CELIN Briefs Series

Asia Society | Center for Global Education

China Learning Initiatives

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

CELIN Briefs Series

Asia Society | Center for Global Education

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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

Final Questions

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Chinese Early Language & Immersion Network 2018

Learning Chinese in the Digital Age

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CITATION

Ross, A., Li, J., & Gunter, A. M. (2018). Learning Chinese in the Digital Age. In S.C. Wang & J.K. Peyton (Eds.), *CELIN Briefs Series*. New York, NY: Asia Society.

CELIN Briefs are developed by the Chinese Early Language and Immersion Network, under the China Learning Initiatives at Asia

Introduction

Language education in the 21st century has reached an exciting point, where skills can be acquired and practiced in the real world, thanks to technology. Gone are the days of the Industrial Age, with rote memorization and mindless repetition of vocabulary or verb conjugations out of context. The Information Age brought hopes and challenges to our thinking about technology in education: Is it a tool, a subject, a piece of equipment, a technique, or what? The past few decades added new layers to this question, with use of the computer and expansion of language software in language education as well as online tools, web-based resources, and virtual school courses. Technology, computer use, and the online world have had a tremendous impact on language learning, perhaps most obviously in the almost instantaneous access that it affords to authentic materials and native speaker language partners, but also in more subtle but profound ways, as expectations about pedagogy, learning standards, and outcomes have shifted. We are now in the Digital Age, which continues to evolve and grow at a dizzying pace, with new tools and online resources to support language learning and teaching.

Parallel to the advancement of technological and digital tools in education, Chinese language education has also made headway in U.S. schools, especially since 2004 (Wang, 2012). Some states have seen Chinese enrollment grow from several hundred to tens of thousands of students in a very short time, a pattern that is reflected in national surveys (National Council of State Supervisors for Languages, 2016; *National K–12 Foreign Language Enrollment Survey Report*, 2017).

Yet those numbers, however astounding, do not always include data from opportunities where students are learning Chinese through technology. Students learning Chinese can now hone their language skills any time throughout the week or the year, anywhere in the world, starting with a home internet connection and expanding out to an experience that requires a passport. Beyond data about numbers of learners, the real story is how technology has changed teaching and learning.

In order to teach effectively in this new age, teachers must plan carefully and use all available tools wisely, especially technological tools. Many people latch on to the latest gadget, app, or device rather than focusing on the content of and purposes for the curriculum they are teaching. For an excellent language program and classes, the goal is not to identify the best tools to use but rather to build students' language proficiency, knowing that tech tools themselves will not automatically create learner-centered classrooms. Instead, it is good planning and effective instruction on the part of teachers – bolstered by judicious and informed use of technology – that offer the best opportunities for success in creating truly engaging content and lessons. The purpose of this Brief is to describe frameworks that will guide uses of technology in the digital age, connect the frameworks with day-to-day classroom practices that foster students' 21st century skills with digital tools, and provide useful guides and resources for designing activities with the best digital tools. The Brief ends with a discussion of implications and considerations for applying digital tools in the classroom to support and, indeed, transform student learning.

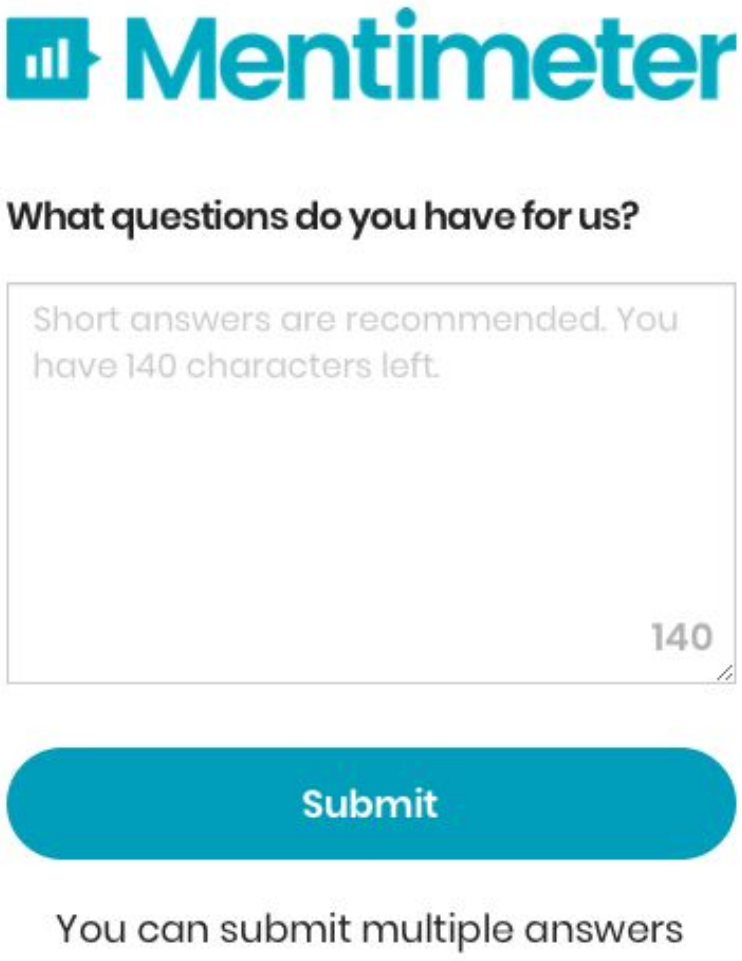
Q&A VIA MENTIMETER

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?

