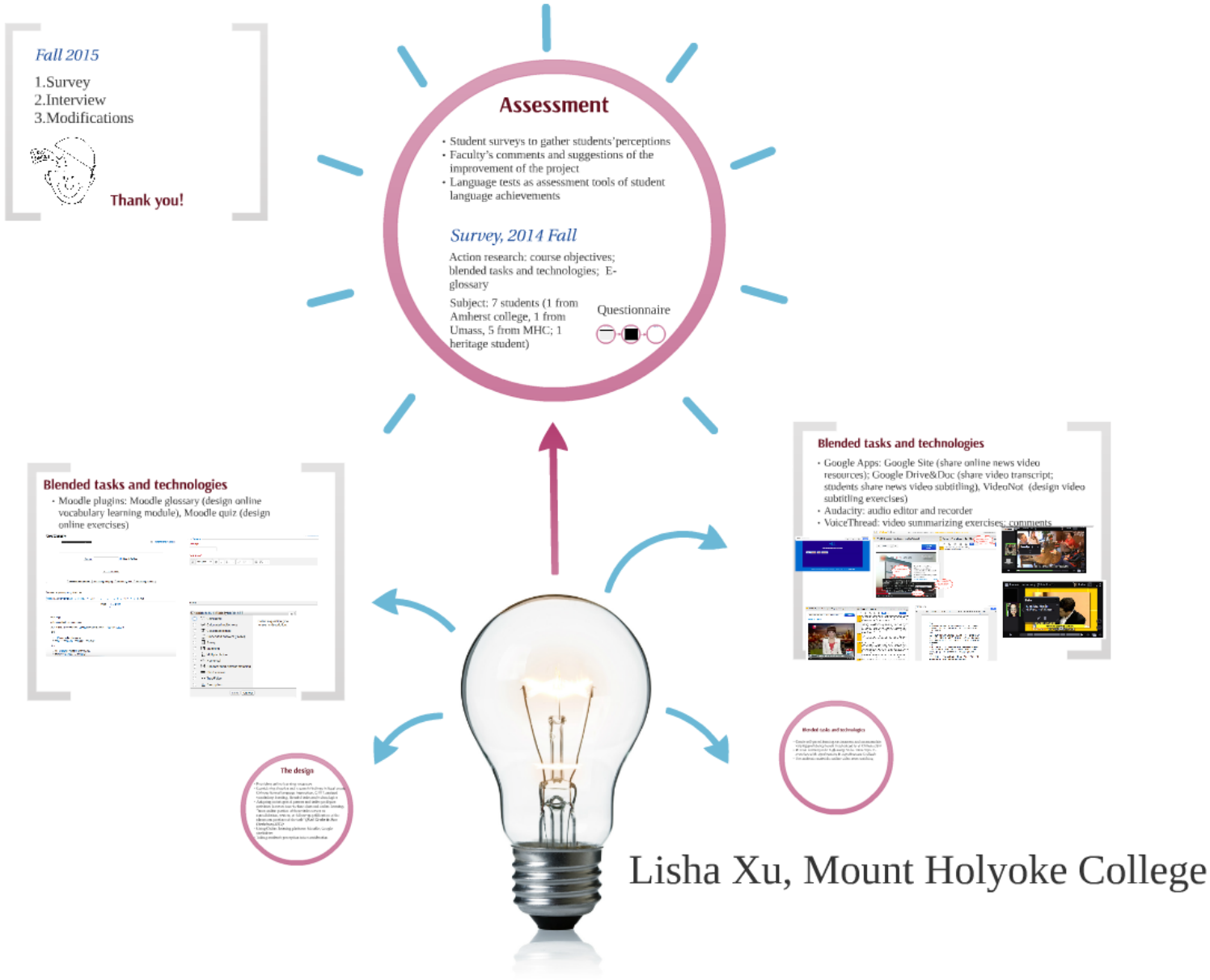
