Moving from Intermediate to Advanced: Project-based Learning and Integrated Performance Assessment (IPA) in the Chinese Bridge Classroom

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Today's Presentation Slides

https://drive.google.com/file/d/1-v-5YTBECne9P1cSU_zwB67uexFfjl_n/view?usp=sharing

Today's Objectives

Participants will

- 1. understand the rationale of Integrated Performance Assessment (IPA);
- 2. learn the implementation of IPA through exploring some authentic classroom examples; and
- 3. apply those innovative ideas to create their own projects and IPAs.

WEBER STATE UNIVERSITY

UNIVERSITY OF UTAH

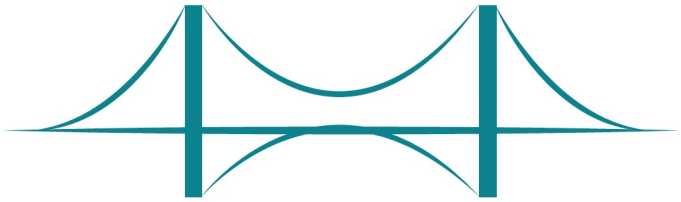
DIXIE STATE UNIVERSITY

UTAH STATE UNIVERSITY

UTAH VALLEY UNIVERSITY

SUU SOUTHERN UTAH UNIVERSITY

Bridge Program
for Advanced Language Learning



The Chinese Bridge Program

- 1. Three upper-division university language courses offered to students in grades 10-12 at designated high schools, who passed the Advanced Placement (AP) Chinese Language and Culture exam with a score of 3 or better in grade 9, 10, or 11.
- 2. 6 state universities participate in planning and offering these 3 courses
- 3. Co-teaching model: one college instructor + one high school teacher
- 4. Students will earn 3 college credits + high school credits each year if passed the course
- 5. Currently, there are about 815 students taking the Bridge course in 44 classes located in 25 sites.

UTAH DUAL LANGUAGE IMMERSION PROFICIENCY TARGETS
For Use in 2021-2022 - Revised 7/22/14

Chinese & Russian

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Low	Novice Low	Novice Low
2	Novice High	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice Mid	Novice Mid	Novice Mid
4	Intermediate Low	Novice High	Novice High	Novice High
5	Intermediate Low	Novice High	Novice High	Novice High
6	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
7	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
8	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
9	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
10	Advanced Low	Intermediate High	Intermediate High	Intermediate Mid
11	Advanced Low	Intermediate High	Intermediate High	Intermediate High
12	Advanced Mid	Advanced Low	Advanced Low	Intermediate High

Chinese Bridge Proficiency Targets

UTAH DUAL LANGUAGE IMMERSION
Providing a world of opportunities for students.

CC BY NC SA

A Simple Survey

- Please go to www.menti.com and type the code “4707 4623” to join the survey
- https://www.menti.com/wv1gn9c5hv

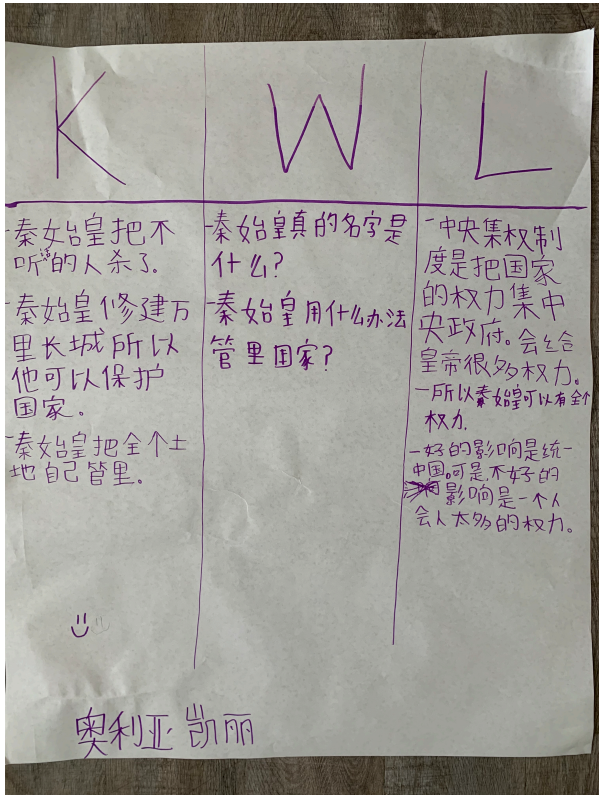
Concept of Integrated Performance Assessment (IPA)

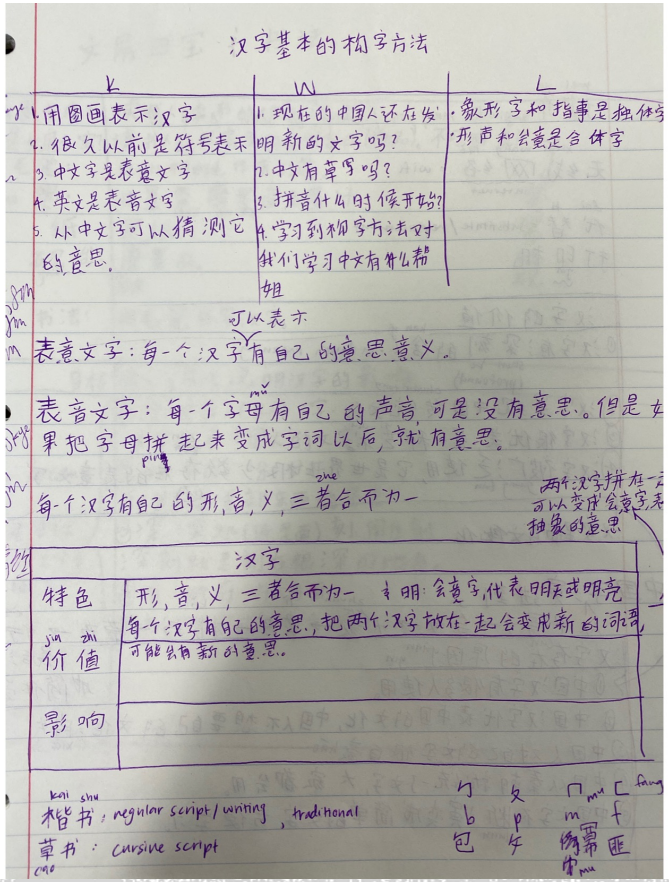
3 Modes	Enhancing student's proficiency through integrating three modes of communication (interpretive, interpersonal, and presentational) in all exercises/activities
OTR	Maximizing Opportunities to Respond
Application	Applying learned language to real-life situations
DOK 3 & 4	Developing higher-order thinking skills and problem-solving skills

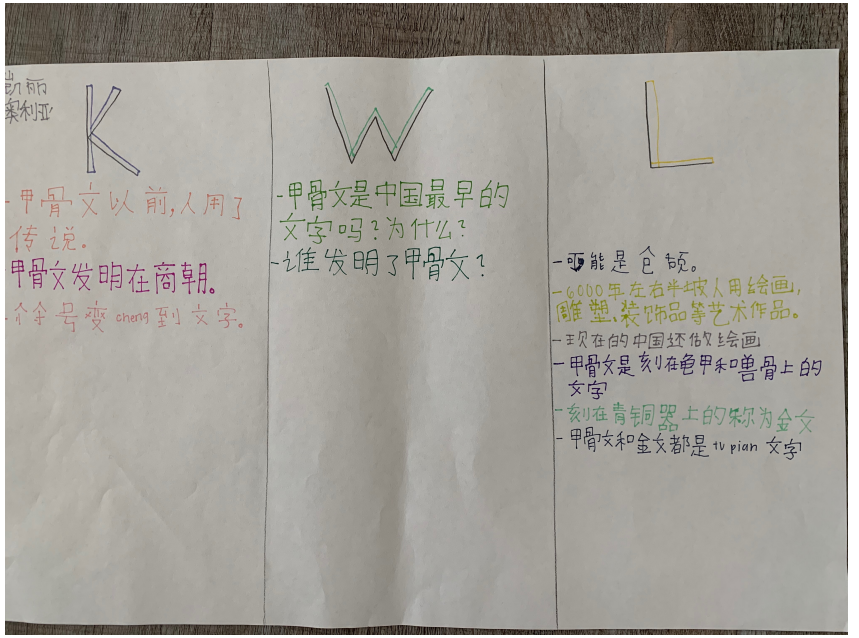
Designing Unit Performance Assessment (UPA) for Each Unit

Learning Goals	• To enhance student's language proficiency level from intermediate to advanced and increase their problem solving and higher order thinking skills
Task-based Learning Process	• To integrate three communicative modes in real-life tasks and projects
Application	• To encourage students to apply learned language and culture to perform advanced tasks (narration, description, cultural comparisons, and solving unexpected problems)
Planning Lessons	• Using UPAs as the unit learning goals to backward design our lessons
Assessment	• Using UPAs with grading rubrics as our state-wide unified term-end assessments