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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

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Chinese Early Language & Immersion Network 2018

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FRAMEWORKS: Bloom's Taxonomy

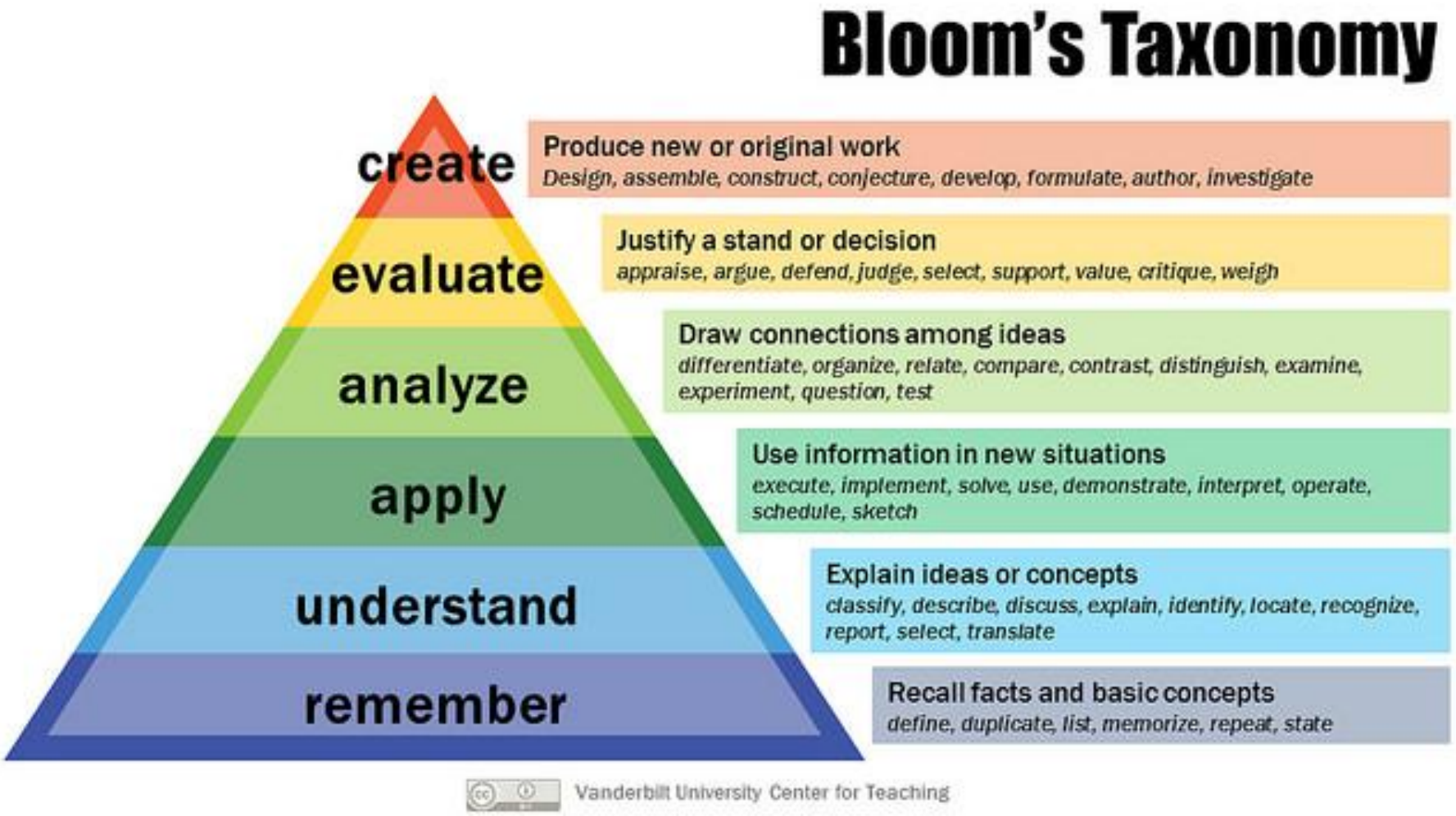
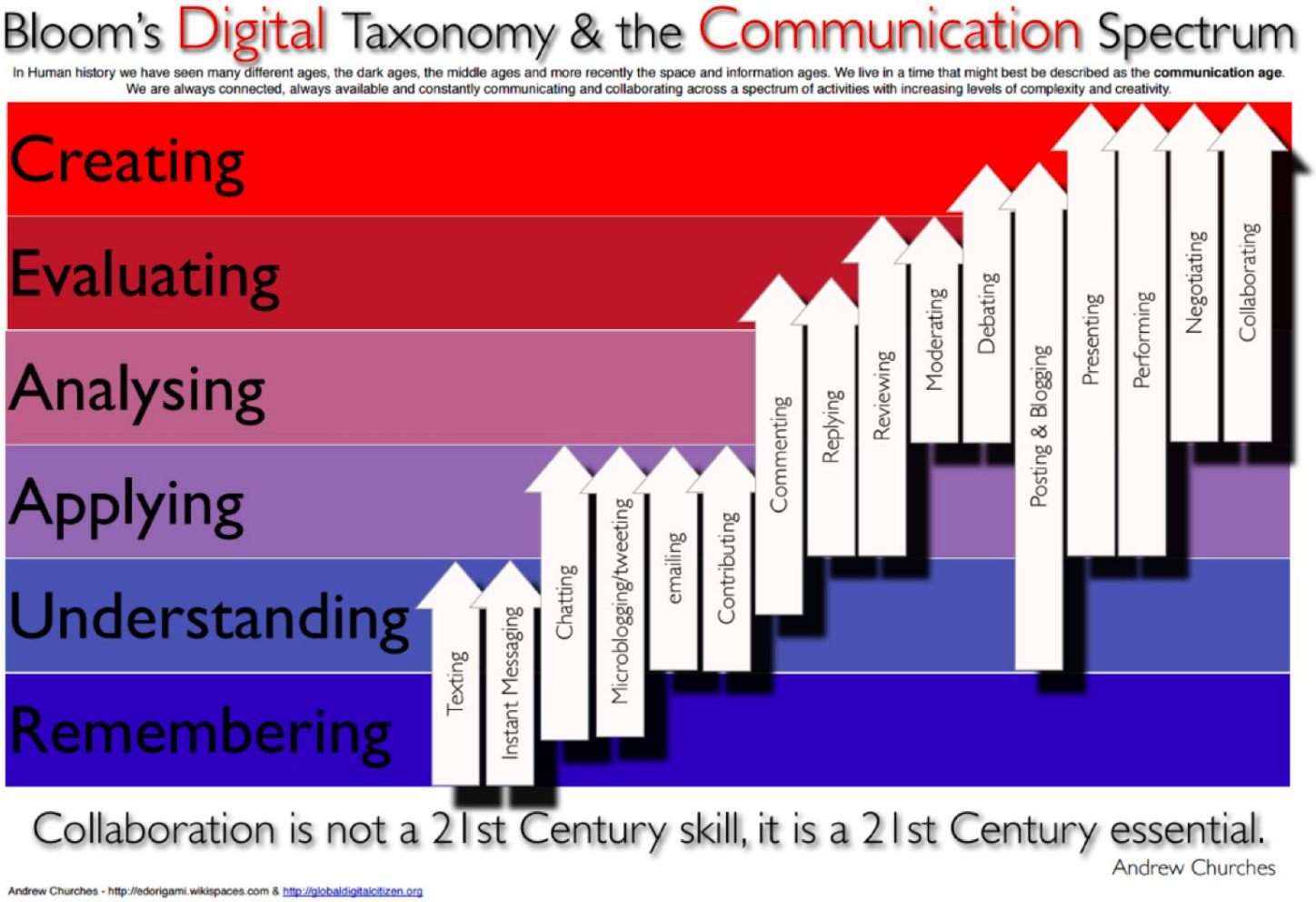