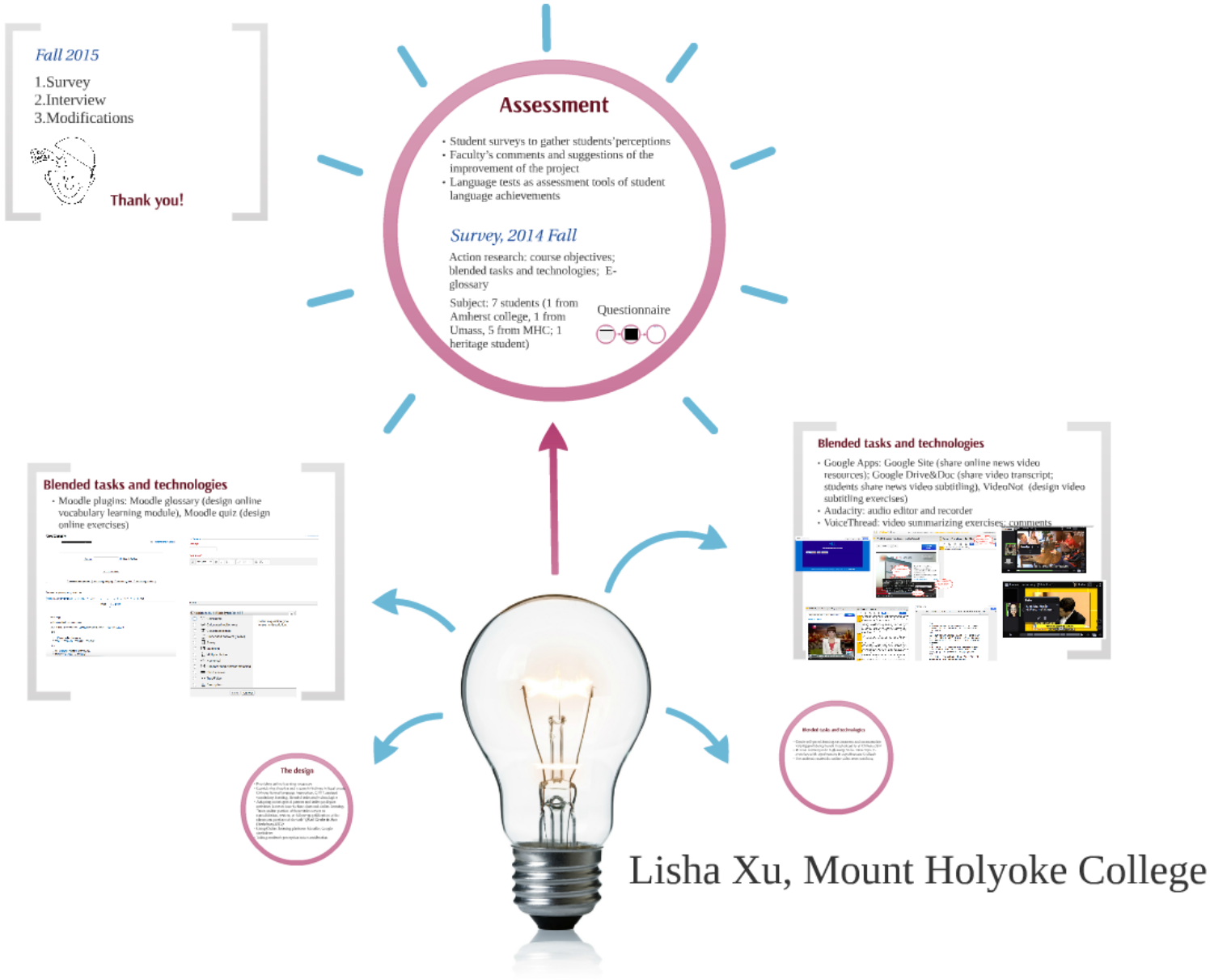