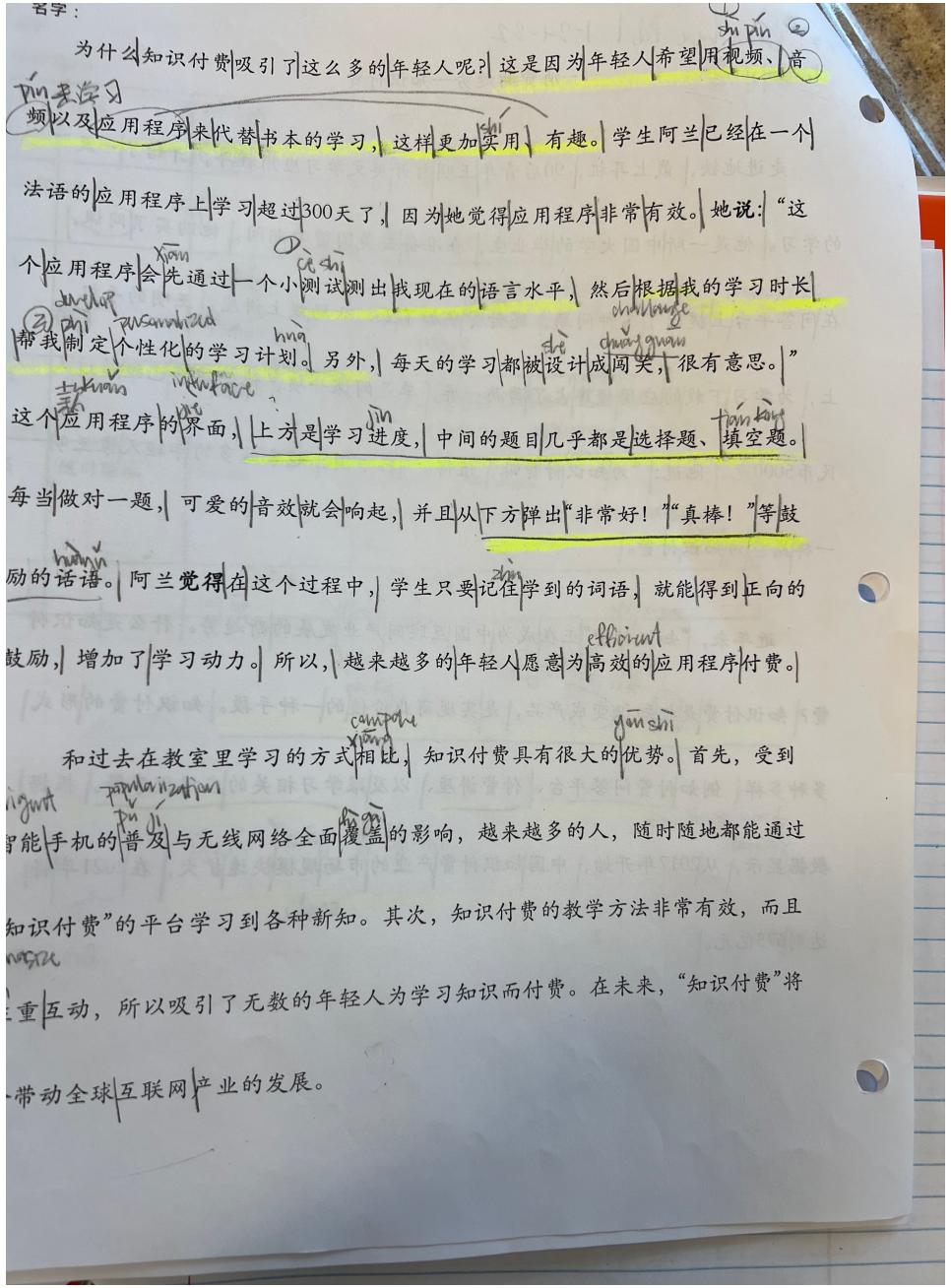
The Progression from Pre-discussion to Unit Performance Assessments





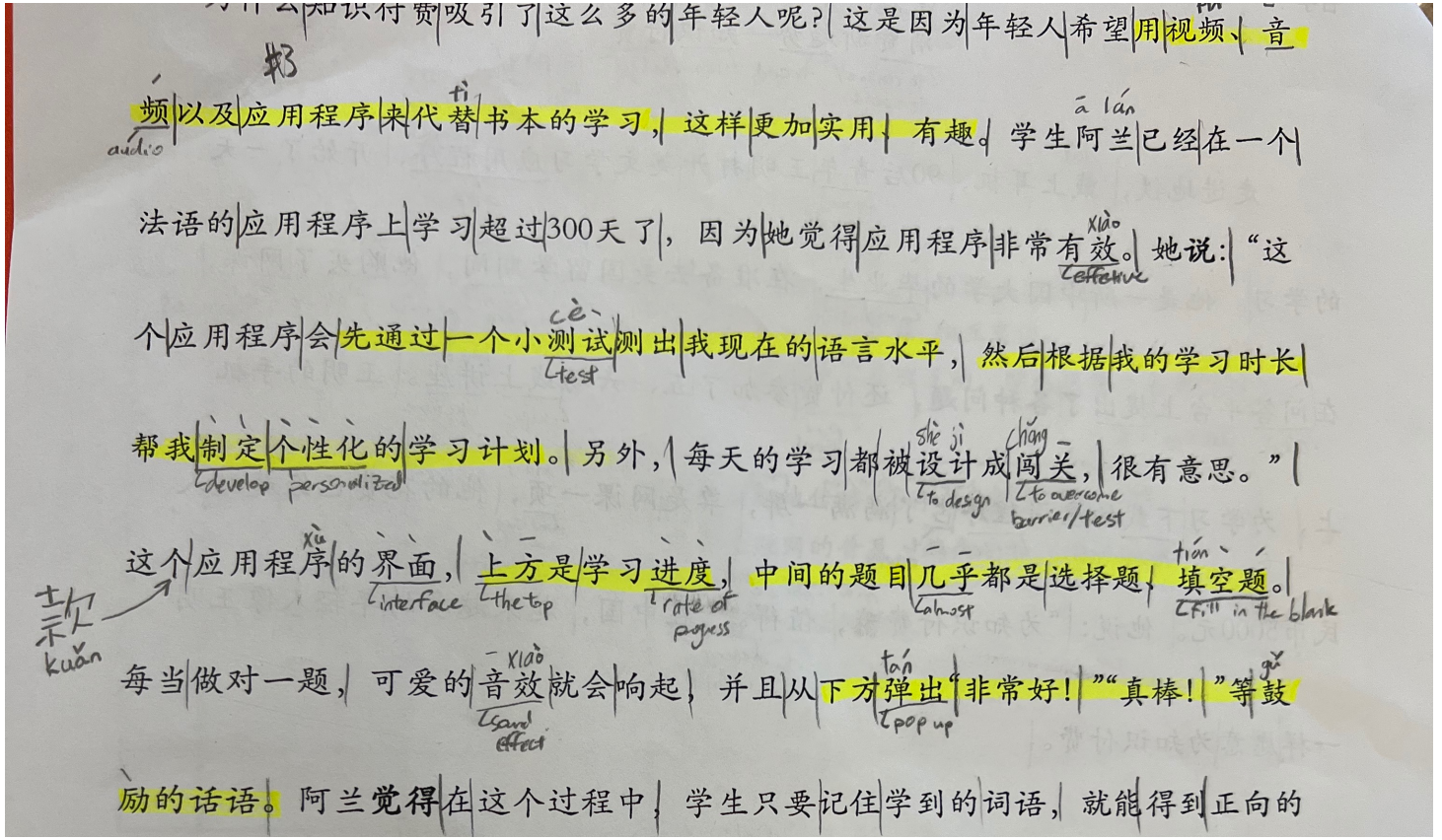


Pre-discussion: KWL



为什么知识付费吸引了这么多的年轻人呢？这是因为年轻人希望用视频、音频以及应用程序来代替书本的学习，这样更加实用、有趣。学生阿兰已经在一个法语的应用程序上学习超过300天了，因为她觉得应用程序非常有效。她说："这个应用程序会先通过一个小测试测出我现在的语言水平，然后根据我的学习时长帮我制定个性化的学习计划。另外，每天的学习都被设计成闯关，很有意思。"这个应用程序的界面，上方是学习进度，中间的题目几乎都是选择题、填空题。每当做对一题，可爱的音效就会响起，并且从下方弹出"非常好！""真棒！"等鼓励的话语。阿兰觉得在这个过程中，学生只要记住学到的词语，就能得到正向的鼓励，增加了学习动力。所以，越来越多的年轻人愿意为高效的应用程序付费。

和过去在教室里学习的方式相比，知识付费具有很大的优势。首先，受到智能手机的普及与无线网络全面覆盖的影响，越来越多的人，随时随地都能通过"知识付费"的平台学习到各种新知。其次，知识付费的教学方法非常有效，而且重互动，所以吸引了无数的年轻人为学习知识而付费。在未来，"知识付费"将带动全球互联网产业的发展。