Image from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/ and licensed under CC BY 2.0

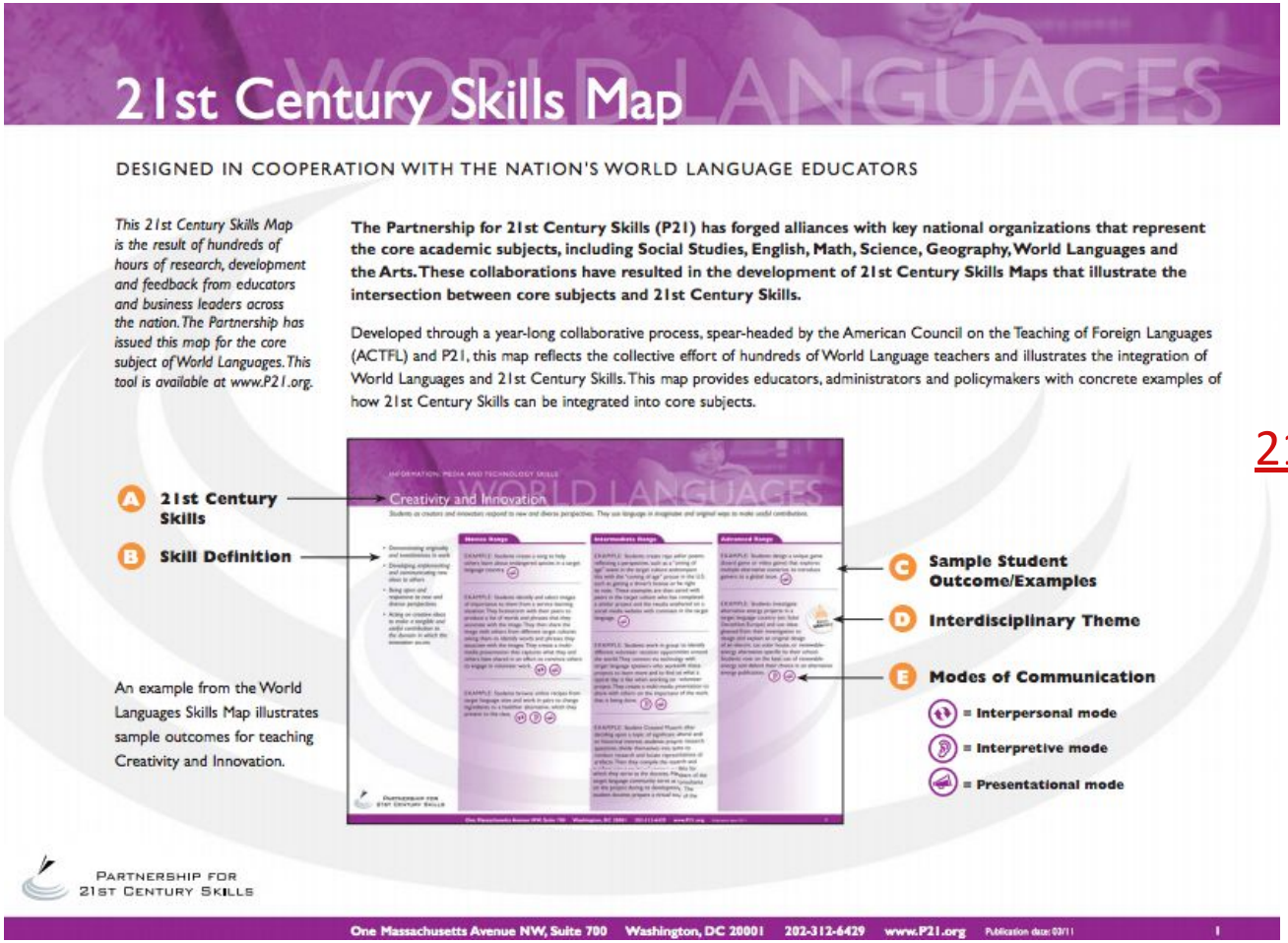
FRAMEWORKS: Bloom's Taxonomy

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



FRAMEWORKS:
21st Century Skills Map



21st Century Skills Map

DESIGNED IN COOPERATION WITH THE NATION'S WORLD LANGUAGE EDUCATORS

This 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 has issued this map for the core subject of World Languages. This tool is available at www.P21.org.

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, spear-headed 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.

A **21st Century Skills**

B **Skill Definition**

An example from the World Languages Skills Map illustrates sample outcomes for teaching Creativity and Innovation.