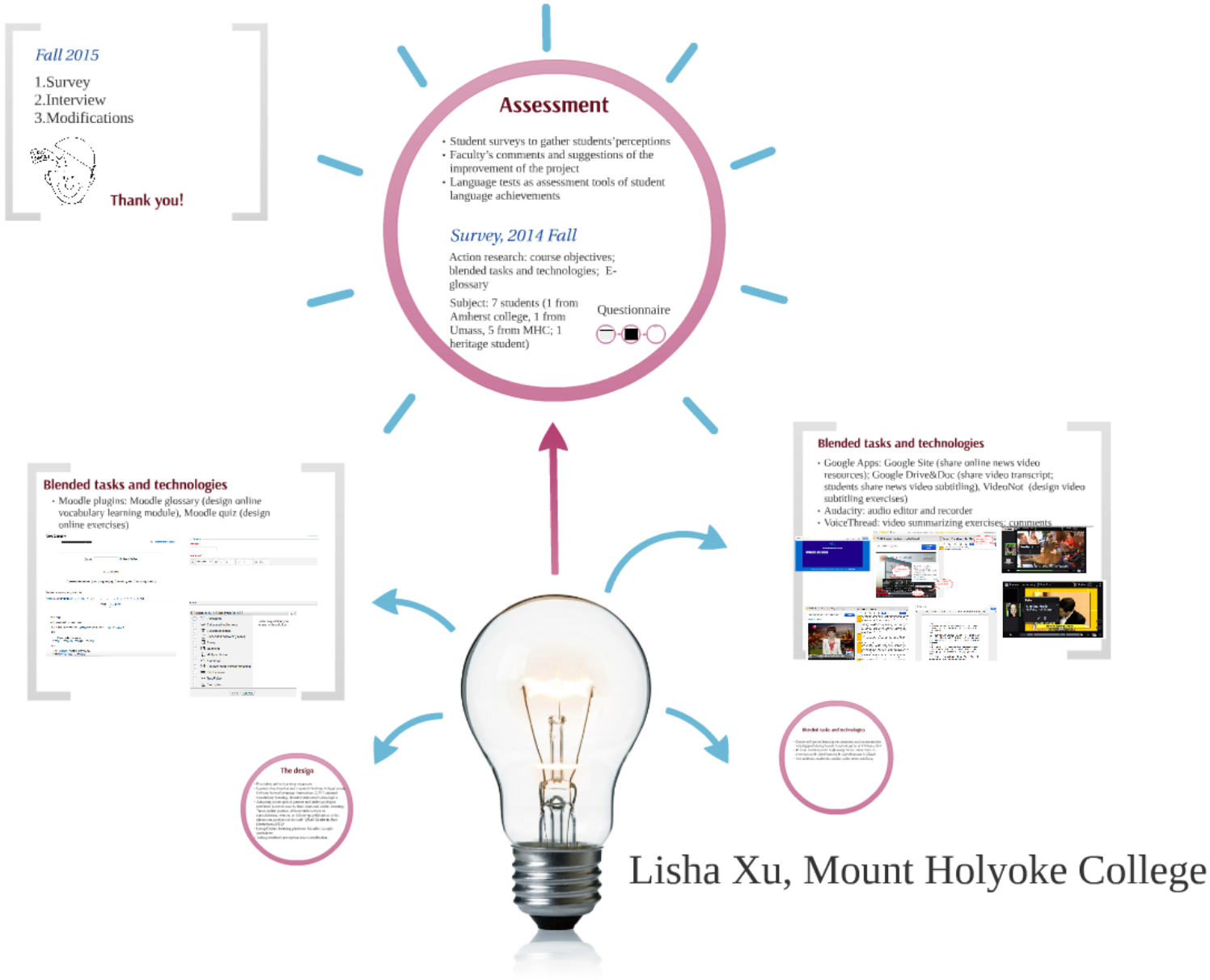
Lisha Xu, Mount Holyoke College

Blended Tasks, Technologies, Assessment



Lisha Xu, Mount Holyoke College

Blended Tasks, Technologies, Assessment



Lisha Xu, Mount Holyoke College

Blended Tasks, Technologies, Assessment

The design

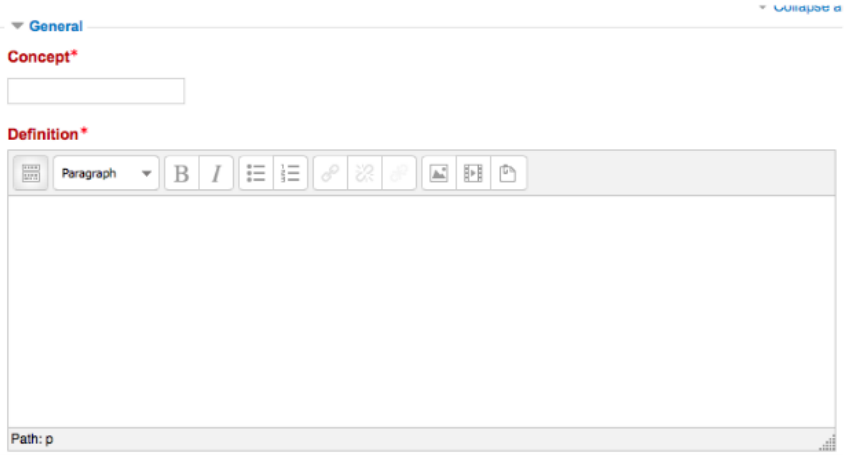
- Providing online learning resources
- Considering theories and research findings in focal areas: Chinese formal language instruction, CALL assisted vocabulary learning, blended tasks and technologies
- Adopting an integrated pattern and tasks: pre&post activities between face-to-face class and online learning; "most online portion of these tasks serves as consolidation, review, or follow-up publication of the classroom portions of the task" (*Paul Gruba & Don Hinkelman,2012)*
- Using Online learning platform: Moodle, Google site&drive
- Taking student's perception into consideration