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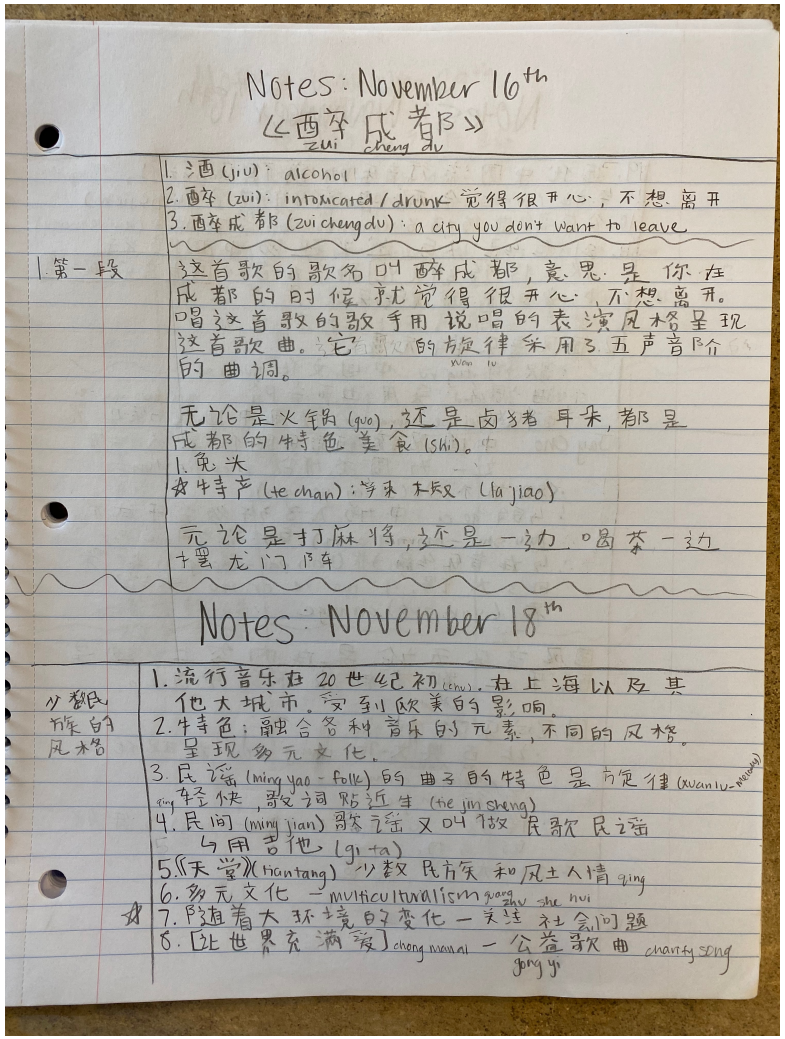
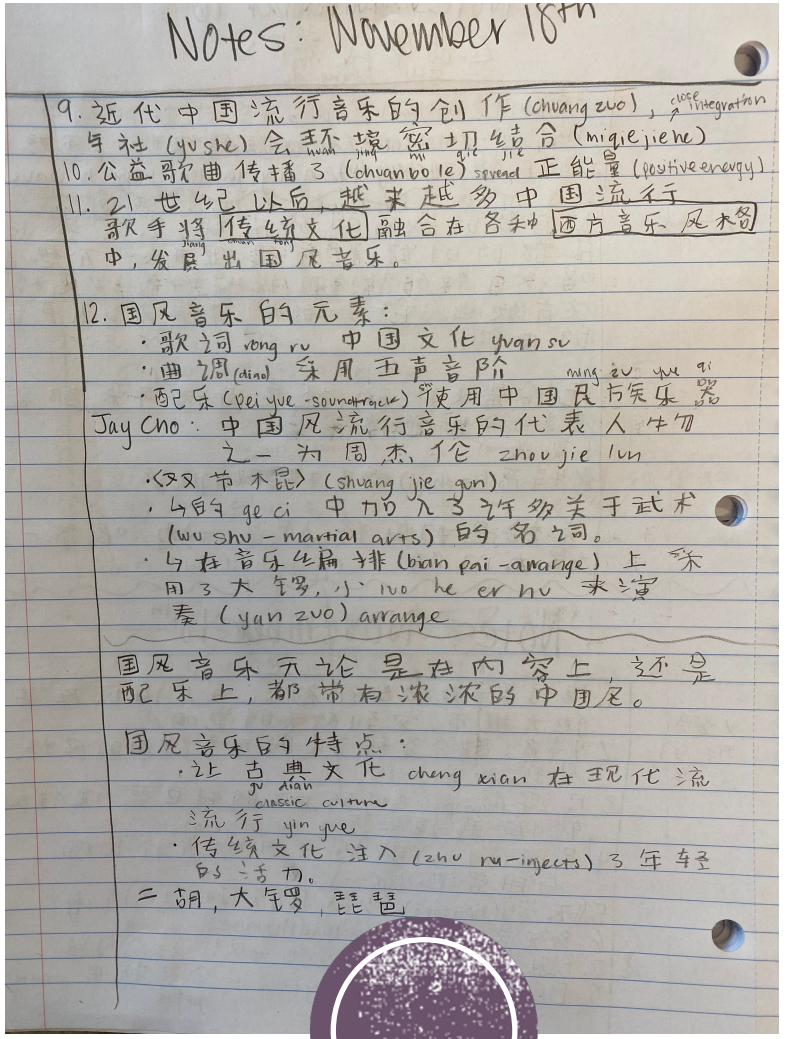
Inquiry-based Discussions & Annotations

Cornell/Class Notes: Recording class discussion results & vocabulary, and making a paragraph summary





CHIN 3116 – Exploring China – Past, Present and You (2019-2020)

UNIT 1: CHINESE HISTORY

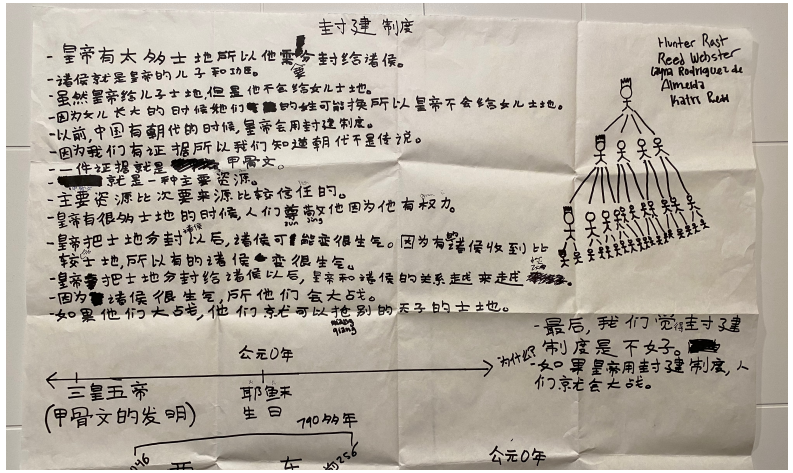
UNIT 2: CHINESE ETYMOLOGY

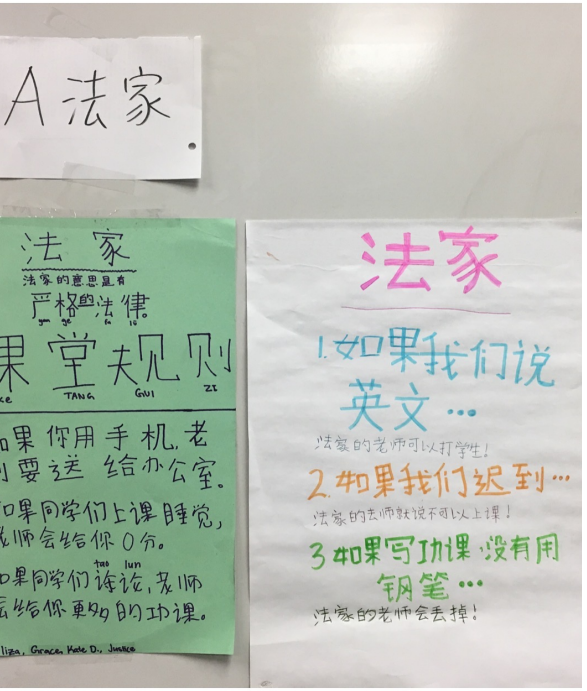
UNIT 3: CHINESE PHILOSOPHIES

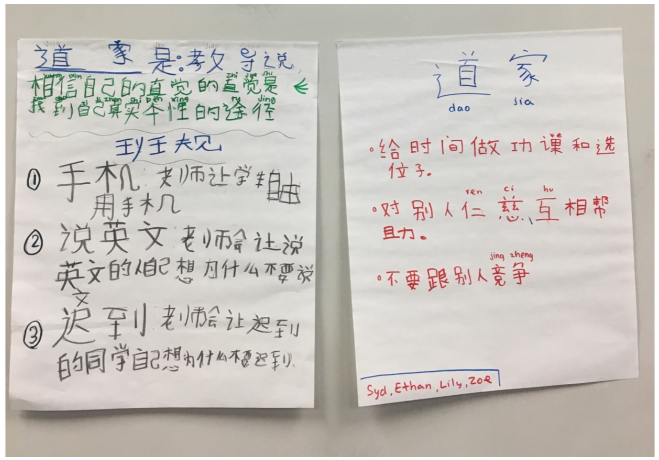
UNIT 4: INTERNATIONALIZATION OF SINO-WESTERN INTERACTIONS

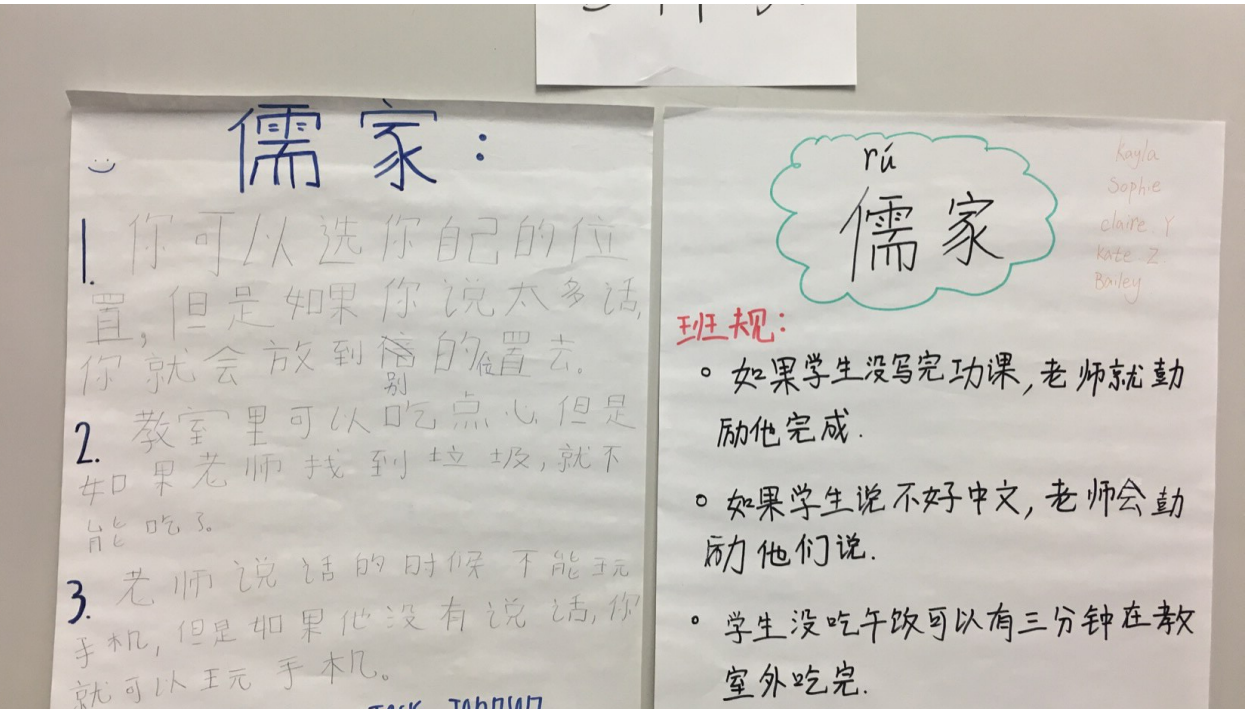
1. Teaching feudalism in the Chinese history in DLI middle school Social Studies classes

- Students make posters or ppt first
- Plan their mini lesson
- Arrange a field trip to middle schools for students to teach their lesson to the 6th grade Chinese DLI social studies class