C **Sample Student Outcome/Examples**

D **Interdisciplinary Theme**

E **Modes of Communication**

= Interpersonal mode

= Interpretive mode

= Presentational mode

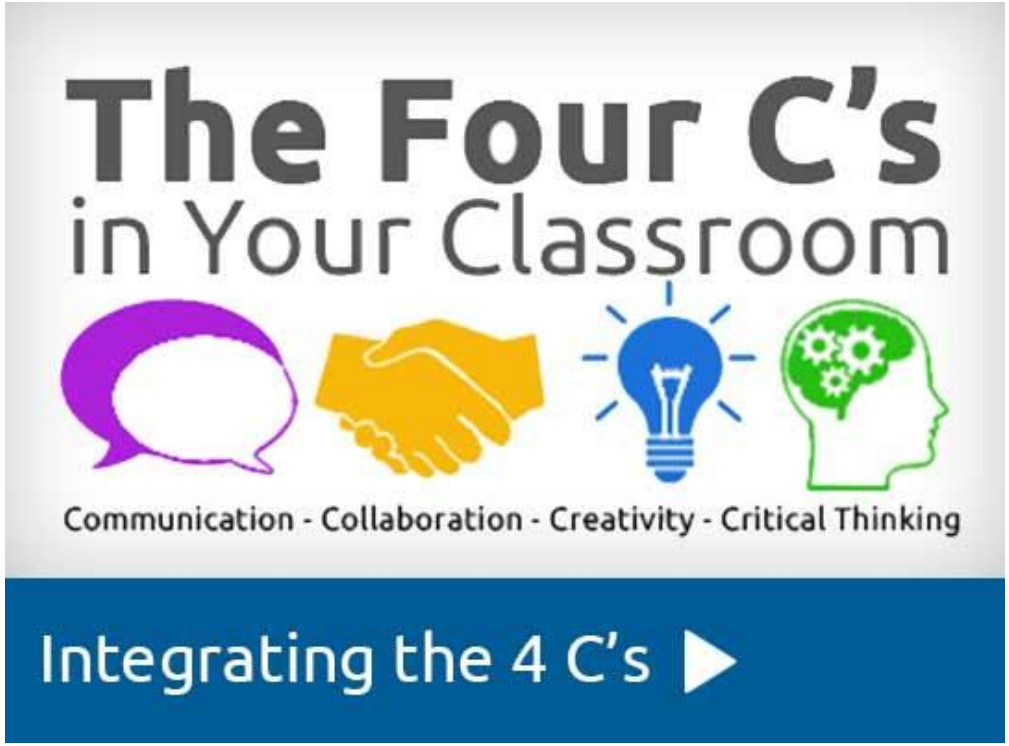
PARTNERSHIP FOR 21ST CENTURY SKILLS

One Massachusetts Avenue NW, Suite 700 Washington, DC 20001 202-312-6429 www.P21.org Publication date: 03/11 1

[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

FRAMEWORKS: The SAMR Model

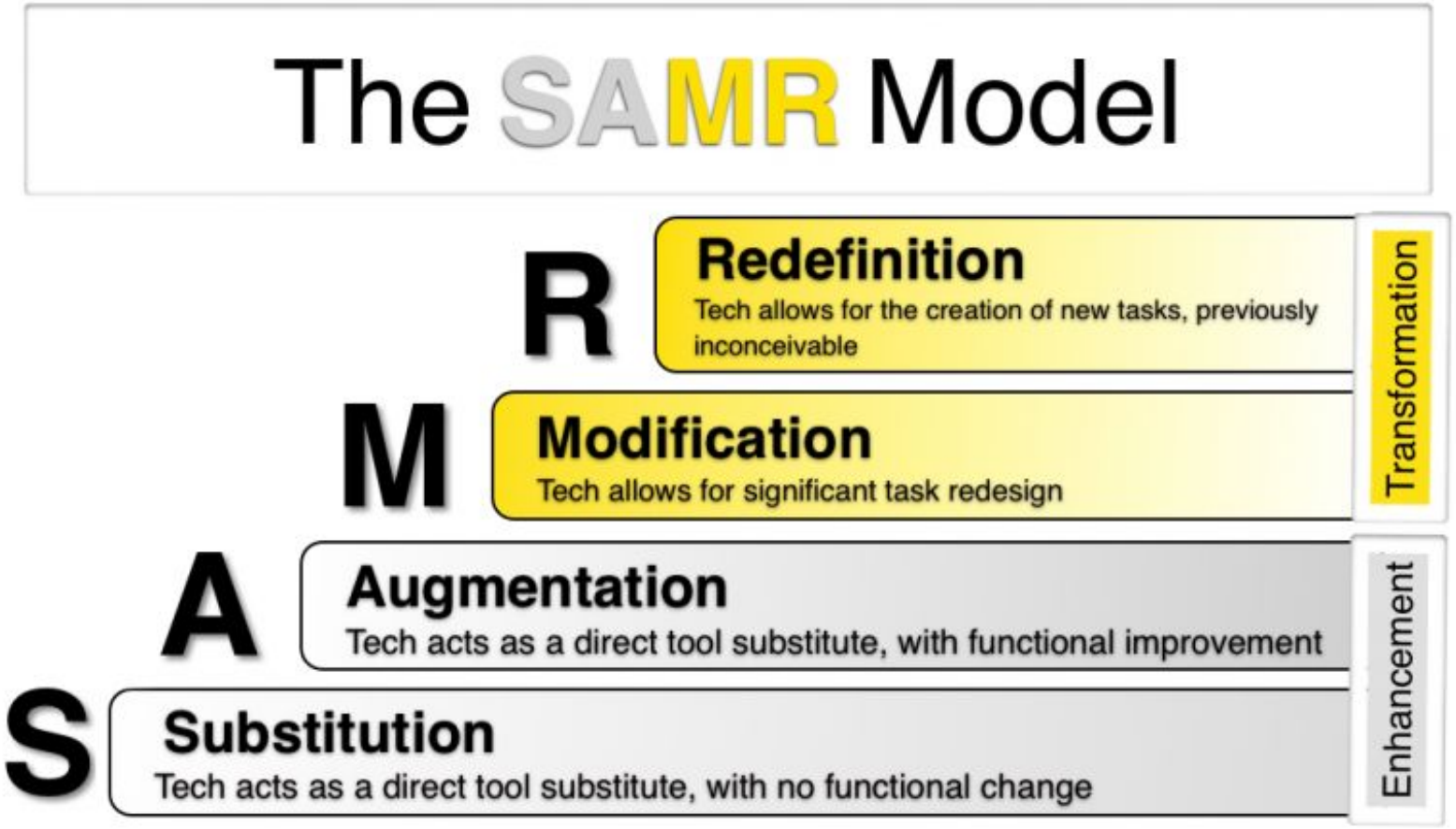


Image from http://www.sartell.k12.mn.us/sites/default/files/u527/The-SAMR-Model.png