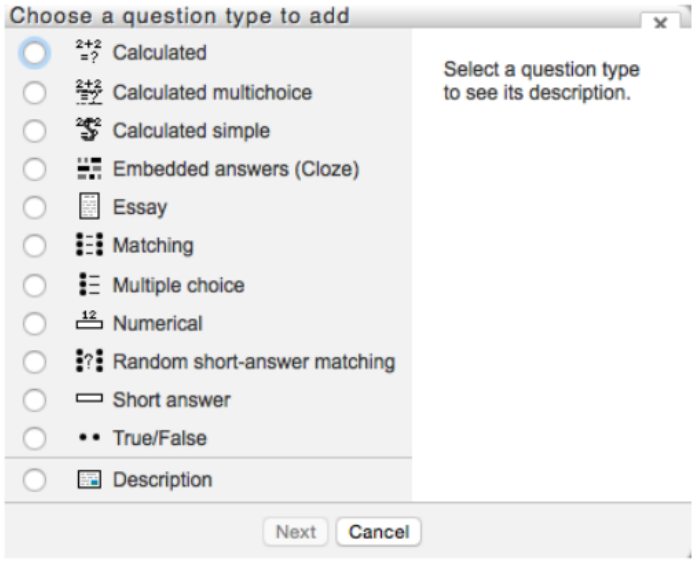
Blended tasks and technologies

- Create self-paced learning environment and accommodate varying proficiency levels in advanced level Chinese class
- Provide learning aids: E-glossary, Video transcripts, E-exercises with synchronous & asynchronous feedback
- Use authentic materials: online video news watching

Blended tasks and technologies

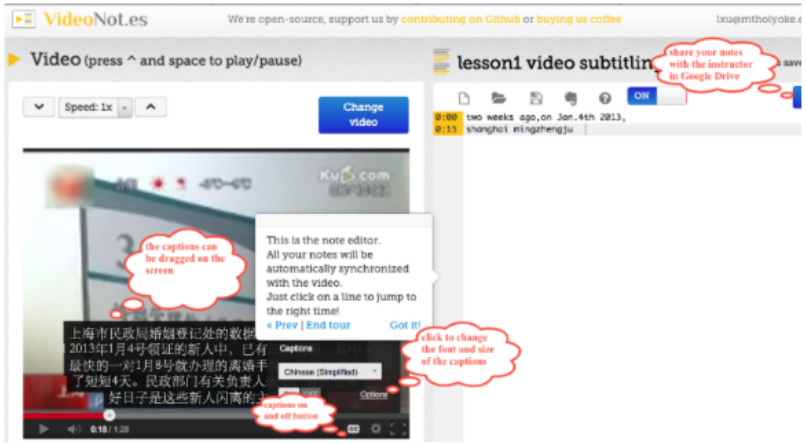
- Moodle plugins: Moodle glossary (design online vocabulary learning module), Moodle quiz (design online exercises)

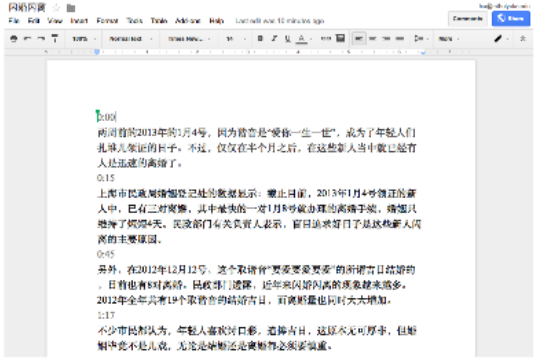




Blended tasks and technologies

- Google Apps: Google Site (share online news video resources); Google Drive&Doc (share video transcript; students share news video subtitling), VideoNot (design video subtitling exercises)
- Audacity: audio editor and recorder
- VoiceThread: video summarizing exercises; comments





Assessment

- Student surveys to gather students'perceptions
- Faculty's comments and suggestions of the improvement of the project
- Language tests as assessment tools of student language achievements