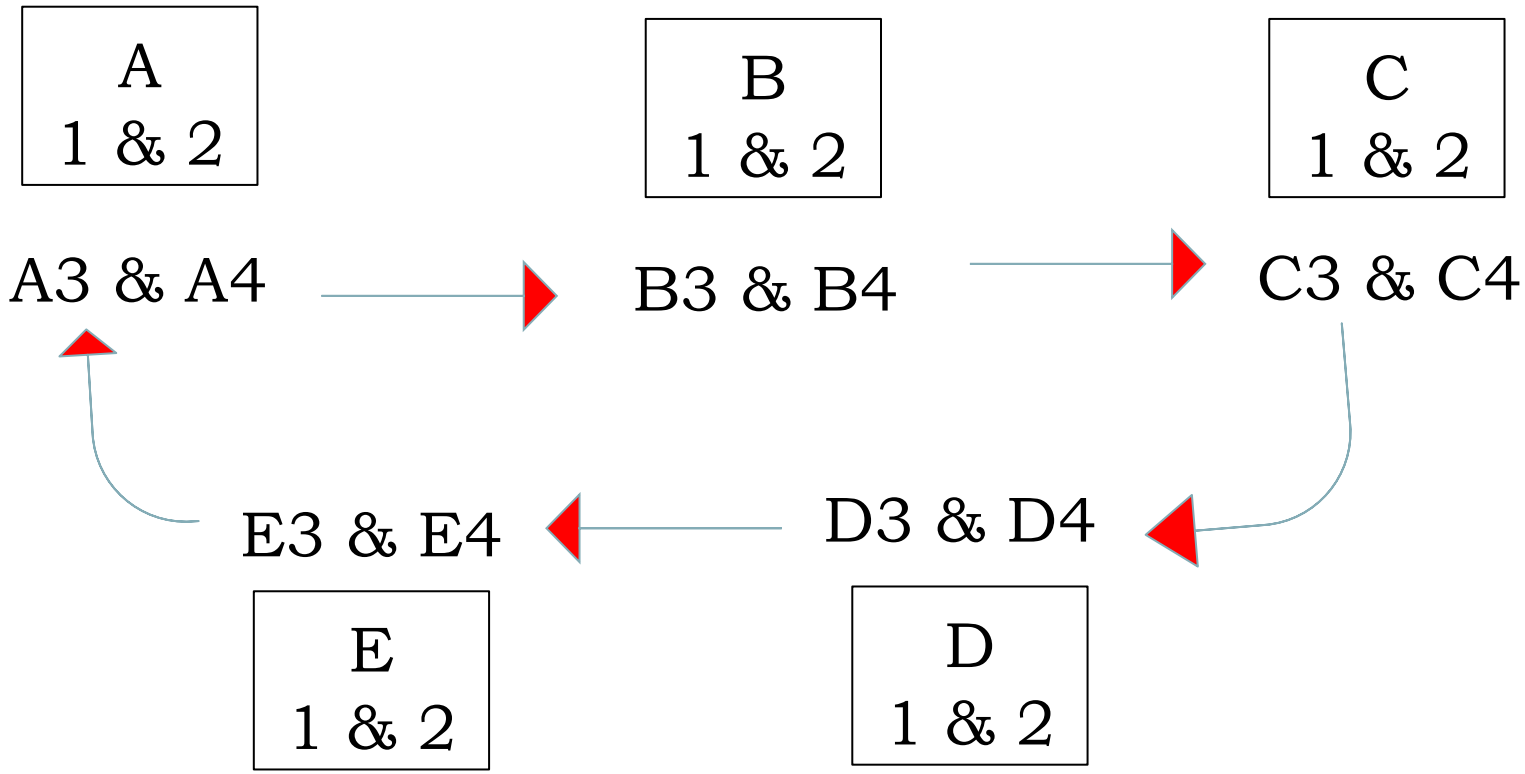
2. Applying Three philosophies to create classroom rules

- Learn, read and discuss three essential Chinese philosophies: Taoism, Confucianism and legalism
- Apply three philosophies to create their own classroom rules
- Use “Exposition” way to present their rules

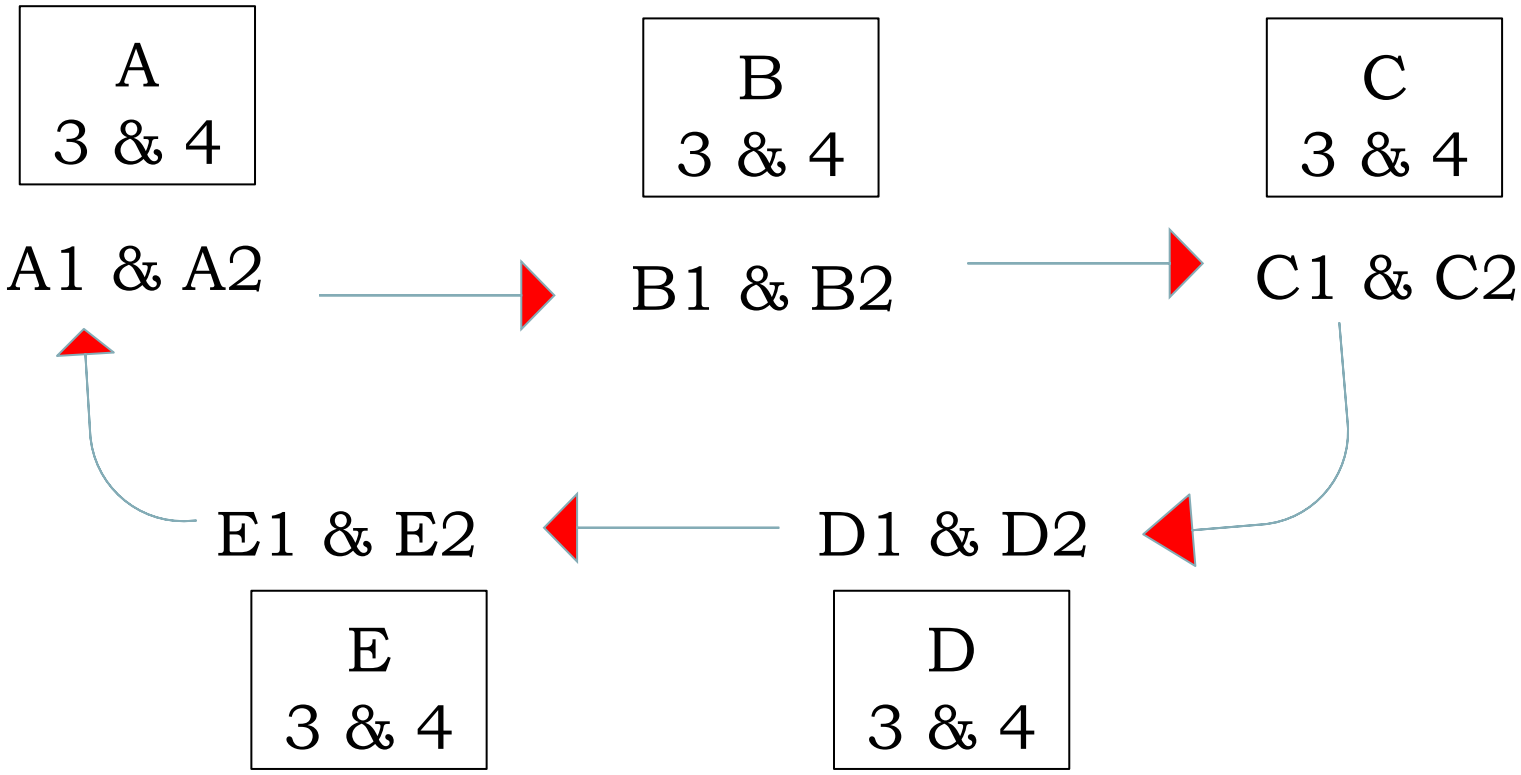
“Exposition”

An Innovative Way to Do Presentations in Class

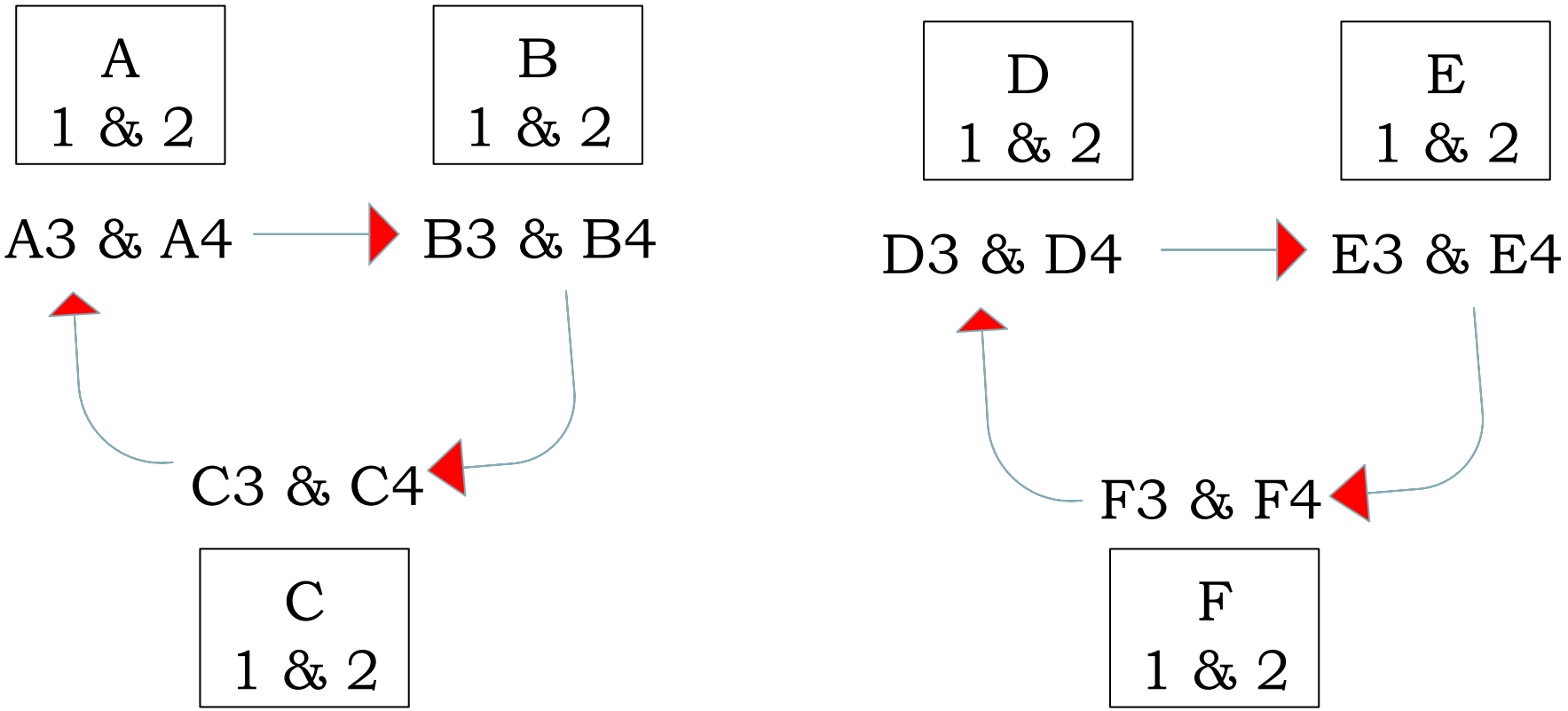
If there are 3-5 groups in the class: Step 1



