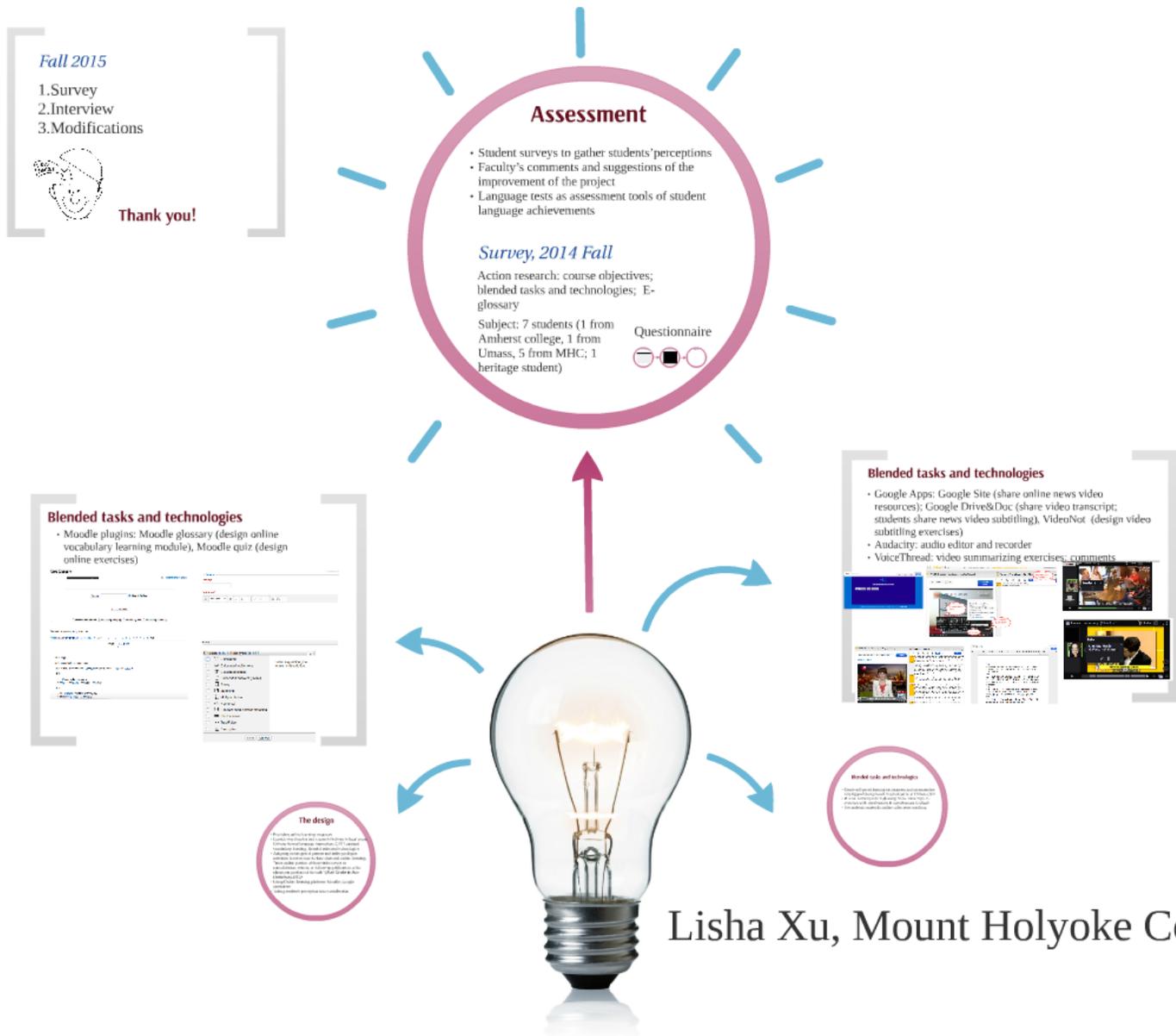


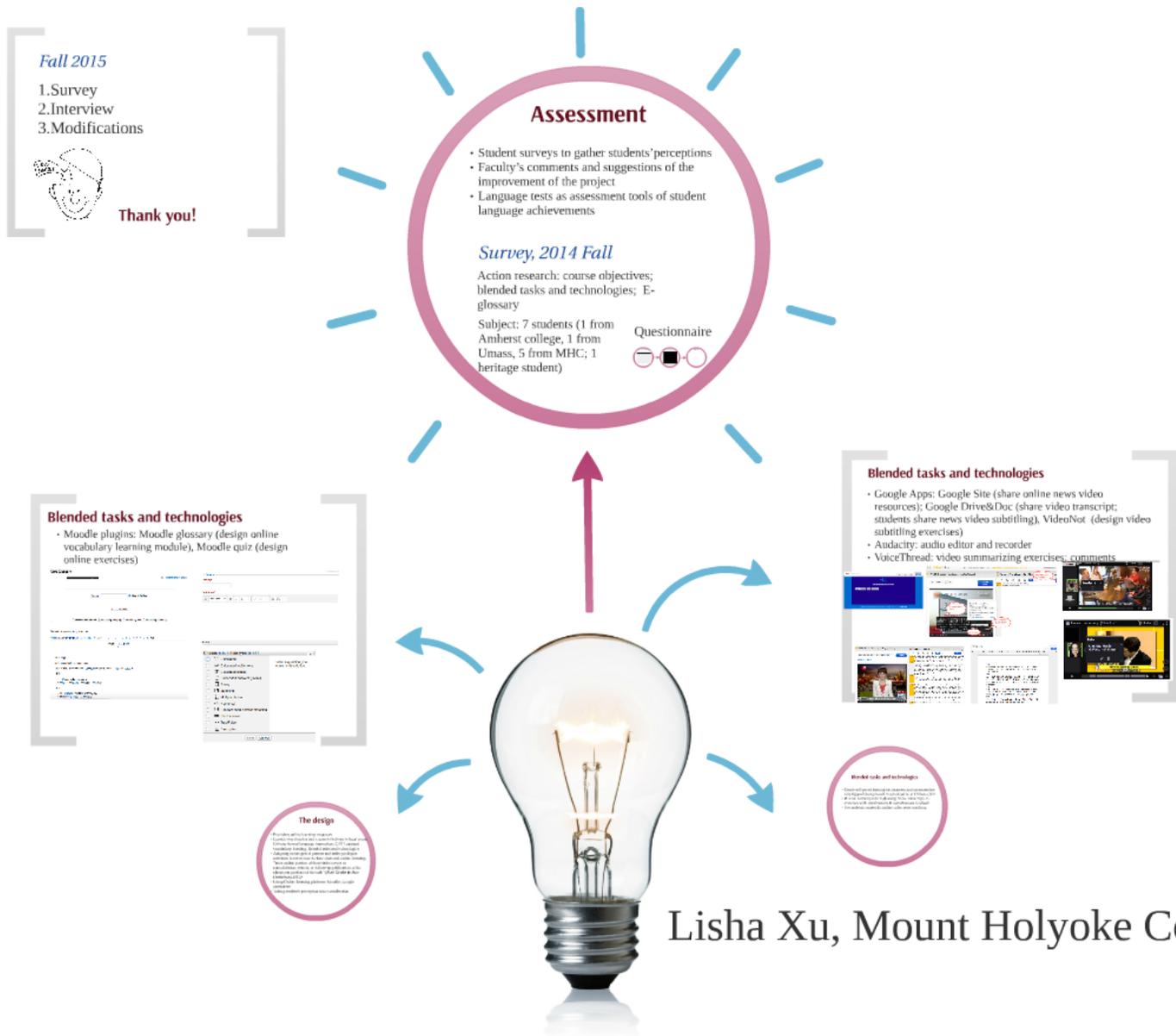
Lisha Xu, Mount Holyoke College

Blended Tasks, Technologies, Assessment



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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)

Core Glossary

Printer-friendly version

Search Search full text

Add a new entry

Browse by alphabet Browse by category Browse by date Browse by Author

Browse the glossary using this index

Special | [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#) | [ALL](#)

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[ALL](#)

一时冲动
act on impulse; spontaneously
指人不冷静, 做事不经考虑, 凭一时的兴趣就马上去做, 有时中间可加上'的'。
用法:
• 一时: momentary, temporary
• 一时~: 一时冲动、一时疏忽、一时激动
例句:
• 她一时冲动写了这封信, 现在很后悔。
• 我叔叔一时冲动买下了那所房子。

