

Project Report for Cheng & Tsui SIG Awards 2017

Prepared by the Ed-Tech SIG Group

1. Outcomes

On April 8th, 2018, the CLTA-EdTech SIG leaders, Dr. Chenhui Tsai (UC-Berkeley), Dr. Shenglan Zhang (Iowa State University) and Dr. Penny Wang (University of Northern Iowa) conducted the workshop entitled “Integrating Educational Technology into Teaching of Chinese Language and Culture.” We are pleased to report that we have developed the proposed online program “EdTech in Chinese L2 Instruction” and the workshop has achieved the following goals:

- The program is designed to provide training to teachers from theory to practice for the meaningful integration of EdTech in Chinese education and help them better align course instruction and lesson plan with world-readiness and National Standards. K–12 Chinese teachers and college lecturers nationwide can access the online program anytime, anywhere, free of charge.
- The developed the online course is a self-sustaining and ongoing project that will evolve as technology and pedagogy advance.

Below is a detailed report of our achievement in the workshop:

1. We comprehensively introduced the primary purpose, structure, and mission of the CLTA-EdTech SIG. Dr. Tsai gave an overview of the CLTA-EdTech certificate program and membership registration. As a central component of the SIG service, the three leaders developed online training program for Chinese language teachers. The program is delivered through Canvas and is free to our

CLTA members. It covers a broad array of topics such as multimedia, social media, mobile learning, blended learning, online course design, etc. It aims to prepare teachers from K-12 schools to universities to get the basic understanding of technology-enhanced Chinese language teaching, especially K-12 Chinese teachers in remote school districts and low-budget programs. The CLTA-EdTech members who completed the course can apply for a certificate of completion.

2. Dr. Tsai and Dr. Zhang provided lesson outlines on a variety of educational technologies and strategies in Chinese language teaching and learning, such as the flipped model and hybrid learning, videos-mediated instruction, online interactive exercises, and social media, etc.
3. Dr. Wang offered an introduction of the CLTAEdTech SIG website development and guided the audience through the official website of CLTA-EdTech SIG. The SIG website also provides an online platform to connect teachers in different states to collaborate on special-designed projects. It offered opportunities for teachers to share their teaching practice as well as discuss solutions for commonly-faced challenges.

2. Our plan to bridge the teacher training gap

Using technology in teaching and learning languages has become indispensable in different learning environments. To successfully use technology to help learners learn, teachers need professional development training to learn both theory and practice of applying technology in teaching, because the effectiveness of EdTech integration in the classroom largely depends on the knowledge and expertise of teachers. Teaching

Chinese, a language with its logographic writing system, importance on tones and the word order, as well as its cultural symbolic systems, needs particular emphasis in training teachers to adopt technology in both face-to-face and online/blended learning environments.

After doing extensive searches, we found that there were not many teacher-training programs that teach CFL teachers to adopt technology in their teaching. Although there are workshops held in conferences which provide opportunities for the teachers to get both theoretical exposure and hands-on experience in applying technology to instruction, they do not systematically give teachers a big picture of what technology tools could be utilized and how they could be used to maximize students' learning. Furthermore, the teachers have to travel to the conference sites to learn.

We have launched an online course that offers a systematic introduction for CFL teachers. This course is designed to cover a variety of contexts in which technology could be used to equip language teachers with EdTech theories and skills that are urgently needed. This course will fill the gap for K–12 Chinese language teachers' professional development in EdTech. The aim is to empower teachers to become EdTech-skilled educators for digital learning and instruction.

3. The product of our effort

The training program “EdTech in Chinese L2 Instruction” has been implemented on the Canvas Network MOOC and maintained by the CLTA EdTech Special Interest Group. The online course is free for all CLTA members. For those who would like to access the shared teaching materials, information on language art workshops, or receive a

certificate of the EdTech training, please join CLTA-EdTech SIG. To access the online course, do one of the followings:

- Click the URL below to self-enroll in the class:

<https://canvas.instructure.com/enroll/JGKJAT>

- Alternatively, you can sign up at <https://canvas.instructure.com/register> and use the join code: **JGKJAT**