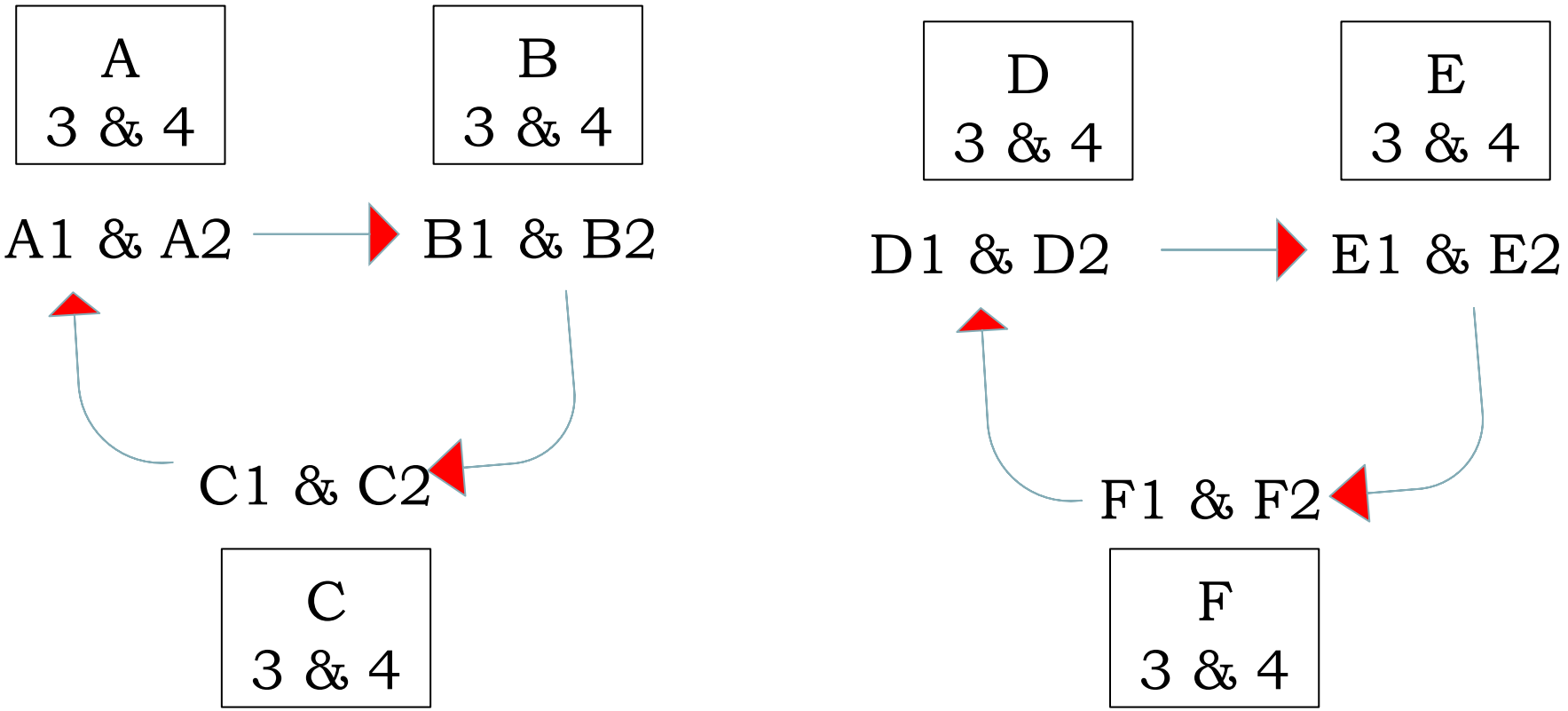
If there are 3-5 groups in the class: Step 2



If there are 6 groups in the class: Step 1



If there are 6 groups in the class: Step 2



Benefits of using "Exposition" Presentations

Increase Opportunity to Respond (OTR)

No down time: Everyone constantly listens and talks during the entire activity.

Teachers walk around to grade presentations. All speaking will be graded based on our presentational speaking rubric.

Feedbacks from students

Making improvement: They can present several times. Each time they can improve a little bit to make their presentation better and better.

Learning more and presenting more: They are not only familiar with the part they prepared, but also responsible for other partners' parts during the presentation.

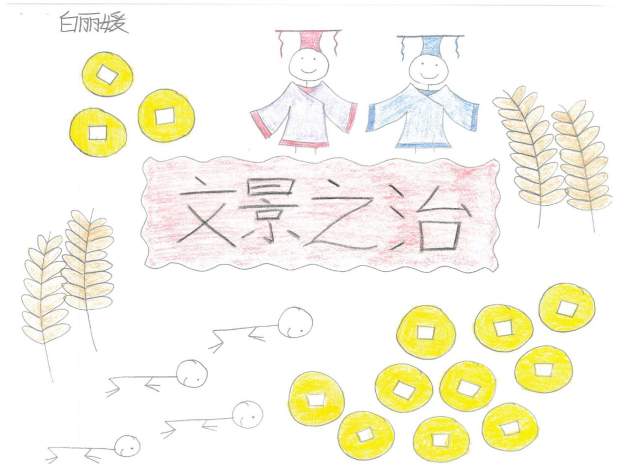
Less stress and having more confidence: They are not nervous about presentation anymore because they don't need to present in front of the entire class.

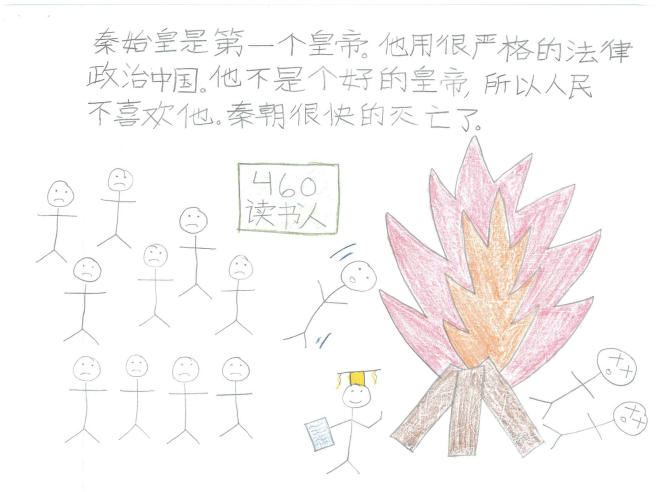
Interpersonal communication: They can ask & answer questions and exchange ideas with each other directly.

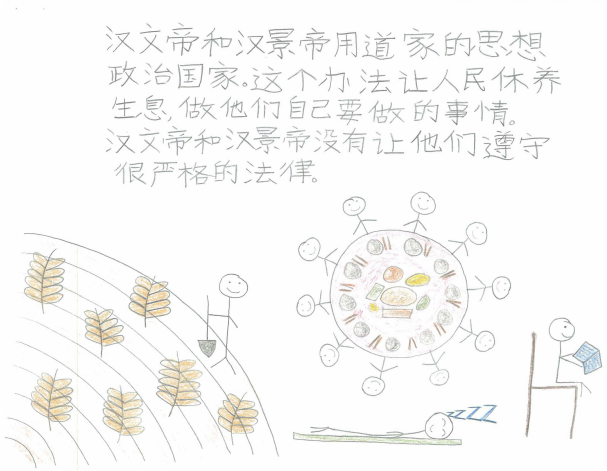
3. Wax museum project of Qin Shi Huang

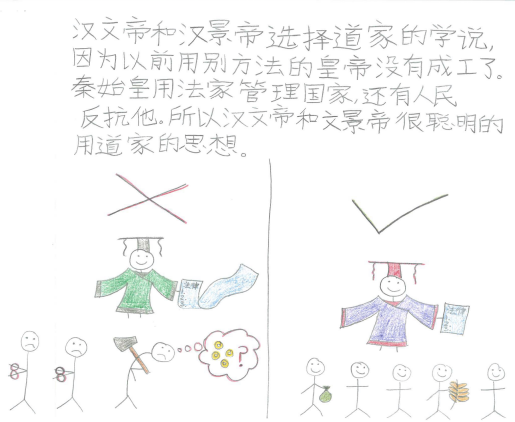
- Qin Shi Huang was the 1st emperor in the Chinese history who used legalism to rule the country.
- Students are required to speak for the statue of Qin Shi Huang in Shanghai Wax Museum.
- They pretend they are Qin Shi Huang, express what he had contributed to China and defend himself for some of his controversial decisions.

