Chinese Teaching and Learning in the International School Context: Theory and Practice
國際學校華語教學之學理與實務
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Course Description

This course aims to engage students in exploring the fundamentals of the teaching and learning in the unique context of an international school. Course sessions facilitate the students to construct a general yet comprehensive understanding of the theories and practice required of a teacher in such setting, and to develop a concrete idea of what it takes to be a competent international school educator. Class meetings consist of lectures, pair/group/class discussions, mini-lesson design, micro-teaching and presentations.

Learning Objectives

With taking this course, the students are expected to develop an understanding of the uniqueness of teaching and learning in an international school and an ability to integrate it into lesson planning and teaching by achieving the following objectives.
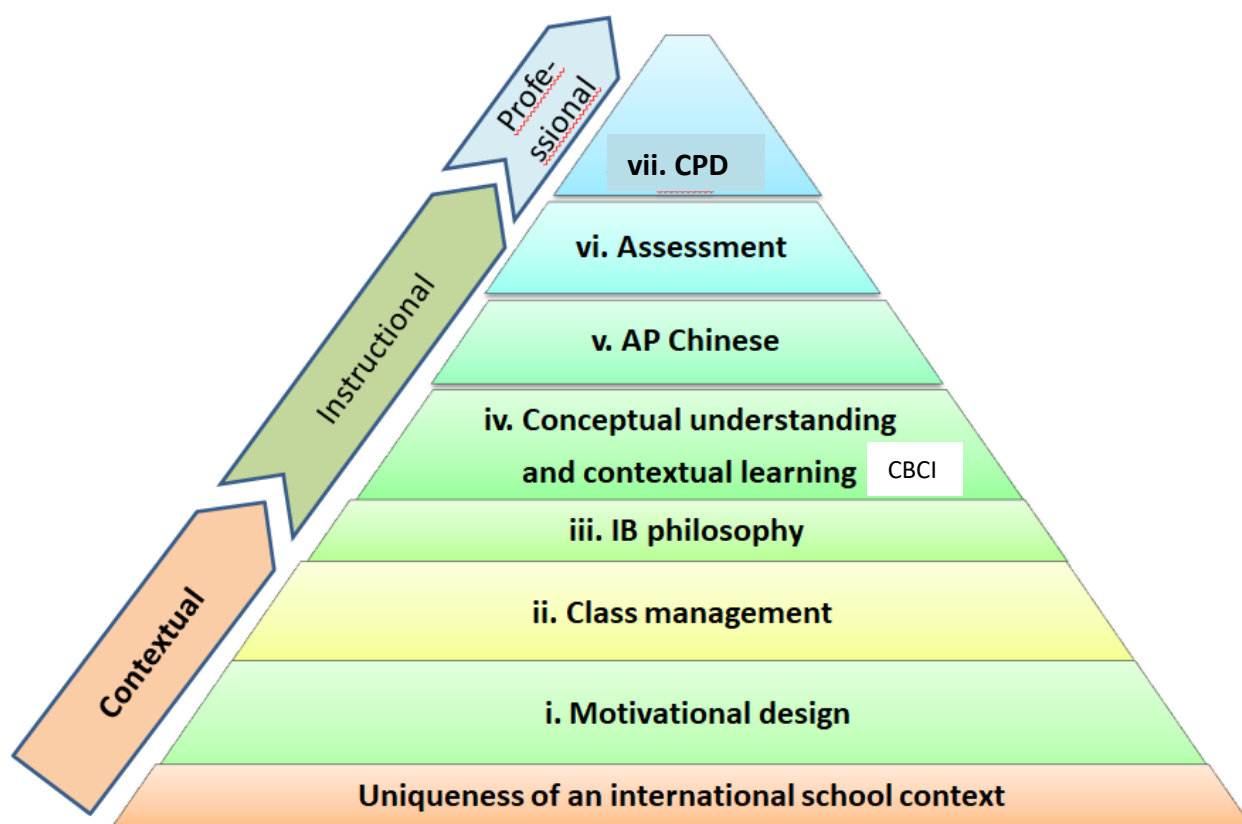
No	Objectives	Assessment Tasks
1	Understand the motivational ARCS Model and its critical impact on teaching and learning.	Design and present a motivational learning activity using the ARCS Model with effective strategies in class management
2	Understand the mentality, the positive approaches and effective strategies in class management for success	
3	Understand IB philosophy, including the Mission Statement, the Learner Profile, the ATLs and the ATTs, that guides IB teaching and learning	Design and present a Chinese mini lesson integrating the key elements in IB philosophy integrating conceptual and contextual learning
4	Understand conceptual and contextual learning in Concept-based Curriculum and Instruction (CBCI)	
5	Understand the philosophy, key components and framework with effective teaching strategies of AP Chinese curriculum and instruction	Design and present a mini Chinese lesson integrating the AP Chinese features with teaching approaches meeting the "5C and 3 Modes" learning goal, and integrating elements that are "of", "for" and also "as" learning.
6	Understand assessment for learning including SOLO, UbD and UDL	
7	Understand the concepts and approaches of CPD (Continuing Professional Development) and its impact on teaching and learning	Explore, design and present a personal CPD plan to engage in lifelong learning

Course Credits / Course Requirements

This is a 3-credit course. Previewing of the assigned reading and class participation are both required.