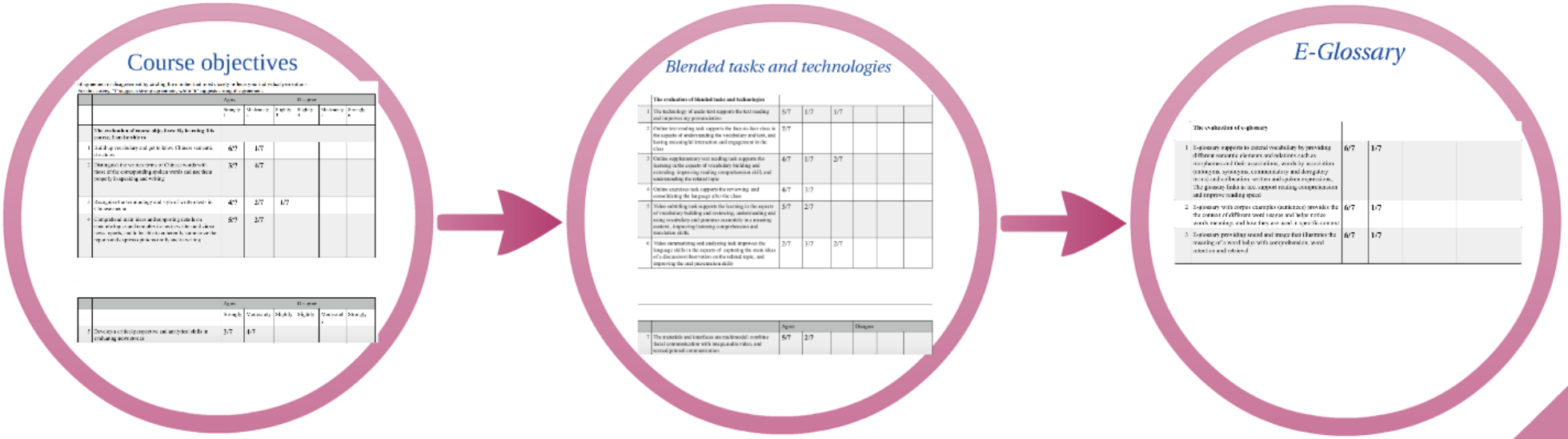
Survey, 2014 Fall

Action research: course objectives; blended tasks and technologies; E-glossary

Subject: 7 students (1 from Amherst college, 1 from Umass, 5 from MHC; 1 heritage student)

Questionnaire

Questionnaire



Course objectives

of agreement or disagreement by circling the number that most closely reflects your individual perceptions.
For this survey, '1' suggests strong agreement, while '6' suggests strong disagreement.

		Agree			Disagree		
		Strongly 1	Moderately 2	Slightly 3	Slightly 4	Moderately 5	Strongly 6
	The evaluation of course objectives: By learning this course, I am be able to						
1	Build up vocabulary and get to know Chinese semantic structures	**6/7**	**1/7**				
2	Distinguish the written forms of Chinese words with those of the corresponding spoken words and use them properly in speaking and writing	**3/7**	**4/7**				
3	Recognize the terminology and style of written texts in Chinese media	**4/7**	**2/7**	**1/7**			
4	Comprehend main ideas and supporting details on concrete topics and complex issues in written and video news reports, and to be able to coherently summarize the reports and express opinions orally and in writing	**5/7**	**2/7**				

		Agree			Disagree		
		Strongly	Moderately	Slightly	Slightly	Moderatel y	Strongly
5	Develop a critical perspective and analytical skills in evaluating news stories	3/7	4/7				

Blended tasks and technologies

	The evaluation of blended tasks and technologies						
1	The technology of audio text supports the text reading and improves my pronunciation	5/7	1/7	1/7			
2	Online text reading task supports the face-to-face class in the aspects of understanding the vocabulary and text, and having meaningful interaction and engagement in the class	7/7					
3	Online supplementary text reading task supports the learning in the aspects of vocabulary building and extending, improving reading comprehension skill, and understanding the related topic	4/7	1/7	2/7			
4	Online exercises task supports the reviewing and consolidating the language after the class	4/7	3/7				
5	Video subtitling task supports the learning in the aspects of vocabulary building and reviewing, understanding and using vocabulary and grammar accurately in a meaning context , improving listening comprehension and translation skills.	5/7	2/7				
6	Video summarizing and analyzing task improves the language skills in the aspects of capturing the main ideas of a discussion/observation on the related topic, and improving the oral presentation skills	2/7	3/7	2/7			

		Agree			Disagree		
7	The materials and interfaces are multimodal: combine facial communication with image,audio,video, and textual/printed communication	**5/7**	**2/7**				

E-Glossary

	The evaluation of e-glossary						
1	E-glossary supports to extend vocabulary by providing different semantic elements and relations such as morphemes and their associations, words by association (antonyms, synonyms, commendatory and derogatory terms) and collocation, written and spoken expressions; The glossary links in text support reading comprehension and improve reading speed	**6/7**	**1/7**				
2	E-glossary with corpus examples (sentences) provides the the context of different word usages and helps notice words meanings and how they are used in specific context	**6/7**	**1/7**				
3	E-glossary providing sound and image that illustrates the meaning of a word helps with comprehension, word retention and retrieval	**6/7**	**1/7**				

Fall 2015

1. Survey
2. Interview
3. Modifications

Thank you!