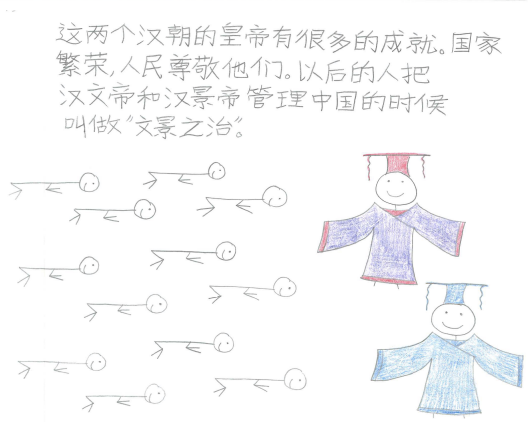
4. Story Book- About Han Dynasty

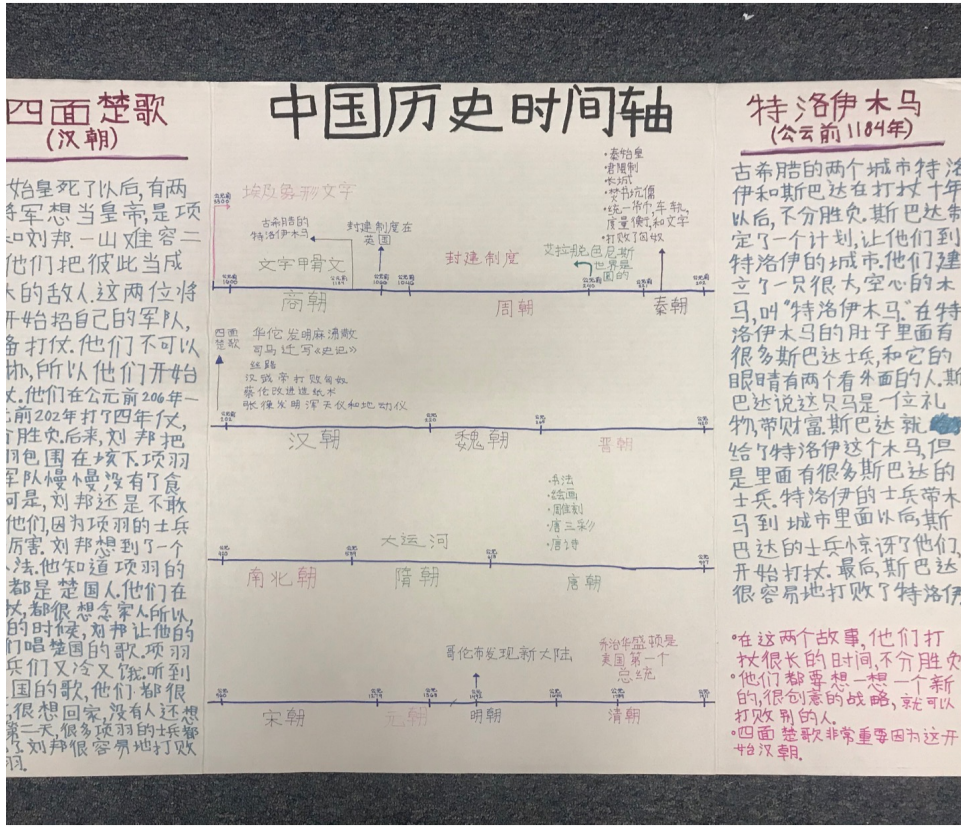


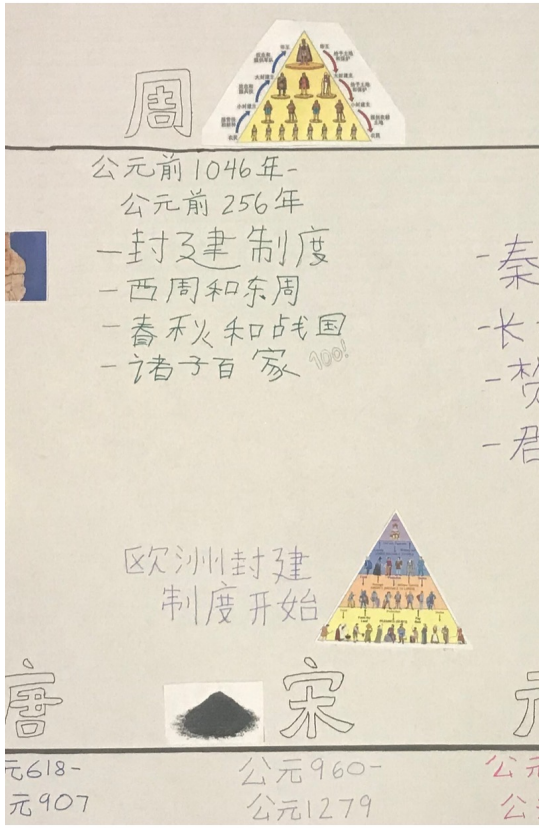


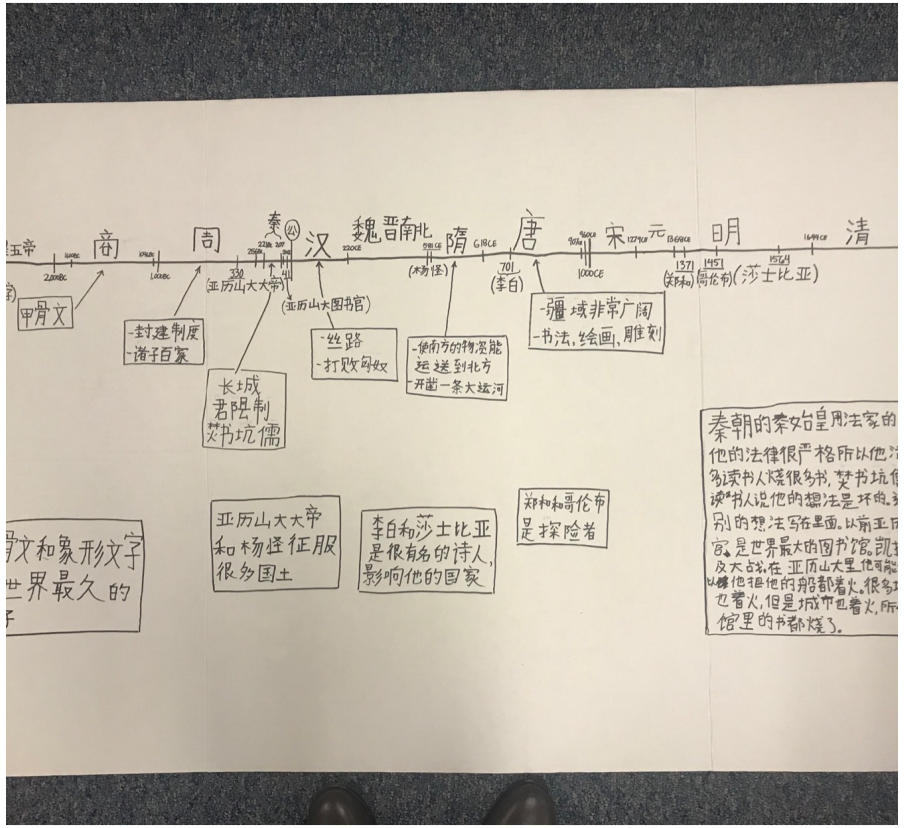


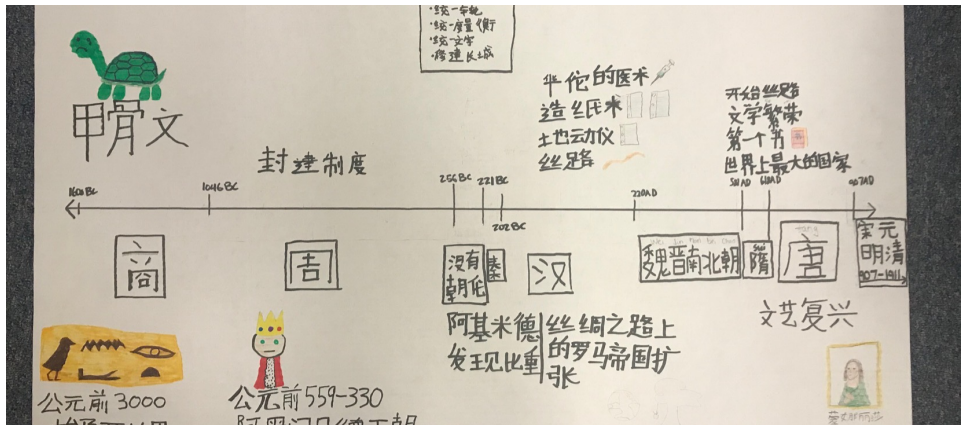




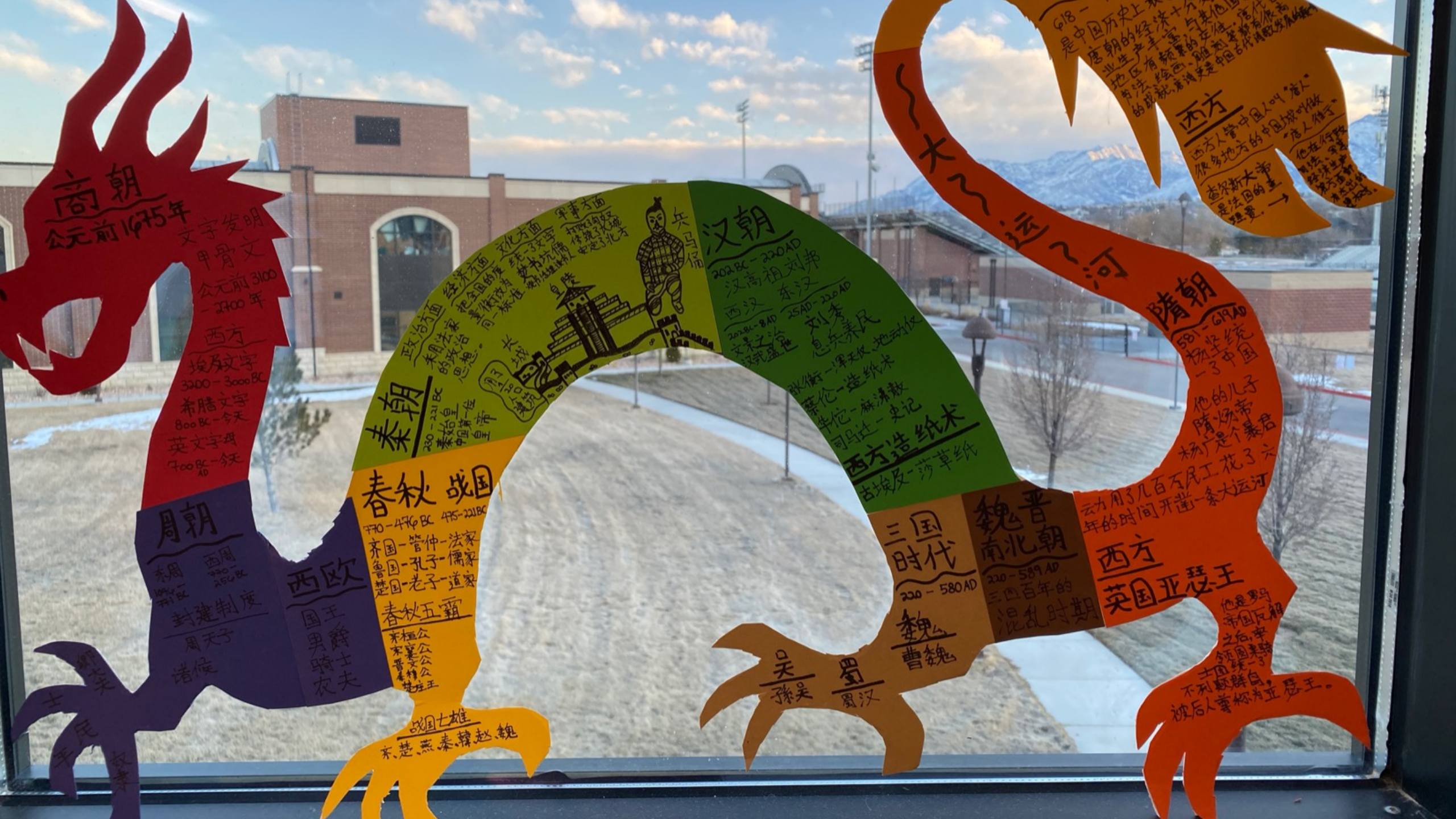






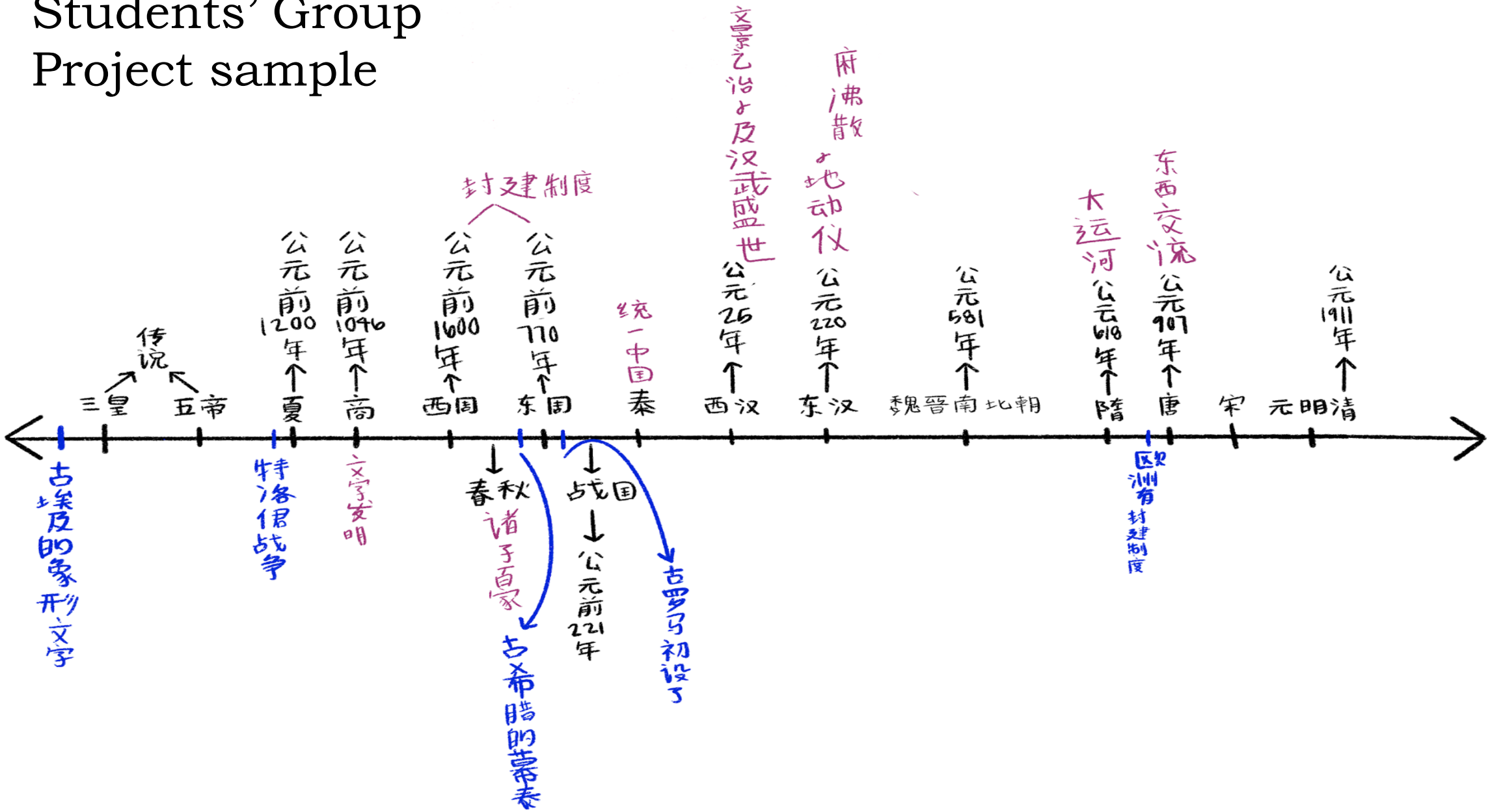


5. CHIN 3116 UPA 1: Timeline & Cultural Comparison



商朝
公元前1675年
文字发明
甲骨文
公元前3100
-2700年
西方
埃及文字
3200-3000BC
希腊文字
800BC-今天
英文字母
700BC-今天
周朝
西周
封建制度
周天子
诸侯
西欧
国王
男爵
骑士
农夫
秦朝
230-221BC
春秋 战国
770-476BC 475-221BC
齐国-管仲-法家
鲁国-孔子-儒家
楚国-老子-道家
春秋五霸
战国七雄
齐、楚、燕、秦、韓、赵、魏
汉朝
202BC-220AD
汉高祖刘邦