FRAMEWORKS: The TPACK Model

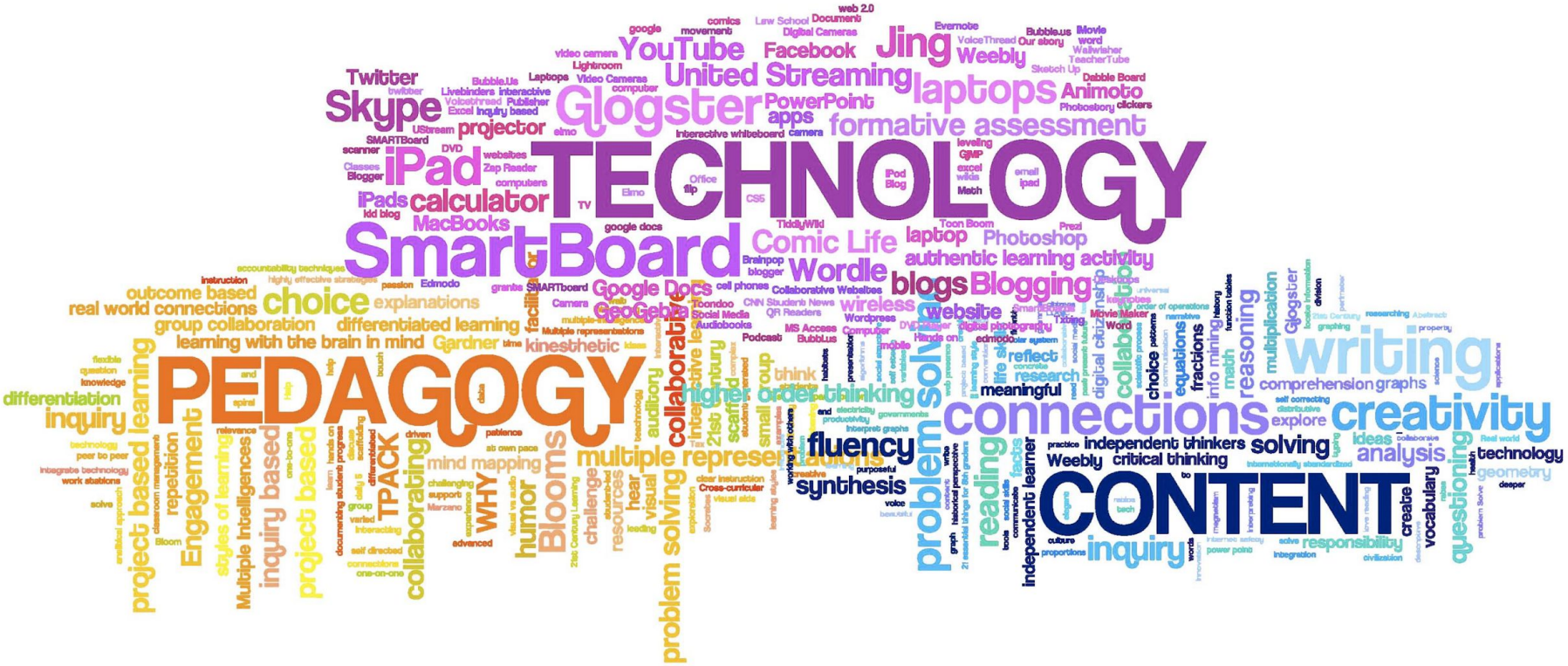
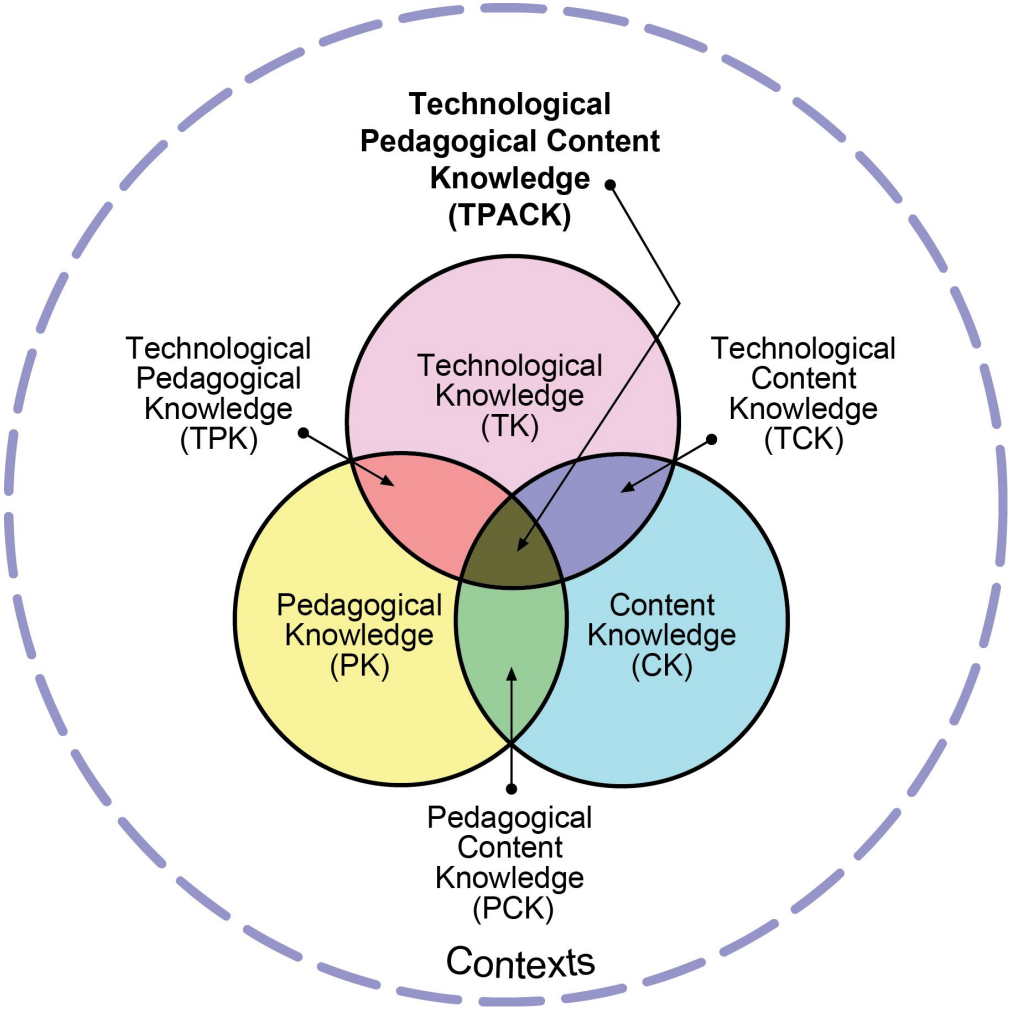