General

Concept*

Definition*

Paragraph B I

- Bulleted list
- Numbered list
- Link
- Unlink
- Image
- Table
- Print

Path: p

Choose a question type to add

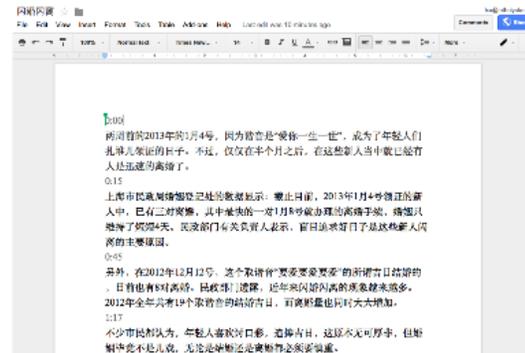
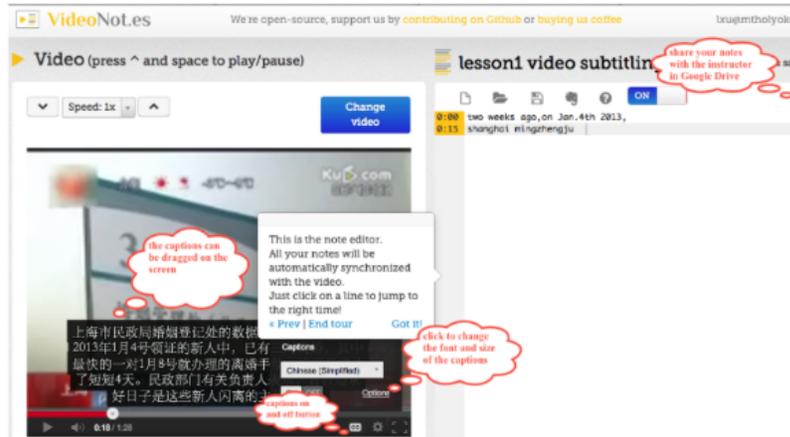
Select a question type to see its description.

- $2+2=?$ Calculated
- $2+2=?$ Calculated multichoice
- $2+2=?$ Calculated simple
- $2+2=?$ Embedded answers (Cloze)
- Essay
- Matching
- Multiple choice
- Numerical
- Random short-answer matching
- Short answer
- True/False
- Description

Next Cancel

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

The evaluation of course objectives is based on the following criteria:

Item	Outcome				
	1	2	3	4	5
1. The students of course objectives know the content of the tasks.	6/7	1/7			
2. The students of course objectives know the content of the tasks and can apply the content in a practical situation.	5/7	1/7			
3. The students of course objectives know the content of the tasks and can apply the content in a practical situation and can explain the content to others.	4/7	2/7	1/7		
4. The students of course objectives know the content of the tasks and can apply the content in a practical situation and can explain the content to others and can transfer the content to other situations.	5/7	2/7			

Item	Outcome				
	1	2	3	4	5
5. The students of course objectives know the content of the tasks and can apply the content in a practical situation and can explain the content to others and can transfer the content to other situations and can evaluate the content.	3/7	4/7			

Blended tasks and technologies

The evaluation of blended tasks and technologies is based on the following criteria:

Item	Outcome				
	1	2	3	4	5
1. The technology of blended tasks supports the learning and teaching process.	5/7	1/7	1/7		
2. The technology of blended tasks supports the learning and teaching process and the students are motivated to use the technology.	3/7				
3. The technology of blended tasks supports the learning and teaching process and the students are motivated to use the technology and the students can explain the content to others.	4/7	1/7	2/7		
4. The technology of blended tasks supports the learning and teaching process and the students are motivated to use the technology and the students can explain the content to others and can transfer the content to other situations.	4/7	1/7			
5. The technology of blended tasks supports the learning and teaching process and the students are motivated to use the technology and the students can explain the content to others and can transfer the content to other situations and can evaluate the content.	5/7	2/7			
6. The technology of blended tasks supports the learning and teaching process and the students are motivated to use the technology and the students can explain the content to others and can transfer the content to other situations and can evaluate the content and can transfer the content to other situations.	3/7	1/7	2/7		

Item	Outcome				
	1	2	3	4	5
7. The technology of blended tasks supports the learning and teaching process and the students are motivated to use the technology and the students can explain the content to others and can transfer the content to other situations and can evaluate the content and can transfer the content to other situations and can evaluate the content.	5/7	2/7			

E-Glossary

The evaluation of e-glossary is based on the following criteria:

Item	Outcome				
	1	2	3	4	5
1. E-glossary supports the learning and teaching process by providing different course materials and resources such as videos, audio files, and interactive content.	6/7	1/7			
2. E-glossary supports the learning and teaching process by providing different course materials and resources such as videos, audio files, and interactive content and the students are motivated to use the e-glossary.	6/7	1/7			
3. E-glossary supports the learning and teaching process by providing different course materials and resources such as videos, audio files, and interactive content and the students are motivated to use the e-glossary and can explain the content to others.	6/7	1/7			

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 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	Moderately	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!