Course Structure

This course is inquiry-supported, student-centered, theory-enriched and practice-based. Through guided inquiry in each session, students first explore and construct a general understanding of the uniqueness of an international school context as the mental framework for learning, then substantiate it with theories and examples through the following lectures, discussions and practices to construct a comprehensive understanding of what is required of a competent international schoolteacher. Contextual factors such as motivational design and class management which play a significant role in the effectiveness of teaching and learning are introduced and explored; instructional factors including AP Chinese, which is commonly a part of an international school curriculum, and IB philosophy in teaching and learning, which is a key component in many international IB schools, are addressed; current trend of the assessment and the features that differ from traditional formats are investigated with the philosophy of Differentiation, Understanding by Design (UbD) and Universal Design for Learning (UDL); latest teaching and learning theory and practice of Concept-based Curriculum and Instruction (CBCI) is introduced focusing on conceptual and contextual learning. To facilitate students in developing the ability to grow professionally and continuously, various ways and approaches of Continuing Professional Development (CPD) are explored and the designing of a personal CPD plan is practiced to ensure the beginning of a lifelong learning journey.

Class Schedule

Session/Date	Topic	Content
1. 2/15	Introduction	An introductory session to the unique context of an international school
2. 2/22	Motivational Design	i. Theory: understand the ARCS Model (Keller, 2010), the key elements of the Motivational Design for Learning and Performance, and the critical impact it has on teaching and learning.
3. 3/1	Class Management	ii. Theory: understand the teacher's mentality for success in class management; learn and develop the positive approaches and effective strategies in class management.
4. 3/8	1st Micro-teaching (Group)	iii. Practice: design and present a motivational Chinese-learning activity using effective strategies in class management and the ARCS Model
5. 3/15		
6. 3/22	Reflective learning and constructive feedback	
7. 3/29	IB philosophy in teaching and learning	i. Theory: understand the general philosophy that guides IB teaching and learning, including the Mission Statement, the Learner Profile, the ATLs and the ATTs (IBO)
8. 4/12	Concept-based Curriculum and Instruction (CBCI)	ii. Theory: Understand the latest trend of Concept-based Curriculum and Instruction (CBCI, Erickson, 2017) focusing on the structure of knowledge/process, conceptual understanding and contextual learning
9. 4/19	2nd Micro-teaching(Group)	iii. Practice: design and present a Chinese mini lesson integrating the key elements of teaching and learning in IB philosophy with conceptual and contextual learning.
10. 4/26		
11. 5/3	Reflective learning and constructive feedback	
12. 5/10	AP Chinese	i. Theory: understand the philosophy, key components and framework of AP Chinese curriculum and the AP Exam, and learn effective teaching strategies.
13. 5/17	Assessment	ii. Theory: understand the trends in assessments as assessment for learning including Differentiation, UbD and UDL
14. 5/24	3rd Micro-teaching (Group)	iii. Practice: design and present a mini Chinese lesson integrating the AP Chinese features and teaching approaches that meet the AP Chinese learning goals and assessment requirements, with different forms of assessments (including "of", "for" and also "as" learning).
15. 5/31		
16. 6/7	Continuing Professional Development	
17. 6/14	Final Exam / Complete a personal plan of CPD	

Readings and learning resources

All students must read and explore the following resources.

1. Motivational Design

Reading

1. Keller, J. M. (2009). *Motivational design for learning and performance: The ARCS model approach*. Springer Science & Business Media.
2. ARCS. https://www.learning-theories.com/kellers-arcs-model-of-motivational-design.html
3. ARCS with teaching strategies. http://www.tamus.edu/academic/wp-content/uploads/sites/24/2017/07/ARCS-Handout-v1.0.pdf
4. ARCS with teaching suggestions. https://elearningindustry.com/arcs-model-of-motivation
5. Overview of ARCS. https://elearning2020.pressbooks.com/chapter/arcs-model-of-motivational-design/

Videos

1. Keller's ARCS Model of Motivation Design. https://www.youtube.com/watch?v=7bzc-hahKSM
2. Introduction of ARCS. https://www.youtube.com/watch?v=tYu90ZK2WUA&t=17s