Image from https://lborukedtech.files.wordpress.com/2013/02/tpack2.jpg

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

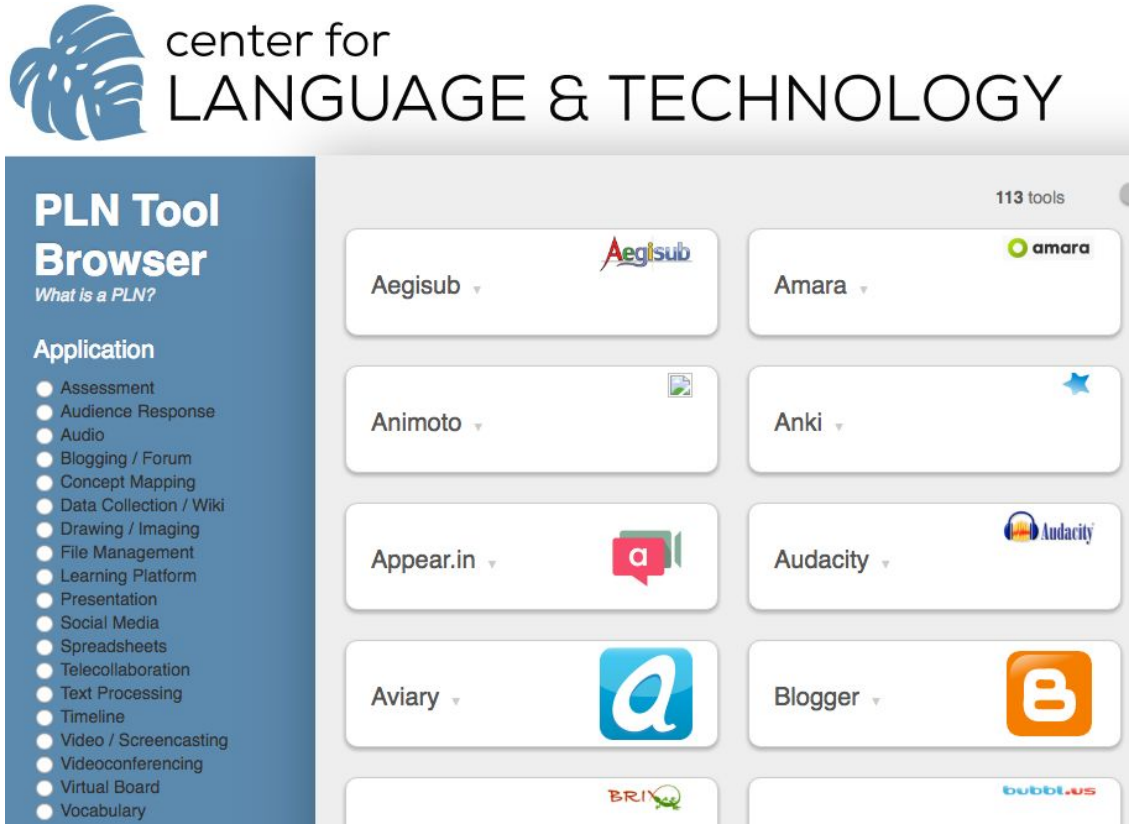
Pedagogical Knowledge (PK)	Technological Knowledge (TK)	Technological Pedagogical Knowledge (TPK)
Presentational Communication is one of the three modes that learners need to practice when learning Chinese. However, shyness, stage fright, or aversion to making mistakes in front of others make presentations in class a burden for many learners, and teachers must employ strategies to lower the students' affective filters.	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.	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.