西汉 东汉
西方造纸术
古埃及-莎草纸
三国时代
220-580AD
魏
曹魏
吴
孙吴
蜀
蜀汉
魏晋南北朝
220-589AD
三四百年的混乱时期
西方
英国亚瑟王
他是罗马帝国瓦解之后，率领国来骑士团统一了不列颠群岛，被后人尊称为亚瑟王。
隋朝
581-619AD
杨坚统一了中国
他的儿子隋炀帝杨广是个暴君
云为用了几百万民工花了六年的时间开凿一条大运河
西方
西方人管中国人叫"唐人"
很多地方的中国城叫做"唐人街"
查尔斯大帝是法国的重理量。
~大~运~河

Students' Group Project sample



政治制度

-雅典式民主或古希腊式民主是在公元前508年于古希腊 城邦 雅典发展出的一套民主体系。

-雅典民主是一个公民领导的地方自治

-阿提卡的女性被认为是不完整的人（女性不具有人权），奴隶被认为是物品，不算人

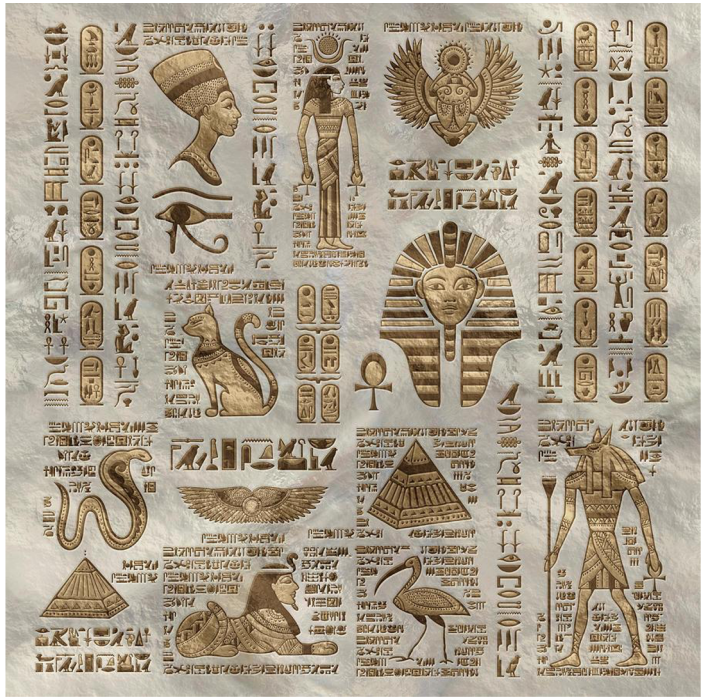
-春秋战国时代，各诸侯国相互竞争

-秦国凭借武力统一了中国，建立了中国第一个君主专制王朝，皇帝为天子，拥有至高无上的权力

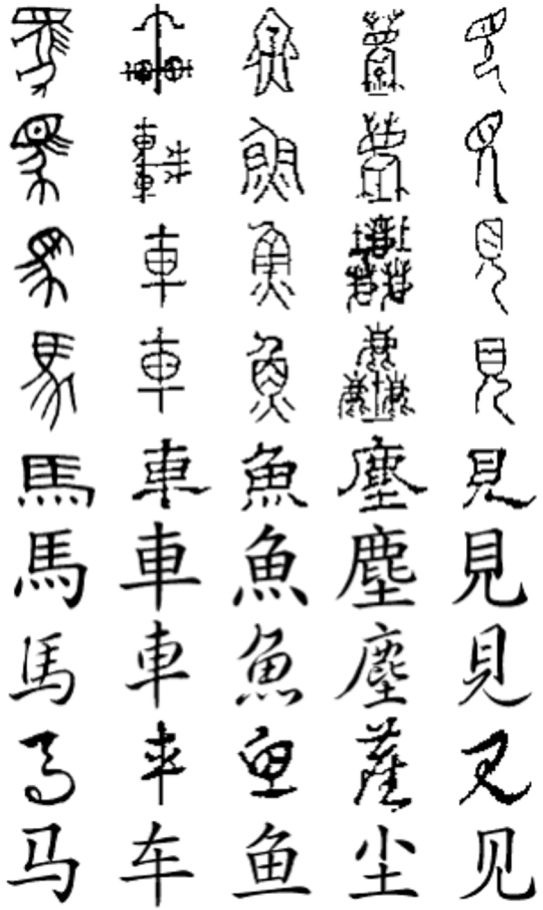
-君主专制和中央集权强化了统一的国家观念

文字的发明

-象形文字都是独立地从原始社会最简单的图画和花纹产生出来的。 约5000年前， 古埃及人发明了象形文字，这种字写起来既慢又很难看懂.



