E-Learning Webinar Series, "Empowering Teaching and Learning through Technology Integration": Discussion and Review

'如何有效融入科技在中文教學' 網上學習系列的研討和評論

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Since 2009, the National Council of Associations of Chinese Language Schools (NCACLS, also known as the Council) has been relentless in its pursuit of strengthening its teaching and learning mission. Building on the success of its e-learning symposiums from 2009-2011, the Council launched a 3-part webinar series in 2012 entitled, 'Empowering Teaching and Learning through Technology Integration.' The series brought expert teachers from instructional design, educational technology, and language teaching to share their know-how and experiences in integrating technology into classroom teaching. The objectives of the webinar series were to assist teachers with gaining foundational knowledge of instructional design principles, developing a collaborative learning environment to engage students through Google+ and its many applications, and learning how to use Chinese typing as a pedagogical tool for effective teaching and learning in a heritage Chinese school.

Effective e-learning is said to enable Chinese schools to expand learning beyond classrooms and to promote individualized instruction to meet student needs. Building an effective e-learning environment cannot be achieved without transforming the current pedagogical practice in Chinese schools. This transformation takes place when teachers are equipped with knowledge on leveraging technology to deliver learning in and out of the classrooms, as well as the types of learning that occur when technology is applied. The ultimate goal is to move beyond brick-and-mortar schooling to engage students in active learning through a virtual learning community. As such, the Council has strategically implemented

online training to provide teachers the tools and resources to create effective e-learning environment for their students. The Council assembled a team of experts to help realize its vision in facilitating the pedagogical shift among its member teachers.   As part of its continuous quality improvement process, a brief survey was also developed to collect input from participants to assess the effectiveness of the modules. The collected responses to the series were generally positive.   After the first year of implementation, it has become vital for the Council to gather feedback from the general public to identify driving issues as well as gaps in its current offering before expanding the webinars in coming years. As a result, the panel will first review the three e-learning modules on (1) application of Richard Mayer's multimedia learning theories/principles in designing media enhanced learning that is both effective and engaging; (2)development of a class website, powered by Google+, to engage students in collaborative learning activities at their own convenience to promote sense of community; and (3) using Chinese typing as a pedagogical tool to create an environment that is conducive to effective learning of Chinese. Then, the panel will focus the discussion on (1) how to harness easy-to-use technological tools to enhance student's learning experience, (2) how to re-engineer a Chinese school or a classroom to accommodate e-learning and associated pedagogical innovation, and (3) lessons learned while implementing technology innovation in a Chinese language classroom.

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多媒體學習與教學設計理論用於中文為外語教學實驗探討

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摘要:

由於多媒體與訊息科技的迅速發展，傳統的教學法也在各方需求下隨之而呈現不同的變化。近年來，各國政府及工商學界對於教育科技的發展，給予高度的重視及財力的投資(Hong, 2010)。在教師培訓方面更是加強電腦、多媒體網路、及科技教學的知識傳播與提高教師在電腦能力的要求。然而許多研究指出，雖然許多老師們皆具備了操作使用電腦多媒體科技的能力，但是對於學生學習成果不如預期的目標 (Bennet, 2001)。追溯其因，不少的學者認為要有效的使用多媒體教學，了解認知的過程才能達到最佳的學習成果(Clark & Mayer, 2008)。

本文是以Richard Mayer (2008) 提出的多媒體學習認知模式和多媒體教學設計七項原則為理論基礎，實驗運用在中文為外語教學示範。Mayer 的多媒體學習七項原則包括多媒體原則，感官訊息的豐富度原則，鄰接性的原則，冗餘原則，一致性原則，個性化原則，分段和提前準備原則。此一教學示範連結多媒體學習與認知心理學理論和實例教學，除了可印證或強化理念，更為老師提供一種有系統性的教學設計架構。

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谷歌協作平台示範教學

劉亮吟

摘要:

本線上課程呈現的主題是：中文學校如何以非營利機構的身份申請谷歌教育應用工具（Google Apps for Education）。 並示範：如何利用谷歌協作平台創造班級網站，提供中文學校學生于週間自學和週末面授的學習工具，為學生創造學習語言和文化的數位學習環境。

谷歌協作平台的設立，將為老師和學生們搭構起 "騰雲" 的契機。利用谷歌協作平台來 "彙整" 面授時的上課內容、登錄每週作業、更能簡單地在此平台上善用分享"谷歌雲端文件" 及協同共作。這將是重要的 "Collaborative Learning" （合作共創學習）之實際運用方式。也將為二十一世紀的學習者和教師們有策略地創造重要而不可或缺的學習社區。

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<p style="text-align:center">北美海外僑校七,八年級中文電腦輸入教學以及應用</p>
<p style="text-align:center">邱美智, 黃玲玲</p>

摘要

近二十年科技資源及各種電腦工具發展迅速，海外僑校中文教學及課程設計因而跟著時代的腳步而轉變。從早期的印刷版課本及作業簿書寫練習到目前應用網站網頁數位化資源，僑校老師及學生在多元化的學習環境中提昇更多並更實際的中文情境學習，讓僑校語言的學習達到溝通，文化，比較，連接，及社區融入的任務。

南密中文學校在二零零五年開始展開師資電腦培訓，配合資訊的發展，提供並融入電腦輔助教學的課本設計。老師及學生經過幾年下來的努力合作及互相學習，達成一個共識。那就是利用各種資源來進行中文學習，語言運用及文化學習互動，讓每週僑校上課更充實，有趣，真實,激發學習興趣，並提高學習效果。

現在的學生對科技及電腦工具的應用非常自然，接受軟體及硬體更新也是相當容易，南密七年級及八年級二位老師展開中文打字的介紹，學習，應用，並由中打的學習過程中了解學生學習中文遇到的障礙及困難。更重要的是由此設計幫忙及協助學生對中文文法的認識及了解，提供他們另一種學習媒介。

老師所應用軟體包括微軟視窗中文輸入，注音符號，漢語拼音, IQ Reader。 中文打字的學習目標包括介紹微軟視窗中文輸入 - 中文輸入設定 - PRC and Taiwan phonetics; 介紹兩種不同的輸入方法 - 注音符號，漢語拼音; 課堂練習 - 生字， 生詞， 造句，短文，分組創作， 集體創作; 課後用中文輸入法完成作業 - 生字， 生詞， 造句，短文; 使用 IQ Reader 產生語音檔，讓學生課後作聽力與閱讀. 課堂活動包括：老師教導本課或本週的句型; 讓學生分組討論一個中文對話。這對話中需使用這個句型；學生分組發表他們的對話; 學生回家完成中文輸入; 老師使用學生完成的中文打字在上課作討論; 老師在課堂分析學生造的句型，並指出常犯的用語和語法; 老師讓學生看圖說故事; 老師使用 AP Chinese 的例句。

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