2. Class Management

1. Classroom Management - Meet Mr. Hester
https://www.youtube.com/watch?v=LdF5ry5g5-w
2. Mr. Hester Classroom management Day 1
https://www.youtube.com/watch?v=pgk-719mTxM
3. Positive Classroom Discipline Model (Jones)
https://www.youtube.com/watch?v=CgJ2J62Ig6U
4. Jones Positive Classroom Discipline
https://www.youtube.com/watch?v=ygWSBXhBYI8

3. IB Programs.

Reading (introductory information)

1. IB Programs. https://www.ibo.org/programmes/
2. IB Schools in Taiwan. https://www.ibo.org/country/TW/
3. IB Mission. https://www.ibo.org/about-the-ib/mission/
4. IB Learner Profile. https://www.whatisib.com/what-is-the-learner-profile.html
5. IB Approaches to Teaching and Learning. (ATL and ATT).
https://www.farragutcareeracademy.org/apps/pages/index.jsp?uREC_ID=196203&type=d&termREC_ID=&pREC_ID=944692
6. IB ATL skills. (pdf document).
https://isa.edu.gr/backend/vendor/ckeditor/plugins/fileman/Uploads/Inner%20pages%20documents/MYP/atl_skills_approaches_to_learnin.pdf

Videos

1. The IB Program: The Global School Curriculum (4'25")
https://www.youtube.com/watch?v=V5zuiMjbKsY
2. Approaches to Learning (ATL) Skills (2'03")
https://www.youtube.com/watch?v=XtsXBy1C26o
3. Approaches to Teaching in the IB (ATT) (1'51")
https://www.youtube.com/watch?v=0heAluBcSEU
4. How do students demonstrate the ATL Skills (great examples 7'29")
https://www.youtube.com/watch?v=xLl2ovwaBQc
5. Introduction to the IB MYP (學生觀點) (6'59")
https://www.youtube.com/watch?v=iAJoz1MBOC8

4. Conceptual Understanding and Contextual Learning (CBCI)

Reading

1. Erickson, H.Lynn, Lanning, Lois A. and French, Rachel. (2017). *Concept-Based Curriculum and Instruction for the Thinking Classroom* Second Edition. Corwin a SAGE Publishing Company. ISBN 9781506355399.
        2. Chapter 1. https://us.corwin.com/sites/default/files/upm-assets/82739_book_item_82739.pdf
Video
        Curriculum Shift: Towards Concept- Based Teaching & Learning
        https://www.youtube.com/watch?v=bM9jRVz78oo

5.   AP Chinese
Reading
        1.   AP Chinese Language and Culture: Course and Exam Description.
             https://apcentral.collegeboard.org/pdf/ap-chinese-language-and-culture-course-and-exam-description.pdf
        2.   AP Chinese 簡介(一頁) https://apcentral.collegeboard.org/pdf/ap-chinese-language-and-culture-course-overview.pdf?course=ap-chinese-language-and-culture
        3.   新冠肺炎疫情下的 AP 中文考試和備考
             http://www.acminfo.net/a/meihuazixun/zongwenxunxiao/2020/0409/33648.html
        4.   工作坊分享：如何準備開一門 AP 中文課
             http://csmb47.blogspot.com/2018/08/2018apsiap.html
        5.   Sample Syllabus from 魏老師小站 https://weilaoshi.weebly.com/ap-chinese-course-syllabus.html
        6.   World-readiness Standards for learning Languages (5C standards)
             https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf

6.   Assessment
Reading
        1.   Tomlinson, Carol A. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999
        2.   Differentiate Content. https://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p05/#content
        3.   Differentiate Process. https://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p06/#content
        4.   Differentiate Product. https://iris.peabody.vanderbilt.edu/module/di/cresource/q2/p07/#content
PowerPoint presentations
        1.   Differentiated Instruction. (at bottom of webpage, presenter PowerPoint with notes.)
             https://www.moedu-sail.org/differentiated-instruction-materials/
        2.   Assessments of, for and as learning. https://curriculum.gov.mt/en/Assessment/Assessment-of-Learning/Documents/assessment_of_for_as_learning.pdf

Grading and Evaluation
        Assignment tasks 70%
        Final presentation 20%
        Class participation 10%

Task Grading Rubric (Understanding Expectations)

SOLO TAXONOMY
(after Biggs and Collis 1982)
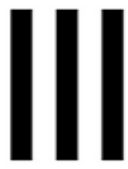
Prestructural

Unistructural
Define
Identify
Do simple procedure

Multistructural
Define
Describe
List
Do algorithm
Combine

Relational
Compare/contrast
Explain causes
Sequence
Classify
Analyse
Part/whole
Relate
Analogy
Apply
Formulate questions

Extended abstract
Evaluate
Theorise
Generalise
Predict
Create
Imagine
Hypothesise
Reflect

https://leadinglearner.me/2014/03/05/randd-community-developing-solo-success-criteria/

20%	25%	35%	20%