style—the Chicago Citation Style, for instance, etc.)

Clearly state your conclusion at the end of the paper

## The Course Design for A Two Week Cycle (3 classes per week)

- Online learning: Preview text and vocabulary; Answer comprehension questions

- Face-to-Face: Day 1, text, grammar, and vocabulary
- Online learning: Preview text and vocabulary; Answer comprehension questions

- Face-to-Face: Day 6, comprehensive quiz
- Online learning: preview the next lesson

- Face-to-Face: Day 2, text, grammar, and vocabulary
- Online learning: video subtitling project(2 minute short video)

- Face-to-Face: Day 5, extensive discussion, vocabulary quiz
- Online learning: review with the PPT and the vocabulary learning modules

- Face-to-Face: Day 3, discussion and check video subtitling
- Online learning:
  1. Core vocabulary exercise with the support of the vocabulary learning modules
  2. Online grammar, reading, writing exercises
  3. Supplementary text pre-view reading

- Face-to-Face: Day 4, supplementary text reading and discussion
- Online learning: Video watching and summarizing orally (20 minute long video)