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

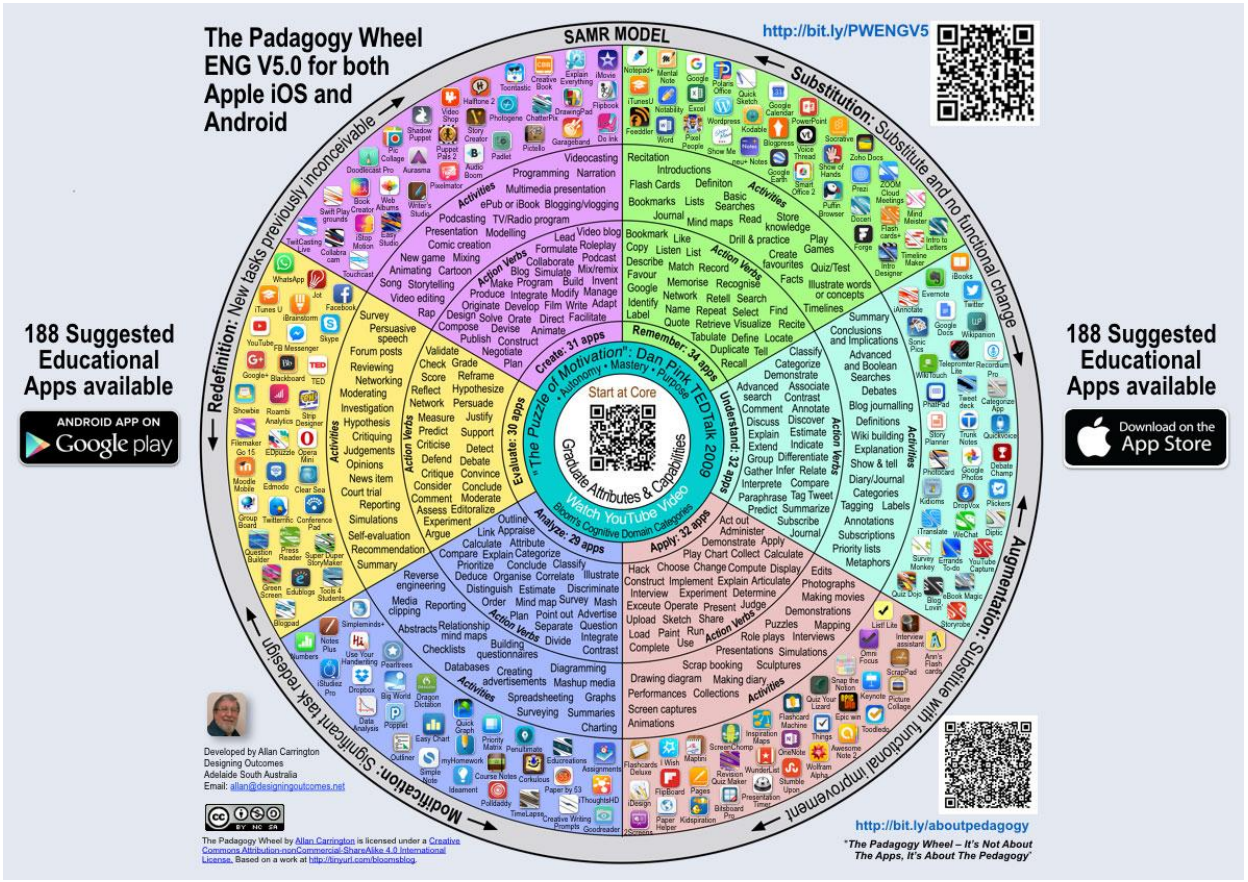


University of Hawaii at Manoa Center for Language & Technology

PLN Tool Browser [site]

PERSONALIZING LEARNING - PLNs

iPad/Tablet Apps:
The Padagogy Wheel



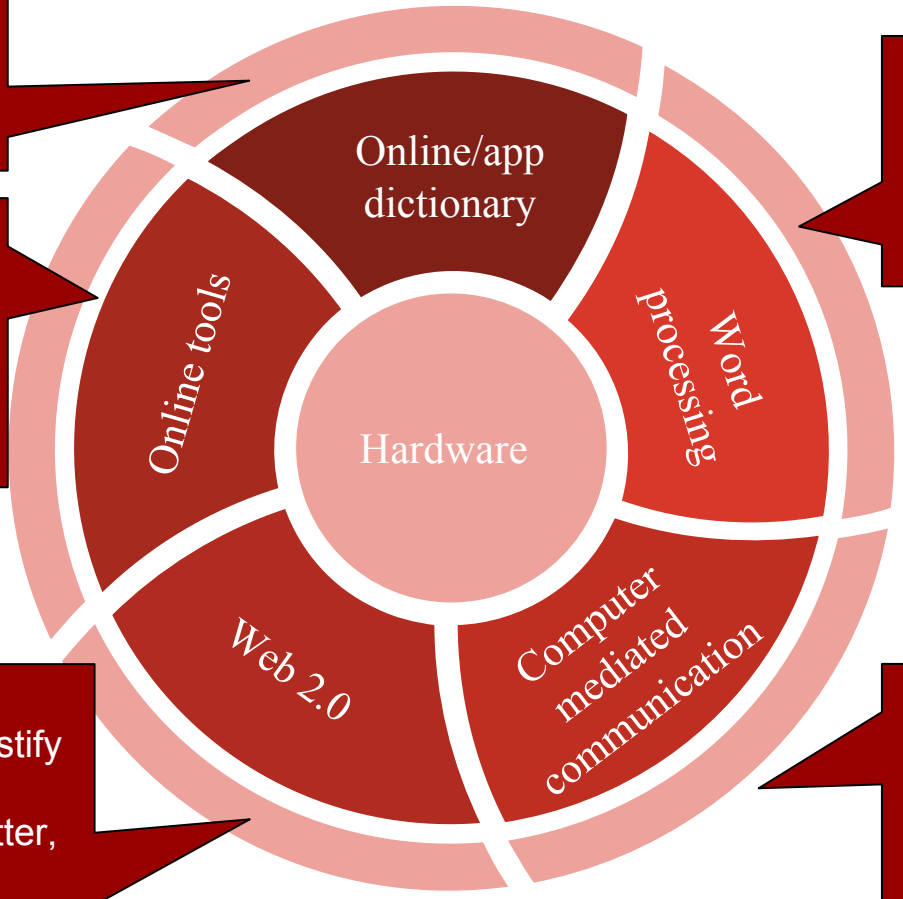
[Main Website]

[Chinese]

TECHNOLOGY AND DIGITAL TOOLS

- MDBG, Line
- Pleco (mobile app)
- Perapera

- Quizlet, Cram
- Nearpod, Kahoot
- StoryKit, Book Creator
- Padlet, Flipgrid
- VT, Voki, Vocaroo