-中国最初的文字就属于象形文字，汉字虽然还保留象形文字的特征，但经过数千年的演变，已跟原来的形象相去甚远，所以不属于象形文字，而属于属于表意体系的语素文字 .



长城和金字塔

一萬里长城的修筑始于春秋戰国时代，已有兩千多年的历史，其中尤以秦 、 汉 、 明三時期的规模最大。

-萬里長城之名，自秦始皇才開始，因此，人們提到萬里長城的時候，往往把它同秦始皇的名字聯繫起來。

-埃及金字塔相传是古埃及法老（国王）的陵墓，但是考古学家从没有在金字塔中找到过法老的木乃伊 。
金字塔是古代世界七大奇蹟之一。埃及金字塔是至今最大的建築群之一

-大部分研究來源顯示埃及存在的金字塔結構數目有81座到112座金字塔.

6. CHIN 3116 UPA3: Townhall Meeting

- 1. Explain the problem needed to be solved in the townhall meeting and requirements
- 2. Help students make connections between the Chinese philosophies in the reading texts and finding solutions for the situation throughout the entire unit
- 3. Students will draw their role prior the townhall meeting
- 4. Guide students to prepare their stands and opinions for their own role
- 5. Have a townhall meeting
- 6. Write a persuasive essay to town mayor

CHIN 3117 – Chinese Legacies: Tradition and Modernity (2020-2021)

UNIT 1:

ARTISTIC EXPRESSION & STORIES

UNIT 2:

HUMAN GEOGRAPHIES & MIGRATION

UNIT 3:

SCIENCE & TECHNOLOGIES

UNIT 4:

EDUCATION & CIVIL SERVICE

Example 2: CHIN 3117 UPA1 & UPA2- Interviewing a Chinese Immigrant and Making a Documentary for This Immigrant

Plan their interview:

- Find an interviewee
- Write a letter to the interviewee for a permission and get their signed consent form
- Prepare for their questions
- Make an appointment for the interview

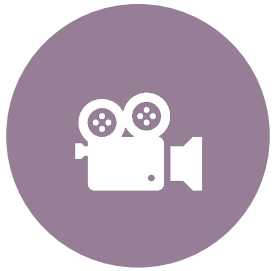
Conduct an interview, film it, & collect necessary information from the interviewee

Edit the film

Presentation

A Sample of the Chinese Immigrant Documentaries

CHIN 3118 – Chinese Pop Culture (2018-19; 2021-22)



UNIT 1:
VISUAL ARTS

UNIT 2:
PERFORMING ARTS

UNIT 3:
CONSUMER CULTURE

UNIT 4:
FOLK CULTURE

Example 3: CHIN 3118 UPA1- Making a Short Film

- Using the “Story Mountain” graphic organizer to plan and write a story
- Transferring their story to a movie script
- Planning to film the movie
- Editing the film and adding Chinese and English subtitles
- Presentations: in class, school-wide film festival, district-wide film festival, or state-wide film festival
- Film Festival on March 9th: https://confucius-institute.utah.edu/for_community/activities.php

Samples of Short Films

Example 4: CHIN 3118 UPA2-Writing a Critique of a Chinese Pop Song or Pop Dance

1. Choose a favorite Chinese pop song/dance or create their own song/dance with some Chinese cultural elements

2. Analyze the song/dance

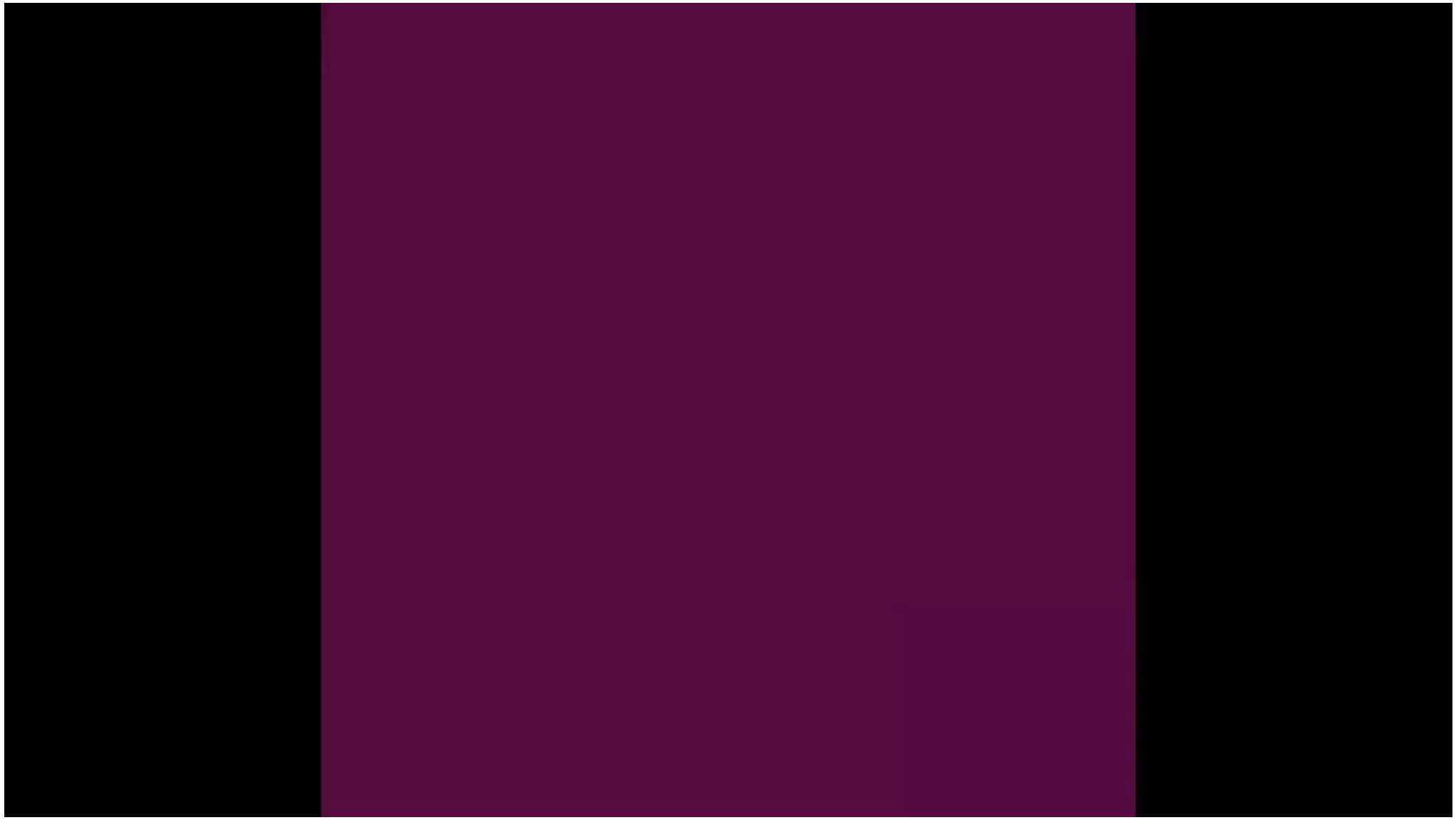
- a. Explain the main theme of this song and the reasons why they chose it for their critique
- b. Narrate the story behind it (e.g., the creation background of this song/dance, the story of the song)
- c. Elaborate the Chinese cultural elements in the song/dance

3. Create a video of their performance (optional)

4. Presentations

Samples of Students' Music Videos

Samples of Students' Music Videos



Writing a Critique of a Chinese Pop Song

我选择介绍的歌曲是周杰伦的《听妈妈的话》。这首歌的主题是说你应该要听妈妈的话因为她照顾你，它在描述母亲的爱。听这首歌让我产生共鸣因为我爱我的母亲。

《听妈妈的话》这首歌是在2006年由周杰伦所创作的。周杰伦希望听众感谢他们的母亲。周杰伦小的时妈妈很严格，他不知道为什么要练习弹钢琴。《听妈妈的话》的歌词是说，小孩子常常不知道为什么妈妈很严格。比如，妈妈会说小孩不可以吃糖果，应该要写功课，等。但是，小孩长大的时候会知道妈妈保护你。妈妈要你做的每一件事情都是为你好。

在他的歌曲，周杰伦融合了许多中国风和西方的元素。比如说，《听妈妈的话》用五声音阶。五声音阶是一个很重要的中国风的元素。这首歌也涵盖中国热门的议题，因为歌词的讨论主题是虎妈。《听妈妈的话》的配乐大部分是西方的乐器如钢琴。但是，在合唱的部分也有中国的乐器伴奏。最后，周杰伦用西方说唱的方式呈现这首歌。

周杰伦的《听妈妈的话》感动了我因为它的主题很重要。我跟周杰伦一样。我小的时候不知道为什么我的妈妈不让我很晚的时候还在外面跟朋友玩。但是现在因为我长大了，我知道妈妈希望确保我的安全。这首歌让我学到新的中国文化的元素。虽然中国孩子常常觉得他们的妈妈很严肃，可是他们尊重母亲。《听妈妈的话》这首歌曲对社会的影响很重要因为教导每一个孩子听妈妈的话，而且母亲的爱很特别。

《听妈妈的话》这首歌的意义希望每个孩子尊重妈妈因为她无微不至的照顾你。我学到了母爱的伟大，也体会到妈妈对孩子很深的感情。我希望大家通过我的介绍也能进一步认识并欣赏这个歌曲。

Teachers' feedback about UPAs

- Help students apply learned language and cultural knowledge to some real-life projects
- Students have more opportunities to express their opinions
- Projects increase students' creativity and higher order thinking skills
- Increase students' cultural competency through communications, communities, connections and comparisons
- Teachers also increase their own knowledge in content and diverse teaching strategies
- Teachers learn from colleagues through teamwork on planning lessons
- The connection between UPAs and daily life needs to be strengthened.
- It's very difficult to correct students' fossilized grammar mistakes in speaking and writing.

Our goal is to prepare students for the challenges of our global society in the 21st century, cultivating skills so that they become future leaders.

Discussion

- 1. Which ideas would you like to apply to plan your IPA activities? Why?
- 2. How do we strengthen the connections between content/academic language and language that function for daily needs?

Today's Objectives

Participants will

- 1. understand the rationale of Integrated Performance Assessment (IPA);
- 2. learn the implementation of IPA through exploring some authentic classroom examples; and
- 3. apply those innovative ideas to create their own IPAs.

Q & A

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