- Microsoft Office
- Google suite
- Online Chinese input method editors

- 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

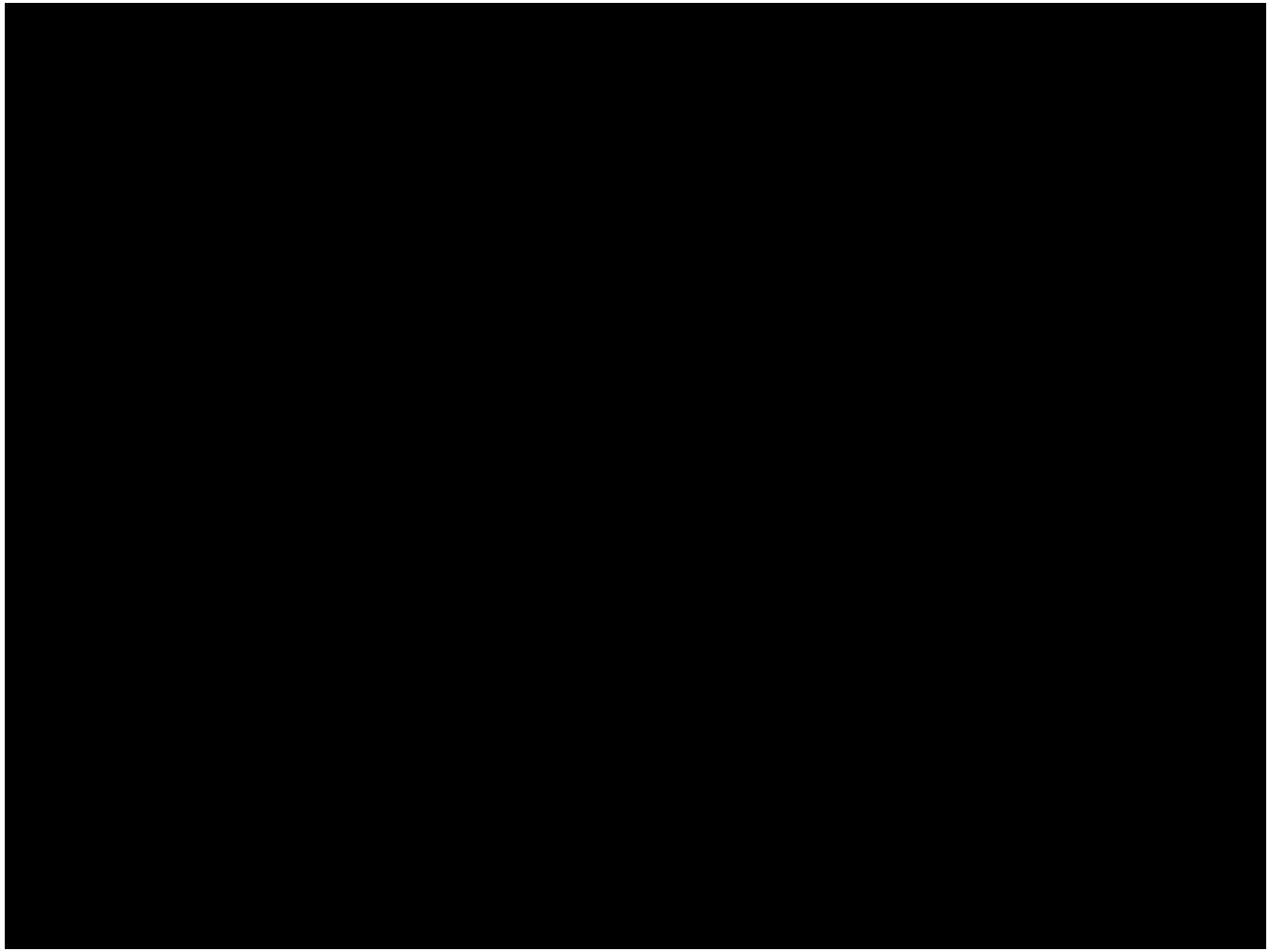
GAME-BASED CHINESE LEARNING

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.

National Advisors

Monthly Newsletter

Chinese Language Matters

Asia Society | Center for Global Education

A Publication of China Learning Initiatives — November 8, 2017

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.

CELIN Web Pages

Asia Society 60 YEARS | China Learning Initiatives | What are you looking for?

HOME | ABOUT US | OUR WORK | RESOURCES

- CONFUCIUS CLASSROOMS NETWORK +
- NATIONAL CHINESE LANGUAGE CONFERENCE
- PROFESSIONAL DEVELOPMENT
- CHINESE EARLY LANGUAGE AND IMMERSION NETWORK –
  - Staff and Advisors
  - Find a Program
  - Program Profiles
  - CELIN Briefs
  - Resources for Educators
  - Resources for Parents
  - Ask the Experts
  - Language Learning Supporters
- CHINA STRAIGHT UP
- RESOURCES

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).

DOWNLOADS

CELIN flyer.pdf (PDF, 3.1MB)

NEWSLETTER

Chinese Language Matters

ABOUT CELIN

Staff and Advisors

Meet the Staff and Advisors of the Chinese Early Language and Immersion Network (CELIN)

Find a Program

The CELIN Program Directory documents information about Chinese early language and immersion programs across the United States. Search here for programs or document your program in this directory.

Program Profiles

Profiles of specific early language and immersion programs.

Resources for Educators

Research and resources educators interested in early and immersion Chinese language education.

Resources for Educators

« ASIASOCIETY.ORG

Asia Society | China Learning Initiatives | What are you looking for?

HOME INITIATIVES TOPICS INSIGHTS

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

« ASIASOCIETY.ORG

Asia Society | China Learning Initiatives | What are you looking for?

HOME ABOUT US INITIATIVES PUBLICATIONS TOPICS INSIGHTS

Program Profiles

The Chinese Early Language and Immersion Network (CELIN)

Profiles of specific early language and immersion programs.

FEATURED PROGRAMS

PROFILE

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.

PROFILE

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.

PROFILE

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

Program Directory: Document or Find a Program

Asia Society | China Learning Initiatives

What are you looking for?

HOME INITIATIVES TOPICS INSIGHTS

Directory of Programs

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

Be counted! Add your Chinese early language or immersion program to the directory. (iStock)

DOWNLOADS

- Find a Program (PDF, 144KB)
- Document Your Program (DOC, 42KB)

http://asiasociety.org/chinese-language-initiatives/celin-directory-programs

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China Learning Initiatives

Find CELIN Briefs at: http://AsiaSociety.org/CELIN
CELIN专题指南系列

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

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